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ФГБОУ ВО «Красноярский государственный аграрный университет»

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ АСПИРАНТОВ
ENGLISH FOR POSTGRADUATE STUDENTS

Рекомендовано Учебно-методическим советом федерального государственного бюджетного образовательного учреждения высшего образования «Красноярский государственный аграрный университет» для внутривузовского использования аспирантам и прикрепленным лицам в качестве учебного пособия для подготовки к сдаче кандидатского экзамена

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Ш 72 **Шмелева, Ж.Н.**
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Пособие состоит из разделов, содержащих упражнения на выработку основных лексико-грамматических навыков и умений. Рекомендовано для достижения аспирантами планируемых результатов обучения по образовательной программе.

Предназначено для аспирантов и прикрепленных лиц для подготовки к сдаче кандидатского экзамена.

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ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ

Предлагаемое учебное пособие предназначено для работы в группах аспирантов, соискателей и научных работников, готовящихся к сдаче кандидатского экзамена по английскому языку. Целью пособия является формирование иноязычной коммуникативной компетенции, необходимой для использования английского языка в научно-исследовательской и педагогической деятельности.

Для достижения этой цели в пособии представлен широкий спектр практических заданий и упражнений, ориентированных на работу с научными текстами; подготовку устных академических презентаций; участие в научных дискуссиях и переговорах; написание академических текстов (аннотации, тезисы, статьи); использование современных информационных технологий в научной коммуникации.

Пособие рассчитано на 50–60 часов аудиторных занятий и 60 часов самостоятельной работы. Пособие состоит из трех частей: тексты с упражнениями, возможные вопросы на кандидатский экзамен, грамматический справочник.

Теоретический и практический материал, представленный в учебном пособии, поможет аспирантам подготовиться к участию в международных конференциях, усовершенствовать навыки чтения и перевода оригинальной научной литературы, подготовить устные или письменные высказывания по теме диссертационной работы, изложить содержание прочитанного в формах резюме и аннотации.

Материалы представленного учебного пособия способствуют достижению аспирантами планируемых результатов обучения по образовательной программе

Пособие разработано в соответствии с актуальными требованиями к уровню владения английским языком в академической среде и может быть использовано как для аудиторной, так и для самостоятельной работы аспирантов.

Unit 1. ABOUT MYSELF

Read and learn the active vocabulary:

ability	способность, возможность
advice	совет
article	статья
candidate examination	кандидатский экзамен
diligent	прилежный, усердный, старательный
entrance examination	вступительный экзамен
industrious	трудолюбивый, прилежный, работящий
knowledge	знания
monograph	монография
persistent	настойчивый, упорный
post-graduate course	аспирантура
post-graduate student	аспирант
research	исследование
science	наука
scientist	ученый
scientific	научный
scientific conference	научная конференция
Scientific Council	Диссертационный Совет
scientific supervisor	научный руководитель
thesis	диссертация
to achieve the goal	достигнуть цели
to carry out	осуществлять, выполнять
to deal	иметь дело
to defend	защищать
to encounter	столкнуться
to participate in	принимать участие

Exercise 1.1. Read and translate the text. Don't forget to use the vocabulary.

Text
About Myself

Let me introduce myself to you. My name is Alexey Petrov. I am 25, I am married and I've got a family of my own. My family is not very large – there are 3 of us in the family – my wife, my daughter and me.

My wife's name is Svetlana. She is an accountant in a large company. My wife is intelligent, talented, beautiful and smart. My daughter's name is Anastasia. She is almost 2 years old.

Not long ago I decided to enter the post-graduate course at the Krasnoyarsk State Agrarian University. I passed the entrance examination successfully. So now I am a full-time first year post-graduate student. I'm attached to the Department of "General agriculture and plant protection". In the course of my post-graduate studies I should pass three candidate examinations – in History and Philosophy of Science, English and the special subject. So I attend all classes. I'm sure the knowledge of English will help me in my research.

My research deals with plant protection. I was interested in this problem when a student so by now I have collected some valuable data for my thesis. I work in the close contact with my scientific supervisor. He is a Doctor of science, Professor Kruglov V.I. He is the author of some books, monographs, articles published in Russia and abroad. When I encounter difficulties in my work I always consult my scientific supervisor. He helped me to choose the topic of my research, to work out the scheme of research analysis, to carry out experiments. He corrects some points of my thesis and I follow his advice.

At present I am collecting the necessary data. On the one hand, it's not an easy matter to collect and process data, but on the other hand it's very interesting. I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates. I'm planning to finish writing the dissertation by the end of studies and defend it in the Scientific Council.

Conducting research is not an easy task. Everything depends on your own motivation and abilities. That's why I work and study really hard and try to make the best of my abilities in order to achieve the goals of my training. I'm a diligent, industrious and persistent student. I know for sure

that for me these years are a good chance for self-improvement and self-education.

Exercise 1.2. Match the parts of the sentences.

1. Not long ago I decided to enter	**a.** my scientific supervisor.
2. In the course of my post-graduate studies I should pass	**b.** the necessary data.
3. My research deals with	**c.** for self-improvement and self-education.
4. I work in the close contact with	**d.** the post-graduate course at the Krasnoyarsk State Agrarian University.
5. When I encounter difficulties in my work	**e.** is not an easy task.
6. At present I am collecting	**f.** three candidate examinations – in History and Philosophy of Science, English and the special subject.
7. I take part in various scientific conferences	**g.** I always consult my scientific supervisor.
8. Conducting research	**h.** plant protection.
9. I know for sure that for me these years are a good chance	**i.** where I make reports on my subject and participate in scientific discussions and debates.

Exercise 1.3. Match the words and their definitions.

Word	Definition
1. family	**a.** the study or writing of ideas about the meaning of life, or a particular set of ideas about the meaning of life
2. accountant	**b.** detailed study of a subject in order to discover new information
3. post-graduate course	**c.** a test, especially a scientific one, that you do in order to learn something or discover if something is true
4. university	**d.** refers to an advanced level of study, beyond the level of a Bachelor degree and Master degree. It is usually undertaken to gain more com-

	prehensive knowledge within a particular area of a discipline, to develop new interests or to start on a new career path. It can be completed either through postgraduate coursework or research.
5. Philosophy	**e.** a long piece of writing that you do as part of an advanced university course
6. research	**f.** someone whose job is to keep or examine the financial records of a company or organization.
7. thesis	**g.** a large, formal meeting, often lasting a few days, where people discuss their work, politics, subjects they are studying, etc
8. experiment	**h.** a group of people who are related to each other, such as a mother, a father, and their children.
9. conference	**i.** is a body established at some scientific organizations and universities that serves to review and defend dissertations for the degree of doctor and candidate of sciences.
10. Scientific Council	**j.** a place where students study at a high level to get a degree.

Exercise 1.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Alexey Petrov is 35 years old.
2. Alexey Petrov is a post-graduate student at Krasnoyarsk State Agrarian University.
3. Alexey Petrov's wife is a doctor.
4. Alexey Petrov has two children.
5. Alexey Petrov's research is focused on the effective electrification of the enterprise.
6. Alexey Petrov's scientific supervisor is Professor Kruglov V.I.

7. Alexey Petrov attends classes in History and Philosophy of Science, English, and the special subject.

8. Alexey Petrov has already finished writing his dissertation.

9. Alexey Petrov takes part in scientific conferences and makes reports on his subject.

10. Alexey Petrov believes that conducting research is an easy task.

Exercise 1.5. Answer the questions:

1. How many people are there in Alexey's family?
2. What is Alexey's wife's occupation?
3. How old is Alexey's daughter?
4. Why did Alexey decide to enter the post-graduate course?
5. What is the topic of Alexey's research?
6. Who is Alexey's scientific supervisor?
7. What does Alexey do when he encounters difficulties in his work?

Exercise 1.6. Choose the correct variant:

1. What is the protagonist studying in his post-graduate course?
A. Plant protection.
B. English language.
C. General agriculture.
D. History and Philosophy of Science.

2. Who is the protagonist's scientific supervisor?
A. Alexey Petrov.
B. Professor Ivanov I.I.
C. Docent Kuzmin S.V.
D. Professor Kruglov V.I.

3. What is the protagonist's motivation for studying and working hard?
A. Achieving personal goals.
B. Gaining recognition from others.
C. Proving his abilities to his supervisor.
D. Improving his self-education.

4. What subject does the protagonist need to pass an examination in?
A. English.
B. Plant protection.
C. History and Philosophy of Science.
D. General agriculture.

5. What is Alexey Petrov is conducting?
A. Meeting
B. Company
C. Supervision
D. Research

Exercise 1.7. Translate into English:

1. Я успешно сдал вступительные экзамены.
2. Позвольте мне представиться вам.
3. Я уверен, что знание английского языка поможет мне в моих исследованиях.
4. Я работаю в тесном контакте со своим научным руководителем.
5. Я принимаю участие в различных научных конференциях, где выступаю с докладами по своей тематике.
6. Успех исследования зависит от мотивации и способностей.
7. Я планирую закончить написание диссертации к концу учебы и защитить ее в диссертационном совете.

UNIT 2. MY NATIVE CITY. KRASNOYARSK

Read and learn the active vocabulary:

cathedral	кафедральный собор
chapel	часовня
competition	соревнование
defense	оборона
fortress	крепость
heritage	наследие
leadership	лидерство
manor	усадьба
masterpiece	шедевр

merchant	купец
significance	значение
tributary	приток
administrative	административный
cultural	культурный
dense	плотный
fabulous	сказочный
huge	огромный
industrial	промышленный
major	крупный
scientific	научный
unique	уникальный
to consider	обдумывать
to construct	конструировать
to found	основывать
to host	размещать
to occupy	занимать
to reflect	размышлять
to resume	возобновлять

Exercise 2.1. Read and translate the text. Don't forget to use the vocabulary.

Text
KRASNOYARSK

Krasnoyarsk is the administrative, industrial, cultural and scientific center. Its population is over 1 million people. It is situated on the right and the left banks of the Yenisei River. Krasnoyarsk is the administrative center of the second largest federal subject – the Krasnoyarsk Territory, as well as the center of the East Siberian Economic Region.

It was founded in 1628 by a group of Cossacks under the leadership of Andrei Dubenski. First it was a small fortress for defense against local tribes, then the center of Yeniseiskaya Province. The symbol of that period in the history of our region is an old chapel which first was made of wood, but in 1805 it was rebuilt by merchant I.Y. Novikov.

Nowadays Krasnoyarsk is a major scientific research center of the country, with over 150,000 students in more than 10 universities and institutes, the largest of which is Siberian Federal University. Other famous

universities are: Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk State Agrarian University, Krasnoyarsk State Medical University, Reshetnev Siberian State University of Science and Technology and other. The famous Krasnoyarsk Academgorodok is located in the city. It comprises seven scientific research institutes working in various fields.

Siberia is a snowy area, and naturally, winter sports are popular there. Krasnoyarsk has the Biathlon Academy Sports Center, at which skiers, bobsledders, speed-skaters, snowboarders, etc. are trained. Krasnoyarsk has mountain ski resorts: Bobrovy Log is the most popular, with 14 trails of various difficulties. Krasnoyarsk is considered to be the capital of Russian rugby and every year hosts international competitions in freestyle wrestling and ballroom dancing. In 2019, a major sporting event: the Winter Universiade, sports competitions for university students, was held here.

Krasnoyarsk is a cultural center of Siberia. There are many theatres there, such as the Opera and Ballet Theatre, the Drama Theatre, the Musical Comedy Theatre, etc. The Theatre of Opera and Ballet is also one of the fabulous performing art centers of the city. It is built of Sayany marble and is beautifully decorated. The Organ Hall is built in the gothic style and is used as an Organ Hall and Catholic Cathedral.

Krasnoyarsk is famous also for its wonderful painters. V.I. Surikov, one of the best Russian painters, was born and worked here. His native house is located in Lenin Street no far from the center. Surikov's paintings, such as "Capture of snow - town", "Boyarinya Morozova", etc. are masterpieces of our painting. There are many great pictures of classic and modern styles in the picture gallery named after V.I. Surikov.

Krasnoyarsk has many fountains in a variety of shapes and sizes, even multicolored and musical ones. It is third in Russia in terms of the number of fountains. One of the most beautiful is the fountain in Theater Square. Each time it starts is a water, color, and music show.

There are some nice places around the city and the nature is really impressive. The Stolby Nature Reserve is one of them. It was organized in 1925. It is the territory of our animals, trees and rocks.

The list of famous Krasnoyarsk citizens is really huge, so I will name only some of them: Dmitriy Khvorostovsky, Vasily Surikov, Ekaterina Ioffel, Viktor Astafiev, Andrei Pozdeev, Mikhail Godenko and other.

I like my city and consider it to be one of the best cities of Russia.

Main Attractions of Krasnoyarsk

Stolby Nature Reserve – a natural area located on the northwestern spurs of the Eastern Sayan Mountains limited by the right tributaries of the Yenisei River and starting within the city limits of Krasnoyarsk. Here you can see unique rock formations, which are called "Stolby" ("Pillars"). The flora of the reserve is the dense Siberian taiga. There is a large tourist area with hiking and sports routes.

The Paraskeva Pyatnitsa Chapel (1852–1855) – an Orthodox church standing on Karaulnaya Mount, one of the symbols of Krasnoyarsk. The first chapel at this place was built of wood and also served as a guard tower. The stone structure was erected at the expense of the gold miner Pyotr Kuznetsov. Stepana Razina Street, 51.

The Flora and Fauna Park "Royev Ruchey" – one of the largest Russian zoos covering an area of 31 hectares and located on the southwestern outskirts of Krasnoyarsk. Its collection is second only to the Moscow Zoo in diversity. Here you can see the largest collection of African mammals in Siberia. There is also a separate huge aquaterrarium, the only penguinarium east of the Urals, and aviaries with polar bears.

Tatyshev Island – the largest island on the Yenisei River within Krasnoyarsk connected to the city by two bridges. Today, it is a recreation area where you can walk, run, ride a bicycle, roller skates, etc. There is a beach, a picnic area, and an arboretum.

Krasnoyarsk Museum of Local Lore – one of the oldest museums in Siberia and the Far East, one of the largest museums in Russia. The museum building was constructed in the Art Nouveau style and is vaguely reminiscent of an Egyptian temple. The exposition reflects the history of this huge region from ancient times to the present. Here you can see archaeological, paleontological, art, ethnographic, natural science collections of world significance. Dubrovinskogo Street, 84.

The Vasily Surikov Art Museum – one of the most significant collections of fine art east of the Urals. In total, there are more than 15 thou-

sand works of art. The building of the museum is an object of cultural heritage of the peoples of Russia. The famous Russian artist Vasily Surikov was born in Krasnoyarsk. Parizhskoy Kommuny Street, 20.

The Vasily Surikov Museum-Estate. This museum occupies the house where Vasily Surikov lived. It is a wooden manor of the 1830s built of larch – a typical example of urban construction of the 19th century. The collection has more than 90 works of Surikov himself, as well as interior items and belongings of the artist's family. Lenina Street, 98.

Literary Museum named after V.P. Astafyev. The museum collection is housed in a picturesque 19th-century mansion built of wood in the Art Nouveau style with Gothic motifs. Today, this building is an architectural monument of federal significance, one of the most beautiful buildings in Krasnoyarsk. Lenina Street, 66.

Steamboat-Museum "Saint Nicholas" – a museum-ship located on the Yenisei embankment. This passenger and cargo river boat was produced at a shipyard in Tyumen in 1886. In the 1950s, the ship was decommissioned. The museum exposition was opened after the overhaul of the ship in the 1970s. Mira Square, 1a.

Holy Intercession Cathedral (1785–1795) – an architectural monument of the Yenisei school of Siberian Baroque, the oldest surviving stone building in Krasnoyarsk. Surikova Street, 26.

Annunciation Church (1804–1812) – a grandiose church built at the junction of two eras and architectural styles – Baroque and Classicism. Its design was developed not by professional architects, but by Tobolsk craftsmen, who made iconostases. Lenina Street, 15.

The Catholic Church of the Transfiguration of the Lord (1909–1911) – a red brick building with elements of the Gothic style. In 1982, the organ hall of the local philharmonic was opened in the building. In 1993, Catholic services were resumed. Dekabristov Street, 20.

Exercise 2.2. Match the parts of the sentences.

1. Krasnoyarsk is the administrative center of the second largest federal subject –	**a.** the Winter Universiade, sports competitions for university students, was held here.
2. It was founded in 1628 by a group of Cossacks	**b.** to the Moscow Zoo in diversity.
3. Nowadays Krasnoyarsk is	**c.** the Krasnoyarsk Territory, as well as the center of the East Siberian Economic Region.
4. In 2019, a major sporting event:	**d.** where Vasily Surikov lived.
5. The Theatre of Opera and Ballet is	**e.** with hiking and sports routes.
6. There is a large tourist area	**f.** under the leadership of Andrei Dubenski.
7. Its collection is second only	**g.** of this huge region from ancient times to the present.
8. The exposition reflects the history	**h.** a major scientific research center of the country.
9. This museum occupies the house	**i.** also one of the fabulous performing art centers of the city.

Exercise 2.3. Match the words and their definitions.

Word	Definition
1. leadership	**a.** an organized event in which people try to win a prize by being the best, fastest, etc
2. fortress	**b.** a sport where two teams try to score points by carrying an oval ball across a particular line or kicking it over and between an H-shaped set of posts
3. church	**c.** a building with a stage where people go to watch plays
4. museum	**d.** something that makes people come to a place or want to do a particular thing
5. competition	**e.** the people in control of a group, country, or situation

6. theatre	**f.** very large area of wet land in the far northern parts of the world that is covered with conifer trees
7. painter	**g.** a building where Christians go to worship God
8. attraction	**h.** someone who paints pictures
9. taiga	**i.** a castle or other strong building built to defend a place
10. rugby	**j.** a building where you can look at important objects connected with art, history, or science

Exercise 2.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Krasnoyarsk is the capital of the Krasnoyarsk Territory.
2. Krasnoyarsk is located on the banks of the Lena River.
3. Krasnoyarsk is known for its winter sports facilities.
4. The Paraskeva Pyatnitsa Chapel is one of the symbols of Krasnoyarsk.
5. The Flora and Fauna Park "Royev Ruchey" is the largest zoo in Russia.
6. Tatyshev Island is connected to Krasnoyarsk by three bridges.
7. The Krasnoyarsk Museum of Local Lore reflects the history of the region from ancient times to the present.
8. The Vasily Surikov Art Museum is located in a building constructed in the Art Nouveau style.
9. The Vasily Surikov Museum-Estate is a modern building dedicated to the life and works of Vasily Surikov.
10. Krasnoyarsk is considered one of the best cities in Russia.

Exercise 2.5. Answer the questions:

1. What is the population of Krasnoyarsk?
2. When was Krasnoyarsk founded and by whom?
3. Which universities are located in Krasnoyarsk?

4. What sports facilities does Krasnoyarsk have for winter sports?
5. What cultural attractions can be found in Krasnoyarsk?
6. Where is the Stolby Nature Reserve located and what can visitors see there?
7. Who designed Krasnoyarsk Museum of Local Lore?

Exercise 2.6. Choose the correct variant:

1. What is the population of Krasnoyarsk?
A. Over 1 million people.
B. Less than 1 million people.
C. Exactly 1 million people.
D. More than 2 million people.

2. What style is the Organ Hall built in?
A. The baroque style.
B. The gothic style.
C. The rococo style.
D. The high-tech style.

3. Where is the Paraskeva Pyatnitsa Chapel located?
A. Karaulnaya Mount.
B. Lenin Street.
C. Theater Square.
D. Tatyshev Island.

4. What is the significance of the Vasily Surikov Art Museum?
A. It has more than 15 thousand works of art.
B. It is an architectural monument.
C. It is located in a 19th-century mansion.
D. Vasily Surikov was born in Krasnoyarsk.

5. What can be seen at the Flora and Fauna Park "Royev Ruchey"?
A. African mammals.
B. Siberian taiga.
C. Unique rock formations.
D. Pillars.

6. Which museum reflects the history of the region from ancient times to the present?

A. Krasnoyarsk Museum of Local Lore.

B. Vasily Surikov Art Museum.

C. Literary Museum named after V.P. Astafyev.

D. Steamboat-Museum "Saint Nicholas".

7. What is the architectural style of the Krasnoyarsk Museum of Local Lore?

A. Art Nouveau.

B. Gothic.

C. Egyptian.

D. Wooden.

8. What is the size of the Stolby Nature Reserve?

A. It covers an area of 31 hectares.

B. It is limited by the Yenisei River.

C. It is located on the northwestern spurs of the Eastern Sayan Mountains.

D. It is the territory of animals, trees, and rocks.

9. Who was one of the best Russian painters born in Krasnoyarsk?

A. V.I. Surikov.

B. V.M.Vasnetsov.

C. I.I. Shishkin.

D. V.P. Astafiev.

10. What can be seen at the Tatyshev Island?

A. Siberian taiga.

B. The largest collection of African mammals in Siberia.

C. Two bridges connecting it to the city.

D. The Vasily Surikov Museum-Estate.

Exercise 2.7. Translate into English:

1. Красноярск расположен на правом и левом берегах реки Енисей.
2. Красноярск был основан в 1628 году группой казаков под предводительством Андрея Дубенского.

3. Символом того периода в истории Красноярска является старинная часовня.

4. Красноярский Академгородок включает семь научно-исследовательских институтов, работающих в различных областях.

5. В 2019 году в Красноярске прошло крупное спортивное событие – Зимняя Универсиада, спортивные соревнования для студентов высших учебных заведений.

6. Красноярск – культурный центр Сибири.

7. Список известных красноярцев действительно огромен.

UNIT 3. HIGHER EDUCATION IN THE UK

Read and learn the active vocabulary:

academic rigour	академическая строгость
apprenticeship	профессиональное обучение, стажировка
career prospect	перспектива карьерного роста
educational experience	образовательный опыт
enrichment	обогащение
founder	основатель, основоположник
opportunity	возможность
postgraduate course	курс аспирантуры
undergraduate course	курс бакалавриата
degree-awarding university	университет, присуждающий ученую степень
non-degree awarding institution	учреждение, не присуждающее ученую степень
diverse	разнообразный
famous	знаменитый
significant	значительный
unique	уникальный
to award	присуждать
to depend on	зависеть от
to focus on	сосредоточиться на
to offer	предлагать
to permit	разрешить
to pursue	преследовать

Exercise 3.1. Read and translate the text. Don’t forget to use the vocabulary.

Text
Higher education in the United Kingdom

The UK higher education system is famous all over the world due to its unique course offerings, diverse programs, top-ranked universities, modern learning methodologies, and competent faculty. Great Britain is the founder of a multi-stage educational model, which is now widely used in many countries of the world.

The UK higher education system is made up of three levels: undergraduate courses, postgraduate courses, and other undergraduate courses. Undergraduate courses are typically three or four years long and lead to a Bachelor's degree. Postgraduate courses can be either one or two years long and lead to a Master's degree or a Doctorate. Other undergraduate courses can last for up to five years and lead to a diploma or certificate.

