

КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИНСТИТУТ УПРАВЛЕНИЯ, ЭКОНОМИКИ И ФИНАНСОВ
Кафедра иностранных языков в сфере экономики, бизнеса и финансов

ГРИГОРЬЕВА Е. В.
ХАФИЗОВА Л. В.

АНГЛИЙСКИЙ ЯЗЫК

Краткий конспект занятий

Казань - 2015

УДК 811.111.
ББК Ш 1

*Принято на заседании кафедры иностранных языков в сфере экономики,
бизнеса и финансов*

Протокол №10 от 19 июня 2015года

Рецензенты:

кандидат социологических наук, доцент кафедры иностранных языков в
сфере экономики, бизнеса и финансов КФУ **О.В. Полякова;**

кандидат филологических наук, доцент кафедры иностранных языков в
сфере экономики, бизнеса и финансов КФУ **Ю.Н.Горелова**

Григорьева Е.В., Хафизова Л.В.

**Иностранный язык (английский язык) / Григорьева Е.В.,
Хафизова Л.В. – Казань: Казан. ун-т, 2015. – 65 с.**

В предлагаемом конспекте занятий по иностранному языку изучаются лексические и грамматические темы, страны изучаемого языка – Великобритания, США, Канада, система высшего образования в России, Великобритании и США, а также образование сравнительных конструкций, использование модальных глаголов, прошедшего причастия и *ing*-формы, косвенной речи в английском языке. Рассмотрены разговорные клише и образцы написания различных писем, документов. Подготовленный материал можно изучать самостоятельно, выполняя предлагаемые задания и проводя самоконтроль усвоения материала.

© **Е.В. Григорьева,**

Л.В.Хафизова, 2015

© **Казанский университет, 2015**

Направление подготовки: 080100.62 Экономика (все)

Дисциплина: Иностранный язык (английский язык)

Количество часов: 144 (в том числе: практические занятия - 108, форма контроля: экзамен (2 семестр)).

Темы:

Раздел 1. Страны изучаемого языка

Тема 1. Великобритания.

Тема 2. США.

Тема 3. Канада.

Раздел 2. Образование в России и за рубежом

Тема 1. Образование в России.

Тема 2. Образование в Великобритании.

Тема 3. Образование в США.

Ключевые слова: comparisons, modal verbs, economy, Britain economy, US Economy, Canada economy, higher education, ing-form, past participle, modal verbs, indirect speech, a letter of request, a summary.

Дата начала использования: 1 сентября 2015 года

Авторы курса: Григорьева Е.В., доцент кафедры иностранных языков в сфере экономики, бизнеса и финансов amalia565@mail.ru . Хафизова Л.В., старший преподаватель кафедры иностранных языков в сфере экономики, бизнеса и финансов ptrlilia2004@mail.ru

Содержание

Раздел 1 Страны изучаемого языка

| | |
|-----------------------------|----|
| Тема 1. Великобритания..... | 5 |
| Тема 2. США..... | 18 |
| Тема 3. Канада..... | 26 |

Раздел 2 Образование в России и за рубежом

| | |
|---|----|
| Тема 4. Образование в России..... | 35 |
| Тема 5. Образование в Великобритании..... | 41 |
| Тема 6. Образование в США..... | 52 |
| Список сокращений..... | 63 |
| Информационные источники..... | 64 |
| Глоссарий..... | 66 |
| Вопросы к экзамену..... | 70 |

Раздел 1. Страны изучаемого языка

Тема 1. Великобритания.

Содержание:

- 1.1 Great Britain economy
- 2.2 Two or more nouns together
- 1.3 Ing-form
- 1.4 Participle II
- 1.5 Language skills: Expressing preferences and wishes; explaining the choice
- 1.6 Letter of request
- 1.7 Вопросы к самоконтролю
- 1.8 Задания для практики
- 1.9 Вокабуляр
- 1.10 Используемая литература

Аннотация: Данная тема раскрывает основные направления экономики в Великобритании. Предусматривает изучение таких грамматических тем как ing-форма, Participle II, сочетания двух или более существительных. Знакомит с формой составления письма-запроса.

Ключевые слова: Great Britain economy, labor force, welfare programs, to implement, recession, ing-form, participle II, expressing preferences and wishes; explaining the choice, Letter of request

Методические рекомендации по изучению темы.

- Тема содержит текст, грамматические темы, речевые клише и форму написания письма-запроса, которые необходимо тщательно изучить.
- Далее необходимо ответить на вопросы и выполнить практические задания по изученному материалу.

•В конце темы имеется список слов по теме и список использованной дополнительной литературы и источников.

1.1 Great Britain economy

Read the text:

The UK, a leading trading power and financial center, is one of the quintet of trillion dollar economies of Western Europe. Over the past two decades, the government has greatly reduced public ownership and contained the growth of social welfare programs.

Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with less than 2% of the labor force. The UK has large coal, natural gas and oil resources, but its oil and natural gas reserves are declining and the UK became a net importer of energy in 2005; energy industries now contribute about 4% to GDP. Services, particularly banking, insurance, and business services, account by far for the largest proportion of GDP while industry continues to decline in importance.

Since emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion during which time growth outpaced most Western Europe. The global economic slowdown, tight credit, and falling home prices, however, pushed Britain back into recession in the latter half of 2008 and prompted the government to implement a number of new measures to stimulate the economy and stabilize the financial markets; these include part-nationalizing the banking system, cutting taxes etc.

The Bank of England periodically coordinates interest rate moves with the European Central Bank, but Britain remains outside the European Economic and Monetary Union, and opinion polls show a majority of Britons oppose joining the euro.

1.2 Two or more nouns together

Study the information about noun + noun combinations:

In English two or more nouns can be combined together. In the noun + noun construction, the first noun functions like an adjective and describes the second noun. Very often, the first noun answers the question *What kind?*

oil resources (the resources of oil)

interest rate moves (moves of a rate of interest)

We often use two nouns together to show that one thing is a part of something else:

the village church; the car door; the kitchen window; the chair leg; my coat pocket; London residents

We can use noun modifiers to show what something is made of:

a gold watch; a leather purse; a metal box

We often use noun modifiers with nouns ending in -er and -ing:

an office worker; a jewellery maker; a potato peeler; a shopping list; a swimming lesson; a walking holiday.

We use measurements, age or value as noun modifiers:

a thirty kilogram suitcase; a two minute rest; a five thousand euro platinum watch; a fifty kilometre journey;

We often put two nouns together and readers/listeners have work out what they mean. So:

an ice bucket = a bucket to keep ice in

an ice cube = a cube made of ice

an ice breaker = a ship which breaks ice

the ice age = the time when much of the Earth was covered in ice.

Sometimes we find more than two nouns together:

London office workers; grammar practice exercises

Noun modifiers come after adjectives:

The old newspaper seller

A tiring fifty kilometre journey

1.3 Ing-form

Study the information how ing-form is used in English:

| Uses of verb+ing | Examples |
|--|---|
| as an adjective | The UK is a leading trading power . |
| as part of continuous verb form | Britain's oil and natural gas reserves are declining . |
| as a noun and the subject | Services, particularly banking , account by far for the largest proportion of GDP. |
| an '-ing' clause after a noun | Agriculture producing about 60% of food needs is highly mechanized and efficient. |
| after certain verbs* | A number of new measures to stimulate the economy and stabilize the financial markets include part-nationalizing the banking system, cutting taxes etc. |
| the preposition + '-ing' (words commonly used in this pattern include <i>after, before, besides, by, in, on, since, through, when, while, with, without</i>) | Since emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion. |

*** 1. Many verbs are followed by '-ing' form.**

Verbs of liking and disliking

| | | | | |
|----------------------|-----------------------|---------------------|-------------|----------------------|
| <i>adore</i> | <i><u>dislike</u></i> | <i><u>enjoy</u></i> | <i>like</i> | <i>mind</i> |
| <i><u>detest</u></i> | <i>dread</i> | <i>fancy</i> | <i>love</i> | <i><u>resent</u></i> |

I **don't mind** telling you.

Verbs of saying and thinking

| | | | | |
|-----------------|-----------------|-----------------------|----------------------|--------------------------|
| <i>admit</i> | <i>deny</i> | <i><u>imagine</u></i> | <i><u>recall</u></i> | <i><u>recommend</u></i> |
| <i>consider</i> | <i>describe</i> | <i>mention</i> | <i>suggest</i> | <i><u>understand</u></i> |

Can you **imagine buying** that car!

Other common verbs

| | | | | |
|---------------------|--------------------|-----------------------|----------------------|--------------------|
| <i><u>avoid</u></i> | <i>finish</i> | <i><u>involve</u></i> | <i>postpone</i> | <i><u>risk</u></i> |
| <i>commence</i> | <i><u>face</u></i> | <i>keep</i> | <i>practise</i> | <i>save</i> |
| <i>delay</i> | <i>include</i> | <i><u>miss</u></i> | <i><u>resist</u></i> | <i>stop</i> |

Avoid giving any unnecessary data.

Common phrasal verbs

| | | | | |
|------------------|----------------|-----------------|------------------|------------------------|
| <i>burst out</i> | <i>end up</i> | <i>go round</i> | <i>put off</i> | <i>look forward to</i> |
| <i>carry on</i> | <i>give up</i> | <i>keep on</i> | <i>set about</i> | <i>leave off</i> |

They **kept on working** for a while.

Some common phrases

| | | |
|--------------------------|---------------------------|------------------|
| <i><u>can't help</u></i> | <i><u>can't stand</u></i> | <i>feel like</i> |
|--------------------------|---------------------------|------------------|

I **can't help** worrying.