The UK higher education system is made up of 160 universities and colleges, which offer study programs in all fields, across both undergraduate and postgraduate levels.

These institutions are permitted to award students Bachelor, Master and Doctorate qualifications, as well as selected other higher education awards depending on the nature of the institution.

Types of universities in the UK

The UK higher education system includes both degree-awarding universities and non-degree awarding institutions. Examples of degree-awarding universities in the UK include the University of Oxford, Durham University, Manchester University, etc. These universities award students Bachelor, Master and Doctorate qualifications, as well as selected other higher education awards.

Examples of non-degree awarding institutions in the UK include vocational schools and colleges, as well as bridging courses for entry into a degree-awarding program. These institutions offer a number of vocationally-oriented and bridging programs that may lead directly to employment, a degree program, or focus on developing specific technical skills.

Types of degrees offered in the UK

The UK offers a range of undergraduate, postgraduate and other higher education qualifications. Popular degrees offered in the UK include Bachelor's degrees, such as Bachelor of Arts (BA), Bachelor of Science

(BSc) and Bachelor of Engineering (BEng); Master's degrees, such as Master of Business Administration (MBA) and Master of Science (MSc); and Doctorate degrees, such as Doctor of Philosophy (PhD).

The UK also offers other higher education qualifications, such as diplomas, certificates and apprenticeships.

Undergraduate degrees are usually three years long, but some subjects, such as medicine, dentistry, and architecture, take longer. The academic year in the UK usually starts in September or October and ends in May or June. Students attend lectures and seminars (small group discussions led by a tutor) during the two terms, and then they have exams in May or June. There is a long break in the summer when students can work to earn money for their studies.

International students make up a significant proportion of the student population in the UK. They come from all over the world to study a wide range of subjects at both undergraduate and postgraduate level.

Overall, studying in the UK offers students a rich and diverse educational experience, combining academic rigour with opportunities for personal growth and cultural enrichment. Whether they choose to pursue a degree in the arts, sciences or any other field, they will receive a world-class education that will open doors to exciting career prospects.

Exercise 3.2. Match the parts of the sentences.

1. Great Britain is the founder of a multi-stage educational model,	**a.** and lead to a Master's degree or a Doctorate.
2. The UK higher education system is made up of three levels:	**b.** and other higher education qualifications.
3. Postgraduate courses can be either one or two years long	**c.** which is now widely used in many countries of the world.
4. The UK higher education system is made up	**d.** such as diplomas, certificates and apprenticeships.
5. The UK higher education system includes	**e.** and ends in May or June.
6. The UK offers a range of undergraduate, postgraduate	**f.** of 160 universities and colleges
7. The UK also offers other higher education qualifications,	**g.** undergraduate courses, postgraduate courses, and other undergraduate courses.

8. The academic year in the UK usually starts in September or October	**h.** of the student population in the UK.
9. International students make up a significant proportion	**i.** both degree-awarding universities and non-degree awarding institutions.

Exercise 3.3. Match the words and their definitions.

Word	Definition
1. university	**a.** the fact of someone being paid to work for a company or organization
2. college	**b.** the work or science of treating people's teeth
3. qualification	**c.** an official document that states that the information on it is true
4. vocational school	**d.** a period of time working as an apprentice
5. employment	**e.** a place of higher education usually for people who have finished twelve years of schooling and where they can obtain more knowledge and skills, and get a degree to recognize this
6. diploma	**f.** a school where students learn skills that involve working with their hands
7. certificate	**g.** a document given by a college or university to show that you have passed a particular exam or finished your studies
8. program	**h.** any place for specialized education after the age of 16 where people study or train to get knowledge and/or skills
9. apprenticeship	**i.** an ability, characteristic, or experience that makes you suitable for a particular job or activity
10. dentistry	**j.** a course of study, especially at a college or university

Exercise 3.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The UK higher education system is known for its limited course offerings.
2. Undergraduate courses in the UK typically last for two years.
3. Postgraduate courses in the UK can lead to a Doctorate degree.
4. The UK higher education system consists of 160 universities and colleges.
5. Non-degree awarding institutions in the UK offer programs that focus on developing technical skills.
6. The UK offers apprenticeships as part of its higher education qualifications.
7. The academic year in the UK starts in January and ends in December.
8. International students make up a small percentage of the student population in the UK.
9. Studying in the UK provides opportunities for personal growth and cultural enrichment.
10. Pursuing a degree in the arts is not a popular choice among international students in the UK.

Exercise 3.5. Answer the questions:

1. How many levels does the UK higher education system have?
2. What are undergraduate courses in the UK typically leading to?
3. How long can other undergraduate courses last in the UK?
4. How many universities and colleges are there in the UK?
5. Can non-degree awarding institutions in the UK offer vocational programs?
6. What are some examples of Bachelor's degrees offered in the UK?
7. When does the academic year usually start and end in the UK?

Exercise 3.6. Choose the correct variant:

1. What are the three levels of the UK higher education system?

A. Undergraduate courses, postgraduate courses, and other undergraduate courses.

B. Undergraduate courses, postgraduate courses, and vocational schools.

C. Undergraduate courses, postgraduate courses, and apprenticeships.

D. Undergraduate courses, postgraduate courses, and diplomas.

2. How long are undergraduate courses typically?

A. One or two years.

B. Three or four years.

C. Five years.

D. It depends on the subject.

3. Which institutions can award Bachelor, Master, and Doctorate qualifications?

A. Degree-awarding universities only.

B. Non-degree awarding institutions only.

C. Both degree-awarding universities and non-degree awarding institutions.

D. Vocational schools and colleges only.

4. Which degrees are included in the range of undergraduate, postgraduate, and other higher education qualifications offered in the UK?

A. Bachelor of Arts (BA) and Bachelor of Science (BSc) only.

B. Master of Business Administration (MBA) and Master of Science (MSc) only.

C. Doctor of Philosophy (PhD) only.

D. Bachelor of Arts (BA), Bachelor of Science (BSc), Master of Business Administration (MBA), Master of Science (MSc), and Doctor of Philosophy (PhD).

5. When does the academic year in the UK usually start and end?

A. September to October.

B. October to November.

C. November to December.

D. May to June.

6. What is the purpose of the long break in the summer for students in the UK?

A. To attend lectures and seminars.

B. To prepare for exams.

C. To work and earn money for their studies.

D. To participate in cultural enrichment activities.

7. What is the overall benefit of studying in the UK?

A. Academic rigour combined with personal growth and cultural enrichment.

B. Opportunities for employment in the arts, sciences, and other fields.

C. Access to world-class education and exciting career prospects.

D. A diverse range of subjects available for study.

Exercise 3.7. Translate into English:

1. Университеты Великобритании, присуждающие ученые степени, включают Оксфордский университет.
2. Эти учебные заведения предлагают ряд профессионально ориентированных и объединяющих программ.
3. Великобритания предлагает широкий спектр квалификаций.
4. Срок получения степени бакалавра обычно составляет три-четыре года.
5. Учебный год в Великобритании обычно начинается в сентябре или октябре.
6. Иностранные студенты приезжают со всего мира для изучения широкого спектра предметов.
7. Студенты посещают лекции и семинары в течение двух семестров, а затем сдают экзамены.

UNIT 4. HIGHER EDUCATION IN THE USA

Read and learn the active vocabulary:

admission requirements	вступительные требования
associate degree	ассоциированная степень
community college	общественный колледж
curriculum	учебный план
doctoral degree	докторская степень
graduate degree	степень магистра
internship	стажировка
Liberal Arts College	Колледж гуманитарных наук
Master's thesis	Магистерская диссертация
research facility	исследовательский центр
undergraduate major	специальность бакалавриата

undergraduate degree	степень бакалавра
undergraduate education	высшее образование
to combine	объединять,
to complete	завершать
to earn	получить, зарабатывать
to focus on	сосредотачиваться
to foster	способствовать
to offer	предлагать
to prioritize [praɪˈɒrɪtaɪz]	расставлять приоритеты
to vary	варьировать

Exercise 4.1. Read and translate the text. Don't forget to use the vocabulary.

Text

Higher education in the United States of America

There are different types of higher education institutions available in the USA. These institutions vary in size, curriculum, research opportunities, and admissions requirements. The following types of higher education institutions are the available in the USA:

Community Colleges: Community colleges are two-year institutions that offer associate degrees and certificates. They are typically less expensive than four-year institutions and have a more flexible admission policy.

Colleges: Colleges are four-year institutions that offer Bachelor's degrees in various fields of study. They are usually smaller than universities and often focus on undergraduate education.

Universities: Universities are large four-year institutions that provide undergraduate, graduate, and doctoral degrees. They usually have a more diverse student body and offer a wide range of programs in various fields of study.

Liberal Arts Colleges: Liberal arts colleges are four-year institutions that focus on undergraduate education and offer a broad range of courses in the Arts, Humanities, Social Sciences, and Natural Sciences.

Research Universities: Research universities are large four-year institutions that prioritize research. They present a wide range of undergraduate, graduate, and doctoral programs, and are known for their research facilities and opportunities.

The US higher educational system observes 3 principle levels of study, namely, undergraduate, graduate and postgraduate.

Undergraduate Level is the Bachelor's degree. The US Bachelor's degree across all the universities is typically a 4-years degree program. One can start the Bachelor's degree either in a community college, a 4-year college or universities in USA for Bachelor's program. After completing the first two years of study in a community college, one can transfer to a 4-year college/ university.

In the initial two years of study, a student will earn general knowledge and a foundation about a variety of disciplines before focusing on a specific field of study. He will have to choose the undergraduate majors in the beginning of your third year of study. Undergraduate programs in the USA provide a comprehensive education that combines coursework, research, internships, and extracurricular activities to foster intellectual development and practical skills.

Graduate Level is the Master's and Professional Degree. A graduate degree is significant to secure a position in higher-level professional fields. A student will have to do course work and research as a Master's thesis or project. The graduate programs are generally 1-2 years long. The Master's courses in USA allow students to understand their field and develop specialized skills deeply.

Postgraduate Level is Doctoral and Research Programs. PhD involves in-depth study and specialization. At PhD level, one has an opportunity to choose a specific specialization and focus only on that. PhD programs in the USA typically are represented by a combination of coursework, comprehensive exams, and independent research. Majority of the universities in the USA offer a PhD degree only after completion of a Master's program. Some of the institutes, however, offer admission to the doctoral courses directly after the Bachelor's program. The postgraduate courses span around 3-4 years.

Exercise 4.2. Match the parts of the sentences.

1. These institutions vary	**a.** offer a wide range of programs in various fields of study.
2. Community colleges are two-year institutions	**b.** one can transfer to a 4-year college/ university.
3. Colleges are four-year institutions	**c.** in higher-level professional fields.
4. They usually have a more diverse student body and	**d.** in size, curriculum, research opportunities, and admissions requirements.

5. Research universities are large four-year institutions	**e.** the Bachelor's degree.
6. Undergraduate Level is	**f.** that offer associate degrees and certificates.
7. After completing the first two years of study in a community college,	**g.** only after completion of a Master's program.
8. A graduate degree is significant to secure a position	**h.** that offer Bachelor's degrees in various fields of study.
9. Majority of the universities in the USA offer a PhD degree	**i.** that prioritize research.

Exercise 4.3. Match the words and their definitions.

Word	Definition
1. curriculum	**a.** all the students in a particular school, college, or university, considered as a group
2. requirement	**b**. It's defined as an advanced academic degree in a specialized field of study, pursued after one has already obtained a bachelor's degree.
3. college	**c.** the subjects studied in a school, college, etc. and what each subject includes
4. student body	**d.** encompasses a wide variety of capabilities, ranging from single items of equipment to a fully staffed cross-Faculty service
5. graduate degree	**e.** work set at regular periods as part of an educational course
6. research facility	**f.** an amount of money given especially by the government to a person or organization for a special purpose
7. community college	**g.** a period of training spent in a hospital by a young doctor in order to finish their medical qualification
8. coursework	**h.** something that you must do, or something you need
9. internship	**i.** a local two-year college at which students can learn a skill or prepare to enter a university
10. grant	**j.** a university where you can study for an undergraduate (= first) degree

Exercise 4.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Community colleges in the USA only offer Bachelor's degrees.
2. Liberal arts colleges focus solely on undergraduate education.
3. Research universities in the USA do not prioritize research activities.
4. The US higher education system does not include a postgraduate level of study.
5. A student can start a Bachelor's degree program only at a university in the USA.
6. Graduate programs in the USA typically last for 3–4 years.
7. PhD programs in the USA always require completion of a Master's program before admission.
8. Community colleges in the USA have strict admission policies similar to universities.
9. Undergraduate programs in the USA combine coursework, research, and internships.
10. Liberal arts colleges in the USA offer a narrow range of courses in specific fields of study.

Exercise 4.5. Answer the questions:

1. What are the different types of higher education institutions available in the USA?
2. How do community colleges differ from universities in terms of degree offerings and admission policies?
3. What is the focus of liberal arts colleges, and what subjects do they typically offer courses in?
4. How does the undergraduate level of study in the US higher education system progress from general knowledge to specialization?
5. Why is a graduate degree important for securing positions in higher-level professional fields?

6. What is the typical duration of Master's programs in the USA, and how do they help students develop specialized skills?

7. How do PhD programs in the USA differ in structure between those requiring completion of a Master's program versus direct entry after a Bachelor's program?

Exercise 4.6. Choose the correct variant:

1. Which type of higher education institution in the USA typically offers associate degrees and certificates?

A. Colleges.
B. Universities.
C. Community Colleges.
D. Liberal Arts Colleges.

2. What distinguishes liberal arts colleges from universities in the USA?

A. They offer a wide range of graduate programs.
B. They focus on research opportunities.
C. They prioritize undergraduate education.
D. They have a more diverse student body.

3. How long is a typical Bachelor's degree programme in the USA?

A. 1 year.
B. 2 years.
C. 3 years.
D. 4 years.

4. What is the main focus of graduate-level education in the USA?

A. General knowledge.
B. Specialised skills.
C. Extracurricular activities.
D. Internship opportunities.

5. When do students typically choose their undergraduate majors in the USA?

A. Beginning of the second year.
B. End of the first year.
C. Beginning of the third year.
D. End of the second year.

6. How long are most Master's programs in the USA?
A. 1 year.
B. 2 years.
C. 3 years.
D. 4 years.

7. What is required before pursuing a PhD program in the USA?
A. Completion of a Bachelor's degree.
B. Completion of a Master's program.
C. Completion of a Doctoral program.
D. Completion of an internship.

Exercise 4.7. Translate into English:

1. В США существуют различные типы высших учебных заведений.
2. Общественные колледжи предлагают дипломы младшего специалиста и сертификаты.
3. Колледжи обычно меньше университетов и часто ориентированы на бакалавриат.
4. Университеты – это крупные четырехлетние учебные заведения, которые предоставляют степени бакалавра, магистратуры и докторантуры.
5. Система высшего образования США придерживается 3 основных уровней обучения.
6. В течение первых двух лет обучения студент получает общие знания и фундаментальные основы по целому ряду дисциплин.
7. Высшее образование имеет большое значение для получения должности в профессиональных областях более высокого уровня.

UNIT 5. OUR UNIVERSITY

Read and learn the active vocabulary:

accreditation	аккредитация
agroindustry	агропромышленный комплекс
branch	филиал
dormitory	общежитие
enrolment	зачисление

establishment	создание, учреждение
improvement	улучшение
increase	увеличение
infrastructure	инфраструктура
mechanization	механизация
Bachelor	бакалавр
Master	магистр
Specialist	специалист
to conduct	проводить, осуществлять
to consist	состоять
to create	создавать
to include	включать
to rank	ранжировать
academic degree	ученая степень
candidate of science	кандидат наук
doctor of science	доктор наук
research activity	научно исследовательская деятельность
soil fertility	плодородие почвы

Exercise 5.1. Read and translate the text. Don't forget to use the vocabulary.

Text
Our University

The decree of the USSR Council of Ministers dated April 29, 1952, declared the establishment of the Krasnoyarsk Agricultural Institute in order to create the scientific base for agriculture in the Siberian region. In 1953 the first enrolment for three faculties of a new university was announced.

Today the Krasnoyarsk State Agrarian University ranks among the best universities in Russia, and it is a leading university that stands at the forefront of agrarian transformations. The University trains qualified Bachelors, Masters and Specialists for different branches of agroindustry. It successfully conducts educational, cultural, research activities, and activities of patriotic education. Our specialists deal with different problems of agroindustry, among them: intensification of food production, improvement of soil fertility and yield increase, mechanization and electrification of agroindustry.

The Krasnoyarsk State Agrarian University consists of 7 institutes, such as: Agroecological Technologies; Applied Biotechnology and Veterinary Medicine; Economics and Management of the Agro-Industrial Complex; Engineering Systems and Power; Food Production; Land Management, Cadastre and Environmental Management; and Law Institute. There are 43 departments where 351 full-time teachers conduct their activities. The faculty at Krasnoyarsk State Agrarian University is highly qualified and experienced. 79% of faculty members have academic degrees, including 57 people – doctors of sciences, 220 people – candidates of sciences. Many of them are renowned experts in their respective fields and have published numerous research papers. They are dedicated to providing quality education to the students and often go out of their way to help them succeed.

The University also includes one branch (Achinsk); three training centers; three educational and experimental farms (LLC Experimental plot "Minderlinskoye", the educational, scientific and industrial complex "Borsky", the hunting ground "Shchetinkino"), five representative offices (Zaozerny; Shushenskoye; Evenkia; the Republic of Khakassia, Mongolia).

The Krasnoyarsk State Agrarian University has state accreditation for higher (Bachelor's, Specialist, Master's, Postgraduate) and secondary vocational education programs. It also trains foreign students from China, Iraq, Tajikistan, and Mongolia.

The scientific and innovative infrastructure of the University includes: 17 scientific schools, 15 innovative laboratories; 4 research centers; technology transfer center; engineering center, 2 small innovative enterprises, etc. where the approbation of scientific developments in real conditions is organized.

The University teachers annually publish monographs, scientific articles in Russian and foreign databases, receive patents, take part in the conferences. The students of the University in various educational levels also have the chance to conduct research activity and share their results with the representatives of the scientific society.

The university has 5 councils for the defense of doctoral and master's thesis: 4.2.4. Private animal husbandry, feeding, technologies of feed preparation and production of livestock products (biological sciences, agricultural sciences); 4.1.1. General agriculture and crop production (agricultural sciences), 4.1.2. Plant breeding, seed production and biotechnology (agri-

cultural sciences); 4.3.3. Food systems (technical sciences); 1.5.15. Ecology (agricultural sciences); 5.2.3. Regional and sectoral (economic sciences).

All students are provided with places in the dormitory. The University has 14 academic buildings, 8 dormitories, 2 canteens, 6 buffets. There is an infrastructure for social and educational activities, including 1 sports hall, 1 wide-profile stadium, 2 assembly halls, a recreation center "Bele", a medical center, a physical therapy room for students with disabilities, and a library.

Overall, Krasnoyarsk State Agrarian University offers a stimulating academic environment, state-of-the-art facilities, and a vibrant campus life. It prepares students for successful careers in the field of agriculture and equips them with the skills and knowledge needed to address the challenges of the industry in the 21st century.

Exercise 5.2. Match the parts of the sentences.

1. In 1953 the first enrolment for three faculties	**a.** 7 institutes.
2. The University trains qualified Bachelors, Masters and Specialists	**b.** one branch (Achinsk).
3. The Krasnoyarsk State Agrarian University consists of	**c.** higher (Bachelor's, Specialist, Master's, Postgraduate) and secondary vocational education programs.
4. There are 43 departments where 351 full-time teachers	**d.** for social and educational activities.
5. The University also includes	**e.** of a new university was announced.
6. The Krasnoyarsk State Agrarian University has state accreditation for	**f.** in Russian and foreign databases, receive patents, take part in the conferences.
7. The University teachers annually publish monographs, scientific articles	**g.** conduct their activities.
8. All students are provided	**h.** for different branches of agroindustry.
9. There is an infrastructure	**i.** with places in the dormitory.

Exercise 5.3. Match the words and their definitions.

Word	Definition
1. university	**a.** a college or university degree in an art or social science that is higher than a bachelor's degree and below a doctor's degree
2. agriculture	**b.** a large building at a college or university where students live
3. bachelor's degree	**c.** is the soil's ability to supply plant/crop nutrients in the right quantities and qualities over a sustained period of time
4. master's degree	**d.** the part of the economy relating to farming, for example, farmers, manufacturers of farm equipment, and importers and exporters of farm products
5. branch	**e.** a place where people study for an undergraduate (= first) or postgraduate (= higher level) degree
6. soil fertility	**f.** an event, sometimes lasting a few days, at which there is a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally
7. agroindustry	**g.** the fact of being officially recognized, accepted, or approved of, or the act of officially recognizing, accepting, or approving of something
8. accreditation	**h.** the practice or work of farming
9. conference	**i.** a first degree at college or university
10. dormitory	**j.** a part of something larger

Exercise 5.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The Krasnoyarsk State Agrarian University was established in 1953.

2. The university offers programs in various branches of agroindustry.

3. The university has 10 institutes and 43 departments.

4. All faculty members at the university have academic degrees.

5. The university has branches in China, Iraq, Tajikistan, and Mongolia.

6. The university has a technology transfer center and engineering center.

7. The university provides dormitory accommodation for all students.

8. The university has a total of 24 academic buildings.

9. The Krasnoyarsk State Agrarian University has state accreditation for secondary vocational education programs.

10. Krasnoyarsk State Agrarian University offers a stimulating academic environment, state-of-the-art facilities.

Exercise 5.5. Answer the questions:

1. What was the purpose of establishing the Krasnoyarsk Agricultural Institute in 1952?

2. How does the Krasnoyarsk State Agrarian University contribute to agrarian transformations?

3. What are some of the problems that specialists at the university deal with in agroindustry?

4. How many institutes does the Krasnoyarsk State Agrarian University consist of, and what are their names?

5. What is the scientific and innovative infrastructure of the university like?

6. What opportunities do students have for research activity at the university?

7. What facilities and services are provided to students at the university?

Exercise 5.6. Choose the correct variant:

1. What was the purpose of establishing the Krasnoyarsk Agricultural Institute?

A. To improve soil fertility and yield increase.

B. To create a scientific base for agriculture in the Siberian region.

C. To train qualified Bachelors, Masters, and Specialists for agroindustry.

D. To conduct research activities in the field of agroindustry.

2. How many institutes does the Krasnoyarsk State Agrarian University consist of?

A. 5.
B. 7.
C. 9.
D. 11.

3. What percentage of faculty members at the University have academic degrees?

A. 57 %.
B. 65 %.
C. 79 %.
D. 87 %.

4. Which countries' students are trained at the Krasnoyarsk State Agrarian University?

A. China, Iraq, and Tajikistan.
B. China, Tajikistan, and Mongolia.
C. Iraq, Tajikistan, and Mongolia.
D. China, Iraq, and Mongolia.