NB *With the verbs underlined we can also put an object before the '-ing' form.*

Can you **imagine Helen buying** that car!

2. Sometimes we need to decide whether to use a verb in its '-ing' form

(doing, working) **or infinitive** (to do, to work).

The -ing form focuses on:

a) *an action or state before the action of the first verb.*

He **finished doing** her accounts yesterday.

b) *the activity itself. The second verb functions like a noun.*

He **recommends selling** shares now.

The to-infinitive form focuses on:

a) *a purpose*

She **wishes to ask** you a favour.

b) *a future situation*

They **are planning to launch** a new project.

3. Some verbs can be followed by either ‘-ing’ form or an infinitive.

| | | | | | |
|-------------------|--------------------|----------------------|--------------------|------------------------|--------------------|
| <i>attempt</i> | <i>can't stand</i> | <i>fear</i> | <i>intend</i> | <i>prefer</i> | <u><i>stop</i></u> |
| <i>begin</i> | <i>cease</i> | <u><i>forget</i></u> | <i>like</i> | <u><i>regret</i></u> | <u><i>try</i></u> |
| <i>bother</i> | <i>continue</i> | <u><i>go on</i></u> | (=enjoy) | <u><i>remember</i></u> | |
| <i>can't bear</i> | <i>deserve</i> | <i>hate</i> | <i>love</i> | <i>start</i> | |
| | | | <u><i>mean</i></u> | | |

I **love meeting** people. = I **love to meet** new people.

NB *The underlined verbs can be followed by either ‘-ing’ form or an infinitive but the meanings are very different!!!*

They **stopped making** fax machines. (*finish an action*)

We **stopped to get** petrol. (*finish one action in order to do another one*)

1.4 Participle II

Study the material on how to use Past participle in English and the ways of its translation into Russian:

| Uses of V3 | Examples |
|---|--|
| as a part of a perfect verb form | Britain has become self-sufficient in energy It had imported over 99 percent of petroleum before oil and gas reserves were found in the North Sea |

| | |
|---|---|
| as a part of a passive verb form | The United Kingdom is headed by the Queen. |
| as an adjective before or after a noun | The closed door The improved variant The work done The cars produced |

Причастие II (**Participle II**) - неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

| | | |
|------------|------------|-----------------|
| | active | passive |
| Indefinite | asked | been asked |
| Perfect | have asked | have been asked |

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом.

The book *discussed* yesterday was interesting. Книга, *обсуждавшаяся* вчера, была интересной.

The books *discussed* at the lessons are always interesting. Книги, *обсуждаемые* на уроках, всегда интересны.

Функции причастия II

В предложении причастие II может быть:

1. Определением.

Lost time is never found again. Потерянное время никогда не вернёшь (дословно - не найти).
A written letter lay on the table. Написанное письмо лежало на столе.
They are reconstructing the house built in the 18th century. Они реставрируют здание, построенное в 18 веке.

2. Обстоятельством. Перед причастием II в функции обстоятельства могут стоять союзы *if, unless, when*. В таком случае английское причастие переводится обстоятельством придаточным предложением, в котором подлежащее то же, что и в главном предложении.

If built of the local stone, the road will serve for years. Если построить дорогу (Если дорога построена) из местного камня, она будет служить долгие годы.

1.5 Language skills: Expressing preferences and wishes; explaining the choice

Study conversational formulas for expressing preferences and wishes:

EXPRESSING PREFERENCES AND WISHES

| | |
|-------------|-----------------------------------|
| | I would like to |
| expressing | I'd rather |
| preferences | I'd better |
| & | I'd prefer |
| wishes | I feel like doing something |
| | I don't mind doing something |
| | What I would like to visit/see is |

explaining the I have always wanted
choice I'm sure
It goes without saying

1.6 Letter of request

How To Write a Request Letter

A request is a letter asking the recipient to do something he or she does not have to do, may not have time to do, or may not want to do.

Tips for Requesting a Favor

- Ask politely. Do not demand or threaten.
- Show the reader what's in it for him/her. Prove your case.
- Say exactly what you hope he/ she will do for you.

Ms. Helen Cornell, CAE, CMP
Executive Director
CFCE Education Foundation
Senior Vice President, Education
CFCE
1300 East Eight Mile, Suite 110
Pontiac, MI 43320

Dear Helen:

I'm the author of Last Minute Meetings, a book I hope you'll consider for possible inclusion in your catalog and offerings. Last Minute Meetings provides numerous up-to-date resources and ideas to help plan a meeting — quickly, if need be, and on budget.

This book would be an excellent fit with your current offerings. For people new to the industry, it explains in simple language the details involved in planning a successful event — giving lots of real-life examples and forms. Industry veterans can use the book as a resource guide to find vendors as well as definitive “best sources”.

I have enclosed a review copy. Last Minute Meetings is published by Career Press (Franklin Lakes, NJ; December 2000) and retails for \$11.99. I've included a few recent book reviews as well as a brief bio.

I look forward to the possibility of working together to bring this book into your offering. Regards.

Fern Dickey, CMP

1.7 Вопросы к самоконтролю по теме 1

- 1) How is Britain's economy characterized in general?
- 2) What is the statistic used to measure the economy?
- 3) How do you understand the following – “one of the quintet of trillion dollar economies”?
- 4) The first ingredient of a nation's economic system is its natural resources. What about the UK?
- 5) What is the UK's CB?
- 6) Does the UK undertake an independent monetary policy?
- 7) Is Britain a member of the euro zone?
- 8) What is the key sector of Britain's economy?
- 9) What does it cover?
- 10) How much does it contribute to GDP?
- 11) What industries decline?

12) How do you understand the following – “a net importer of energy”?

1.8 Задания для практики

1. Fill in the table ‘*Britain’s economy over the last decades*’ and make a short report about it:

Britain’s economy over the last decades

| Period of time | Critical activities |
|---------------------------|---------------------|
| over the past two decades | |
| since 1992 | |
| in the late 2008 | |

2. Find examples of two or more nouns together the text “Great Britain economy”.

3. a) Look at the italicized words in the sentences below and say what the ways of using “verb+ing” are? Translate these sentences:

1)The UK *is steadily moving* towards the formation of a knowledge-based economy *focusing* on high technology, flexible workforce and innovative work solutions. 2) More than 25 percent of entrepreneurs established financial companies, *dealing* in public shares and bonds. 3) The business and financial services *include the trading*, investment and real estate sector. 5) This business offers more freedom *in making* company policies

b) Open the brackets using an ‘-ing’ form or infinitive:

1) I’m still looking for a job but I hope (find) something soon.

2) They risk (lose) business to their competitors.

3) Please don’t forget (send) the samples.

4) He denies (pass on) any trade secrets.

5) They are planning (launch) a new line of clothes.

4. a) *Open the brackets putting the verb in the form of Past Participle and explain the case of using a Past Participle form:*

1) The score (receive) on an exam was not enough to enter Cambridge University.

2) The plant introduced a new wage piece system to increase the number of cars (produce).

3) Taxes (levy) on the population in Britain are a relatively small proportion.

4) World War II (follow) by the Civil War caused great damage to the economy of the country.

5) This has (be) an excellent year so far, and we have (reach) most of our sales targets.

b) *Translate the sentences into Russian paying attention to the function of Past Participle form:*

1) Training should combine theory and practice in the field chosen.

2) The amount of electricity generated was not enough.

3) The results obtained were thoroughly analyzed.

4) The workers freed in one place are transferred to other shops.

5) More than 25% of all exported machinery are intended for building projects carried out with our technical assistance.

6) Attempts made to find a suitable approach only led to internal contradictions.

5. *Express your preferences of food and drink and explain your choice.*

6. *You are going to England for holiday. You would like to stay for a few days at your English friend's. Write a letter and ask if it is possible.*

- Describe briefly your holiday plans.
- Present your request.
- Say how long you would like to stay.
- Express hope for her/his return visit to Russia.

1.9 Вокабуляр

| | |
|--------------------------------------|---------------------------|
| to account for | social welfare programmes |
| to outpace | needs |
| to push back into recession | labour force |
| to implement a number of measures | banking insurance |
| to cut taxes | services |
| to remain | GDP |
| to oppose doing smth | economic slowdown |
| trading power | expansion |
| decade | interest rate |
| public ownership | opinion polls |
| growth | majority |

1.10 Использованная литература и источники

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмагилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. –195 с.

2. <http://learnenglish.britishcouncil.org/en/english-grammar/adjectives/noun-modifiers>

Тема 2. США

Содержание:

2.1 US Economy

2.2 Writing a summary

2.3 Вопросы к самоконтролю

2.4 Задания для практики

2.5 Вокабуляр

2.6 Используемая литература и источники

Аннотация: В данной теме раскрывается информация об экономике США. Знакомит с образцом написания резюме текста.

Ключевые слова: US Economy, to experience, an array of enterprises, mixed economy, economic output, a summary.

Методические рекомендации по изучению темы.

- Тема содержит теоретический материал для изучения, представленный в виде текста и грамматического и лексического материала. Изучить особенности написания краткого содержания текста.
- После изучения теоретической информации необходимо ответить на вопросы к самоконтролю и выполнить задания для практики по изученным материалам.
- Далее представлен список слов и использованной дополнительной литературы и источников.

2.1 US economy

Read the text:

The modern American economy traces its roots to the quest of European settlers for economic gain in the 16th, 17th, and 18th centuries. The New World then progressed from a colonial economy to a small, independent farming economy and,

eventually, to a highly complex industrial economy. The United States entered the 21st century with an economy that was bigger, and by many measures more successful, than ever.

The first ingredient of a nation's economic system is its natural resources. The United States is rich in mineral resources and fertile farm soil, and it is blessed with a moderate climate. It also has extensive coastlines on both the Atlantic and Pacific Oceans, as well as on the Gulf of Mexico. Rivers flow from far within the continent and the Great Lakes - five large, inland lakes along the U.S. border with Canada - provide additional shipping access. These extensive waterways have helped shape the country's economic growth over the years and helped bind America's 50 individual states together in a single economic unit.

The second ingredient is labor, which converts natural resources into goods. The number of available workers and, more importantly, their productivity help determine the health of an economy. Throughout its history, the United States has experienced steady growth in the labor force, and that, in turn, has helped fuel almost constant economic expansion. Today, Americans consider "human capital" a key to success in numerous modern, high-technology industries. As a result, government leaders and business officials increasingly stress the importance of education and training to develop workers with the kind of nimble minds and adaptable skills needed in new industries such as computers and telecommunications.

But natural resources and labor account for only part of an economic system. These resources must be organized and directed as efficiently as possible.

Today, the American economy boasts a wide array of enterprises, ranging from one-person sole proprietorships to some of the world's largest corporations. Most businesses are sole proprietorships - that is, they are owned and operated by a single person. Another way to start or expand a venture is to create a business partnership with two or more co-owners. Successful small businesses can sometimes grow through a practice known as franchising and chain stores. In a typical franchising arrangement, a successful company authorizes an individual or small group of entrepreneurs to use its name and products in exchange for a percentage of the sales

revenue. Some individual proprietors have joined forces with others to form chains of their own or cooperatives. Often, these chains serve specialized, or niche, markets.

A particular strength of small businesses is their ability to respond quickly to changing economic conditions. They often know their customers personally and are especially suited to meet local needs. Small businesses - computer-related ventures in California's "Silicon Valley" and other high-tech enclaves, for instance - are a source of technical innovation. Many computer-industry innovators began as "tinkerers," working on hand-assembled machines in their garages, and quickly grew into large, powerful corporations. Small companies that rapidly became major players in the national and international economies include the computer software company Microsoft; the package delivery service Federal Express; sports clothing manufacturer Nike; the computer networking firm America OnLine; and ice cream maker Ben & Jerry's.

Although there are many small and medium-sized companies, big business units play a dominant role in the American economy. In the United States, most large businesses are organized as corporations. A corporation is a specific legal form of business organization, chartered by one of the 50 states and treated under the law like a person.

The United States is said to have a mixed economy because privately owned businesses and government both play important roles. The American free enterprise system emphasizes private ownership. Private businesses produce most goods and services, and almost two-thirds of the nation's total economic output goes to individuals for personal use (the remaining one-third is bought by government and business). The consumer role is so great, in fact, that the nation is sometimes characterized as having a "consumer economy".

The role of government in the American economy extends far beyond its activities as a regulator of specific industries, notably energy and agriculture. The government also manages the overall pace of economic activity, seeking to maintain high levels of employment and stable prices. It has two main tools for achieving these objectives: fiscal policy, through which it determines the appropriate level of taxes

and spending; and monetary policy, through which it manages the supply of money. The Fed, the independent U.S. central bank, manages the money supply and use of credit (monetary policy), while the president and Congress adjust federal spending and taxes (fiscal policy).

The best way to understand the U.S. economy is by looking at GDP, which is the statistic used to measure the economy. In other words, the U.S. economy, as measured by GDP, is everything produced by all the people and all the companies in the U.S. 2007 GDP – the total output of goods and services – was three times the size of the next largest economy, Japan. US dominance has been eroded however by the creation of the EU common market, which has an equivalent GDP of over \$13 trillion, and by the rapid growth of the BRIC economies, in particular China. The recent failure in the US housing and credit markets has also resulted in a slowdown in the US economy.

In common with most developed countries, services is the key sector of the economy. It contributes nearly 67.8% towards the GDP of the country. Information, retail, scientific, technical and professional services form the major parts of this sector. Out of all the services, wholesale and retail trade comes up as the leading business areas. If net income is taken into consideration, then finance and insurance services take the lead.

In 2007, the service sector contributed almost 78.5% and the industrial sector contributed 20.5% towards USA's GDP. Petroleum, chemicals, fertilizers, electronic goods, mining are some of the chief industries of this sector.

Though agriculture is a major industry, yet its contribution is only 1% towards the GDP. Today it increasingly has become an "agribusiness". Agribusiness includes a variety of farm businesses and structures, from small, one-family corporations to huge conglomerates or multinational firms that own large tracts of land or that produce goods and materials used by farmers. Over the last 50 years production doubled, while farm numbers dropped by more than two-thirds.

Labor, agriculture, small businesses, large corporations, financial markets, the Federal Reserve System, and government all interact in complex ways to make America's economic system work.

But, as the late U.S. Senator Robert Kennedy, the brother of President John F. Kennedy, explained in 1968, economic matters are important, but gross national product "does not include the beauty of our poetry or the strength of our marriages; the intelligence of our public debate or the integrity of our public officials. It measures neither our wit nor our courage; neither our wisdom nor our learning; neither our compassion nor our devotion to our country; it measures everything, in short, except that which makes life worthwhile. And it can tell us everything about America except why we are proud to be Americans."

Extracts from *An Outline of the U.S. Economy*

2.2 Writing a summary

Study the tips how to write a summary of the text:

Preparing to Write: To write a good summary it is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.

2. Read the text, highlighting important information and taking notes.

3. In your own words, write down the main points of each section.

4. Write down the key support points for the main topic, but do not include minor detail.

5. Go through the process again, making changes as appropriate.

When writing the summary there are three main requirements:

1. The summary should cover the original as a whole.
2. The material should be presented in a neutral fashion.
3. The summary should be a condensed version of the material, presented in your own words.
4. Also do not include anything that does not appear in the original. (Do not include your own comments or evaluation.)
5. Be sure to identify your source.

2.3 Вопросы к самоконтролю по теме 2

Read the text "US economy" and tell if the statements are true or false:

- 1) The American economy developed from a marginally successful farming economy to a highly industrialized economy.
- 2) Two main ingredients of a country's economic system are its natural resources and labor force.
- 3) The American economic enterprises range from one-person businesses to large multinationals.
- 4) Small and medium-sized companies usually play a dominant role in the American economy because of their ability to respond quickly to changing economic situation.
- 5) The U.S. is said to have a market economy.
- 6) The U.S. government seeks to maintain high levels of employment and stable prices, above all, and regulates a number of specific industries.
- 7) GDP measures the total value of all the goods and services produced in a country, including income from abroad.
- 8) Agriculture is a major industry.
- 9) While a strong economy may be a prerequisite to social progress, it is not the ultimate goal.

2.4 Задания для практики

1. *Make a presentation about American economy.*

2. *Write a short report on one of the topics:*

Foreign trade

The stock market

Recent economic situation

E-commerce

Federal Reserve

2.5 Вокабуляр

free enterprise system

wholesale/ retail trade

private ownership

small/ medium-sized/ large business

corporation

conglomerate

subway

consumer

output

price level

computer-related venture

sole proprietorship

strength

business partnership

chain store

delivery service

gross national product (GNP)

economic gain/ growth/slowdown

mixed/ industrial economy

inland lakes

Federal Reserve System

district

entrepreneur

shipping access

productivity

spending

co-owner

niche/ specialized market

failure

franchising

to rise

to treat

| | |
|--------------------------------|-------------------------------------|
| major player | to achieve |
| bankruptcy | to meet needs |
| assets | to influence |
| sales revenue | to depend on |
| housing/ stock market | to strengthen |
| fiscal policy/ monetary policy | to stand for |
| money supply | to bind together |
| agribusiness | to maintain |
| net income | to join forces |
| yield | to be rich in |
| successful | to dominate |
| powerful | to authorize |
| dominant | to create/ start/ expand a business |
| stable (prices) | to take the lead |
| steady (growth) | to charter |
| eventually | to respond to |
| in exchange for | to take into consideration |

2.6 Используемая литература и источники.

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмаилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. –195 с.

2.<http://academics.smcvt.edu/cbauer-ramazani/AEP/EN104/summary.htm>

3.http://en.wikipedia.org/wiki/Economy_of_the_United_States

Тема 3. Канада

Содержание:

- 3.1 Canada economy
- 3.2 Indirect speech
- 3.3 Writing a summary
- 3.4 Вопросы к самоконтролю
- 3.5 Задания для практики
- 3.6 Вокабуляр
- 3.7 Используемая литература

Аннотация: Данная тема раскрывает основные направления экономики в Канаде. Предусматривает изучение такой грамматической темы как Indirect speech. Знакомит с образцом написания резюме текста.

Ключевые слова: Canada economy, gross domestic product, service sector, working population, manufacturing sector, natural resources, public services, fiscal management, Indirect speech, summary.

Методические рекомендации по изучению темы.

- Тема содержит текст, грамматическую тему, образец написания резюме текста, которые необходимо тщательно изучить.
- Далее необходимо ответить на вопросы и выполнить практические задания по изученному материалу.
- В конце темы имеется список слов по теме и список использованной дополнительной литературы и источников.

3.1 Canada economy

Read the text:

Canada's economy is both mature and diverse, benefiting from an advanced services sector, an abundance of natural resources, sound management and free trade agreements. The Canadian economy is the eighth largest in the world according to the IMF. As of 2007, its nominal GDP was \$1.274 trillion, with growth of 2.7%. It is part of the G8 and other 'rich clubs' such as the OECD.