5. What infrastructure does the University have for social and educational activities?

A. 1 sports hall, 1 wide-profile stadium, and 2 assembly halls.
B. 1 sports hall, 2 wide-profile stadiums, and 1 assembly hall.
C. 2 sports halls, 1 wide-profile stadium, and 1 assembly hall.
D. 2 sports halls, 2 wide-profile stadiums, and 2 assembly halls.

Exercise 5.7. Translate into English:

1. Красноярский сельскохозяйственный институт был создан для формирования научной базы для сельского хозяйства в Сибирском регионе.

2. Университет готовит квалифицированных бакалавров, магистров и специалистов для различных отраслей агропромышленного комплекса.

3. Наши специалисты занимаются различными проблемами агропромышленного комплекса.

4. Проблемы интенсификации производства продуктов питания, повышения плодородия почв и обеспечения высокой урожайности – одни из самых основных.

5. Профессорско-преподавательский состав Красноярского государственного аграрного университета обладает высокой квалификацией и опытом.

6. Красноярский государственный аграрный университет предлагает стимулирующую академическую среду.

7. Вуз готовит студентов к успешной карьере в области сельского хозяйства.

UNIT 6. MY RESEARCH

Read and learn the active vocabulary:

article	статья
author	автор
conclusion	заключение
equipment	оборудование
monograph	монография
method	метод, способ
post-graduate course	аспирантура
primary data	первичные данные
research	исследование
secondary data	вторичные данные
significance	значимость, значение
thesis	диссертация
to analyze the data	анализировать данные
to collate the data	сопоставлять данные
to collect primary data	собирать первичные данные
to collect secondary data	собирать вторичные данные
to compile the data	компилировать данные
to conduct	проводить
to define the problem	определять проблему
to interprete the results	интерпретировать результаты

Exercise 6.1. Read and translate the text. Don't forget to use the vocabulary.

Text
My Research

Let me introduce myself to you. My name is Alexey Petrov. I am an assistant at the Department of "General agriculture and plant protection" at the Krasnoyarsk State Agrarian University. I am interested in the problems of plant protection and my scientific interest is connected with the use of chemical plant protection products.

I study at the post-graduate course and now I am taking candidate exams. I have been working on my problem for 2 years. My scientific supervisor is Doctor of science, Professor Kruglov V.I. He is the author of some books, monographs, articles published in Russia and abroad. When I encounter difficulties in my work I always consult my scientific supervisor. He helped me to choose the topic of my research, to work out the scheme of research analysis, to carry out experiments. My scientific problem is not deeply studied now, but it is very important for Russian agronomy.

I am conducting research now. Research is hard work but challenging, interesting, creative and sometimes frustrating. In research there is always a task, there are rules, and there is need for imagination and creativity. Research involves curiosity, accuracy, honesty and ingenuity. Research is a process, an activity that includes thinking up interesting projects to work on and discovering ways of finding answers to questions. Research in general is defined as the systematic gathering, recording and analyzing of data. The five basic steps in research are:

– defining the problem;
– collecting secondary data;
– collecting primary data;
– compiling and collating the data;
– analyzing and interpreting the results.

I have already defined my problem. The topic of my thesis is "The problems of chemical plant protection in modern conditions". Now, I am collecting secondary data. It is information previously obtained for purposes other than those of the main study that is easily obtained through examination of scientific literature. I have already studied the books on my problem, such as … by … They give different views on my problem.

The next step for me is collecting primary data. There are three basic methods for collecting primary data.

– observation method;
– experimental method;
– survey method.

Experimental method is the basic approach used in science. Before introducing the results of my research, it is necessary to test them in a limited location.

The next stage will be compiling and collating the data. I plan to process my data using the electronic data processing equipment. There is special software which can be used now, for example "FarmCalculators" or "Bayer Agronomy Tool".

The final step is interpreting the results. It involves using the data after it has been analyzed.

I am going to use the following research methods and techniques: data collection, experiments (observations, laboratory tests, field and pilot study etc.).

My future thesis will include the following parts: Title page, Table of contents, Introduction, Theoretical part, Methodological part, Practical (analytical) part, Conclusions and Recommendations, List of references and Annexes.

As for the practical output of my research, I hope that its results will be of practical significance. They may be applied to solving a wide range of problems in the field of plant protection.

Exercise 6.2. Match the parts of the sentences.

1. I am an assistant at the Department of "General agriculture and plant protection"	**a.** but challenging, interesting, creative and sometimes frustrating.
2. My scientific supervisor is the author	**b.** I hope that its results will be of practical significance.
3. My scientific problem is not deeply studied now,	**c.** at the Krasnoyarsk State Agrarian University.
4. Research is hard work	**d.** interpreting the results.
5. Research is a process, an activity	**e.** for example "FarmCalculators" or "Bayer Agronomy Tool".
6. Experimental method is	**f.** of some books, monographs, articles published in Russia and abroad.

7. There is special software which can be used now.	**g.** the basic approach used in science.
8. The final step is	**h.** but it is very important for Russian agronomy.
9. As for the practical output of my research,	**i.** that includes thinking up interesting projects to work on and discovering ways of finding answers to questions.

Exercise 6.3. Match the words and their definitions.

Word	Definition
1. purpose	**a.** system, order; way of doing something
2. thesis	**b.** importance
3. theme	**c.** an intention or aim; a reason for doing something or for allowing something to happen:
4. problem	**d.** an idea or explanation for something that is based on known facts but has not yet been proved
5. investigation	**e.** information, especially facts or numbers, collected to be examined and considered and used to help decision-making, or information in an electronic form that can be stored and used by a computer
6. significance	**f.** topic, subject of a table or a piece of writing
7. hypothesis	**g.**a long piece of writing on a particular subject, especially one that is done for a higher college or university degree
8. method	**h.** the thing that is being discussed, considered, or studied
9. data	**i.** a careful study of smth.; the act of examining something carefully, esp. to discover the truth about it
10. subject	**j.** question to be solved or decided, especially smth. difficult

Exercise 6.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Alexey Petrov is a professor at the Krasnoyarsk State Agrarian University.
2. Alexey Petrov's scientific interest is in the field of chemical plant protection.
3. Alexey Petrov's scientific supervisor is Professor Kruglov V.I.
4. Alexey Petrov's scientific problem is deeply studied in Russian agronomy.
5. Research involves curiosity, accuracy, honesty, and ingenuity.
6. The first step in research is analyzing and interpreting the results.
7. Alexey Petrov is currently collecting secondary data for his research.
8. Experimental method is not commonly used in scientific research.
9. Alexey Petrov plans to process his data using AutoCAD.
10. Alexey Petrov's future thesis will include a list of tables.

Exercise 6.5. Answer the questions:

1. What is Alexey Petrov's occupation and area of interest?
2. Who is Alexey Petrov's scientific supervisor and how has he helped him in his research?
3. How would you define research and what are the five basic steps involved in it?
4. What is the topic of Alexey Petrov's thesis and what stage is he currently at in his research?
5. What are the three basic methods for collecting primary data in research?
6. How does Alexey Petrov plan to process his data?
7. What parts will be included in Alexey Petrov's future thesis?

Exercise 6.6. Choose the correct variant:

1. What is the scientific interest of the person mentioned in the text?
A. Plant propagation techniques.
B. The use of chemical plant protection products.
C. Genetic modification of crops.
D. Organic farming methods.

2. Who is the scientific supervisor mentioned in the text?
A. Professor Kruglov V.I.
B. Doctor Petrov V.A.
C. Professor Alexey Petrov.
D. Doctor Kruglov V.I.

3. What is the next step after compiling and collating the data?
A. Interpreting the results.
B. Collecting primary data.
C. Defining the problem.
D. Analyzing the secondary data.

4. What is the next step for the person mentioned in the text after collecting secondary data?
A. Compiling and collating the data.
B. Analyzing and interpreting the results.
C. Conducting experiments.
D. Collecting primary data.

5. Which method is considered the basic approach used in science?
A. Observation method.
B. Experimental method.
C. Survey method.
D. Secondary data collection method.

6. How does the person mentioned in the text plan to process their data?
A. Using electronic data processing equipment.
B. Conducting laboratory tests.
C. Using manual calculations.
D. Outsourcing data processing.

7. What are the parts included in the person's future thesis?

A. Title page, Table of contents, Introduction, Theoretical part, Methodological part, Practical (analytical) part, Conclusions and Recommendations, List of references and Annexes.

B. Introduction, Methodology, Results, Conclusion.

C. Abstract, Introduction, Literature review, Methodology, Results, Discussion, Conclusion.

D. Title, Introduction, Body, Conclusion.

Exercise 6.7. Translate into English:

1. Меня интересуют проблемы обеспечения продовольственной безопасности.
2. Я учусь в аспирантуре и сейчас сдаю кандидатские экзамены.
3. Мой научный руководитель является автором ряда книг, монографий, статей, опубликованных в России и за рубежом.
4. Исследование – это тяжелая работа, но сложная, интересная и творческая.
5. Исследование определяется как систематический сбор, регистрация и анализ данных.
6. От правильности определения проблемы исследования зависит успех.
7. Моя будущая диссертация будет включать следующие части: титульный лист, оглавление, введение, теоретическую часть, методологическую часть, практическую (аналитическую) часть, выводы и рекомендации, список литературы и приложения.

UNIT 7. MY SPECIALITY: AGRONOMY

Read and learn the active vocabulary:

agrometeorology	агрометеорология
biochemistry	биохимия
breakage	поломка
cultivation	выращивание, культивирование
equipment	оборудование
existence	наличие
fertility	плодородие
fertilization	внесение удобрений

genetics	генетика
land reclamation	мелиорация
lithosphere	литосфера
microbiology	микробиология
nutrient	питательное вещество
pest	вредитель
phytopathology	фитопатология
plant physiology	физиология растений
property	свойство
regularity	закономерность
resistance	устойчивость, резистентность
soil science	почвоведение
surface	поверхность
weed	сорняк, сорное растение
additional	дополнительный
anthropogenic	антропогенный
competitive	конкурентный, конкурентоспособный
extensive	обширный, широкий
sustainable	устойчивый
unfavorable	неблагоприятный
to alternate	чередовать
to combat	бороться
to contribute	вносить вклад
to ensure	обеспечивать
to maintain	поддерживать
to promote	продвигать
to replenish	пополнять

Exercise 7.1. Read and translate the text. Don’t forget to use the vocabulary.

Text
Agronomy

Agronomy (from the Greek. “agros” – field and “nomos” law) is a complex of sciences about cultivation of agricultural plants, theory and practice of field cultivation, a set of knowledge about agricultural branches of agriculture. It is divided into a number of independent sciences: crop production, agriculture, agrochemistry, selection and seed production, agricultural entomology and agricultural phytopathology, agrometeorology,

etc. The theoretical basis of agronomic disciplines are such natural sciences as plant physiology, botany, genetics, biochemistry, microbiology, soil science, ecology, etc.

Soil science is the science about soil, formation, structure, composition, properties and modes, major soil types, regularities of their geographic distribution, interrelation with the external environment that determines the formation and development of the main properties of soils fertility, rational use of soils, increase of their fertility and protection from unfavorable natural and anthropogenic influences.

The foundations of soil science were laid in Russia at the end of the XIX century in the works of Russian scientists V.V. Dokuchaev, P.A. Kostychev, N.M. Sibirtsev.

Soil is a natural formation consisting of genetically linked horizons formed as a result of the transformation of the surface layers of the lithosphere under the influence of weathering and living organisms. Soil, unlike rock, has an important quality property – fertility.

Soils are fundamental to the existence of life on Earth because of the following reasons:

1. Soil is an important environment in the development of life on Earth. It exchanges substances and energy with the atmosphere, biosphere, hydrosphere, and lithosphere and maintains the balance that is necessary for life to exist on Earth.

2. Soil contributes to maintaining a constant gas mode of the Earth's atmosphere.

3. Soil participates in the water cycle on Earth.

4. Having the property of fertility, soil is the main means of production in agriculture.

The most important task in modern socio-economic conditions is to ensure the sustainable development of agriculture and obtain a good harvest. There are several ways to increase soil fertility:

Fertilization is very important as additional nutrients will promote the growth of fruits and plants, normalize the balance of trace elements in soil and increase the resistance of crops to changeable weather conditions and various diseases.

Application of advanced technologies and modern agricultural machinery in the soil treatment system will allow to keep the top layer of soil fertile for a longer time. Extensive land reclamation includes drainage and irrigation of soils, their gypsum and liming, strengthening of loose sands, etc.

Carrying out anti-erosion measures aims at combating the destruction of upper soil layers.

Observing the terms of sowing crops and choosing the optimal timing of sowing will result in the formation of hardy and competitive crops in relation to pests, as well as reduction of the likelihood of developing plant diseases and high yields.

Use of high-quality seeds, the most productive varieties and hybrids is necessary and forces to use seeds exclusively from proven producers – they will ensure good germination.

Proper care is an important factor in increasing productivity and includes pre-sowing tillage, harrowing, plowing, timely sowing, and protection of plants from diseases, pests and weeds, regular work to improve soil fertility.

Observing proper crop rotation will help replenish soil nutrients, better use of fertilizers, protect the soil from erosion, and prevent the spread of pests, weeds, and diseases. Crops should alternate with each other – so the soil will create an optimal balance of nutrients.

Forecasting weather factors and knowing the characteristics of the climate zone and the time of onset of "critical phases" of the growing season, agronomists can take the necessary measures to protect plants.

Quality of agricultural machinery will directly influence labor productivity in the field. It is worth updating worn-out elements in a timely manner in order to avoid breakage at an unnecessary moment. Only with the help of smoothly running equipment one can increase the yield of crops.

Exercise 7.2. Match the parts of the sentences.

1. The theoretical basis of agronomic disciplines are such natural sciences as	**a.** soil is the main means of production in agriculture.
2. Soil is a natural formation consisting of genetically linked horizons formed	**b.** their gypsum and liming, strengthening of loose sands, etc.
3. Soil is an important environment in the development	**c.** plant physiology, botany, genetics, biochemistry, microbiology, soil science, ecology, etc.

4. Having the property of fertility,	**d.** as a result of the transformation of the surface layers of the lithosphere under the influence of weathering and living organisms.
5. Fertilization is very important as additional nutrients will promote the growth of fruits and plants,	**e.** so the soil will create an optimal balance of nutrients.
6. Extensive land reclamation includes drainage and irrigation of soils,	**f.** of life on Earth.
7. Use of high-quality seeds, the most productive varieties and hybrids is necessary and forces	**g.** labor productivity in the field.
8. Crops should alternate with each other –	**h.** normalize the balance of trace elements in soil.
9. Quality of agricultural machinery will directly influence	**i.** to use seeds exclusively from proven producers – they will ensure good germination.

Exercise 7.3. Match the words and their definitions.

Word	Definition
1. microbiology	**a.** a part of a planet's environment where life exists
2. ecology	**b.** (an) illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident
3. soil fertility	**c.** the act of preparing land for growing crops
4. biosphere	**d.** the study of very small living things, such as bacteria
5. disease	**e.** an insect or small animal that is harmful or damages crops
6. drainage	**f.** any wild plant that grows in an unwanted place, especially in a garden or field where it prevents the cultivated plants from growing freely
7. germination	**g.** the system of water or waste liquids flowing away from somewhere into the ground or down pipes

8. tillage	**h.** the relationships between the air, land, water, animals, plants, etc., usually of a particular area, or the scientific study of this
9. weed	**i.** the process of a seed starting to grow, or the act of causing a seed to start growing
10. pest	**j.** refers to the ability of soil to sustain agricultural plant growth, i.e. to provide plant habitat and result in sustained and consistent yields of high quality.

Exercise 7.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The foundations of soil science were established in the 21st century by Russian scientists.
2. Soil is considered a vital component for life on Earth due to its role in maintaining the balance of gases in the atmosphere.
3. Fertilization is not essential for promoting plant growth and increasing resistance to weather changes.
4. The use of high-quality seeds from reputable producers is recommended to ensure good germination rates.
5. Crop rotation is inevitable for replenishing soil nutrients and preventing the spread of pests and diseases.
6. Observing proper care practices for plants does not contribute to increasing productivity and soil fertility.
7. Agronomists do not take into account weather factors and climate characteristics when planning crop protection measures.
8. The quality of agricultural machinery has no impact on labour productivity in the field.

Exercise 7.5. Answer the questions:

1. What is the theoretical basis of agronomic disciplines?
2. How did Russian scientists contribute to the foundations of soil science?
3. Why are soils fundamental to the existence of life on Earth?
4. What are the reasons that make soil important for maintaining life on Earth?
5. How can fertilization help increase soil fertility?
6. What are some ways to ensure sustainable development in agriculture and obtain a good harvest?
7. How does proper crop rotation benefit soil health and productivity?

Exercise 7.6. Choose the correct variant:

1. What is the fundamental quality property of soil mentioned in the text?

A. Fertility.
B. Composition.
C. Formation.
D. Horizons.

2. According to the text, which Russian scientists were instrumental in laying the foundations of soil science?

A. V.V. Dokuchaev, P.A. Kostychev, N.M. Sibirtsev.
B. P.V. Krasilnikov, N.M. Sibirtsev, V.V. Dokuchaev.
C. N.M. Sibirtsev, V.V. Dokuchaev, G.V. Dobrovolsky.
D. V.V. Dokuchaev, G.F. Morozov, N.M. Sibirtsev.

3. Why is soil considered fundamental to the existence of life on Earth, as per the text?

A. It provides shelter for small organisms.
B. It maintains the balance necessary for life.
C. It controls the Earth's rotation.
D. It is a source of precious metals.

4. How does the text suggest increasing soil fertility through fertilization?

A. By reducing the use of fertilizers.
B. By promoting the growth of fruits and plants.
C. By limiting the trace elements in soil.
D. By decreasing resistance of crops to weather conditions.

5. What is mentioned as a crucial factor in increasing productivity in the field?

A. Usage of outdated machinery.

B. Regular work to deteriorate soil fertility.

C. Protection of plants from pests, diseases, and weeds.

D. Neglecting to optimize sowing timing.

6. According to the text, what is a key element in sustainable agriculture development and obtaining a good harvest?

A. Neglecting soil care.

B. Using low-quality seeds.

C. Applying advanced technologies.

D. Ignoring anti-erosion measures.

7. Which measure is highlighted in the text as combating the destruction of upper soil layers?

A. Extensive land reclamation.

B. Neglecting soil treatment.

C. Avoiding crop rotation.

D. Disregarding weather factors.

Exercise 7.7. Translate into English:

1. Теоретической основой агрономических дисциплин являются такие естественные науки, как физиология растений, ботаника, генетика, биохимия, микробиология, почвоведение, экология.

2. Почвоведение – это наука о почве, формировании, структуре, составе, свойствах и режимах, основных типах почв.

3. Почва, в отличие от горных пород, обладает важным качественным свойством – плодородием.

4. Почва способствует поддержанию постоянного газового режима атмосферы Земли.

5. Почва участвует в круговороте воды на Земле.

6. Внесение удобрений очень важно, так как дополнительные питательные вещества будут способствовать росту плодов и растений.

7. Качество сельскохозяйственной техники напрямую повлияет на производительность труда в полевых условиях.

Unit 8. MY SPECIALITY: ECOLOGY

Exercise 8.1. Read and translate the text.

Text
Ecology

My specialty is ecology. Ecology is the scientific discipline that focuses on understanding the interactions between living organisms and their environment. It explores how organisms, both plants and animals, interact with each other and their surroundings, including the physical and biological components of their environment.

Ecology draws upon various scientific fields, such as biology, geography, geology, climatology, and genetics. It incorporates evolutionary concepts, such as adaptation and natural selection, to explain the relationships and behaviors observed in ecological systems.

The word "ecology" was introduced in 1866 by the German scientist Ernst Haeckel, derived from the Greek words "*oikos*" meaning 'habitation' or 'house' or 'living place,' and "*logos*" meaning 'study.' It encompasses the study of organisms, populations, communities, ecosystems, and the biosphere, exploring the intricate relationships that shape the natural world.

Ecology is based on the concept of an ecosystem, which is a biophysical environment in which interactive mechanisms take place. An ecosystem is a geographical area where plants, animals and other organisms, along with the weather and landscape, work together to form a complex network of life. Earth sciences provide fundamental knowledge that supports an understanding of ecology, as they reveal the interconnections within these systems.

Ecology covers a wide range of learning levels: from an individual organism to entire ecosystems and the biosphere as a whole. Organisms exist in their habitat, and the interaction between the organism and the environment determines its ecological niche. Consequently, ecology is often referred to as environmental biology, recognizing the profound influence of the environment on living organisms.

The study of ecology is crucial for understanding the complex relationships between living organisms and their environment. Here are a few reasons why studying ecology is important:

Ecological balance and survival. Ecology provides insight into the interdependence and mutual coexistence of living and non-living components in ecosystems. This helps us understand how organisms rely on each other and the environment for resources and survival.

Conservation and biodiversity. Ecology plays a vital role in the conservation of biodiversity. By studying ecosystems and their dynamics, we can identify endangered species, understand their habitat requirements, and develop strategies to protect them.

Understanding distribution and abundance. Ecology seeks to understand the distribution and abundance of living organisms relative to their physical environment. This knowledge is crucial for the prediction and management of species populations, the identification of factors affecting the distribution of species, and the study of patterns of species diversity. Such information is valuable for environmental planning, land management and forecasting the impact of climate change on ecosystems.

Interdisciplinary nature. Ecology unites various scientific disciplines such as biology, biochemistry, geology, climatology and mathematics. By studying ecology, we gain a holistic understanding of how living organisms interact with the environment, including the physical and chemical factors that influence their behavior, distribution, and adaptations. This interdisciplinary approach expands our capabilities in solving complex environmental problems.

Sustainable resource management. Ecology provides the basis for sustainable resource management. By studying ecological systems, we can develop strategies to minimize the negative effects of human activities on ecosystems, such as overexploitation of natural resources, habitat destruction and pollution.

Solving environmental problems. Environmental knowledge is necessary to solve environmental problems and find solutions. By studying environmental processes and interactions, scientists and policy makers can develop effective strategies to mitigate these problems and ensure environmental sustainability.

By expanding our knowledge of ecology, we can make informed decisions and take action to ensure a healthy and sustainable planet for future generations.

Exercise 8.2. Match the parts of the sentences.

1. Ecology explores how organisms, both plants and animals,	**a.** that supports an understanding of ecology, as they reveal the interconnections within these systems.
2. The word “ecology” was introduced in 1866	**b.** between living organisms and their environment.

3. Ecology is based on the concept of an ecosystem,	**c.** of living organisms relative to their physical environment.
4. Earth sciences provide fundamental knowledge	**d.** in the conservation of biodiversity.
5. The study of ecology is crucial for understanding the complex relationships	**e.** which is a biophysical environment in which interactive mechanisms take place.
6. Ecology plays a vital role	**f.** biology, biochemistry, geology, climatology and mathematics.
7. Ecology seeks to understand the distribution and abundance	**g.** by the German scientist Ernst Haeckel.
8. Ecology unites various scientific disciplines such as	**h.** for sustainable resource management.
9. Ecology provides the basis	**i.** interact with each other and their surroundings, including the physical and biological components of their environment.