Unlike most developed economies, Canada has moved from agriculture straight to services. More than two-thirds of the country's output is contributed by the services sector, which employs nearly three-quarters of the working population. This industry is very diverse and includes the retail sector, financial services, real estate, education, health, high-tech, entertainment and tourism. All these sectors are developing at a rapid rate with retail and health leading growth.

In contrast, primary sectors account for about 3 percent of Canada's GDP. But the primary sector plays an important role in Canada's economic activity, as 1/4th of Canada exports are primary articles and many areas depend on the primary sector as their source of income. The main agricultural products are wheat, barley, oilseed, tobacco, fruits, vegetables, dairy products, forest products and fish.

As regards the manufacturing sector, Canada enjoys a large industrial base, which produces 26% of the country's output. Although manufacturing has never been a dominant sector of the economy, it has been an important secondary industry and does manufacture a significant number of cars and light aircraft, mainly in central Canada.

Another important factor in the country's development was the free trade agreement with the US that was signed in 1989, as well as the NAFTA treaty of 1994. These agreements linked several other key countries such as Mexico, Israel, Chile and Costa Rica to Canada and its economy. In January 2008, the country has also agreed to a Canadian-European free trade association that has further developed its robust economy.

Canada is the second-largest country in the world by land mass (after Russia), and is blessed with natural resources. Oil and lumber - and pulp & paper - are two vital industries and exports. According to the USGS, Canada has the second-largest

oil reserves in the world, with its large oil and gas reserves in Alberta, British Columbia and Saskatchewan and the Athabasca Tar Sands. Canadian mines are leading producers of nickel, gold, diamonds, uranium, and lead. Canada is also one of the largest exporters of soft commodities including grains and wheat in particular.

Canada's sound fiscal management has been another major factor contributing to the country's economic superiority. Prudent management has given Canada a balanced budget throughout the entire last decade.

Canada closely resembles the US in its market-oriented economic system, pattern of production, and affluent living standards. But, despite being a market economy, Canada does have a significant room for government intervention and the government has indeed a significant impact on how public services are delivered.

3.2 Indirect speech/ Reported speech

Study the material on how to use Indirect speech:

Change of tense

When we report what someone said, the verb forms often move one tense into the past.

'I **believe** that what I **am doing** is right', she said, 'I **will continue** to fight for justice.'

She said she **believed** that what she **was doing** was right, and that she **would continue** to fight for justice.

Verbs forms change in the following way:

| Direct speech (the actual words) | Reported speech (indirect speech) |
|-------------------------------------|--------------------------------------|
| Present Simple (<i>do</i>) | Past Simple (<i>did</i>) |

| | |
|---|---|
| Present Continuous (<i>is doing</i>) | Past Continuous (<i>was doing</i>) |
| Present Perfect (<i>has done</i>) | Past Perfect (<i>had done</i>) |
| Past Simple (<i>did</i>) | Past Perfect (<i>had done</i>) |
| Past Continuous (<i>was doing</i>) | Past Perfect Continuous (<i>had been doing</i>) |
| Past Perfect (<i>had done</i>) | no change possible |
| Past Perfect Continuous (<i>had been doing</i>) | no change possible |

Modals are used in direct speech:

– use the past forms of modals: can → could

will → would

may → might

must → had to

‘I **must** pay my phone bill’ → He said he **had to** pay his phone bill.

– those which do not have a past form do not change: *would, could, might and should*

‘I **might** come later’ → She said she **might** come later.

Reported questions

– use *ask, want to know* or *wonder* to report questions

– after wh-questions, the question word is used as a conjunction

The police **asked (him)** where he had been.

They **wanted to know what** time he arrived home.

– with yes/no questions *if* or *whether* are used

Ben wondered **if/whether** you wanted to come round for dinner

I → she/he

this → that

ours → theirs

these → those

today → that day

here → there

tomorrow → the next day

now → then

yesterday → the previous day

In reported speech it is necessary to change the pronouns, adjectives and adverbs:

3.3 Writing a summary

Study the tips how to write a summary of the text:

Preparing to Write: To write a good summary it is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.
2. Read the text, highlighting important information and taking notes.
3. In your own words, write down the main points of each section.
4. Write down the key support points for the main topic, but do not include minor detail.
5. Go through the process again, making changes as appropriate.

When writing the summary there are three main requirements:

1. The summary should cover the original as a whole.
2. The material should be presented in a neutral fashion.
3. The summary should be a condensed version of the material, presented in your own words.
4. Also do not include anything that does not appear in the original. (Do not include your own comments or evaluation.)
5. Be sure to identify your source.

3.4 Вопросы к самоконтролю по теме 3

Read the text again and decide whether these statements are true or false.

Correct the false ones:

- 1) Canada's economy is robust due to its market-oriented economic system.
- 2) Canada is a member of some rich clubs and free trade associations.
- 3) Like most mature countries Canada progressed from farming economy direct to services.
- 4) Greater part of country's total volume of production is contributed by services sector.
- 5) Services industry is both advanced and diverse, where retail and health take the lead.
- 6) Although primary sector accounts for only several percent of the country's GDP, it plays an important role in the economy because of the income it brings to the Canada's areas.
- 7) Manufacturing is a dominant sector of the economy.
- 8) Alongside with Russia Canada enjoys vast territories and scarce natural resources.
- 9) Canada has largest oil reserves and it is the largest exporter of agricultural products.
- 10) A number of factors contribute to the country's economic prosperity, good fiscal policy being one of them.
- 11) Canada is said to have a purely market economy.

3.5 Задания для практики

1. a) Read the dialogue and reproduce it in Indirect Speech:

Alex: Hi Clara. I haven't seen you for ages! Where have you been?

Clara: Hi Alex. I've returned from Canada.

Alex: Was it a business trip?

Clara: Exactly. I was impressed by the scenic charm of Ottawa, which is considered as one of the country's most attractive cities. The capital is the public face of Canada for many people, so the city has been kept lovely and welcoming.

Alex: Are there many places of interest?

Clara: Yes, there are. It has many parks, museums, art galleries. But the Currency Museum impressed me most. It's just great!

Alex: Really? What did you see there?

Clara: It contains an amazing collection of money and things used as money at different periods of time.

Alex: What things?

Clara: Well, there are shells, glass, beads, fish-hooks, teeth of animals, grain, cattle, cocoa beans, paper and metal.

Alex: How interesting!

Clara: Yes, even playing cards were used as money in New France in the 18th century.

Alex: What's the admission fee?

Clara: The admission is free.

b) Read this extract from a short speech made at a meeting. Fill in the gaps in the sentences below using the text:

I am afraid there are a number of problems with this agreement. First of all, we feel that your company has not been reliable on several occasions in the past. We are particularly unhappy about the fact that there have been a number of late deliveries and these have caused us considerable problems.

Another problem is that on at least five occasions you have supplied faulty parts and we had to return these to you. There is also the problem of discount. Originally you promised us a 10% discount. I am not very happy about the prices you charge either.

1) He said ... a number of problems with the agreement.

2) In particular, they felt that the company... reliable on several occasions.

3) There ... a number of late deliveries and he said that the company... faulty parts on at least five occasions.

4) He also mentioned that there ... the problem of discount.

5) Originally the company... a 10 per cent discount.

6) And he concluded he ... about the prices either.

2. Write a summary about Canada economy.

3.6 Вокабуляр

| | |
|---------------------------|----------------------------|
| advanced | products |
| affluent living standards | primary articles |
| ancestry | relatively |
| beaver | robust |
| coastline | second-largest |
| currency | soccer |
| dairy/ agricultural | sound management |
| decade | soft commodities |
| developed economies | to be appointed |
| economic superiority | to associate (with) |
| fiscal year | to benefit from |
| free trade agreement | to develop at a rapid rate |
| government intervention | to employ |
| humid | to incorporate |
| lacrosse | to initiate |
| land mass | to maintain |
| lumber | to proclaim |
| maple leaf | to rip (over) |
| mature | to sign |
| manufacturing | to surpass |
| moderate | unlike |

output

pattern of production

public service

waterfall

working population

pulp

3.7 Используемая литература и источники.

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмаилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. –195 с.

2. http://en.wikipedia.org/wiki/Economy_of_Canada

3. <http://www.economics.about.com>

Раздел 2. Образование в России и за рубежом

Тема 4. Образование в России

Содержание:

- 4.1 Higher education in Russia
- 4.2 Student application form
- 4.3 Вопросы к самоконтролю
- 4.4 Задания для практики
- 4.5 Вокабуляр
- 4.6 Используемая литература

Аннотация: Данная тема раскрывает основные особенности системы высшего образования в России. Знакомит с формой подачи заявления студента.

Ключевые слова: higher education, higher education institutions (HEIs), university, discipline, entry requirements, student performance evaluation, Student application form.

Методические рекомендации по изучению темы:

- Тема содержит теоретический, лексический материал для изучения.
- Прочитайте текст и переведите его.
- Ознакомьтесь с формой подачи заявления.
- После изучения предыдущих пунктов необходимо ответить на вопросы и выполнить задания для практики, которые помогут закрепить изученный материал.

•В конце конспекта представлены список слов по теме и список использованной литературы для более полного изучения темы, если есть в этом необходимость.

4.1 **Higher education in Russia**

Read the text:

The system of higher education in Russia started with the foundation of the universities in Moscow and St Petersburg in the middle of the 18th century. In 1724 the St. Petersburg Academy of Sciences, founded by Peter I, established the university and a grammar school. However, these educational establishments didn't fulfill the task they took on. It was Michail Lomonosov who suggested the idea of establishing university in Moscow. In 1755, on 25 January, Empress Elizaveta Petrovna signed a decree of university foundation. According to Lomonosov's plan, there were originally three faculties. First, all the students acquired a comprehensive knowledge in the field of science and humanities at the faculty of Philosophy. Then they could specialize and continue at the faculty of Philosophy or join either the Law faculty or the faculty of Medicine. Lectures were held either in Latin, the language of educated people at that time, or in Russian. Originally, tuition at Moscow University was free for all students; later only poor students were exempt from tuition fees. The state funding didn't cover all the University expenses; thus the administration had to find ways to raise additional funds.

In general, the system of higher education in Russia was constructed similar to that of Germany. Due to demands of the international educational organizations, the higher education system began to change over the past ten years. Universities began transitioning to a system similar to that of Britain and the USA. Read the text.

There are presently four basic types of higher education institutions (HEIs):

- Universities (responsible for education and research in a variety of disciplines);

- Academies (responsible for education and research. They differ from universities only in that they restrict themselves to a single discipline (Academy of Arts, Academy of Architecture);
- Institutes (multi-discipline oriented);
- Private Institutions (offer degrees in non-engineering fields such as business, culture, sociology, and religion).
- *Entry requirements.* The Constitution and the Russian Federation Law on Education guarantee open and free access to higher education on a competitive basis. Currently the Certificate of Secondary Complete General Education is required for admission to all kinds of HEIs. Applications are accepted from citizens of both sexes who have completed secondary education and passed a competitive entrance examination. The academic year lasts from September 1 to June everywhere, with long summer vacations from July to August 31. It is divided into two terms. The evaluation of student's performance is designed in such a way that the progresses of the latter in mastering subjects included in the curriculum are monitored closely and objectively. The number of tests and examinations to be taken during every academic year is strictly formulated by the head of the institutions. Student performance on test is evaluated as "passed" or "failed" and on examinations as "excellent", "good", "satisfactory" and "unsatisfactory". Some HEI have already introduced a system of continuous assessment which helps to evaluate student's progress during the whole academic year. Students who accumulate a number of arrears in their new academic year would be dismissed from their educational institutions. The final state examinations are also very important part of the higher educational assessment process in Russia. These methodologies constitute a comprehensive evaluation system by which the knowledge and the skills of specialists are brightened and the qualification obtained becomes invaluable and precious.

4.2 Student Application Form

Study the student application form:

| | |
|--|----------|
| International College • 145- 8 Regents Road • Palmer • Brighton • bn 1 9QN | |
| Applicant | |
| Family Name: | |
| Other Names: | |
| Title Mr/Mrs/Miss/Ms: | Age: |
| Address: | |
| Town/City: | Country: |
| Do you have a job or are you a student? | |
| Job title /Subject of study: | |
| Name of business /University/College: | |
| Course applied for: | |
| Course dates: | |
| Are you paying your own fees, or is your company paying for you? | |
| Will you find your own accommodation or do you want this to be arranged by the College? | |
| Please tick how you found out about International College. a) Newspaper c) Friend's recommendation b) Through your university/college d) Other source: | |
| Signature: | Date: |

4.3 Вопросы к самоконтролю по теме 4

1. When did the system of higher education start in Russia?
2. Who suggested the idea of establishing university in Moscow?
3. What were the first three faculties?
4. What were the languages lectures held?
5. Was the system of higher education in Russia initially constructed similar to that of France, Germany or Britain?

6. What are the basic types of higher education institutions in Russia? And what are they responsible for?

7. What are the entry requirements to the HEIs?

8. When does the academic year begin?

9. How many terms is the academic year divided into?

10. What do students do at the end of each term?

11. How is student performance evaluated?

4.4 Задания для практики

1. *Using the information in the text about Higher education in Russia make the report about the university you study at.*

2. *Fill in the form in 4.2*

4.5 Вокабуляр

| | |
|----------------------------|--------------------------------|
| arrears | to be exempt from |
| admission | expenses/expenditures |
| to apply for | evaluation |
| applicant/ application | to fail an exam |
| on a competitive basis | to hold (held, held) a lecture |
| continuous assessment | to pass an exam |
| Certificate of Secondary | precious |
| Complete General Education | to take an exam(in) |
| comprehensive knowledge | term |
| curriculum | tuition fee |
| to be dismissed | to raise funds |
| educational establishment | to sign a decree |

entry requirements
to enroll

vacations (AmE)

4.6 Используемая литература и источники

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмагилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. –195 с.

2. <http://www.studyRussian.com/MGU/russian-education-system.html>

3. <http://www.study.ru/support/handbook/>

Тема 5. Образование в Великобритании

Содержание:

- 5.1 The system of higher education in Britain
- 5.2 Cambridge University
- 5.3 Oxford University
- 5.4 Comparison and Comparative constructions
- 5.5 Application for Scholarship
- 5.6 Language skills: Expressing your opinion
- 5.7 Вопросы к самоконтролю
- 5.8 Задания для практики
- 5.9 Вокабуляр
- 5.10 Используемая литература

Аннотация: Данная тема раскрывает основные особенности системы высшего образования в Великобритании и одних из самых старых и престижных вузов страны. Предусматривает изучение таких грамматических явлений как сравнительные степени прилагательных и сравнительные конструкции. Знакомит с разговорными клише для выражения собственного мнения. Знакомит с формой подачи заявления на грант.

Ключевые слова: higher education, the University of Cambridge, the University of Oxford, admittance to universities, degrees, grants, academic year, humanities, comparisons, Application for Scholarship, expressing your opinion.

Методические рекомендации по изучению темы:

- Тема содержит теоретический, лексический и грамматический материал для изучения.
- Прочитайте текст и переведите его.

- Изучите способы образования сравнительной и превосходной степеней прилагательных в английском языке и случаи употребления их и сравнительных конструкций.

- Ознакомьтесь с формой подачи заявления на грант/ стипендию.

- Изучите разговорные клише для выражения своего мнения.

- После изучения теоретических пунктов необходимо ответить на вопросы и выполнить задания для практики, которые помогут закрепить изученный материал.

- В конце конспекта представлены список слов по теме и список использованной литературы для более полного изучения темы, если есть в этом необходимость.

5.1 The system of higher education in Britain

Read the text:

65% of British secondary school graduates finish their formal education at the age of 17 or 18. The students who go on to college are very well prepared to do so. During the last two years of high school they specialize in college preparatory courses and then they take special national examinations (“A-level” exams or “Scottish leaving examinations”) in order to qualify to compete for admission to a university program. It is during this process of studying for their end-of-high-school examinations that most British students acquire the breadth of academic knowledge. By the time they get to university level, most British students are prepared to concentrate on a particular subject, and they are expected to do so. In the UK, students are admitted not to a university as a whole but to a specific course of study within it.

Admittance to universities. Good A-level results in at least two subjects are necessary to get a place at a University. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a

place at a university brings with it a grant from their local education authority. Grants and loans are intended to create opportunities for equality in education. Grants are paid by the LEA on the basis of parental income.

Students are not supposed to take a job during the term. However, nowadays the government encourages the system of loans. That's why quite a lot of students can't afford to live in college and many of them are forced to do a part-time job, but this reduces the traditionally high quality of British university education.

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July. The British University year is divided into three terms, roughly eight to ten weeks each. The terms are crowded with activity and the vacations between the terms.

Degrees. After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work.

5.2 The University of Cambridge

Read the text:

The University of Cambridge (often Cambridge University) is the second – oldest university in the English-speaking world. Academically, Cambridge is consistently ranked in the world's top five universities. It has traditionally been an academic institution of choice of the Royal Family and has produced 83 Nobel Laureates, more than any other university in the world according to some counts. The application system to Cambridge and Oxford often involves additional requirements, with candidates typically called to face-to-face interviews. How applicants perform in the interview process is an important factor in determining which students are

accepted. Most applicants are expected to be predicted at least three A-grade A-level qualifications relevant to their chosen undergraduate course, or equivalent overseas qualifications.

The principal method of teaching at Cambridge colleges is the supervision. These are typically weekly hour-long sessions in which small groups of students - usually between one and three - meet with a member of the university's teaching staff or a doctoral student. Students are normally required to complete an essay or assignment in advance of the supervision, which they will discuss with the supervisor during the session, along with any concerns or difficulties they have had with the material presented in that week's lectures.

In addition to a long and distinguished tradition in mathematics and the sciences, Cambridge University has educated 15 British Prime Ministers, including Robert Walpole (First Prime Minister of Great Britain). At least twenty-three Heads of State or Heads of Government have attended Cambridge University, including three Prime Ministers of India, two Prime ministers of Singapore, Stanley Bruce (Prime Minister of Australia) and Margrethe II of Denmark.

5.3 The University of Oxford

Read the text:

The University of Oxford (informally Oxford University or simply Oxford) is the oldest university in the English-speaking world. It is also regarded as one of the world's leading academic institutions. The university traces its roots back to at least the end of the 12th century, although the exact date of foundation remains unclear.

The university's formal head is the Chancellor, though as with most British universities, the Chancellor is a titular figure, rather than someone involved with the day-to-day running of the university. Elected by the members of Convocation, a body comprising all graduates of the university, the Chancellor holds office until death. The Vice-Chancellor is the de facto head of the University. Five Pro-Vice-Chancellors have specific responsibilities for Education; Research; Planning and

Resources; Development and External Affairs; and Personnel and Equal Opportunities. The University Council is the executive policy-forming body, which consists of the Vice-Chancellor as well as heads of departments and other members elected by Congregation, in addition to observers from the Union. There are 38 colleges of the University of Oxford and six Permanent Private Halls, each with its own internal structure and activities. All students, and most academic staff, are affiliated with a college. The heads of Oxford colleges are known by various titles, according to the college, including warden, provost, principal, president, rector, master, or dean. The colleges join as the Conference of Colleges to discuss policy and to deal with the central University administration. Teaching members of the colleges (fellows and tutors) are collectively and familiarly known as dons (though the term is rarely used by members of the university itself). In addition to residential and dining facilities, the colleges provide social, cultural, and recreational activities for their members.