Exercise 8.3. Match the words and their definitions.

Word	Definition
1. plant	**a.** the scientific study of climate (= general or long-term weather conditions)
2. animal	**b**. a part of a planet's environment where life exists
3. environment	**c.** a living thing that grows in earth, in water, or on other plants, usually has a stem, leaves, roots, and flowers, and produces seeds
4. climatology	**d.** damage caused to water, air, etc. by harmful substances or waste
5. geology	**e.** the number and types of plants and animals that exist in a particular area or in the world generally, or the problem of protecting this
6. biosphere	**f.** all the living things in an area and the way they affect each other and the environment
7. biodiversity	**g.** something that lives and moves but is not a human, bird, fish, or insect.
8. pollution	**h.** a single living plant, animal, virus, etc.

9. ecosystem	**i.** the air, water, and land in or on which people, animals, and plants live.
10. organism	**j.** the study of the rocks and similar substances that make up the earth's surface

Exercise 8.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Ecology is solely focused on the interactions between living organisms and their environment.
2. The word "ecology" has its origins in Latin.
3. Ernst Haeckel, a French scientist, coined the term "ecology" in 1866.
4. An ecosystem is defined as a biophysical environment where only plants and animals interact.
5. Ecology encompasses the study of individuals, populations, communities, ecosystems, and the biosphere.
6. The study of ecology is not essential for understanding the relationships between living organisms and their environment.
7. Ecology does not play a role in the conservation of biodiversity.
8. The distribution and abundance of living organisms are not influenced by their physical environment.
9. Ecology is an interdisciplinary field.
10. Sustainable resource management is not a focus of ecology.

Exercise 8.5. Answer the questions:

1. How does the author define ecology and what is its primary focus?
2. Why is it mentioned that ecology draws upon various scientific fields, and how do these fields contribute to the study of ecology?
3. What is the significance of the word "ecology" and how does it encompass different levels of study within the natural world?
4. In what way is an ecosystem defined, and why are Earth sciences considered fundamental for understanding ecology?

5. How does the concept of ecological niche relate to the interaction between organisms and their environment?

6. Why is ecology often referred to as environmental biology, and what does this recognition imply about the field?

7. How does studying ecology contribute to conservation efforts and biodiversity protection?

Exercise 8.6. Choose the correct variant:

1. What does the study of ecology primarily focus on?
A. The chemical composition of organisms.
B. The interactions between living organisms and their environment.
C. The study of physics in ecosystems.
D. The cultural behaviours of different species.

2. How is the term "ecology" derived?
A. From the Latin word "ecologus".
B. From the Greek words "oikos".
C. From the English word "ecosystem".
D. From the German scientist Ernst Haeckel's name.

3. Who introduced the term "ecology" and when?
A. Charles Darwin in 1859.
B. Ernst Haeckel in 1866.
C. Alfred Russel Wallace in 1870.
D. Gregor Mendel in 1869.

4. What is an ecosystem according to the text?
A. A man-made structure for research purposes.
B. A network of computers and technology.
C. A geographical area where plants, animals, and other organisms interact.
D. A laboratory for environmental studies.

5. Why is the study of ecology crucial according to the text?
A. To develop new technologies for space exploration.
B. To understand the relationship between humans and animals.
C. To preserve biodiversity and environmental balance.
D. To create artificial habitats for endangered species.

6. How does ecology contribute to sustainable resource management?

A. By promoting overexploitation of natural resources.

B. By ignoring the negative effects of human activities on ecosystems.

C. By developing strategies to minimize the negative impacts of human activities.

D. By encouraging habitat destruction for industrial growth.

7. Which scientific disciplines does ecology unite?

A. Physics and chemistry

B. Biology, biochemistry, geology, climatology, and mathematics

C. Sociology and psychology

D. Literature and art

8. What is the significance of studying ecology in relation to solving environmental problems?

A. It is unnecessary for solving environmental issues.

B. It helps in developing effective strategies to mitigate environmental problems.

C. It only focuses on theoretical research with no practical implications.

D. It is irrelevant to ensuring environmental sustainability.

Exercise 8.7. Translate into English:

1. Экология – это научная дисциплина, которая фокусируется на понимании взаимодействий между живыми организмами и окружающей их средой.

2. Экология опирается на различные научные области, такие как биология, география, геология, климатология и генетика.

3. Экология основана на концепции экосистемы.

4. Науки о земле дают фундаментальные знания, которые поддерживают понимание экологии.

5. Экология охватывает широкий спектр объектов изучения: от отдельного организма до целых экосистем и биосферы в целом.

6. Экология играет жизненно важную роль в сохранении биоразнообразия.

7. Экология объединяет различные научные дисциплины, такие как биология, биохимия, геология, климатология и математика.

Unit 9. MY SPECIALITY: ENGINEERING

Exercise 9.1. Read and translate the text.

Text
Engineering

My specialty is Engineering. Engineering is a broad discipline that applies scientific, mathematical and technological principles to innovate, design, develop, and improve structures, systems, machines, and processes. It ranges from the creation of tiny microchips to the construction of skyscrapers.

Engineering is the art and science of making things work. A more in-depth definition might be: it is the application of mathematical and scientific concepts to create efficient solutions to technical problems.

Engineering affects almost every aspect of daily life, from the transport and buildings, to the machines, gadgets and appliances. An engineer is a professional who employs mathematical and scientific knowledge to invent, design, analyze, build and test machines, complex systems, structures and materials, fulfilling practical human needs. There are different types of engineers:

A mechanical engineer is a professional who applies principles of physics, mathematics, and material science to design, analyze, manufacture, and maintain mechanical systems.

A civil engineer designs bridges to provide safe and efficient transport across water bodies.

A software engineer designs an efficient algorithm to speed up computations in data analysis.

A chemical engineer invents a process that can convert plastic waste into recyclable materials, thus helping the environment.

Engineering solutions refer to the practical applications of engineering principles, scientific knowledge, and technological resources to confront real-world problems. The engineering solutions process includes the following stages:

Problem identification: Engineers first define the problem they are attempting to solve. It could be anything from a malfunctioning device to a challenge in producing sustainable energy.

Conducting research: Engineers explore related theories, case studies, and industry norms, taking into consideration budget constraints and environmental impacts.

Development and design: Engineers draft potential solutions, often using specialized software to create simulations and models.

Implementation: The solutions are then implemented on a small scale to test their efficiency and measure their impacts.

Evaluation: The implemented solutions are monitored for efficiency and effectiveness. If they meet the set criteria, they are introduced on a larger scale.

The daily duties and responsibilities of an engineer involve: analysis of problems to determine the technical requirements and devise solutions; design or redesign of mechanical and electronic devices and systems applying principles derived from scientific and mathematical understanding; development, coordination, and collection of the results from tests on prototypes or finished products; management of the manufacturing process of designed devices; ensuring product safety by assessing potential risks and impact on the environment.

Krasnoyarsk State Agrarian University trains specialists for agroindustrial complex of our region. Agroengineer is one of the important specialities in the sphere of agriculture.

One of the main goals of agroengineering is to increase efficiency and productivity in agriculture. For example, agroengineers may develop new machinery or modify existing ones to help farmers plant, harvest, or transport crops more quickly and easily. They may also design automated systems for monitoring and controlling farm operations, such as irrigation, fertilization, and pest control.

Agroengineering also focuses on developing sustainable solutions for the farming industry. This includes designing environmentally friendly equipment and systems that reduce the use of natural resources, minimize waste, and lower greenhouse gas emissions. Agroengineers work on projects related to renewable energy, water conservation, soil management, and waste management in agriculture.

In addition, agroengineering plays a crucial role in adapting to the challenges posed by climate change. Agroengineers are involved in research and development of technologies that can help farmers cope with extreme weather conditions, such as droughts, floods, and heatwaves. They work on projects related to crop breeding, precision agriculture, hydroponics, and vertical farming.

Overall, agroengineering is a multidisciplinary field that uses engineering principles to address various issues in agriculture. With the growing demand for food and the need for sustainable farming practices, the

role of agroengineers is becoming increasingly important in ensuring the future of our food supply.

Exercise 9.2. Match the parts of the sentences.

1. Engineering ranges from the creation of tiny microchips	**a.** of physics, mathematics, and material science to design, analyze, manufacture, and maintain mechanical systems.
2. Engineering is the art and science	**b.** often using specialized software to create simulations and models.
3. A mechanical engineer is a professional who applies principles	**c.** for efficiency and effectiveness.
4. A software engineer designs an efficient algorithm	**d.** to increase efficiency and productivity in agriculture.
5. Engineers draft potential solutions,	**e.** for the farming industry.
6. The implemented solutions are monitored	**f.** to the construction of skyscrapers.
7. One of the main goals of agroengineering is	**g.** hydroponics, and vertical farming.
8. Agroengineering also focuses on developing sustainable solutions	**h.** of making things work.
9. They work on projects related to crop breeding, precision agriculture,	**i.** to speed up computations in data analysis.

Exercise 9.3. Match the words and their definitions.

Word	Definition
1. productivity	**a.** is the regulation or management of a species defined as a pest; such as any animal, plant or fungus that impacts adversely on human activities or environment.
2. irrigation	**b.** unwanted matter or material of any type, especially what is left after useful substances or parts have been removed.
3. fertilization	c. a long period when there is little or no rain.

4. pest control	**d.** energy that is produced using the sun, wind, etc., or from crops, rather than using fuels such as oil or coal.
5. waste	**e.** the ability to do as much work as possible in a particular period.
6. greenhouse effect	**f.** is a farming management strategy based on observing, measuring and responding to temporal and spatial variability to improve agricultural production sustainability.
7. drought	**g.** the practice of supplying land with water so that crops and plants will grow.
8. flood	**h.** to cause to fill or become covered with water, especially in a way that causes problems.
9. precision agriculture	**i.** an increase in the amount of carbon dioxide and other gases in the atmosphere (= mixture of gases around the earth), that is believed to be the cause of a gradual warming of the surface of the earth.
10. renewable energy	**j.** the action of spreading a natural or chemical substance on land or plants, in order to make the plants grow well.

Exercise 9.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Engineering is solely focused on the construction of buildings and skyscrapers.
2. An engineer's responsibilities include analyzing problems and devising solutions.
3. Agroengineers do not work on projects related to renewable energy or waste management.
4. The main goal of agroengineering is to decrease efficiency and productivity in agriculture.

5. Engineering solutions process involves only three stages: problem identification, research, and implementation.

6. A mechanical engineer designs bridges for efficient transport across water bodies.

7. Agroengineering does not address challenges posed by climate change.

8. Engineering is not involved in the development of sustainable solutions for various industries.

9. Agroengineers may develop new machinery to help farmers with planting and harvesting.

10. An engineer's daily duties do not include ensuring product safety and assessing risks.

Exercise 9.5. Answer the questions:

1. How is engineering defined in the text?

2. What are some examples of different types of engineers mentioned in the text?

3. What does the process of engineering solutions involve according to the text?

4. How do agroengineers contribute to increasing efficiency and productivity in agriculture?

5. In what ways does agroengineering focus on developing sustainable solutions for farming?

6. What role does agroengineering play in adapting to challenges posed by climate change?

7. Why is the role of agroengineers becoming increasingly important, as stated in the text?

Exercise 9.6. Choose the correct variant:

1. What is the main idea of engineering as described in the text?

A. Engineering is the art of creating complex structures.

B. Engineering is the application of scientific and mathematical principles. to solve technical problems.

C. Engineering involves only designing machines and gadgets.

D. Engineering has no impact on daily life.

2. According to the text, what is the role of a civil engineer?
A. Designing algorithms for data analysis.
B. Developing solutions for sustainable energy production.
C. Designing bridges for safe transport over water bodies.
D. Inventing processes for waste management.

3. How are engineering solutions implemented, according to the text?
A. Solutions are tested on a large scale first.
B. Solutions are monitored for efficiency and safety.
C. Solutions are implemented without any testing.
D. Solutions are evaluated based on theoretical models.

4. What is one of the main goals of agroengineering mentioned in the text?
A. Increasing efficiency and productivity in agriculture.
B. Designing new software for data analysis.
C. Developing automated systems for urban planning.
D. Focusing on space exploration technologies.

5. How does agroengineering contribute to sustainable solutions in agriculture?
A. By increasing the use of natural resources.
B. By designing equipment that maximizes waste production.
C. By reducing greenhouse gas emissions and waste.
D. By focusing solely on crop breeding technologies.

6. What challenges related to climate change do agroengineers address?
A. Managing extreme weather conditions in urban areas.
B. Developing technologies for space exploration.
C. Coping with droughts, floods, and heatwaves in agriculture.
D. Focusing on indoor farming without soil.

7. Why is the role of agroengineers considered important, according to the text?
A. To reduce the demand for sustainable food practices.
B. To address the challenges in urban planning.
C. To ensure the future of food supply and sustainable farming practices.
D. To focus on developing technologies for industrial engineering.

Exercise 9.7. Translate into English:

1. Моя специальность – инженерия.
2. Инженерия варьируется от создания крошечных микрочипов до строительства небоскребов.
3. Инженерия – это искусство и наука о том, как заставить вещи работать.
4. Инженерия влияет практически на все аспекты повседневной жизни, от транспорта и зданий до машин, гаджетов и бытовой техники.
5. Инженер-механик – это профессионал, который применяет принципы физики, математики и материаловедения для проектирования, анализа, производства и обслуживания механических систем.
6. Инженер-программист разрабатывает эффективный алгоритм для ускорения вычислений при анализе данных.
7. Ежедневные обязанности инженера включают в себя: анализ проблем с целью определения технических требований и разработки решений.

Unit 10. MY SPECIALITY: FOOD PROCESSING

Exercise 10.1. Read and translate the text.

Text
Food processing

The food-processing industry is directly linked to agriculture and is an integral part of the agro-industrial complex. Food production directly affects the solution of the food problem of mankind.

The main task of the food-processing industry is to provide the population with a variety of food products. The development of this sector of the economy makes it possible to avoid food problems that develop due to the different climatic conditions characteristic of different regions of the country.

Initially, the processing of products was artisanal in nature and was considered to be an agricultural activity, since it took place on farms. Subsequently, industrial technologies were introduced to convert raw materials into food, operation processes were mechanized, and individual production phases were optimized.

The Russian food industry includes 13 industries consisting of companies specializing in different types of processed raw materials. Let’s focus on the more significant ones.

Meat industry

This industry uses meat of cattle, pigs, poultry, rabbits, etc. as raw material. The initial processing process is the slaughter of animals, then the meat is deboned, i.e. it is separated from the bones. Some of the products are intended for direct consumption, while others are sent to the production of sausages, smoked meat, canned food, animal feed, medicines (insulin, heparin), products made of down and feather, glue, gelatin.

Fishing industry

This industry includes the extraction of fish and seafood, its breeding (fish farming), and the production of food and other components from them. The products of the fishing industry are fresh, salted, smoked fish, canned food, caviar, seafood (frozen and canned). Another area of activity of fish companies is the production of raw materials for the production of agricultural feed, components for pharmaceutical companies.

Fruit and vegetable processing industry

It specializes in the production of a wide range of fruit and vegetable ingredients for all applications. This can be canned and frozen fruits and vegetables, semi-finished products for the baking industry, baby food products, juices, etc.

Fat and oil industry processes vegetable raw materials. At the output, oils (sunflower, rapeseed, linseed, etc.) and margarine are obtained for food consumption, as well as components for the manufacture of technical lubricants, plastic fillers, household chemicals, cosmetics and personal hygiene (creams, soaps, etc.)

Dairy industry uses milk as a raw material for production. Enterprises produce a wide range of products: unfermented (butter, ice cream, etc.) and fermented products (cheeses, kefir, yogurt, etc.), canned and powdered milk, casein, etc.

Flour-grinding industry produces flour from cereals (rye, wheat, barley, etc.) and legumes. The production technology consists of three stages: separation, washing, peeling, crushing of grain; grinding into flour; packaging in bags. Flour is sold or sent as raw material to bakeries and confectionery factories.

Bakery industry is the main branch of the agro-industrial complex. Currently, the main tasks of development are: improving the quality of bread; making new, “healthy” varieties; developing and applying new technologies for control, production and packaging.

Sugar industry

The specialty of this industry is the production of sugar. Raw materials are beets and reeds. Sugar goes on sale, as well as to confectionery factories, factories for the production of refined sugar and other enterprises where the production technology requires this white substance.

Confectionery industry

This industry enterprises are engaged in the production of high-calorie food products, the main component of which is sugar. The structure of production differs in two directions: the production of sugary confectionery products (caramel, halva, chocolate, etc.), where the sugar content prevails, and flour (waffles, cakes, cookies, gingerbread, etc.) with a high content of flour.

Macaroni industry

The raw material for the manufacture of products is wheat flour of the highest grade. The technology of macaroni production in our country came from Italy, and the first factories began to appear at the end of the XVIII century.

Production of animal feed

Different animals need different feeds. For domestic animals (cats, dogs), there are three types of food available – wet, dry and canned. Their main component is the protein component-meat. Compound feeds for herbivores contain grain, flour (from grass or fish), salt, chalk, and other ingredients.

Exercise 10.2. Match the parts of the sentences.

1. Food production directly affects the solution	**a.** consisting of companies specializing in different types of processed raw materials.
2. The main task of the food-processing industry is to provide the population	**b.** etc. as raw material.
3. The Russian food industry includes 13 industries	**c.** of the agro-industrial complex.
4. This industry uses meat of cattle, pigs, poultry, rabbits,	**d.** bakeries and confectionery factories.
5. The products of the fishing industry are fresh, salted, smoked fish,	**e.** canned food, caviar, seafood (frozen and canned).

6. Fat and oil industry processes	**f.** of the food problem of mankind.
7. Flour is sold or sent as raw material to	**g.** the main component of which is sugar.
8. Bakery industry is the main branch	**h.** vegetable raw materials.
9. This industry enterprises are engaged in the production of high-calorie food products,	**i.** with a variety of food products.

Exercise 10.3. Match the words and their definitions.

Word	Definition
1. Food	**a.** a clear substance made from animal bones and used especially to make Jell-O.
2. meat	**b.** the eggs of various large fish, especially the sturgeon, eaten as food.
3. gelatin	**c.** a food made from milk, or from a milk-like substance taken from plants, that can be either firm or soft and is usually yellow or white in colour.
4. sausage	**d.** something that people and animals eat, or plants absorb, to keep them alive.
5. seafood	**e.** a plant, root, seed, or pod that is used as food, especially in dishes that are not sweet.
6. caviar	**f.** a food used for cooking and spreading on bread, similar to butter, but softer and usually made from vegetable fat.
7. vegetable	**g**. a pale yellow solid food containing a lot of fat that is made from cream and is spread on bread or used in cooking.
8. margarine	**h.** the flesh of an animal when it is used for food.
9. butter	**i.** a thin, tube-like case containing meat that has been cut into very small pieces and mixed with spices.
10. cheese	**j.** animals from the sea that can be eaten, especially fish or sea creatures with shells.

Exercise 10.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The main task of the food-processing industry is to ensure food security for the entire world.
2. The Russian food industry is the largest in the world.
3. The food-processing industry is not affected by climatic conditions.
4. Initially, the processing of products was industrial in nature.
5. The Russian food industry includes 20 industries.
6. The Meat industry is the largest industry in the food-processing sector.
7. The Fishing industry does not include the extraction of fish and seafood.
8. The Fat and oil industry processes animal raw materials.
9. The Dairy industry does not use milk as a raw material for production.
10. The Flour-grinding industry produces flour from meat.

Exercise 10.5. Answer the questions:

1. How does the food-processing industry contribute to solving the food problem of mankind?
2. What were the initial characteristics of product processing before industrial technologies were introduced?
3. What are the main products and by-products obtained from the meat industry?
4. Describe the different areas of activity within the fishing industry.
5. What are the various products produced by the fruit and vegetable processing industry?
6. Explain the processes involved in the fat and oil industry and the different uses of the output.

7. How does the dairy industry utilize milk as a raw material, and what are the range of products it produces?

8. What stages are involved in the production process of flour in the flour-grinding industry?

9. Discuss the main tasks of development in the bakery industry.

10. What are the primary components of sugary confectionery products and flour-based confectionery products in the confectionery industry?

Exercise 10.6. Choose the correct variant:

1. What is the main objective of the food-processing industry as mentioned in the text?

A. To maximize profits for the companies involved.

B. To ensure a diverse range of food products are available to the population.

C. To focus solely on meat processing.

D. To promote international trade in food products.

2. How did the processing of food products evolve over time according to the text?

A. From artisanal methods to industrial technologies.

B. From manual processing to complete automation.

C. From local farms to international factories.

D. From agricultural activity to pharmaceutical production.

3. Which industry specializes in the production of fruit and vegetable ingredients for various applications?

A. Meat industry.

B. Dairy industry.

C. Fat and oil industry.

D. Fruit and vegetable processing industry.

4. What is the primary raw material used in the flour-grinding industry for producing flour?

A. Cattle.

B. Wheat.

C. Fish.

D. Vegetables.

5. What is the primary focus of the sugar industry mentioned in the text?

A. Production of dairy products.

B. Making confectionery items.

C. Manufacturing sugar substitutes.

D. Developing new agricultural technologies.

6. Which industry produces high-calorie food products with sugar as the main component?

A. Flour-grinding industry.

B. Sugar industry.

C. Meat industry.

D. Confectionery industry.

7. What is the primary raw material used in the macaroni industry for manufacturing products?

A. Meat.

B. Fruits.

C. Wheat flour.

D. Vegetables.

Exercise 10.7. Translate into English:

1. Пищевая промышленность напрямую связана с сельским хозяйством.

2. Основной задачей пищевой промышленности является обеспечение населения разнообразными продуктами питания.

3. Пищевая промышленность России включает в себя 13 отраслей.

4. Мясная промышленность в качестве сырья использует мясо крупного рогатого скота, свиней, домашней птицы, кроликов и т.д.

5. Продукцией рыбной промышленности являются свежая, соленая, копченая рыба, консервы, икра, морепродукты.

6. Масложировая промышленность перерабатывает растительное сырье.

7. Мукомольная промышленность производит муку из злаков (ржи, пшеницы, ячменя и др.) и бобовых культур.

Unit 11. MY SPECIALITY: INFORMATION TECHNOLOGY

Exercise 11.1. Read and translate the text.

Text
Information technology

My specialty is Information technology. Information and scientific knowledge have been playing an increasingly important role in the life of society in recent years. Today, information is a strategic resource of society, determining the level of the state development, its economic potential and position in the world community.

With the development of the global process of society informatization, the entire information environment is radically changing. New automated information technologies penetrate into almost all spheres of social practice and become an integral part of the new information culture of mankind.

Information technology is a complex of interrelated, scientific, technological, and engineering disciplines that study methods of effective labor organization of people engaged in processing and storing information; computer technology and methods of organizing and interacting with people and production equipment, their practical applications, as well as related social, economic, and cultural problems.

Information technology is also a set of methods, procedures, software and equipment used for processing, storing, transmitting and receiving information, and is actively used in many fields of activity, including business, education, medicine, science, public administration and everyday life. Information technology plays a huge role in the modern world. They allow us to share information, automate processes, improve the quality of life and improve work efficiency in various fields.

The subject area of information technology as a scientific direction includes the following priorities:

1. Development of methods for structuring and classifying information technologies of various types and purposes according to their characteristic features.

2. Development of criteria for the effectiveness of information technologies, methods of their optimization and comparative quantitative assessment.

3. Identification of promising directions for the development of information technologies in the coming years, as well as scientific methods that should underlie them.

4. Definition of the principles of building promising tools for the implementation of high-performance information technologies of the new generation.

An information technology specialist should carry out a comprehensive analysis of the projects being developed and conduct consultations to help implement them; study the interrelationships in information complexes and conduct system analysis of the given area; create applied and basic technologies; carry out a set of works aimed at mastering and finishing modernization of technological processes; take direct part in computational tests and experiments aimed at verifying the accuracy and relevance of applied mathematical models; adjust the project strategy based on the infrastructure of the enterprise and the information systems operating in it; assemble the final software system using ready-made elements and components; ensure continuous operation and maintain information technologies and systems based on quality and reliability requirements; compile accessible instructions for personnel on the use of proper operating techniques.

Information technology has become an essential part of our daily lives. It is hard to imagine a world without it, as it is used in almost every aspect of our lives: for communication, work, education, entertainment and much more.

One of the most common uses of information technology is for communication. The internet has revolutionised the way we communicate with each other. We can now send emails, chat online, make video calls and even share photos and videos with people all over the world. Social media platforms have also made it easier for us to stay connected with friends and family.

In the workplace, information technology has made many tasks quicker and more efficient. Computers, software and the internet are used to store, process and transmit large amounts of data. It has led to the automation of many processes, reducing the need for manual labour and increasing productivity. Video conferencing and online collaboration tools have also made it possible for employees to work remotely, allowing companies to hire talent from anywhere in the world.

Information technology has also had a significant impact on education. Students now have access to a wealth of information online, making

it easier for them to research and learn about new topics. Online learning platforms offer courses and tutorials on a wide range of subjects, allowing students to learn at their own pace and from the comfort of their own homes.

In the field of healthcare, information technology has improved patient care and made medical services more accessible. Electronic health records have made it easier for doctors and nurses to access and update patient information, reducing the risk of errors and improving coordination between healthcare providers. Telemedicine allows patients to consult with doctors remotely, saving them time and money.

In conclusion, information technology plays a vital role in our society today. Its impact can be seen in almost every aspect of our lives, from communication and work to education and healthcare. As technology continues to advance, it will undoubtedly play an even greater role in the future.

Exercise 11.2. Match the parts of the sentences.

1. Information and scientific knowledge have been playing an increasingly important role	**a.** of the projects.
2. With the development of the global process of society informatization,	**b.** an essential part of our daily lives.
3. Information technology plays a huge role	**c.** to stay connected with friends and family.
4. An information technology specialist should carry out a comprehensive analysis	**d.** in the life of society in recent years.
5. Information technology has become	**e.** we communicate with each other.
6. The internet has revolutionised the way	**f.** on education.
7. Social media platforms have also made it easier for us	**g.** the entire information environment is radically changing.
8. Computers, software and the internet are used	**h.** in the modern world.
9. Information technology has also had a significant impact	**i.** to store, process and transmit large amounts of data.

Exercise 11.3. Match the words and their definitions.

Word	Definition
1. software	**a.** the large system of connected computers around the world that allows people to share information and communicate with each other.
2. hardware	**b.** someone who is paid to work for someone else.
3. Internet	**c.** a powerful effect that something, especially something new, has on a situation or person.
4. computer	**d.** a mistake, esp. in a way that can be discovered as wrong, or the making of such mistakes.
5. employee	**e.** the use of scientific knowledge or processes in business, industry, manufacturing, etc.
6. impact	**f.** the instructions that control what a computer does; computer programs.
7. error	**g.** the whole of the human race, including both men and women.
8. technology	**h.** medical treatment that involves sending information from one place to another using computers, video, etc**.**
9. mankind	**i.** the physical and electronic parts of a computer, rather than the instructions it follows.
10. telemedicine	**j.** an electronic machine that is used for storing, organizing, and finding words, numbers, and pictures, for doing calculations, and for controlling other machines.

Exercise 11.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. Information technology is not widely used in daily life.
2. Information technology is mainly used for entertainment purposes.

3. Information technology has made tasks in the workplace slower and less efficient.

4. Information technology has no impact on education.

5. Information technology has not made any improvements in patient care.

6. Technology will not play a significant role in the future.

7. Information technology is a simple and isolated discipline.

8. Information technology is only about hardware.

9. Information technology has no impact on the modern world.

10. The subject area of information technology is limited to one priority.

Exercise 11.5. Answer the questions:

1. How has information technology impacted society in recent years?

2. What are the key components of information technology as a complex discipline?

3. In what fields of activity is information technology actively used?

4. What are the priorities within the subject area of information technology as a scientific direction?

5. What tasks does an information technology specialist typically carry out?

6. How has information technology revolutionised communication?

7. How has information technology improved patient care in healthcare?

Exercise 11.6. Choose the correct variant:

1. What is the strategic resource of society today?

A. Information.

B. Money.

C. Labour.

D. Technology.

2. What are the main components of information technology?

A. Scientific and engineering disciplines.

B. Social and economic problems.

C. Cultural problems and optimization methods.

D. Comparative quantitative assessment and criteria.

3. According to the text, what does an information technology specialist do?

A. Create new social media platforms.

B. Conduct comprehensive analysis of projects.

C. Design video conferencing tools.

D. Develop new healthcare products.

4. How has information technology impacted communication?

A. Reduced the need for communication.

B. Made it more difficult to connect with others.

C. Revolutionised the way we communicate.

D. Increased the use of manual labour.

5. What role does information technology play in education?

A. Makes learning more difficult.

B. Limits access to information.

C. Provides access to a wealth of information online.

D. Decreases access to online courses.

6. In what way has information technology improved healthcare?

A. Made medical services less accessible.

B. Reduced the risk of errors in patient information.

C. Hindered coordination between healthcare providers.

D. Increased time and money spent on consultations.

7. What is the conclusion about the role of information technology in society?

A. It has no impact on society.

B. Its impact is limited to communication only.

C. It will play a greater role in the future.

D. It has declined in importance.

Exercise 11.7. Translate into English:

1. Моя специальность – информационные технологии.

2. Сегодня информация является стратегическим ресурсом общества.

3. Новые автоматизированные информационные технологии проникают практически во все сферы социальной практики.

4. Информационные технологии – это комплекс взаимосвязанных научных, технологических и инженерных дисциплин.

5. Информационные технологии играют огромную роль в современном мире.

6. Они позволяют нам обмениваться информацией, автоматизировать процессы, улучшать качество жизни и повышать эффективность работы в различных областях.

7. Компьютеры, программное обеспечение и Интернет используются для хранения, обработки и передачи больших объемов данных.

Unit 12. MY SPECIALITY: JURISPRUDENCE

Exercise 12.1. Read and translate the text.

Text
Jurisprudence

My specialty is Jurisprudence. It is a science that studies the properties of the state and law; a set of legal knowledge; the practical activities of lawyers. The study of jurisprudence has several main tasks:

Knowledge of legal norms and principles

One of the main tasks of jurisprudence is the study of legal norms and principles that regulate relations between people and the state. This includes the study of constitutions, laws, regulations and other legal acts, as well as an analysis of their content and application.

Analysis of legal systems and their comparison

Jurisprudence also deals with the analysis of various legal systems and the comparison of their features. This makes it possible to understand the differences in legal norms and principles of different countries and regions, as well as to identify common trends and principles.

Research and development of new legal concepts

Jurisprudence is also engaged in the research and development of new legal concepts and theories. This includes the analysis of existing legal problems and the search for new approaches to their solution, as well as the development of new legal instruments and methods.

Assistance in resolving conflicts and disputes

Jurisprudence plays an important role in resolving conflicts and disputes in the field of law. It helps people understand their rights and respon-

sibilities, and provides them with the means and methods to protect their rights and interests.

Formation and development of legal culture

Jurisprudence also contributes to the formation and development of the legal culture of society. It helps people understand the importance of observing legal norms for public order and justice, as well as realize their responsibility for observing these norms.

There are several scientific directions of jurisprudence:

Legal psychology deals with the study of the behavior of participants in the trial and the peculiarities of the formation of the criminal's personality.

Theory and history of law and the state studies the history of the emergence of law and the state, the peculiarities of development in different regions in order to compile the most accurate and effective picture of today's and the future world.

Constitutional law focuses on the foundations of the relationship between the individual and the state and regulates the organization of state power in the country and other relations of a constitutional and legal nature.

Municipal law focuses on the areas of local government.

Civil, labor, business, family and international private law and social security law are branches of the individual's law that focus on one or another human sphere of life (civil, work, family, etc.).

Natural resource, agricultural, environmental branches of law regulate the relationship between man and nature, access to its resources and the use of the environment.

Criminal and penal enforcement law and criminology regulate public relations related to the commission of criminal acts.

International and European law coordinate relations between states.

Judicial power, prosecutor's supervision, organization of law enforcement activities deal with the resolution of conflicts between private individuals, legal entities, as well as between the state and citizens.

Administrative, financial, and information law include tax, budgetary and other public-monetary relations; the use of information resources, ensuring the information security of society, etc.

Civil and arbitration proceedings regulate the activities of the court in civil cases at the expense of procedural law.

Functions of jurisprudence are epistemological (cognitive); methodological (ideological); prognostic; applied; educational.

The development of society directly depends on the state system. The way the executive, legislative and judicial authorities in the country are formed depends on the standard of living of a person, his opportunities and the level of education. Therefore, jurisprudence plays an important role in public life, standing almost on a par with politics.

Exercise 12.2. Match the parts of the sentences.

1. Jurisprudence is a science that studies the properties of the state and law;	**a.** the comparison of their features.
2. One of the main tasks of jurisprudence is the study of legal norms and principles	**b.** to the formation and development of the legal culture of society.
3. Jurisprudence also deals with the analysis of various legal systems and	**c.** and the peculiarities of the formation of the criminal's personality.
4. Jurisprudence helps people understand their rights and responsibilities, and provides them	**d.** in civil cases at the expense of procedural law.
5. Jurisprudence also contributes	**e.** a set of legal knowledge; the practical activities of lawyers.
6. Legal psychology deals with the study of the behavior of participants in the trial	**f.** regulates the organization of state power in the country and other relations of a constitutional and legal nature.
7. Constitutional law focuses on the foundations of the relationship between the individual and the state and	**g.** between man and nature, access to its resources and the use of the environment.
8. Natural resource, agricultural, environmental branches of law regulate the relationship	**h.** that regulate relations between people and the state.
9. Civil and arbitration proceedings regulate the activities of the court	**i.** with the means and methods to protect their rights and interests.

Exercise 12.3. Match the words and their definitions.

Word	Definition
1. law	**a.** an active disagreement between people with opposing opinions or principles
2. state	**b.** an argument or disagreement, especially an official one between, for example, workers and employers or two countries with a common border
3. lawyer	**c.** the group of people who officially control a country
4. constitution	**d.** a rule, usually made by a government, that is used to order the way in which a society behaves
5. conflict	**e.** the system of laws in a country that judges and punishes people
6. dispute	**f.** something that it is your job or duty to deal with
7. justice	**g.** a condition or way of being that exists at a particular time
8. responsibility	**h.** the scientific study of crime and criminals
9. government	**i.** someone whose job is to give advice to people about the law and speak for them in court
10. criminology	**j.** the set of political principles by which a state or organization is governed, especially in relation to the rights of the people it governs

Exercise 12.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The author's specialty is Jurisprudence.
2. Jurisprudence has various main objectives.
3. Jurisprudence does not involve the analysis of legal systems.

4. Jurisprudence will focus more on historical legal concepts.
5. Jurisprudence does not contribute to conflict resolution.
6. Jurisprudence helps shape the legal culture of society.
7. Legal psychology is a new field of study.
8. Constitutional law has no impact on the relationship between individuals and the state.
9. Civil law will become the most important branch of jurisprudence.
10. The development of society does not depend on the state system.

Exercise 12.5. Answer the questions:

1. What are the main tasks of jurisprudence according to the text?
2. How does jurisprudence contribute to resolving conflicts and disputes in the field of law?
3. What is the role of legal psychology within jurisprudence?
4. How does constitutional law regulate the relationship between the individual and the state?
5. What are some branches of law that focus on specific areas of human life, as mentioned in the text?
6. Why is the development of society directly dependent on the state system, according to the text?
7. How does jurisprudence play an important role in public life, as stated in the text?

Exercise 12.6. Choose the correct variant:

1. What is one of the main tasks of jurisprudence mentioned in the text?
A. Development of new technologies
B. Analysis of legal norms and principles
C. Study of agricultural practices
D. Exploration of psychological theories

2. Which scientific direction of jurisprudence is focused on the behavior of participants in a trial and the formation of a criminal's personality?
A. Natural resource law
B. Civil law
C. Legal psychology
D. Municipal law

3. According to the text, what does constitutional law regulate?
A. The relationship between the individual and the state
B. Environmental conservation practices
C. International trade agreements
D. Social security benefits

4. What role does jurisprudence play in resolving conflicts and disputes?
A. Creating conflicts between individuals
B. Providing legal advice to criminals
C. Understanding legal norms
D. Protecting the rights and interests of people

5. How does jurisprudence contribute to society's legal culture?
A. By promoting illegal activities
B. By emphasizing the importance of following legal norms
C. By discouraging people from obeying the law
D. By ignoring the role of legal principles

6. Which branch of law regulates the use of environmental resources?
A. Civil law
B. Criminal law
C. Environmental law
D. Tax law

7. Which function of jurisprudence involves making predictions?
A. Epistemological
B. Methodological
C. Prognostic
D. Educational

Exercise 12.7. Translate into English:

1. Юриспруденция – это наука, изучающая свойства государства и права; совокупность юридических знаний.
2. Одной из главных задач юриспруденции является изучение правовых норм и принципов.

3. Юриспруденция также занимается анализом различных правовых систем и сравнением их особенностей.

4. Юриспруденция включает в себя анализ существующих правовых проблем и поиск новых подходов к их решению.

5. Юриспруденция помогает людям понять важность соблюдения правовых норм для общественного порядка и правосудия.

6. Конституционное право фокусируется на основах взаимоотношений между личностью и государством.

7. Муниципальное право сосредоточено на сферах местного самоуправления.

Unit 13. MY SPECIALITY: LAND SURVEY

Exercise 13.1. Read and translate the text.

Text
Land Survey

My speciality is Land survey or Land management. Land surveying is a discipline that covers a range of techniques, professions, and scientific principles used to accurately determine the positions of terrestrial or three-dimensional points, as well as the distances and angles between them.

The historical origins of surveying can be traced back to ancient civilizations and various cultures across the globe. Using principles of geometry, land surveying professionals use specialized tools and equipment to capture data on elevations, acreages, contours, and more.

The primary uses of land surveying are described as follows:

- Identification and positioning of different natural and man-made elements on the Earth's surface.
- Accurate determination of global coordinates for specific locations worldwide.
- Creation of topographic maps that exhibit a high level of precision and detail.
- Establishment of boundary lines to define ownership boundaries, international borders, and other relevant demarcations.
- Assessment of easements, encroachments, and land development activities.

Land surveying involves a comprehensive examination of a specific area. Surveyors gather information through various means, including on-site observations, precise field measurements using specialized tools and equipment such as theodolites, total stations, and GPS receivers, conducting questionnaires or interviews, and researching legal documents related to the land in question.

The instruments used in land surveying include: theodolite; automatic level or dumpy lever; plane table; total station; survey compass; tripod; measuring tapes; plumb bob, arrows, staff, ranging rods, and other tools. To enhance their efficiency, accuracy, and productivity, specialists utilize Land Surveying Software, which has become an essential component of modern land surveying practices. The use of computer-aided design (CAD) software and hardware is also popular.

The step by step procedure of land surveying involves:

- Initial Data Collection.
- Field Examination.
- Preliminary Investigation.
- Positional Determination.

Techniques used in land surveying are:

- Global Positioning System (GPS):
- Total Station.
- Theodolite.
- Leveling.
- Electronic Distance Measurement (EDM).
- Remote Sensing.
- Geographic Information System (GIS).
- Photogrammetry.
- Field Observation and Data Collection.
- Land Records and Legal Documentation.

A land surveyor may work in a variety of different environments, from urban areas to remote locations. They often work as part of a team, collaborating with architects, engineers, developers, and government officials. Some of the main tasks of a land surveyor include:

– Measuring and mapping land features, such as boundaries, topography, and natural or man-made structures.

– Establishing legal property boundaries and resolving boundary disputes.

– Providing data and information for construction projects, including roadways, buildings, and utilities.

– Conducting research and analysis to determine land ownership and usage rights.

– Preparing reports, maps, and other documents based on survey data.

In addition to these core responsibilities, land surveyors may also specialize in specific areas, such as hydrographic surveying (measuring bodies of water), geodetic surveying (determining the Earth's shape and orientation), or forensic surveying (investigating accidents or crimes).

Overall, land surveying plays a crucial role in the development and management of land resources. It ensures that land is used efficiently and responsibly, and it helps to establish and protect property rights. Through their work, land surveyors contribute to a wide range of industries, including construction, real estate, infrastructure, and environmental management.

Exercise 13.2. Match the parts of the sentences.

1. The historical origins of surveying can be traced back to	**a.** from urban areas to remote locations.
2. Land surveying involves a comprehensive examination	**b.** engineers, developers, and government officials.
3. To enhance their efficiency, accuracy, and productivity, specialists utilize Land Surveying Software,	**c.** ancient civilizations and various cultures across the globe.
4. The use of computer-aided design (CAD) software and hardware	**d.** initial data collection; field examination; preliminary investigation; positional determination.
5. A land surveyor may work in a variety of different environments,	**e.** which has become an essential component of modern land surveying practices.
6. They often work as part of a team, collaborating with architects,	**f.** is also popular.
7. The step by step procedure of land surveying involves:	**g.** and management of land resources.
8. Overall, land surveying plays a crucial role in the development	**h.** including construction, real estate, infrastructure, and environmental management.
9. Through their work, land surveyors contribute to a wide range of industries,	**i.** of a specific area.

Exercise 13.3. Match the words and their definitions.

Word	Definition
1. theodolite	**a.** a person whose job is to design new buildings and make certain that they are built correctly.
2. compass surveying	b. a piece of equipment like a small telescope, used for measuring horizontal and vertical angles.
3. tripod	c. the physical appearance of the natural features of an area of land, especially the shape of its surface.
4. accuracy	**d.** the part of the road on which vehicles drive.
5. architect	**e.** is a significant part of surveying that is frequently used to locate an item using both angular and linear measurements.
6. boundary	**f.** a drawing of the earth's surface, or part of that surface, showing the shape and position of different countries, political borders, natural features such as rivers and mountains, and artificial features such as roads and buildings.
7. topography	**g.** the amount of space between two places.
8. roadway	**h.** a support with three legs for a piece of equipment such as a camera.
9. map	**i.** real or imagined line that marks the edge or limit of something.
10. distance	j. the fact of being exact or correct.

Exercise 13.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The author's speciality is Land survey or Land management.
2. Land surveying involves various techniques and scientific principles to determine positions accurately.
3. Surveying has only been practiced in modern times.
4. The primary uses of land surveying will change in the future.
5. Land surveying requires a thorough examination of a particular location.

6. Land surveyors only use modern technology for their work.

7. The step by step procedure of land surveying will be simplified in the future.

8. Land surveyors can work in diverse settings, ranging from cities to remote areas.

9. Land surveying is essential for managing and developing land resources.

10. Land surveyors only work in the construction industry.

Exercise 13.5. Answer the questions:

1. What is the primary purpose of land surveying?

2. How do land surveyors gather information about a specific area?

3. What are some instruments used in land surveying?

4. How has technology, such as Land Surveying Software and CAD software, impacted modern land surveying practices?

5. What are the steps involved in the procedure of land surveying?

6. In what environments can a land surveyor work?

7. How do land surveyors contribute to the development and management of land resources?

Exercise 13.6. Choose the correct variant:

1. What is the primary use of land surveying according to the text?

A. Identifying and positioning natural elements only.

B. Determining global coordinates only.

C. Creating topographic maps only.

D. Establishing boundary lines and more.

2. How do land surveyors gather information in the field?

A. Using only GPS receivers.

B. Conducting interviews and research only.

C. Making on-site observations and field measurements.

D. Using theodolites and total stations only.

3. Which of the following is NOT listed as an instrument used in land surveying?

A. Ranging rods.

B. Tripod.

C. Compass.

D. Geiger counter.

4. What is the step-by-step procedure of land surveying according to the text?

A. Field Examination.
B. Initial Data Collection.
C. Preliminary Investigation.
D. Positional Determination.

5. In which environment might a land surveyor work?
A. Urban areas only.
B. Remote locations only.
C. Both urban areas and remote locations.
D. Indoor office settings only.

6. What is one of the main tasks of a land surveyor?
A. Designing buildings.
B. Resolving boundary disputes.
C. Developing software.
D. Conducting medical research.

7. What is the purpose of land surveying as mentioned in the text?
A. To ensure land is used inefficiently.
B. To establish and protect property rights.
C. To limit access to land resources.
D. To ignore construction projects.

Exercise 13.7. Translate into English:

1. Я провожу исследование в области управления земельными ресурсами.

2. Исторические истоки геодезии можно проследить до древних цивилизаций.

3. Межевание земли предполагает комплексное обследование конкретной территории.

4. Инструменты, используемые при землеустройстве, включают: теодолит; автоматический уровень или наклонный рычаг; плоскостной стол; тахеометр; геодезический компас.

5. Чтобы повысить свою эффективность, точность и продуктивность, специалисты используют программное обеспечение для геодезии.

6. Землеустроитель может работать в самых разных условиях, от городских районов до отдаленных местностей.

7. Геодезия играет решающую роль в освоении земельных ресурсов и управлении ими.

Unit 14. MY SPECIALITY: MATHEMATICAL MODELING

Exercise 14.1. Read and translate the text.

Text
Mathematical modeling

My specialty is Mathematical modeling. It is an important scientific discipline that studies the process of creating and using mathematical models to describe and analyze real systems. It combines mathematics, physics, computer science and other scientific disciplines to develop and apply models that help to understand and predict the behavior of complex systems.

Mathematical modeling is the process of creating abstract mathematical models that describe real systems and their interactions. Models can be represented in the form of equations, graphs, statistical models, and other mathematical structures. They allow to analyze and predict the behavior of the system under different conditions and with different parameters.

The main goals and objectives purpose of mathematical modeling are to understand and explain complex phenomena and processes in the real world. Modeling allows to explore systems that are difficult or impossible to study experimentally, as well as predict and optimize their behavior.