The admission process for undergraduates is undertaken by the individual colleges, working with each other to ensure that the best students gain a place at the University regardless of whether they are accepted by their preferred college. Selection is based on achieved and predicted exam results; candidate-submitted written work; interviews, which are held between applicants and college tutors; and, in some subjects, written admission tests prior to interview. Personal statements and school references are also considered.

There are many famous Oxonians, as alumni of the University are known.

5.4 Comparison and comparative constructions

Study the formation of comparative and superlative degrees of adjectives and adverbs and the usage of comparison and comparative constructions in English.

Monosyllabic adjectives and adverbs form:

– comparative degree by adding *-er*: big-bigger, new-newer;

– superlative degree by adding definite article *the* and *-est*: big- **the biggest**, new-**the newest**;

Disyllabic adjectives and adverbs ending in – *er*, *-ow*, *-y*, *-le* have the same ways of forming comparative and superlative degrees as monosyllabic: simple-**simpler**- the **simplest**.

Polysyllabic adjectives and adverbs form:

– comparative degree by adding *more*: beautiful- **more** beautiful, easily – **more** easily (easier);

– superlative degree by adding definite article *the* and *most*: beautiful- **the most** beautiful.

NB There are some exceptions:

good – better – (the) best

bad – worse - (the) worst

far (for distance) – farther - (the) farthest

far (for time and distance) – further - (the) furthest

little – less - (the) least

old (for age) – older – (the) oldest

old (for seniority) – elder – (the) eldest

well – better – (the) best

much/many – more – (the) most

Comparative constructions

as ... as (такой же ..., как): He is as experienced as people think.

not so ... as (не такой..., как): This product is not as expensive as that one.

as much/many ... as (столько же..., сколько):Just do as much as you can.

the (bigger) ... the (bigger)(чем..., тем): The more you earn, the more you spend.

twice as much/many...as (вдвое больше, чем): They employ 90 people, twice as many as last year.

more than/less than (более, чем/менее, чем): Our company is more interested in development projects than others are.

as (soon) as possible (как можно быстрее): Try to make a decision as soon as possible.

the (highest) possible (наивысший): The competitor's goods are of the highest possible demand on the market.

as well as (также как): We usually have lectures as well as seminars.

5.5 Application for Scholarship

Study the model answer of Application for Scholarship:

Say why you are writing and what you are responding to (e.g. an advert, a prospectus).

Use a formal, neutral style. (Remember: no contractions, no colloquial language, no direct questions, no informal punctuation such as

Dear Sir/Madam,

I would like to apply for one of the scholarships I saw advertised in your prospectus.

At present I am training to be a secondary school teacher of English and I finish my course at the end of June. However, I feel I still have a lot to learn about the language and culture of the English-speaking world and would benefit considerably from a course in an English-speaking country.

The reason I am applying for a scholarship is that I cannot afford the cost of studying abroad. I have no income except for my student grant, so if I am fortunate enough to be

If you know the name of the person, begin *Dear Mr Smith/Dear Ms Jones, etc.*

In one paragraph, briefly describe you/your situation,

exclamation marks.)

Be polite and positive, but not too much!

Use a formal ending.

Sign your name and then print your name dearly underneath.

given a scholarship, I would have to work part-time to save some personal spending money. My parents will borrow some money for my airfare if I am successful. I would appreciate being given the opportunity to study at your college and would be very grateful if you would consider my application.

Yours sincerely,
Marco Prodi
MARCO PRODI

In the next paragraph, make it clear why you are applying for a scholarship and why you would be a suitable candidate. Make sure you cover all the points in the question.

5.6 Language skills: Expressing your opinion

Study the conversational formulas for expressing your opinion:

| | |
|-----------------------------|----------------------------|
| In my opinion.... | To my mind.... |
| As far as I am concerned... | From my point of view... |
| I would say that... | It seems to me that... |
| I have no doubt that ... | My impression is that... |
| I have the feeling that... | I have the feeling that... |

| | |
|---------------------------------|--|
| I am sure/I am certain that ... | I think/consider/find/feel/believe/suppose/presume/assume that ... |
| I guess that ... | It goes without saying that ... |
| As for me/As to me ... | Speaking personally |

5.7 Вопросы к самоконтролю по теме 5

1. How do universities select students?
2. What are grants and loans aimed at?
3. How many terms is the academic year divided into?
4. What kinds of degrees can the students get? Speak about each type in detail.
5. What place does the University of Cambridge rank in the English-speaking world?
6. How many Nobel Laureates has Cambridge produced?
7. What is the application system to it?
8. What is the principle method of teaching at Cambridge?
9. When does the University of Oxford trace its roots back to?
10. Who is the formal head of the university?
11. Who is the de facto head of the University?
12. How many colleges are there at Oxford University?
13. What are admission and selection processes based on?

5.8 Задания для практики

1. *Make a report about one of the oldest HEI in Britain.*

2.a) *Open the brackets using the comparative or superlative degree.*

1) The Royal Dutch Shell Group is (profitable) company in the world.

2) She has been working as an accountant for 3 years, so now she's (experienced) than before.

3) The town is small, we have (little) branches here.

4) He is one of (clever) candidates I have ever met.

5) Philips is the second (large) electronics company in Europe.

6) There are too many sections in the catalogue. It needs to be (short).

7) We decided to interview him, because his CV was (good) one.

8) I spent (much) time on the project than I had expected.

b) Put the words in the right order to form a statement.

1) as / as / group mates / languages / good / at / he / is / his

2) 500 / were / as / a / basis / competitive / as / applicants / admitted / on / many

3) the / than / ten / grant / possible / our / group / of / more / students / highest /
get

4) full-time / work / as / ones / nowadays / well / some / part-time / students / as

5) Andrew / friends / studies / than / my / harder / other

3. *Using the model in 2.5 write your answer in appropriate style.*

4. *Using as many conversational formulas for expressing your opinion as you know give your opinion to the following quote: "Education is simply the soul of a society as it passes from one generation to another" (G.K. Chesterson).*

5.9 Вокабуляр

to affiliate with

A-level exams (advanced level)

Bachelor of Science (BSc)

Bachelor of Arts (BA)

fellow (tutor, don)

to go on to college

grant

grades

| | |
|--|---------------------------------|
| breadth of academic knowledge | graduate (n,v) |
| Chancellor (warden, provost, principal, president, rector) | local education authority (LEA) |
| college preparatory courses | Master of Arts (MA) |
| Congregation | Master of science (MSc) |
| Convocation | part-time job |
| dean | parental income |
| degree | to qualify |
| de facto | to run from...to |
| Doctor of Philosophy (PhD) | scholarship |
| end-of-high-school examinations | supervision |
| to encourage | Vice-Chancellor |

5.10 Используемая литература и источники.

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмагилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011.
2. http://en.wikipedia.org/wiki/Education_in_England
3. <http://www.timeshighereducation.co.uk/>

Тема 6. Образование в США

Содержание:

6.1 Higher Education in the USA

6.2 Modal verbs

6.3 Language skills: Expressing your agreement/disagreement

6.4 Вопросы к самоконтролю

6.5 Задания для практики

6.6 Вокабуляр

6.7 Используемая литература

Аннотация: Данная тема раскрывает основные особенности системы высшего образования в США. Предусматривает изучение таких грамматических явлений как модальные глаголы. Знакомит с разговорными клише для выражения согласия и несогласия.

Ключевые слова: alumnus, associate degree, credits, grade, freshman, scholastic, sophomore, vocational training programs, expressing your agreement/disagreement, Modal verbs.

Методические рекомендации по изучению темы:

- Тема содержит теоретический, лексический и грамматический материал для изучения.

- Прочитайте текст и переведите его.

- Изучите случаи употребления модальных глаголов.

- Изучите разговорные клише для выражения согласия и несогласия.

- После изучения теоретических пунктов необходимо ответить на вопросы и выполнить задания для практики, которые помогут закрепить изученный материал.

•В конце конспекта представлены список слов по теме и список использованной литературы для более полного изучения темы, если есть в этом необходимость.

6.1 Higher education in the USA

Read the text:

Higher education in the USA lures students from all parts of the world. It takes a lot of preparation to get into any one of the American universities. Most of these schools or colleges have their own standards for testing the student's skills and knowledge.

A student aspiring to study in the USA can gain admission as an undergraduate, graduate or a post graduate student.

Undergraduate/Bachelor's program. Generally, it takes four years of undergraduate study to earn a Bachelors degree. The first year is called freshman year; second – sophomore; third – junior; and the fourth – senior. Students in senior year are also called as "Upperclassmen".

There are various subjects you can choose to study in an undergraduate college. The first two years mostly cover general subjects. A junior year student must choose a "major" field of study. They must take a certain number of courses in their field. In some schools, students also choose a "minor" field. There is usually time for students to choose several other "elective" (extra) courses in other subjects. Each student is assigned a "faculty advisor", who teaches their major subjects, and assists them to select a particular program of study.

Graduate Study. It is what is sometimes called postgraduate education. All master degrees are graduate degrees. Masters Degree is usually required in fields such as Engineering, Library science, Business Administration or Social work. Mostly master's degree is a 2-year program, but some subjects like journalism, may need just one year.

A Doctorate degree (Ph.D) usually takes five to seven years to complete. Unlike undergraduates, graduate students begin specialized study from the first day.

Professional/Vocational Training Programs. These are many specific courses/training programs for professional subjects. Some of them include Printing technology, Orthoptics, fashion and textile technology. If you want to go for graduate studies in the USA, you must know that there are different types of education centers in the USA.

State College or University. These schools are supported and run by the State Government. Each U.S. state operates at least one state university, and several state colleges.

Private College or Universities. These schools are privately owned/operated institutes. Tuition fee is usually higher than the state government schools. Normally these colleges and universities are smaller in size.

Community Colleges. Community colleges are local i.e. a city or county colleges. They also conduct evening classes for students who work during the day. Normally, community colleges welcome international students. But few countries do not recognize degrees from such community colleges.

Professional Schools. These are professional schools to train students in professional fields such as Art, Music, Engineering, Business, etc. They can be a part of a university or may be a separate school. Some offer graduate programs as well.

Institute of Technology. These technical schools conduct at least four years of study in the science and technology fields. Some of them offer graduate programs too.

Schools run by Church. Many U.S. colleges and universities were founded by religious groups and are run by local religious organizations. Nearly all these schools welcome students of all religions and belief, but may give preference to members of their own religious group.

Academic year. The school calendar usually begins in August or September and continues through May or June. Most new and international students join the colleges during the Fall session, so as to adjust to the weather.

The academic year at many schools is composed of two terms known as semesters. Some schools use a three term calendar known as the "trimester" system. Still others divide the year into four terms known as the "quarter" system, including a summer session which is optional.

Academic Advising. Academic advisers offer information, guidance, and advice throughout the academic program. They may provide this information in a group setting with other students, or in private sessions. Most graduate students are assigned, or can choose a faculty member as their academic adviser.

Credits. Each course is considered to be worth a number of "credits" or "credit hours". This number is roughly the same as the number of hours a student spends in a class for that course each week. A course is typically worth three to five credits. A full program at most schools is twelve or fifteen credit hours (four or five courses per term). International students are expected to enroll in a full program during each term.

Grade. The word "grade" conveys two meanings, viz. A year of education e.g. the first year of school is "first grade", or grade also means marks/rank, e.g. "grade A, B, C, D, or F".

Course. "Course" is usually called a "subject", where as "course of study" is a full program consisting of several courses.

Transfers. After attending classes for a semester or two the student can enroll in a new university, i.e. take a transfer to a different university. Usually most credits earned at the first school can be used to complete a degree at the new university. Also, if you have finished a certain undergraduate degree outside U.S.A, and are planning to continue your studies here, then you can apply as a transfer student.

Marks. Students are evaluated on the basis of "Marks". Professors give each student marks/grades for each course. The marks are based upon all the following or combination of the following, depending on the school:

- classroom participation: discussion, questions, conversation. Students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student's grade;

- a midterm examination: usually given during class time;
- one or more research or term papers, or laboratory reports;
- short exams or "quizzes" intended to inspire students to keep up with their assignments and attendance;
- final examination: these are the final examination after completion of the course.

Admission

Step 1. For full time study you need to get good scores in some tests. For graduate programs GRE (Graduate Record Examinations)/GMAT (Graduate Management Admission Test) are the most needed tests. GRE is usually required for graduate programs. It includes a general test, subject test, and writing assessment. GMAT contains verbal, quantitative, analytical, and essay sections. It is usually required for graduate programs in business and management.

For higher education in schools or undergraduate colleges admission following tests are required by most of the institutes in the USA:

- TOEFL (Test of English as a Foreign Language). It measures the ability to understand, read and write English;
- SAT (Scholastic Assessment Test). It is a college admission pre-test. This exam has two parts, viz. SAT I (Reasoning Test) and SAT II (Subject Tests). SAT I is a three hour test, primarily multiple choice. It measures verbal and mathematical reasoning abilities. Subject Tests are one hour, mostly multiple choice tests in specific subject. It measures knowledge of particular subject and the ability to apply that knowledge. Many colleges require or recommend one or more of these tests for admission/placement purposes.

Step 2. Choose the appropriate course and College/University of your choice. Communicate/ correspond with the university to submit your application for the admission. Curiously enough, wherever you go you see that most employees are young folk. There are very few middle-aged and no elderly folk at all among them, even though the retirement age is 65. The thing is that after a certain age is reached

people crave to start their own businesses. They either set up their own firms, or join operating firms as partners.

One of motivations for this is the fear of becoming unemployed. Every employee is always haunted by the likelihood of losing his job, and girds himself appropriately. Thus he pays dues to cover loss of work which are complemented halfway by his employer. He also puts money aside “for a rainy day” as an investment or a bank deposit. He tries to acquire some sideline, even if it doesn’t meet all his needs, in short, be prepared for any eventuality.

In the United States job placement is also an industry. Firstly, you have federal and state employment agencies, who do not charge you for their services, but whose results are minimal. Secondly, you have similar private agencies, for whose services you must pay. During recession these agencies prosper. Some really get you employment. Charges differ. Sometimes an advance payment is demanded. Some agencies may require a deposit with a remainder paid up over a certain period of time after one gets a job. Sometimes an employer pays the fee, which, as a rule, is equivalent to one’s monthly pay. Or a percentage may be deducted from the pay over the entire period which is usually, when the job is temporary, of no more than six months or so.

However, the most common job-hunting approach is via newspaper advertisements, as even when recessions are worst and employees are laid off wholesale, newspapers feature a lot of want ads, true, often not for the kind of job you are looking for. Most people secure jobs with the help of family and friends.

6.2 Modal Verbs

Study the grammar about modal verbs in English:

Modal verbs in English do not denote any action; the use of certain modal verbs is determined by the attitude of the speaker towards the facts contained in the sentence. Modals express ability, permission, possibility, certainty etc.

Daniel *may not* get the job.

Modal verbs have the following peculiarities:

– they are followed by the infinitive *without* the particle *to* (with the exception of ought to, have to): He *must pay* the bill.

– their interrogative and negative forms are built up *without* the auxiliary *do*: Can you help me? No, I *can not*.

– they do not have an-s ending in the present tense of the third person singular: He *can speak* French.

Table 1

THE MEANINGS OF MODAL VERBS AND THEIR EQUIVALENTS

| Function | Time | Form | Example |
|-------------|---------------|---------------------------|--|
| Ability | Present | can is/are able to | She <i>can</i> speak Spanish but she <i>can't</i> speak Italian. Despite his handicap he <i>is able to</i> drive a car. |
| | Past | could was/were able to | Mozart <i>could</i> play the piano at the age of five. Mike's car broke down but he <i>was able to</i> repair it. |
| Possibility | Present | may might could | There <i>may</i> be a life on Mars. The rash <i>could</i> be a symptom of something more serious. |
| | Past | could have might have | She <i>might have</i> done it; she had an opportunity and the motive. |
| | Future | will be able to | We <i>will be able to</i> travel to the Moon. |
| | Present/Futur | can | " <i>Can</i> I use your phone?" "No, |

| | | | |
|-------------------|---------|--|--|
| Permission | e | can't | I'm afraid you <i>can't</i> ". |
| | Past | was/were allowed to | I <i>was allowed to</i> leave early yesterday. |
| Obligation | Present | have to must need to should ought to | Students <i>have to</i> wear uniform. I <i>must</i> get up earlier. Do we <i>need to</i> get a visa for the USA? They really <i>should/ought to</i> consult shareholders first. |
| | Past | had to | We <i>had to</i> report to Reception by four. |
| | Future | will have to will need to | The Council <i>will have to</i> find ways of cutting costs next year. |
| Necessity | Present | must have to need to ought to | All human beings <i>must/have to/need to</i> have enough sleep. |
| | Past | had to needed to | The staff and the students <i>had to</i> evacuate the campus. |
| | Future | will have to will need to | You <i>will have to/need to</i> work harder than that. |

6.3 Language skill: Expressing your agreement/disagreement

Study the conversational formulas for expressing your agreement/disagreement:

| How to agree: | How to disagree: |
|------------------------------------|-------------------------------------|
| I agree with you... | I don't agree. |
| I share your view... | I disagree |
| I really think so. | I don't think so. |
| I have no objection. | I think otherwise. |
| I approve of it. | I don't think that's quite right. |
| I have come to the same conclusion | I am afraid that is not quite true. |
| I hold the same opinion. | I take a different view. |
| Quite so! | I don't share your view. |
| Yes of course! | Not at all! |
| | Nonsense! |
| | Rubbish! |

6.4 Вопросы к самоконтролю по теме 6

1. What types of education are provided by the USA system of higher education?
2. How long does it take to get Bachelor's degree?
3. When does the academic year begin?
4. How many semesters is the academic year divided into?
5. What is "credits" or "credit hours"?
6. How are students evaluated?
7. What are the admission requirements for the full time study?
8. What are GRE and GMAT needed for and what are they?
9. What tests are needed for higher education in schools or undergraduate college admission?
10. How is first, second, third and fourth year student called in America?

6.5 Задания для практики

1. *Make a report about prestigious universities of the USA.*

2. In each case choose the appropriate modal verb: *may, must, can, should, be able to, or need.*

1) The College welcomes part-time students who... work towards a qualification or attend a recreational education class.

2) Students claiming concessions for tuition fee payments ... still pay the registration fees in full.

3) Late entries to examinations ... be allowed, but will cost more than entering on time.

4) If you wish to attend a class in English for Speakers of Other Languages, you ... take our test before you enroll.

5) A senior member of staff is on duty each evening between 6.30 and 9.30, and ... be contacted via Reception.