The tasks of mathematical modeling include:

- Creating a mathematical model that most accurately describes the real system;
- Analysis of the model and study of its properties and characteristics;
- Conducting virtual experiments with the model to test hypotheses and theories;
- Model-based system optimization to achieve desired results;
- Predicting the behavior of the system under different conditions and with different parameters.

Various methods and approaches are used in mathematical modeling, depending on the type of system and the goals of modeling. Some of them include:

- Analytical modeling is based on the use of analytical methods to obtain accurate solutions to models;
- Numerical modeling uses numerical methods to solve models that cannot be solved analytically;

- Statistical modeling is based on statistical data analysis and model building based on statistical patterns;
- System modeling simulates systems as a set of interrelated components and their interactions;
- Agent-based modeling simulates systems consisting of autonomous agents that interact with each other.

There are many different types of mathematical models. **Deterministic models** predict future based on current information and do not include randomness. **Stochastic models** include randomness and are based on probability distributions and stochastic processes. **Data-driven models** look for patterns in observed data to predict the output of a system.

Mathematical modeling allows to optimize the system to achieve the desired results; helps to test and confirm hypotheses and theories; facilitates saving time and resources that can be spent on experimental research.

As a mathematical modeler, my job is to develop and analyze mathematical models that describe the relationships between different variables in a system. This often involves using differential equations, probability theory, and optimization techniques to capture the underlying dynamics of the system.

One of my recent projects involved developing a mathematical model to study the spread of infectious diseases in a population. The model took into account factors such as the rate of infection, the recovery rate, and the effectiveness of different intervention strategies (e.g., vaccination, social distancing). By simulating the model under different scenarios, we were able to estimate the impact of these interventions on the overall disease burden and make recommendations for public health policies.

Another area where mathematical modeling has proven to be invaluable is in finance and investment. For example, I have worked on projects that involve developing models to predict stock prices, optimize portfolio allocations, and assess the risk of financial instruments. These models typically involve stochastic processes, time series analysis, and statistical inference techniques. By incorporating historical market data and other relevant information, we can generate forecasts and make informed investment decisions.

In addition to developing new models, a significant part of my work involves implementing these models in computer programs and analyzing real-world data to validate their predictions. This often requires using computational tools and programming languages such as MATLAB, Python, and R. It also involves collaborating with domain experts from dif-

ferent disciplines to ensure that the models accurately capture the essential features of the system.

Mathematical modeling is a powerful tool that allows us to gain insights into complex phenomena and make informed decisions. However, it is important to recognize its limitations and uncertainties. Models are simplifications of reality and are only as good as the assumptions and data on which they are based. Therefore, it is crucial to continually refine and validate the models as new data becomes available.

Exercise 14.2. Match the parts of the sentences.

1. Mathematical modeling is an important scientific discipline that studies	**a.** depending on the type of system and the goals of modeling.
2. Mathematical modeling is the process of creating abstract mathematical models	**b.** of mathematical models.
3. Models can be represented in the form of	**c.** to predict the output of a system.
4. Modeling allows to explore systems that are difficult or impossible to study experimentally,	**d.** the process of creating and using mathematical models to describe and analyze real systems.
5. Various methods and approaches are used in mathematical modeling,	**e.** that describe the relationships between different variables in a system.
6. There are many different types	**f.** that describe real systems and their interactions.
7. Data-driven models look for patterns in observed data	**g.** is in finance and investment.
8. As a mathematical modeler, my job is to develop and analyze mathematical models	**h.** as well as predict and optimize their behavior.
9. Another area where mathematical modeling has proven to be invaluable	**i.** equations, graphs, statistical models, and other mathematical structures.

Exercise 14.3. Match the words and their definitions.

Word	Definition
1. mathematics	**a.** a purpose, or something that you want to achieve.
2. physics	**b.** a way of considering or doing something.
3. modeling	**c.** the scientific study of matter and energy and the effect that they have on each other.
4. equation	**d.** the process or an act of giving someone a vaccine (= a substance put into a person's body to prevent them getting a disease).
5. behavior	**e.** the act of putting money, effort, time, etc. into something to make a profit or get an advantage, or the money, effort, time, etc. used to do this.
6. goal	**f.** a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose.
7. approach	**g.** a mathematical statement in which you show that two amounts are equal using mathematical symbols.
8. project	**h.** the activity of using mathematical models (= simple descriptions of a system or process) to do calculations or predict what might happen
9. vaccination	**i.** the way that a person, an animal, a substance, etc. behaves in a particular situation or under particular conditions.
10. investment	**j.** the study of numbers, shapes, and space using reason and usually a special system of symbols and rules for organizing them.

Exercise 14.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The author's specialty is Mathematical modeling.

2. Creating abstract mathematical models to describe real systems is the essence of mathematical modeling.

3. Models can only be represented in the form of equations.

4. The primary aim of mathematical modeling is to comprehend and elucidate intricate phenomena and processes in reality.

5. The tasks of mathematical modeling do not involve creating accurate mathematical models.

6. Different methods and approaches are employed in mathematical modeling, based on the system type and modeling objectives.

7. There are various types of mathematical models.

8. Deterministic models include randomness in their predictions.

9. Models driven by data search for patterns in observed data to forecast system output.

10. Mathematical modeling does not help in optimizing systems or saving time and resources.

Exercise 14.5. Answer the questions:

1. What is mathematical modeling and how does it combine different scientific disciplines?

2. What are the main goals and objectives of mathematical modeling?

3. What are the tasks involved in mathematical modeling?

4. How do various methods like analytical, numerical, statistical, system, and agent-based modeling differ from each other?

5. What are the different types of mathematical models mentioned in the text?

6. How can mathematical modeling help optimize systems and save time and resources?

7. Can you describe a specific project where mathematical modeling was used to study infectious diseases in a population?

Exercise 14.6. Choose the correct variant:

1. What is the main goal of mathematical modeling mentioned in the text?

A. To create abstract mathematical models.

B. To predict the behavior of complex systems.

C. To study the process of creating mathematical models.

D. To combine mathematics with other scientific disciplines.

2. Which method of mathematical modeling is based on analytical methods to obtain accurate solutions?

A. Analytical modeling.

B. Numerical modeling.

C. Statistical modeling.

D. System modeling.

3. What type of models predict future based on current information and do not include randomness?

A. Deterministic models.

B. Stochastic models.

C. Data-driven models.

D. Statistical models.

4. What is the purpose of conducting virtual experiments with mathematical models?

A. To optimize the system.

B. To test hypotheses and theories.

C. To predict future behavior.

D. To explore complex phenomena.

5. Which factor was taken into account in the mathematical model developed to study the spread of infectious diseases?

A. Recovery rate.

B. Stock prices.

C. Portfolio allocations.

D. Social distancing effectiveness.

6. What is a significant part of the mathematical modeler's work mentioned in the text?

A. Developing new models.

B. Testing hypotheses.

C. Implementing models in computer programs.

D. Collaborating with domain experts.

7. Why is it important to refine continually and validate mathematical models?

A. To simplify reality.

B. To ensure accurate predictions.

C. To incorporate historical market data.

D. To collaborate with domain experts.

Exercise 14.7. Translate into English:

1. Моя специальность – математическое моделирование.
2. Математическое моделирование изучает процесс создания и использования математических моделей для описания и анализа реальных систем.
3. Математическое моделирование – это процесс создания абстрактных математических моделей.
4. Основные цели и задачи математического моделирования заключаются в понимании и объяснении сложных явлений и процессов в реальном мире.
5. В математическом моделировании используются различные методы и подходы, в зависимости от типа системы и целей моделирования.
6. Статистическое моделирование основано на анализе статистических данных и построении модели на основе статистических закономерностей.
7. Стохастические модели включают в себя случайность и основаны на распределениях вероятностей и стохастических процессах.

Unit 15. MY SPECIALITY: PHILOSOPHY

Exercise 15.1. Read and translate the text.

Text
Philosophy

My specialty is philosophy. It is the most ancient science in the world history. It appeared in 7–6 centuries before A.D. when 7 ancient men of wisdom started asking questions about the universe. Philosophy appearance is caused by social and epistemological reasons. First of all there was a need in people who were to describe social laws. Speaking about epistemological reasons we should mention the man's ability to get surprised and to reflect the objective reality. "Philosophy" is translated from the Greek language as "love for wisdom". This name was introduced by Pythagoras and till the XIX century it was "the queen of sciences".

Some people don't consider philosophy to be science. But it is science, but a very special, abstract and universal science. It has its own object, subject, means, categories and laws. Philosophy studies objective reality and the individual. It includes ontology, dialectics, praxiology, value theory, logics, and esthetics. The main functions of philosophy are to form

world-view of the individual and to give methodology for different sciences. It is realized through the usage of different philosophical methods, logical methods, and applied methods.

The main issue of philosophy existed from the very beginning but was formulated by Friedrich Engels in the XIX century. This issue has two main sides. The first one is ontological – what is primary: the objective reality or spirit? Philosophers are divided into materialists (those who believe that the objective reality is primary) and idealists (those who believe that the spirit is primary). The second section is epistemological – is the objective reality knowable? The philosophers are divided into cognitivists (those who believe it is possible to cognize the objective reality), skeptics (those who doubt) and agnostics (those who consider the objective reality to be unknowable). The main philosophical methods are dialectics and metaphysics. Dialectics considers all the phenomena in their development. The world famous laws of dialectics are: struggle and unity of opposites; transition of quantitative changes into qualitative changes; negation of negation. Metaphysics considers all the phenomena in stagnation.

There are different periods in the history of philosophy: ancient philosophy, philosophy of Middle Ages, the Renaissance, the classical German philosophy, Marxist philosophy and modern West and Russian philosophy. The most prominent philosophers are: Plato; Aristotle; Socrates; Rene Descartes; Benedict Spinoza; G.W. Leibniz; John Locke; Immanuel Kant; Friedrich Nietzsche; Voltaire; Bertrand Russell; Arthur Schopenhauer; Vladimir Solovyov; Nikolai Berdyaev; Aleksei Losev; Nikolai Chernyshevsky; Mikhail Bakhtin and many others.

Exercise 15.2. Match the parts of the sentences.

1. Philosophy is the most ancient science	**a.** as “love for wisdom”.
2. Philosophy appeared in 7–6 centuries before A.D.	**b.** and the individual.
3. First of all there was a need in people	**c.** in the world history.
4. “Philosophy” is translated from the Greek language	**d.** but was formulated by Friedrich Engels in the XIX century.
5. Philosophy studies objective reality	**e.** to give methodology for different sciences.
6. The main functions of philosophy are to form world-view of the individual and	**f.** in stagnation.

7. The main issue of philosophy existed from the very beginning	**g.** when 7 ancient men of wisdom started asking questions about the universe.
8. The main philosophical methods are	**h.** dialectics and metaphysics.
9. Metaphysics considers all the phenomena	**i.** who were to describe social laws.

Exercise 15.3. Match the words and their definitions.

Word	Definition
1. science	**a.** the state of things as they are, rather than as they are imagined to be.
2. history	**b**. is the study of correct reasoning. It includes both formal and informal logics.
3. universe	**c.** a person who values principles above practical behavior.
4. reason	**d.** (knowledge from) the careful study of the structure and behaviour of the physical world, especially by watching, measuring, and doing experiments, and the development of theories to describe the results of these activities.
5. reality	**e.** someone who studies or writes about the meaning of life.
6. dialectics	**f.** (the study of or a record of) past events considered together, especially events of a particular period, country, or subject.
7. logics	**g.** a particular way of thinking, feeling, or behaving, especially a way that is typical of a particular group of people, an activity, a time, or a place.
8. spirit	**h.** the cause of an event or situation or something that provides an excuse or explanation**.**
9. idealist	**i.** a way of discovering what is true by considering opposite theories.
10. philosopher	**j.** everything that exists, especially all physical matter, including all the stars, planets, galaxies, etc. in space.

Exercise 15.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The author's specialty will be history and philosophy.
2. The appearance of philosophy is due to social and epistemological factors.
3. Philosophy only focuses on objective reality.
4. The main issue of philosophy was resolved by Friedrich Engels.
5. Philosophers are split into materialists and idealists.
6. The main philosophical methods are logic and aesthetics.
7. There will be no more periods in the history of philosophy.
8. Prominent philosophers include Plato, Aristotle, Socrates, and many others.
9. Philosophy is just like any other science.
10. Philosophy includes only ontology and logics.

Exercise 15.5. Answer the questions:

1. What are the social and epistemological reasons for the appearance of philosophy?
2. How is "philosophy" translated from the Greek language, and who introduced this name?
3. What are the main functions of philosophy according to the text?
4. Who formulated the main issue of philosophy in the XIX century, and what are its two main sides?
5. What are the differences between materialists and idealists in philosophy?
6. What are the main philosophical methods mentioned in the text, and how do they differ?
7. Can you name some prominent philosophers mentioned in the text?

Exercise 15.6. Choose the correct variant:

1. Why did philosophy first appear in history?
A. To describe social laws
B. To reflect on the objective reality
C. To study the individual
D. To form scientific theories

2. What is the translation of the word "philosophy" from Greek?
A. Love for knowledge
B. Queen of sciences
C. Wisdom seeker
D. Love for wisdom

3. What are the main functions of philosophy according to the text?
A. To study objective reality and the individual
B. To form world-view of the individual
C. To give methodology for different sciences
D. All of the above

4. According to Friedrich Engels, what is the main issue in philosophy?
A. The struggle and unity of opposites
B. The transition of quantitative changes into qualitative changes
C. The objective reality vs spirit
D. The negation of negation

5. What are the two main sides of the main issue in philosophy?
A. Ontological and epistemological
B. Dialectics and metaphysics
C. Objective reality vs subjective reality
D. Materialists and idealists

6. Which philosophical method considers all phenomena in their development?
A. Epistemology
B. Dialectics
C. Metaphysics
D. Ontology

7. Who is considered one of the most prominent philosophers by the text?

A. Friedrich Engels

B. Aristotle

C. Socrates

D. Immanuel Kant

Exercise 15.7. Translate into English:

1. Философия самая древняя наука в мировой истории.
2. Появление философии обусловлено социальными и эпистемологическими причинами.
3. “Философия” переводится с греческого языка как “любовь к мудрости”.
4. Философия изучает объективную реальность и индивида.
5. Она включает в себя онтологию, диалектику, праксиологию, теорию ценностей, логику и эстетику.
6. Философы делятся на когнитивистов, скептиков и агностиков.
7. Философы делятся на материалистов и идеалистов.

Unit 16. MY SPECIALITY: VETERINARY MEDICINE

Exercise 16.1. Read and translate the text.

Text
Veterinary Medicine

Veterinary medicine (from Latin *veterinaries* – caring for cattle, treating cattle) is a science that studies animal diseases, methods of their treatment and ways to protect people from these diseases. It appeared in the IV century BC in ancient Egypt.

In Russia, the status of veterinary medicine as science was assigned in the XVI century. The first documents and legislative acts related to the fight against the spread of animal diseases were dated, the first handwritten and printed books on animal healing appeared that time. In the XX century Soviet scientific schools and directions were of fundamental importance for the development of veterinary sciences. They were headed by academicians K.I. Skriabin (helminthology), S.N. Vyshelessky (epizootology), by professors A.F. Klimov (animal anatomy), K.G. Pain and N.D. Ball (pathological anatomy), N.A. Soshestvensky (pharmacology), N.P. Rukhlyadev (therapy), L.S. Sapozhnikov and B.M. Olivkov (surgery), E.S. London, N.I. Shokhor (pathological physiology), V.L. Yakimov, A.A. Markov

(protozoology), N.A. Mikhin (microbiology), M.P. Tushnov (pathological physiology), A.R. Yevgrafov (therapy), N.F. Myshkin, A.Y. Tarasevich, A.P. Studentsov (obstetrics) and many others.

Veterinary science today is aimed at solving problems for the further development of scientific research in the field of molecular biology and genetic engineering – the foundations of modern biotechnology. New areas include veterinary immunology and genetics.

Modern biotechnology is already making a contribution to veterinary medicine. The creation of genetically engineered vaccines for the prevention of animal diseases, the use of monoclonal antibodies for diagnostic and medicinal purposes, and immuno-invasive diseases for the diagnosis of infectious and invasive diseases of farm animals are especially noticeable.

A new approach to the creation of vaccine preparations is the use of genetic engineering methods. They are promising for the creation of vaccines against such viral diseases in which it is not possible to obtain a stable vaccinated strain.

The new technology for industrial production of antibodies promises to make significant changes in such branches of veterinary medicine as diagnosis of diseases, treatment of patients, and passive immunization.

Significant progress in veterinary medicine is associated with the further development of immunology, a science that covers all aspects of the body's defense against genetically alien substances of exo- and endogenous origin.

Methods for controlling the general immune state of animals at different stages of the technological cycle should become an integral part of the system of preventive measures in industrial animal husbandry.

Immunological methods should find wider use in breeding and genetic work. There are prospects for veterinary genetics, which task is to create highly productive herds of animals with a genetically fixed high resistance to diseases, a long period of productive use of animals.

Veterinary medicine contributes to the country's economy. Animal diseases losses can amount to 20-40% of the cost of livestock products. To prevent such losses, the state incurs significant costs for veterinary preventive measures, the development of the biological industry, the production of chemotherapy drugs, and the organization of scientific research.

A large number of scientists, who work in research and educational institutes or veterinary experimental stations, are involved in solving the above problems. Veterinary practitioners are constantly involved in this work.

Exercise 16.2. Match the parts of the sentences.

1. Veterinary medicine appeared	**a.** in the field of molecular biology and genetic engineering – the foundations of modern biotechnology.
2. In Russia, the status of veterinary medicine as science was assigned	**b.** in the IV century BC in ancient Egypt.
3. In the XX century Soviet scientific schools and directions were of fundamental importance	**c.** in which it is not possible to obtain a stable vaccinated strain.
4. Veterinary science today is aimed at solving problems for the further development of scientific research	**d.** to veterinary medicine.
5. Modern biotechnology is already making a contribution	**e.** that covers all aspects of the body's defense against genetically alien substances of exo- and endogenous origin.
6. They are promising for the creation of vaccines against such viral diseases	**f.** in the XVI century.
7. Significant progress in veterinary medicine is associated with the further development of immunology, a science	**g.** in breeding and genetic work.
8. Immunological methods should find wider use	**h.** of the cost of livestock products.
9. Animal diseases losses can amount to 20-40%	**i.** for the development of veterinary sciences.

Exercise 16.3. Match the words and their definitions.

Word	Definition
1. disease	**a.** the study of how, in all living things, the characteristics and qualities of parents are given to their children by their genes.
2. treatment	**b.** a substance that is put into the body of a person or animal to protect them from a disease by causing them to produce antibodies (=proteins that fight diseases).

3. biotechnology	**c.** is commonly defined as a branch of agriculture dealing with the domestication, breeding, and rearing of animals for various purposes including labor (as in the case of large animals), a food source, protection, and companionship (as with dogs, primarily), and a source of material goods such as hides and bones, used for clothing and tools.
4. immunology	**d.** a large group of animals of the same type that live and feed together.
5. genetics	**e.** the use of living things, especially cells and bacteria, in industrial processes.
6. vaccine	**f.** (an) illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident.
7. viral disease	**g.** the study of how the body fights disease and infection.
8. animal husbandry	**h.** any natural or artificially made chemical that is used as a medicine.
9. herd	**i.** occurs when an organism's body is invaded by pathogenic viruses, and infectious virus particles (virions) attach to and enter susceptible cells.
10. drug	**j.** the use of drugs, exercises, etc. to cure a person of an illness or injury.

Exercise 16.4. Agree or disagree with the information according to the text.

Model: *a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.

1. The study of veterinary medicine involves researching animal illnesses and their treatments.

2. Veterinary medicine was recognized as a science in the XVII century.

3. The first documents on animal diseases were written by veterinarians.

4. Soviet scientific schools played a crucial role in advancing veterinary sciences in the 20th century.

5. Veterinary science is not focused on molecular biology and genetic engineering.

6. Recent developments in veterinary science cover areas such as immunology and genetics.

7. Modern biotechnology is expected to revolutionize veterinary medicine.

8. Traditional methods are still used for creating vaccine preparations.

9. Immunology advancements have led to significant progress in veterinary medicine.

10. Veterinary medicine is a major contributor to the national GDP.

Exercise 16.5. Answer the questions:

1. When did veterinary medicine first appear and where?

2. Who were some of the key figures in Soviet scientific schools that contributed to the development of veterinary sciences?

3. How has modern biotechnology impacted veterinary medicine?

4. What are some examples of how genetic engineering is being used in veterinary medicine today?

5. How is immunology playing a role in advancing veterinary medicine?

6. In what ways can immunological methods be integrated into industrial animal husbandry practices?

7. How does veterinary medicine contribute to the country's economy?

Exercise 16.6. Choose the correct variant:

1. What is the origin of veterinary medicine according to the text?

A. Ancient Greece

B. Ancient Egypt

C. Roman Empire

D. Medieval Europe

2. Can you name some of the key figures in the development of veterinary sciences in the XX century?

A. Aristotle and Plato
B. Hippocrates and Galen
C. Skriabin and Vyshelessky
D. Einstein and Newton

3. What is one of the new areas of focus in veterinary science mentioned in the text?

A. Botany
B. Astronomy
C. Genetics
D. Sociology

4. How does modern biotechnology contribute to veterinary medicine according to the text?

A. Creating genetically engineered humans
B. Developing new surgical techniques
C. Producing antibiotics for animals
D. Making genetically engineered vaccines

5. What is the main goal of veterinary genetics mentioned in the text?

A. Creating animals with superpowers
B. Developing new species of animals
C. Creating herds with high disease resistance
D. Producing animals with longer lifespans

6. Which individual mentioned in the text was a pioneer in helminthology?

A. N. A. Mikhin
B. K. I. Skriabin
C. S. N. Vyshelessky
D. A. F. Klimov

7. Which individual mentioned in the text was a pioneer in pathological physiology?

A. N. A. Mikhin
B. K. I. Skriabin
C. M. P. Tushunov
D. A. F. Klimov

Exercise 16.7. Translate into English:

1. Ветеринарная медицина – это наука, изучающая болезни животных, методы их лечения и способы защиты людей от этих заболеваний.
2. В России статус ветеринарии как науки был присвоен в XVI веке.
3. Советские научные школы и направления имели фундаментальное значение для развития ветеринарных наук.
4. Новые области ветеринарной науки включают ветеринарную иммунологию и генетику.
5. Новым подходом к созданию вакцинных препаратов является использование методов генной инженерии.
6. Новая технология промышленного производства антител обещает внести существенные изменения в ветеринарную науку.
7. Ветеринарная медицина вносит свой вклад в экономику страны.