6) It is regretted that people with physical disability ... not be able to take the course that they choose.

7) The Student Council ... be elected by students from across the college to represent and promote their general interests.

8) The College café is open from 8.30 am to 4 pm and from 5 to 8 pm. Outside these hours, a range of food and drinks ... be purchased from vending outlets.

6.6 Вокабуляр

academic advisor

junior

accreditation

to lure (away, into, to)

alumnus, alumni, alumna, alumnae

to make notes

aspiring

minor

assigned

multiple choice test

| | |
|---------------------------|-----------------------|
| associate degree | Orthoptics |
| college/university/school | optional |
| community | public school |
| county | private school |
| to convey | semester/quarter/term |
| credit hour | senior |
| deadline | scholastic |
| delegate | sophomore |
| elective | student council |
| to enroll in | training programmes |
| faculty | tuition |
| freshman | tuition fee |
| grade point average (gpa) | vocational |

6.7 Используемая литература и источники.

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмаилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. – 195с.
2. http://en.wikipedia.org/wiki/Higher_education_in_the_United_States
3. <http://www.study.ru/support/handbook/>

Список сокращений

e.g. – for example

etc. – сокращение латинского выражения *et cetera*, означающего «и другие», «и тому подобное», «и так далее»

Fed – Federal Reserve System

GDP – Gross Domestic Product

G8 – The group of eight

GMAT – Graduate Management Admission Test

GRE – Graduate Record Examination

HEI – Higher Education Institution

i.e. – from Latin *i.e.*, an abbreviation of *id est*, it is usually pronounced as that is

IMF – International Monetary Fund

LEA – local education authority

NAFTA – North America Free Trade Agreement

NB – *Nota bene* (лат. *nota bene* = «заметь хорошо»), обрати внимание – отметка, примечание, чтобы обратить внимание на какую либо часть текста

OECD – Organization for Economic Cooperation and Development

Ph.D. – Doctor of Philosophy

SAT – Scholastic Assessment Test

smb. – somebody

smth. – something

TOEFL – Test of English as a Foreign Language

UK – The United Kingdom

USA – The United States of America

USGS – The United States Geological Survey

V – verb

Информационные источники

Основная литература:

1. Learningenglish1.ru: учебное пособие по английскому языку для студентов-экономистов, часть 1. – Казань: КГФЭИ, 2011. – С. 36-45
2. Большакова Ю.А.: учебное пособие по английскому языку для студентов-экономистов, часть 1. – Казань: КГФЭИ, 2009. –
3. Cotton D. Market Leader. Longman, 2006. – pp. 38-45

Дополнительная литература:

1. Johnson C. Market Leader. Test File. Longman, 2006.
2. Шляхова В.А., Герасина О.Н., Герасина Ю.А. Английский язык для экономистов: учебник для бакалавров. Издательство: ДашковиК, 2013 г. С. 169–170, 177–178(<http://knigafund.ru>)
3. Шевелёва С.А. Грамматика английского языка: учебное пособие, Издательство: ЮНИТИ-ДАНА, 2010. (<http://knigafund.ru>)
4. Allison J., Emmerson P. The Business Upper-Intermediate. Macmillan, 2007. – p. 44-55

Программное обеспечение и Интернет-ресурсы:

1. Программа ADONIS.
2. Программа ECON.
3. Программа ENGL.KGU.
4. Программа ENGLISH Tutor.
5. LONGMAN (Экзаменационные стандарты по английскому языку).
6. LONGMAN Business English Dictionary CD-ROM (база лексических единиц и выражений по деловому английскому языку в электронном варианте).

7. LONGMAN Contemporary English Dictionary CD-ROM (лексическая база современного английского языка, включая речевые клише и фразовые глаголы в электронном варианте).

8. Reward (Сочетание средств мультимедиа и идеи дистанционного обучения английскому языку в одном программном продукте).

Глоссарий

1. Accreditation - the process by which colleges and universities are granted approval by an official review board, indicating that the institution has met certain requirements.

2. Accumulate - to gradually get more and more over a period of time

3. Agriculture - the practice or science of farming

4. A- level exam – an examination in a particular subject taken in schools in England and Wales, usually at the age of 18.

5. Alumnus, alumni, alumna, alumnae - these Latin words refer to graduates of a college or university

6. Application - the action or process of making a formal request

7. Associate degree – these terms are often used interchangeably, differences among the terms do exist, however. One primarily awards bachelor's degrees and concentrates on providing a general, or liberal arts, education. Other tends to be larger and awards advanced degrees (master's and doctoral degrees) along with bachelor's degrees

8. Bachelor's degree - awarded after completing a program of study at a two-year college

9. Candidate - someone who has formally asked, usually in writing, for a university place

10. Coast - the area where the land meets the sea

11. Conglomerate - a large business organization consisting of several different companies that joined together

12. Consumer - someone who buys and uses products or services

13. Curriculum - subjects included in a course of study or taught at a particular HEI

14. Credit hour - a unit of study at a college or university, usually represented by one hour of class per week per term, most classes are worth three credit hours and meet for three hours per week

15. Dairy farming - the practice or business of keeping cows to produce milk

16. Decade - a period of ten years

17. Entrepreneur - someone who starts a company, arranges business deals and takes risks in order to make a profit

18. Essay – a short piece of writing by a student as a part of a course of study.

19. Extreme - something that goes beyond normal limits, so that it seems very unusual and unacceptable

20. Faculty - a department within a university or institute

21. Final exam - the test at the end of the term

22. Flat - smooth and level

23. Foreign - coming from or happening abroad.

24. Gale - a very strong wind

25. Goods - things that are produced in order to be sold

26. Grade point average (gpa) - a student's average for the semester or quarter

27. Gross national product - the total value of all the goods and services produced in a country, including income from abroad

28. Humanities- the subjects of study concerned with human culture, esp. language, history or philosophy

29. Income - the money that you earn from your work or that you receive from investments

30. Insurance - an arrangement with a company in which you pay them money each year and they pay the costs if anything bad happens to you

31. Interview – a formal meeting at which someone is asked questions in order to find out whether they are suitable for a job, course of study, etc.

31. Island - a piece of land completely surrounded by water

32. Isle - a word for an island, used in poetry or in names of islands: *the British Isles*

- 33. Latitude** - the distance north or south of the equator measured in degrees
- 34. Lecture** - talks given by a university tutor to a large number of students
- 35. Mainland** - the main area of land that forms a country, as compared to islands near it that are also part of that country
- 36. Mild** - not too cold or wet, and sometimes pleasantly warm
- 37. Market economy** - a system of producing wealth based on the free operation of business and trade without government controls
- 38. Off the coast** - in the sea near the land
- 39. Output** - the amount of goods or work produced by a person, machine, factory etc
- 40. Pasture** - land or a field that is covered with grass and is used for cattle, sheep etc to feed on
- 41. Peninsula** - a piece of land almost completely surrounded by water but joined to a large mass of land
- 42. Plain** - a large area of flat dry land
- 43. Plateau** - a large area of flat land that is higher than the land around it
- 44. Privately owned (business)** - belonging to a private organization
- 45. Public service** - a service, such as transport or health care, that a government provides
- 46. Rainfall** - the amount of rain that falls on an area in a particular period of time
- 47. Range** - a group of mountains or hills, usually in a line
- 48. Real estate** - property in the form of land or houses; the business of selling houses or land
- 49. Retail** - the sale of goods in shops to customers, for their own
- 50. Robust (economy)** - strong and healthy
- 51. Rural** - happening in or connected with countryside, not the city
- 52. Session** - a meeting or a period of time used for a particular purpose, especially by a group of people.

53. Services - a particular type of help or work that is provided by a business to a customer, but not only one that involves producing goods

54. Sheet - a large flat area of something such as ice or water spread over a surface

55. Shower - a short period of rain or snow

56. Spell - a period of a particular kind of activity, weather etc, usually a short period: *sunny spell*

57. Supervision - the process of being in charge of a group of workers or students and be responsible for making sure that they do their work properly.

58. Temperate/moderate - a type of weather that is never very hot or very cold

59. Test - short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out

60. Tuition fee - money that you must pay a university for teaching you

61. Undergraduate – a student who is doing a university course for the first degree.

62. Valley - an area of land between two lines of hills or mountains, usually with a river flowing through it

Вопросы к экзамену

1. What geographical term “British isles” is used for?
2. How is England characterized? Why is it said to be very different?
3. How is Britain’s economy characterized in general? What statistics is used to measure the economy?
4. What are the key sectors of Britain’s economy?
5. How was American economy developing?
6. What are the ingredients of the American economy?
7. What are the main sectors that contribute to American GDP?
8. What are the dominant sectors of the Canadian economy?
9. The system of what countries did Russian universities begin transitioning to?
10. What does continuous assessment help to evaluate?
11. When does the academic year begin in Russia?
12. What are the basic types of higher education institutions in Russia? And what are they responsible for?
13. How do most British students acquire the breadth of academic knowledge?
14. What exam is necessary to get a place at a British University?
15. What kind of tests do American students take?

Учебное издание

Григорьева Елена Валерьевна

Хафизова Лилия Витальевна

АНГЛИЙСКИЙ ЯЗЫК

Дизайн обложки

М.А. Ахметов

Подписано в печать 14.09.2013.

Бумага офсетная. Печать цифровая.

Формат 60x84 1/16. Гарнитура «Times New Roman». Усл. печ. л. .

Тираж экз. Заказ

Отпечатано с готового оригинал-макета
в типографии Издательства Казанского университета

420008, г. Казань, ул. Профессора Нужи́на, 1/37

тел. (843) 233-73-59, 233-73-28