POSSIBLE QUESTIONS FOR DISCUSSION AND POSSIBLE ANSWERS

Possible Exam Questions

1. What's the purpose of your present study?
2. What are the aims and tasks of your science?
3. What's the purpose of the English course?
4. What is research and what are its basic steps?
5. Is there any solution to your problem?
6. Do you sometimes try new methods?
7. Do you discuss your results with your supervisor?
8. Do you have any publications?
9. Is your problem studied anywhere else?
10. Are theories always built up on experimental work?
11. Are all scientific theories taken for granted?
12. Are statistical methods widely used in your field?
13. Whose works are best known in your field of research?
14. How often are international conferences held in your field?
15. Why do you prefer this field of science to any other?
16. What new issues did you discuss at the last meeting with your supervisor?
17. What problems were considered most pressing?
18. What results were presented and discussed at the meeting?
19. What new ideas were suggested and considered?
20. Did you think of becoming a scientist in your childhood?
21. Whose works laid the foundation for your field?
22. When did you first think of becoming a scientist?
23. When did you write your first research paper?
24. What is the subject of your research?
25. How long will it take you to write your thesis?
26. What contribution will you make by your research?
27. What outstanding discoveries were made in a given field in the last century?
28. What are you going to do in the near future and what problems are you going to take up next?
29. What will your thesis contain?
30. What problems will be considered in your thesis?
31. What results will be reported?

32. What questions will be considered in detail?
33. Whose works will be mentioned in the text?
34. What sort of figures will be given in the text?
35. How are you going to conclude your thesis?
36. How many reprints of your paper are you going to have?
37. Has your research been successful?
38. Have you ever thought of changing your occupation?
39. Have you worked on your thesis much lately?
40. Have you written many scientific papers?
41. Have you made any progress in English?
42. Have you ever been to English speaking countries?
43. Have you spoken with native English speakers?
44. Have you read many English books?
45. Have you ever met famous scientists?
46. Have you ever attended international conferences?
47. Have you made any discoveries in your science yet?
48. Has your supervisor been helpful in your research?
49. Does your supervisor often discuss your work with you?
50. What research is being carried out by you now?
51. Are computers and software being widely used in research now?
52. What results are to be expected from your work?
53. What part of work is to be done this year?
54. What improvements should be introduced in the research process?
55. What is it necessary to make your work more effective?
56. What should be done to bring your work to conclusion?
57. What should be done to encourage further research in your field?
58. What is it necessary to broaden and deepen one's knowledge of the subject?
59. What should be done to further develop international contacts among scientists?
60. Why are scientific conferences held regularly?
61. Why should scientists exchange views and information?
62. Why are abstracts of papers published prior to a conference?
63. What will you do when your work is successfully completed?
64. Where do you expect to apply your knowledge of English when you complete this course?
65. To what journal will you send your paper when you finish writing it?

66. What questions will you discuss with your foreign colleagues when you see them?

67. When are you going to write another paper?

68. Will you write a paper, if you get new results?

69. Will you give up your research, if it is not successful?

70. Will you be satisfied, if you complete the work successfully?

71. What will you do, if your results prove invalid?

72. What will you do, if you encounter great difficulties?

73. What will you do if someone asks you to give a lecture on your subject?

74. What is the motive force of progress in science?

75. What will you do, if someone asks you to write a popular scientific article?

76. What is the "correspondence principle" and how does it work in your field of research?

77. What is science and what are its tasks?

78. What does science study and how does it differ from technology?

79. What are the necessary components of science?

80. What are the aims and means of science?

81. What was the role of individual in the progress of science?

82. How is an individual's research correlated with group of studies?

83. What is scientific intuition and how much depends on "good luck"? Give an example of scientific discoveries and tell how they were made.

84. What was man's attitude to nature throughout the history? What is now and why?

85. What are the effects of technical progress on nature and human life?

86. What are the dangers of uncontrolled technical development?

87. What measures could be taken to solve certain problems mankind is faced with, for instance, air and water pollution?

88. What would you do to acquire a deeper and broader knowledge in your field?

89. What would you do to get a comprehensive knowledge in adjacent areas?

90. Would you accept a failure?

91. Would you take the risk of criticizing an authority?

92. Would you give up your scientific career now?

93. Do you think you could make a discovery in science?

94. Could you give a review of current literature on your subject?

95. What recent discoveries could you name in your area of research?

96. Which of the recent works would you consider outstanding?

97. Could scientists solve their problems better if the studied them jointly?

98. Scientific information is accumulating so rapidly. I wonder what scientists are going to do in some years from now?

99. In ancient times there was just one science, philosophy; now there are scores of them. I wonder what science will look like in one hundred years from now.

100. There are no sharp boundaries between sciences nowadays. I wonder if it will eventually come to one big science again.

101. What councils does the university have?

102. What qualities should a researcher possess today and why?

103. What are the ways of exchanging scientific information?

Possible exam answers

Question №1. What's the purpose of your present study?

Answer: The purpose of my present study is to investigate the problems of enterprise financial condition and the problems of ownership relations because the subject of my research is enterprise financial condition as the form of ownership relations realization.

Question №2. What are the aims and tasks of your science?

Answer: My science is Economics. Economics is the study of how people choose to allocate scarce resources to satisfy their unlimited wants. So, the aim of my science is studying the ways of allocating scarce resources for satisfaction of people's needs. The main problem in economics is the question of allocating scarce resources between competing users. So, the tasks of my science are to find out what, how and for whom to produce.

Question № 3. What's the purpose of the English course?

Answer: The purpose of my English course is to get skills of reading scientific literature in the original for using new information in my research and future work. I would like to improve my level of English as well.

Question № 4. What is research and what are its basic steps?

Answer: Research is the systematic gathering, recording and analyzing the data. The five basic steps in any research are:

- defining the problem;
- collecting secondary data;
- collecting primary data;
- compiling and collating the data;
- analyzing and interpreting the results.

Question № 5. Is there any solution to your problem?

Answer: I think that there is the solution of my problem, but I should work hard to find it – I should read much literature, use different methods of research, such as observation method, balance method, graph method, average figures methods, experiment method, modeling and others.

Question № 6. Do you sometimes try new methods?

Answer: I think I'll try some new methods in future. I hope to find some new methods when I read foreign literature.

Question № 7. Do you discuss your results with your supervisor?

Answer: My scientific supervisor is ... He is a professor of this University. As we have just defined the subject of my research there are not many results received to discuss.

Question № 8. Do you have any publications?

Answer: Yes, I do. I have 3 publications; one of them is in English.

Question № 9. Is your problem studied anywhere else?

Answer: My problem is studied abroad, for example in Aston University of Birmingham. This problem is also studied in Moscow Financial University.

Question № 10. Are theories always built up on experimental work?

Answer: I think that all theories must be built up on experimental work as only practice can prove the right to exist for any theory.

Question № 11. Are all scientific theories taken for granted?

Answer: No, not all scientific theories are taken for granted. Very often after a long period of investigation some theories proved to be wrong. And some theories, which were denied, became true.

Question № 12. Are statistical methods widely used in your field?

Answer: Some statistical methods are used in my field. They are: observation method, method of grouping, average figures method, method of indexes, balance method, graph method, etc.

Question № 13. Whose works are best known in your field of research?

Answer: Many scientists work on the problems of ownership relations and problems of financial condition of the enterprises. But best known are names of… And their works…

Question № 14. How often are international conferences held in your field?

Answer: The international conferences are often held in my field. Information and communication technologies made it possible for scientists to participate in them on-line.

Question № 15. Why do you prefer this field of science to any other?

Answer: I prefer economics to any other field of science as Russia is in a very difficult condition now – inflation, decline in production, and disparity of prices – all that influences the life of people in the country so I think it is necessary to work out theories which can improve the situation. So I plan to work out recommendations for improving the structure of ownership relations.

Question № 16. What new issues did you discuss at the last meeting with your supervisor?

Answer: My supervisor is Ivanov V.I., the professor of this University. During our last meeting we were discussing the questions of taking candidate exams in English and philosophy and my plan of research.

Question № 17. What problems were considered most pressing?

Answer: Most people consider the questions of collecting secondary data most pressing. This information is easily obtained through the analysis of documents, balance sheets and cash flow statements.

Question № 18. What results were presented and discussed at the meeting?

Answer: No results were presented at our last meeting as now I am collecting secondary data and getting ready for my candidate exams.

Question № 19. What new ideas were suggested and considered?

Answer: Some new ideas were suggested and considered, for example, the idea of solving different conflicts among owners.

Question № 20. Did you think of becoming a scientist in your childhood?

Answer: Yes, I did. I thought of becoming a scientist in my childhood as my mother and my uncle are researchers. They wanted me to become a scientist. They believed in my talent and intelligence.

Question № 21. Whose works laid the foundation for your field?

Answer: My field of research is… There are a lot of outstanding scientists in my field of research. But the works of … laid the foundation in this field of research.

Question № 22. When did you first think of becoming a scientist?

Answer: I thought of becoming a scientist when I was a student of Krasnoyarsk State Agrarian University. I took part in many scientific and research conferences and worked a lot with books, magazines and journals. I understood that it was interesting for me and I decided to continue my research experience in the post-graduate course.

Question № 23. When did you write your first research paper?

Answer: I wrote my first research paper when I was a student. It was an article devoted to the problems of… and I wrote it for the student scientific conference in 2021.

Question № 24. What is the subject of your research?

Answer: The subject of my research is… and I am going to defend my thesis in 3 years. This subject is of great importance today because the solution of this problem will help our economy develop successfully.

Question № 25. How long will it take you to write your thesis?

Answer: I think it will take me about 4 years to write my thesis. I have just started collecting secondary data. I am taking candidate exams this spring and I am going to write some articles with the results of my research next year.

Question № 26. What contribution will you make by your research?

Answer: I studied this problem while writing my diploma paper and I understood its importance for Russian economy. So, I would like to make my contribution into the solution of this problem. My contribution will be the elaboration of the…

Question № 27. What outstanding discoveries were made in the given field in the last century?

Answer: I know such outstanding discoveries in my field of research as…

Question № 28. What are you going to do in the near future and what problems are you going to take up next?

Answer: There are a lot of plans for the near future. First of all I am going to defend my thesis. After that I am planning to buy a car, to take a trip to any foreign country because I have improved my English greatly. Next I am going to take up a problem of introducing the results of my research not only in the limited location, but in the Krasnoyarsk Territory and maybe whole Russia.

Question № 29. What will your thesis contain?

Answer: My thesis will contain the following parts: introduction, body of the paper, consisting of 2 or 3 chapters, conclusions, some new ideas and recommendations for improving the condition of agriculture, list of references, appendix.

Question № 30. What problems will be considered in your thesis?

Answer: The problems of agricultural condition perfection will be considered in my thesis.

Question № 31. What results will be reported?

Answer: The results of my research and the results of my ideas implementation will be reported in my thesis.

Question № 32. What questions will be considered in detail?

Answer: Innovation questions will be considered in detail.

Question № 33. Whose works will be mentioned in the text?

Answer: The works of founders of my branch and of the greatest specialists in my field of research will be mentioned in my thesis.

Question № 34. What sort of figures will be given in the text?

Answer: Different results of my research in the form of figures will be given in my thesis.

Question № 35. How are you going to conclude your thesis?

Answer: I am going to give the results of my research and the interpretation of these results at the end of my thesis.

Question № 36. How many reprints of your paper are you going to have?

Answer: I am going to have at least 50 reprints – for my scientific supervisor, for opponents and members of the scientific board in which I am going to defend my thesis.

Question № 37. Has your research been successful?

Answer: I hope it will be successful, but now I have just started my research and I am collecting secondary data – it is information easily obtained through examination of the company records and library research. I am taking candidate exams this spring and I am going to write some articles with the results of my research next year.

Question № 38. Have you ever thought of changing your occupation?

Answer: No, I have never thought of changing my occupation. I have just started my scientific career and I like it very much. I hope to be in science and scientific research all my life.

Question № 39. Have you worked on your thesis much lately?

Answer: Yes, I have been working much both on my thesis and on my candidate exams, because I am planning to defend my thesis in 3 years.

Question № 40. Have you written many scientific papers?

Answer: I published 2 articles when I studied at the University and I have published 2 articles this year – one of them is in English.

Question № 41. Have you made any progress in English?

Answer: I hope so. I attended a lot of classes of English at the post – graduate course and I see good progress – now I am going to travel abroad, to take part in the international conferences and to write articles in English.

Question № 42. Have you ever been to English speaking countries?

Answer: I have never been to any English speaking countries, but I am going to visit some of them as I have improved my English greatly. I am also planning to take part in some international conferences.

Question № 43. Have you spoken with native English speakers?

Answer: Yes, I have spoken with native English speakers at the international conferences.

Question № 44. Have you read many English books?

Answer: I cannot say that I have read many English books but I have translated a lot of scientific materials which are necessary for my research.

Question № 45. Have you ever met famous scientists?

Answer: Yes, I have met some famous scientists at the conferences and in my research work; one of them is my scientific supervisor –….

Question № 46. Have you ever attended international conferences?

Answer: Yes, I have attended the conference in…. it was 2 years ago.

Question № 47. Have you made any discoveries in your science yet?

Answer: No, I haven't made any discoveries, but I am planning to make some in near future.

Question № 48. Has your supervisor been helpful in your research?

Answer: My scientific supervisor is… He is… and he is of great help to me in everything I am doing now.

Question № 49. Does your supervisor often discuss your work with you?

Answer: We meet once a week and discuss all the details of my research.

Question № 50. What research is being carried out by you now?

Answer: The research of … is being carried by me now.

Question № 51. Are computers and software being widely used in research now?

Answer: Yes, computers and software are being widely used in any research now because they help to print, to make graphs, to calculate, to elaborate projects, to make trends and so on.

Question № 52. What results are to be expected from your work?

Answer: I expect from my work such results that can improve the situation in my field of research, for example…

Question № 53. What part of work is to be done this year?

Answer: I am planning to take two candidate exams and to publish two articles this year. My articles will contain the first results of my research.

Question № 54. What improvements should be introduced in the research process?

Answer: I think it is necessary to improve the material base of the research and find new ways of these results introduction into the given field.

Question № 55. What is it necessary to do to make your work more effective?

Answer: To make my work more successful it is necessary to conduct some more research and to invest more money into the research.

Question № 56. What should be done to bring your work to conclusion?

Answer: To bring my research to conclusion it is necessary to finish collecting primary data and interpret the results.

Question № 57. What should be done to encourage further research in your field?

Answer: To encourage further research in my field it is necessary to invest more money to research and to attract talented scientists to this field of research.

Question № 58. What is it necessary to do to broaden and deepen one's knowledge of the subject?

Answer: To broaden and deepen our knowledge of the subject it is necessary to read more books and articles on the subject, to take part in the international conferences and to conduct joint research with foreign scientists.

Question № 59. What should be done to further develop international contacts among scientists?

Answer: To develop international contacts further it is necessary to take part in the international conferences, to sign contracts with the foreign Universities, on the joint research in different scientific spheres, to publish articles with the results of the research not only in Russia, but also in different foreign countries.

Question № 60. Why are scientific conferences held regularly?

Answer: The scientific conferences are conducted regularly because it is necessary to know the results of the research in the given field achieved by some other scientists in order to use these results in your own scientific work.

Question № 61. Why should scientists exchange views and information?

Answer: The scientists should exchange views and information because it is necessary to know the results of the research in the given field achieved by some other scientists in order to use these results in your own scientific work.

Question № 62. Why are abstracts of papers published prior to a conference?

Answer: It is done to prepare for the discussions and to the exchange the opinions on the problem at the conference.

Question № 63. What will you do when your work is successfully completed?

Answer: When my work is successfully completed I will send it to the Dissertation Board in any University and I will defend my thesis to get the degree of the candidate of sciences.

Question № 64. Where do you expect to apply your knowledge of English when you complete this course?

Answer: I am going to use my knowledge of English in my future work as a scientist. I am going to write articles in English and send them to foreign scientific journals, I am going to take part in the international conferences and I am just going to travel to foreign countries.

Question № 65. To what journal will you send your paper when you finish writing it?

Answer: When I finish writing my paper I will send it to any scientific journal which is interested in such kind of materials.

Question № 66. What questions will you discuss with your foreign colleagues when you see them?

Answer: When I see my foreign colleagues I will discuss with them some scientific problems which can be interesting for both of us, for example…

Question № 67. When are you going to write another paper?

Answer: I am going to write some more scientific papers next year.

Question № 68. Will you write a paper, if you get new results?

Answer: If I get new results, I will write another paper**.**

Question № 69. Will you give up your research, if it is not successful?

Answer: If my research is not successful, I will start it again.

Question № 70. Will you be satisfied if you complete the work successfully?

Answer: If I complete my work successfully, I will be absolutely satisfied.

Question № 71. What will you do, if your results prove invalid?

Answer: If my results prove invalid, I will conduct my research once again.

Question № 72. What will you do, if you encounter great difficulties?

Answer: If I encounter great difficulties, I will read additional literature on this problem and discuss the problem with my scientific supervisor.

Question № 73. What will you do, if someone asks you to give a lecture on your subject?

Answer: If someone asks me to give a lecture on my subject of research, I will do it with pleasure because it is very interesting for those who work in my field.

Question № 74. What is the motive force of progress in science?

Answer: The motive force of progress in science is the satisfaction of needs in knowledge.

The need "to know unknown" is the motive force in science and everything that is received is used for satisfaction of people's needs.

Question № 75. What will you do, if someone asks you to write a popular scientific article?

Answer: I will write one without hesitation.

Question № 76. What is the "correspondence principle" and how does it work in your field of research?

Answer: The "correspondence principle" in research is a very important principle as it shows that some processes and laws, existing in one field can analogically be used in another field. I use the philosophical principle of development in Economics.

Question № 77. What is science and what are its tasks?

Answer: Science in general is the system of knowledge about different phenomena of objective reality and laws of their development. The

tasks of science are to observe, to describe, to explain and to forecast the phenomena in definite fields. Two main features of science are the ability to prove and the ability to systematize.

Question № 78. What does science study and how does it differ from technology?

Answer: Science studies facts, objects and phenomena of the objective reality; technology shows what to do to achieve this or that result and how to achieve this or that result.

Question № 79. What are the necessary components of science?

Answer: Components of the science are as follows: methodology, methods of research, objects, subjects, and technology.

Question № 80. What are the aims and means of science?

Answer: The aims of science are to observe, to describe and to systematize. The means of science are different methods.

Question № 81. What was the role of an individual in the progress of science?

Answer: The role of an individual in the development of science is great, for example the theory of evolution of Darwin, the law of gravitation of Newton and many others, changed the understanding of the objective reality.

I could also tell you a few words about Marie Curie who lived at the end of the 19-th at the beginning of the 20-th century. Marie and her husband Pierre were interested in the work of a French scientist Becquerel. He discovered that uranium emitted rays very much like X-rays. These rays made marks on the photographic plate when it was covered in black paper. Marie Curie studied the spontaneous radiation discovered by Becquerel and got the Noble Prize for it. The second Nobel Prize she got in recognition of her works in radioactivity.

Question № 82. How is an individual's research correlated with group studies?

Answer: A lot of interesting and outstanding results are received in individual research, but a lot of very important problems are studied by groups of scientists for many years. Both individual and joint research can give outstanding results and discoveries.

Question № 83. What is scientific intuition and how much depends on "good luck"?

Answer: Intuition is the immediate understanding of something without conscious reasoning or study. Scientific intuition is very important for every scientist as it is based on the deep knowledge and the ability to observe, analyze and generalize. But "good luck" is also important for every scientist.

For example, everybody knows the name of Isaac Newton, who lived in the 17-th century and made 3 great discoveries – the discovery of differential calculus, the discovery of white light and the discovery of the gravitation law. It is interesting how the idea which led to the discovery of the gravitation law first came to him. Once, as he sat in the garden, the fall of the apple made him think: "Why must that apple always descend perpendicularly to the ground? Why must it not go side wards or upwards, but usually to the Earth's center?" The reason is that the Earth draws it. Many people saw the falling apple, but only Newton saw the falling apply, drew the conclusion and proved it.

I could tell you some words about Marie Curie who lived at the end of the 19-th at the beginning of the 20-th century. Marie and her husband Pierre were interested in the work of a French scientist Becquerel. He discovered that uranium emitted rays very much like X-rays. These rays made marks on the photographic plate when it was covered in black paper…

Question № 84. What was man's attitude to nature throughout the history? What is now and why?

Answer: For centuries man used the nature without any idea about the results of his life and work. Today we have a lot of negative results of these activities, for example the depletion of the ozone layer, acid rains and cutting of the forests. These things are very harmful for peoples' health and arouse a lot of diseases.

Question № 85. What are the effects of technical progress on nature and human life?

Answer: For centuries man used the nature without any idea about the results of his life and work. Today we have a lot of negative results of these activities, for example the depletion of the ozone layer, acid rains and cutting the forests, pollution of the air and water. These things are very harmful for people's health and arouse a lot of diseases. One of the serious problems is development of gene engineering, because it allows producing new gene – modified products the influence of which is not deeply studied.

Question № 86. What are the dangers of uncontrolled technical development?

Answer: Today we have a lot of negative results of these activities, for example the depletion of the ozone layer, acid rains and cutting the forests. These things are very harmful for people's health and arouse a lot of diseases. In addition to it, there is a great danger of the nuclear war because the technological progress leads to the production of new weapons.

Question № 87. What measures could be taken to solve certain problems mankind is faced with, for instance, air and water pollution?

Answer: It is necessary for every person to be responsible for the results of his/her activity; it is possible to improve the activity of different controlling bodies and to create new laws, defending nature. The rule of three R-s: "Reduce, Recycle, Reuse", can definitely help.

Question № 88. What would you do to acquire a deeper and broader knowledge in your field?

Answer: To acquire deeper and broader knowledge in my field I must read more scientific literature, conduct research and present my results at different conferences and meetings to have a chance to exchange the opinions.

Question № 89. What would you do to get a comprehensive knowledge in adjacent areas?

Answer: To get a comprehensive knowledge in the adjacent areas I must read more scientific literature, conduct research and attend different conferences and meetings to have a chance to exchange the opinions.

Question № 90. Would you accept a failure?

Answer: I would not accept a failure; I would start my research again.

Question № 91. Would you take the risk of criticizing authority?

Answer: I would take a risk of criticizing authority only if I am really sure in the results of my research.

Question № 92. Would you give up your scientific career now?

Answer: No, I would not give up my scientific career now because it is very interesting for me and I have good plans to become a great scientist.

Question № 93. Do you think you could make a discovery in science?

Answer: I hope so, because I am young, talented and energetic.

Question № 94. Could you give a review of current literature on your subject?

Answer: Yes, I could give the review of current literature on my subject. For example, the most important and famous scientists working on the problems of ownership relations are…

Question № 95. What recent discoveries could you name in your area of research?

Answer: The recent discoveries in my field are the discovery of time value of money and – Net Present Value. The main idea is that money today is more than money tomorrow. There is a special formula for calculating time value of money.

Question № 96. Which of the recent works would you consider outstanding?

Answer: I would consider outstanding such recent works as…

Question № 97. Could scientists solve their problems better if the studied them jointly?

Answer: I think so and there is a good English proverb on that: "Two heads are better than one."

Question № 98. Scientific information is accumulating so rapidly. I wonder what scientists are going to do in some years from now?

Answer: It is impossible to predict, but I think the sciences will develop in different directions, and innovative technologies will provide the opportunity to make new discoveries.

Question № 99. In ancient times there was just one science, philosophy; now there are scores of them. I wonder what science will look like in one hundred years from now.

Answer: It is impossible to predict, but I think the science will develop in different directions and every phenomena will be studied by different sciences.

Question № 100. There are no sharp boundaries between sciences nowadays. I wonder if it will eventually come to one big science again.

Answer: I don't think so, because each science has its own specificity.

Question № 101. What councils does the university have?

Answer: The university has 5 councils for the defense of doctoral and master's thesis: 4.2.4. Private animal husbandry, feeding, technologies of feed preparation and production of livestock products (biological sciences, agricultural sciences); 4.1.1. General agriculture and crop production (agricultural sciences), 4.1.2. Plant breeding, seed production and biotechnology (agricultural sciences); 4.3.3. Food systems (technical sciences); 1.5.15. Ecology (agricultural sciences); 5.2.3. Regional and sectoral (economic sciences).

Question № 102. What qualities should a researcher possess today and why?

Answer: The researcher must be talented, inventive, creative, punctual and well-organized to achieve great results.

Question № 103. What are the ways of exchanging scientific information?

Answer: There are different ways of exchanging the information, such as conferences, meetings, publication of the results and joint research.

PLAN OF THE RETELLING OF THE ABSTRACT

The content of the article (abstract) of the text in English should be done according the following plan:

1. The title of the article
   - The article is headlined …
   - The headline of the article I have just read is …
   - The title of the article I have just read is …
   - The title of the article I have just read is … and it is written by …
   - I have just read the article … by …
2. The author of the article, when and where it was published
   - The author of this article is …
   - The article is written by …
   - It is (was) published in … , in …
   - It is (was) printed in … , in …
3. The main idea of the article
   - The main idea of the article is …
   - The article is about …
   - The article is devoted to …
   - The article deals with …
   - The article touches upon …
   - The purpose of the article is to give the reader some information on …
   - The aim of the article is to provide the readers with some information (material, data …) on …
4. The contents of the article, some facts, names, figures and problems raised in the article
   - The author starts by telling about …
   - The author writes (states, stresses, points out) that …
   - According to the text …

- Further the author reports (says) …
- The author reports that …
- The article goes on to say that …
- The author comes to the conclusion that …
- The author sums it all up by saying …
- In conclusion …

5. Your opinion about the article
   - I found the article interesting (important, cognitive, dull, of no value, too hard to understand) because …
   - I found the article valuable for my future research and I am going to use it.

Tips

– Speaking of …
– To begin with …
– Actually …
– In fact …
– But also important is …
– Thus ...
– That's why …
– As a result …
– Consequently …
– Therefore …

Sequence markers

Generalization:

– In most cases
– On the whole
– For the most part
– In general

Stating the obvious:
– Naturally
– Clearly
– Obviously
– Expectedly
Summary:
– In general
– In brief
Addition:
– In addition
– Moreover
– Besides
– What's more

Example:

The title of the article I have just read is *Organizational Conflicts: Causes, Effects and Remedies* and it is written by Bernard Oladosu Omisore and Mrs Ashimi Rashidat Abiodun.

It was published in *International Journal of Academic Research in Economics and Management Science*, in 2014.

The purpose of the article is to give the reader some information on conflict situations in different organizations. What are the things that lead to conflicts in organization? Conflicts are inevitable in human life. It is also inevitable in organizations or even between nations.

Actually, the study found out that like other terms, conflict generates considerable ambivalence and leaves many scholars and administrators quite uncertain about (1) its meaning and relevance; and (2) how best to cope with it.

The study also discovered that conflicts occur in organizations as a result of competition for supremacy, leadership style, scarcity of common resources, etc.

Thus, the study also discovered that conflict could sometimes produce positive result, if well managed.

The paper concludes that early recognition and paying attention to the conflicting parties and negotiation between parties involved in the conflict should be adopted in resolving conflicts while force or intimidation should never be used to resolve conflicting parties. Force and intimidation can only be countered productive.

I found the article very interesting and important because I am a manager in a company and it would be useful in my career and my future research.

RECOMMENDATIONS FOR THE ORGANIZATION OF INDEPENDENT WORK OF POSTGRADUATES

РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ АСПИРАНТОВ

Самостоятельная работа аспиранта включает работу по изучению оригинальной иностранной литературы, которая служит следующим основным целям:

1. Расширение научного кругозора:

– Ознакомление с актуальными исследованиями, методиками и подходами, используемыми в зарубежных научных центрах.

– Изучение новейших достижений и тенденций развития в соответствующей научной области.

2. Совершенствование научно–исследовательских компетенций:

– Развитие навыков поиска, анализа и синтеза информации из иностранных источников.

– Овладение методологией критического изучения и интерпретации зарубежной научной литературы.

– Формирование умений выявлять научные пробелы и формулировать перспективные направления исследований.

3. Повышение качества диссертационного исследования:

– Включение в содержание диссертации обзора актуальных зарубежных публикаций по теме.

– Использование методологических и методических наработок из изученных иностранных источников.

– Сопоставление полученных результатов с данными аналогичных зарубежных исследований.

4. Развитие международного научного сотрудничества:

– Установление контактов с зарубежными учеными, работающими в смежных областях.

– Подготовка совместных публикаций в международных рецензируемых журналах.

– Участие в международных конференциях, семинарах, обмен опытом.

Таким образом, систематическая работа аспиранта с оригинальной иностранной литературой позволяет расширить научный круго-

зор, повысить качество диссертационного исследования и способствует развитию международного научного сотрудничества.

Аспирант самостоятельно подбирает литературу для перевода:

– научная книга (монография) по теме исследования или по специальности аспиранта, изданная за последние 10 лет в стране-носителе языка (английский язык – Великобритания, США, Австралия, немецкий язык – Германия, французский язык – Франция) или международным издательством с привлечением рецензентов-носителей языка;

– подборка статей в журналах включенных в международные цитатно-аналитические системы по тематике исследования.

Подготовка реферата

Реферат - письменная работа объемом 12-15 печатных страниц, выполняемая аспирантом в течение длительного срока (от одной недели до месяца). Реферат (от лат. referrer - докладывать, сообщать) - краткое точное изложение сущности какого-либо вопроса, темы на основе одной или нескольких книг, монографий или других первоисточников. Реферат должен содержать основные фактические сведения и выводы по рассматриваемой теме.

Выполнение и защита реферата призваны дать аспиранту возможность всесторонне изучить интересующую его проблему и вооружить его навыками научного и творческого подхода к решению различных задач в исследуемой области. Основными задачами выполнения и защиты реферата являются развитие у аспирантов следующих навыков и умений:

• формирование навыков аналитической работы с литературными источниками разных видов;

• развитие умения критически оценивать и обобщать теоретические положения;

• стимулирование навыков самостоятельной аналитической работы;

• углубление, систематизация и интеграция теоретических знаний и практических навыков по соответствующему направлению высшего образования;

• презентация навыков публичной дискуссии.

Структура и содержание реферата

Подготовка материалов и написание реферата – один из самых трудоемких процессов. Работа над рефератом сводится к следующим этапам.

• Выбор темы реферата.

• Предварительная проработка литературы по теме и составление «рабочего» плана реферата.

• Конкретизация необходимых элементов реферата.

• Сбор и систематизация литературы.

• Написание основной части реферата.

• Написание введения и заключения.

• Представление реферата преподавателю.

Ministry of Agriculture of Russian Federation
Department of Science and Technology Policy and Education
Federal State Budgetary Educational Institution of Higher Education
“Krasnoyarsk State Agrarian University”

Department of Foreign languages and
Professional Communications

Report

“Some words about Canada”

Done by:

Checked by:

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5.8.4. Физическая культура и профессиональная физическая подготовка	5.8.4. Physical education and professional physical training
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GRAMMAR SUPPLEMENT

1. Sentence structure

Affirmative sentence

As a rule, in an affirmative sentence the subject occupies the first place. The predicate occupies the second. Then all the other parts of the sentence: direct and indirect object, adverbial modifier etc.

But you should remember that adverbial modifiers of place and time can be placed before the subject, especially if the end of the sentence is overloaded by other adverbial modifiers and attributes.

- *The American academic year usually runs from the middle of August to the beginning of May or June.*

How to Make Affirmative Statements?

To form an affirmative sentence, follow these basic steps:

Step 1: Start with a subject: Choose the noun or pronoun that is performing the action in the sentence.

Step 2: Add a verb: Choose a verb that matches the subject and the tense of the sentence.

Step 3: Add any necessary objects or complements: If the sentence requires an object or complement, add it after the verb.

Step 4: End with any additional information: If the sentence needs any additional information, add it at the end of the sentence.

Here is an example of an affirmative sentence:

Subject + Verb + Object

He + plays + the guitar.

In this sentence, “he” is the subject, “plays” is the verb, and “the guitar” is the object. The sentence is affirmative because it affirms that the subject is playing the guitar.

Here are a few more examples of affirmative sentences:

- She is reading a magazine.
- We were watching a film.
- The sun is shining.
- You are going to the cinema.
- They speak two languages.

Remember, the key to forming an affirmative sentence is to express a positive or true statement. Keep the sentence structure simple and clear, and make sure that the subject and verb agree in number and tense.

Put expressions of time and place at the end of the sentence.

1. o'clock / by / are / sure / make / you / eight / here
2. Ireland / liked / much / in / was / month / very / I / and / last / there / it / I
3. arrested / murder / man / the / who / a / of / was / police / guilty
4. George / bus / morning / work / the / every / to / takes
5. news, / phoned / immediately / When / I / heard / her / the / I
6. shopping / Monday / open / mall / next / will / the / new
7. minutes / name / remembered / after / her / few / I / a
8. The /was /away / station / far
9. days / going / for / Boston / week / to / I'm / few / next / a
10. see / party / you / Tom's / Friday / didn't / at / last / I
11. alarm / immediately / got / rang, / the / of / the / When / bed / out / I
12. were / while / couldn't / find / for / We / for / but / looking / a / it / it

Negative sentences

A negative sentence is one that indicates that some action is not happening, something no longer exists or that a subject does not possess a particular quality. In most scenarios, it can be easily identified by the words ‘not’, ‘no’, ‘nobody’, ‘nothing’, ‘nowhere’ ‘no one’ and ‘none’. Let us look at a few dictionary definitions to have a much better idea of what a negative sentence is.

The use of the particle **not** is widely applicable in the English language in order to express negation. In the sentence this particle is placed directly after the verbs **to be** and **to have** in the Present and the Past Indefinite Tense, after modal verbs and after the first auxiliary verb, if the predicate is expressed by the complex analytical form.

- *This is not my car.*
- *I haven't got money.*
- *You needn't hurry.*
- *He will not (won't) be here on time.*
- *I don't know him very well.*

Forming Negative Sentences Using ‘No’, ‘Nothing’, ‘Nobody’, ‘None’, ‘Nowhere’

Words such as ‘**no’**, ‘**nothing’**, ‘**nowhere’**, ‘**none’**, ‘**nobody’**, ‘**no one’** can also be used to form negative sentences. Also using ‘not’ along with the verb followed by words such as ‘**any’**, ‘**anything’**, ‘**anywhere’**,

‘**anyone’** and ‘**anybody’** will also do the trick. Take a look at the following examples to learn how this works.

- *Everything* was very beautiful. (Affirmative sentence)
  Nothing was very beautiful. (Negative sentence)

Put expressions in the correct order.

1. won't / come / be / afraid / to / meeting / I'm / the / I / to / able
2. work / don't / I / on / have / Saturdays / to
3. never / Sundays / to / we / work / have / on
4. sell / last / didn't / as / they / year / many / as / books
5. well / think / your / very / I / don't / father / drives
6. did / very / The / trick / well / magician / his
7. had / wasn't / yesterday / a / my / school / because / she / cold / at / sister
8. still / them / and / found / the / dad / keys / hasn't / lost
9. never / golf / week / I / during / play / the
10. didn't / holidays / year / on / go / last / she

Interrogative sentences

An **interrogative sentence** is a sentence that is used to ask a specific question. Questions in English are characterized by indirect word order and interrogative intonation. Interrogative sentences always end with a question mark.

- *Do you compose music?*
- *What are Lilly and Ann doing here?*
- *Who gave you this book?*

In English by the nature of the question, **general**, **special**, **alternative** and **separative** questions are distinguished. **Negative questions** are also distinguished as a special type of interrogative sentences.

General question

A **general** question is a question that can be answered with a **yes** or **no** answer. A general question is formed by inversion: auxiliary and most modal (**can**, **could**, **might**, **must**, **should, ought**) verbs are placed before the subject at the beginning of the sentence.

- *May I stay?*
- *Did you go to Mark's party yesterday?*
- *Should we help this old lady?*

The choice of auxiliary verb depends on the grammatical tense in the sentence.

- *Do you play the piano? (Present Simple)*
- *Are Kate and Jack working now? (Present Continuous)*
- *Have they already finished their project? (Present Perfect)*
- *Will you be free tomorrow morning?? (Future Simple)*

If the predicate in a sentence is expressed by the verbs **to be** or **to have** in Present Simple or Past Simple, these verbs are placed before the subject without adding any other auxiliary verbs. In modern English, the auxiliary verb **do** is more often used for the verb **to have.**

- *Are they students?*
- *Was Mick at the party yesterday?*
- *Do they have a few minutes now?*
- *Has she a few minutes now?*
- *Did you have a Playstation when you were a child?*
- *Had you a Playstation when you were a child?*

General questions can be in the negative form when the particle **not is** placed immediately after the auxiliary verb. Such questions express doubt or surprise.

- *Don't they know this rule?*
- *Hasn't Mike met Paul before?*
- *Aren't children supposed to be at school?*

Special questions

A **special** question is a type of question that is used to obtain additional information or to clarify a fact or circumstance. Special questions cannot be answered with a **yes** or **no** answer.

- *What was that?*
- *Where are they going now?*
- *How can I buy books on the Internet?*

Special questions always begin with a specific question word that indicates what information is needed. The question word is followed by the same indirect word order as in a general question.

- *Where have they been ?*
- *What is she doing tonight?*
- *How do you say it in English?*

However, if the **question** word is the subject of a sentence or the definition of a subject, **only direct word order** is used, as in a narrative sentence.

- *What is in your bag?*
- *Who told you such a story?*
- *Whose bag is on my table?*

If the **question** refers to a prepositional complement or a circumstance with a preposition, the preposition is often placed at the end of the sentence.

- *What is he talking about ?*
- *Who are you chatting with ?*
- *What house do you live in ?*

Alternative questions

An **alternative** question is a question that gives a choice between several options. The parts of an alternative question are connected by the conjunction **or**, the first part of the question is pronounced with an ascending intonation and the second part with a descending intonation. Such questions use **indirect word order** as in a general question.

- *Do you want some coffee, tea or just water?*
- *Do Mark and Daniel live in New York or in Washington?*
- *Will you buy this little black dress or those blue jeans?*

Disjunctive questions

A **disjunctive** question is a special type of question that consists of a **narrative sentence** (affirmative or negative) and a **short general question.** The question part uses the same auxiliary or modal verb as the narrative part, or the same verb that is needed to construct the question in the main part. Such questions require a **yes** or **no** answer.

If a separating question begins with an **affirmative** part, the questioner will necessarily be in the **negative form.**

- *Claus can swim, can't he?*
- *You play the piano, don't you?*
- *Children have already done your homework, haven't they?*

If a separating question **begins with a narrative negative part**, the interrogative part will necessarily be **in the positive form.**

- *Kate isn't sad, is she?*

- *You didn't know this, did you?*
- *We won't go to the seaside next weekend, will we?*

In the interrogative **part of** such a question, pronouns are always used as the subject, repeating the subject of the narrative part.

- *Mum is mad, isn't she?*
- *They will do this job, won't they?*
- *Your dog doesn't want to play, does it?*

Put expressions in the correct order..

1. me / you / garden / help / the / can / in ?
2. you / sister's / know / name / do / his ?
3. are / right / what / doing / now / you ?
4. like / some / would / more / coffee / you ?
5. boys / home / the / at / are ?
6. work, / at / she / she / isn't / is ?
7. your / movie / is / what / favourite ?
8. did / umbrella / put / you / my / where ?
9. money / much / left / How / we / have ?
10. today / aren't / at / you / Why / school ?

2. The Noun

Nouns are a part of speech that comprise words that are used to name people, places, animals, objects and ideas. Almost every sentence will definitely have a noun, and they perform different roles in a sentence. Nouns can act as the subject, an indirect object, a direct object, a subject complement and an object complement. Nouns can also function as adjectives and verbs.

Examples of Nouns:

- **People** – Rahul, Sheela, Man, Person, Tommy, Women, Girl, The Prime Minister
- **Places** – Bangalore, India, Mexico, North Pole, South Africa, The Nile River, Classroom, Bedroom, Basketball Court, Cricket Ground, Swimming Pool
- **Animals**/**Birds**/**Aquatic**/**Animals**/**Reptiles** – Lion, Zebra, Snake, Ostrich, Flamingo, Bear, Cat, Fish, Shark

- **Ideas** – Evolution, Invention, Extinction, Argument, Destruction
- **Objects/Things** – Bat, Cycle, Curtains, Paper, Bag, Blackboard, Cupboard

Types of Nouns

Nouns can be broadly classified into:

1. *Proper Nouns*: Nouns that are used to name a person, place or thing specifically are called a proper noun. Proper nouns always begin with a capital letter.

Examples:

- My name is Mike. (Name of a particular person)
- This is my cat, Asya. (Name of a specific pet animal owned by someone)

2. *Common nouns*: Common nouns are those nouns that refer to a generic item, group or place. This means that, unlike proper nouns, they are not used to identify specific people, places or objects. Common nouns are not capitalised unless they appear at the beginning of a sentence.

Examples:

- I have got a pen. (Common object)
- I am going to the park. (Common place)
- The car has run out of fuel. (Common items)

3. *Singular nouns*: These are words that are used to name a single person, place, animal, bird or object.

Examples:

- That is my daughter. (Single person)
- I found a wounded bird in the tree. (Single bird)

4. *Plural nouns*: Plural nouns refer to a number of people, places, animals or things. Nouns are made plural by adding an ‘s’ or ‘es’ or ‘ies’ or ‘ves’ to the existing root word. Nouns that end with an ‘s’ remain the same. Some nouns remain the same in both their singular and plural forms, and some others have totally different spelling.

Examples:

- I need some apples.
- Did you find the boxes you were looking for?
- I bought mangoes from the supermarket.

5. *Countable nouns* are those nouns that can be counted or measured.

Examples:

- Tom brought eight packets of crisps. (specific number – eight)
- Mike asked Anna to buy a dozen eggs. (specific – dozen means twelve)

6. *Uncountable nouns* are those nouns that cannot be counted. This category of nouns includes both concrete and abstract nouns.

Examples:

- I have a lot of homework to do. (Not specific)
- I have a cup of coffee. (Cannot count)

7. *Collective Nouns*: A collective noun is a naming word that is used to denote a group of objects, animals or people.

Examples:

- Collective nouns for groups of animals
- Collective nouns for groups of people
- Collective nouns for a number of things/objects

8. *Concrete Nouns*: A concrete noun refers to objects that are material and can be perceived by the human senses.

Examples:

- The book is on the table.
- I had a cup of coffee.
- Anya opened the door.
- Children go to school by bus.

9. *Abstract Nouns*: Any entity that cannot be perceived by the five senses of the human body are called an abstract noun.

Examples:

Hapiness is a strong emotion.

Truth is the best policy.

Category of number

Singular Number

It refers to the count of only one of a noun or pronoun.

Example: pencil, desk, dog, cow, house, goose etc.

Plural Number

It refers to the count of more than one of a noun or pronoun.

Example: pencils, desks, dogs, cows, houses, geese etc.

How to change number

Numerous RULES are there to change the number from singular to plural. They are as follows-

Rule 1:

In general "**s**" is used at the end of a singular noun to make it plural

Rule 2:

If there exist **s, sh, ch, x** and **z** in the end, "**es**" gets to be used

- *Bus – buses, fox – foxes, dish - dishes*

Rule 3:

While pronunciation of ***ch*** is like "**k**", just "**s**" is added at the end

- *Monarch – Monarchs, stomach - stomachs*

Rule 4:

"**v**" replaces f or fe and then adds an "**es**" to finish it.

- *Wife – wives, knife – knives, leaf - leaves*

Rule 5:

Some require changing the middle-vowel of the word to make it plural.

- *Man – men, foot – feet, mouse – mice*

Category of case

There are two cases in the English language – the common case and the possessive case.

A possessive noun is a noun that is used to indicate that something belongs to someone. For instance, to the question, To whom does this bag belong?, you can say that it is Jessica's bag. The word 'Jessica's' is the possessive noun here. The general rule to show possession of an object is by adding an apostrophe and an 's' to the end of the noun it belongs to.

In the singular form the possessive case is formed by adding -'s to the noun in the common case.

- *my sister's book*
- *my parents' house*

3. The Article

In English, similar-sounding words can belong to different parts of speech and have different meanings. Artikles are special particles that are used with nouns and help distinguish them from verbs, adjectives and other parts of speech. Since there is no analog of the article in the Russian language, it can be perceived as a whole together with the noun.

- a play – to play
- a fly – to fly
- the end – to end

All adjectives that answer the question "**which?what?"** will be placed between the article and the noun. The number of describing words is unlimited.

The indefinite article – a/an

The article **a** or **an** is used with countable nouns in the singular. **A/an** is a particle formed from the numeral **one** (one, singular) and means that this object is one of many like it, like all the others.

The **choice of the** article **a** or **an** depends on the sound with which the next word begins. **A** is used before a consonant sound. **An** is used before a vowel sound. It does not matter what letter the word is spelled with, it is important what sound it is pronounced with.

- *an apple*
- *an hour*
- *a message*
- *a table*

The article **a/an** is used when the subject is mentioned for the first time and is not distinguished from others.

- *I want to sell a bike.*
- *My mother is an actress.*
- *There is a man near the cafe.*

The definite article – the

The definite article **the** is derived from the indicative pronouns **this**, **these**, **that**, **those**. It distinguishes an object from the general set by saying that it is "**that one**". The article **the** can be used with both singular and plural nouns.

The article **the** can be used with plural and uncountable nouns, unlike the indefinite article **a/an**, which is used only with singular countable objects.

- *The students are very smart.*
- *The weather is hot today.*

A previously mentioned object, a specific concept

The article **the** is used when talking about a familiar or previously mentioned object. In this case, the object is distinguished from other similar objects.

- *We moved to a new city. The city is very beautiful.*
- *I've read an old story. The story was interesting.*

The article **the** is also used when referring to a specific abstract concept, a particular object, or a specific part, portion of uncountable objects, rather than the object as a concept as a whole.

- *Do you remember the film I was talking about?*

Unique objects, concepts

The article **the** is used when talking about unique objects or concepts.

- *the sun*
- *the earth*
- *the sky*
- *the sea*
- *the weather*
- *the world*
- *the countryside*

Generic concepts

The article **the** is used with generic concepts when the countable noun does not represent a single object or concept, but a class of homogeneous objects or concepts.

- *The lion is the King of the Jungle.*

Nationalities

The article **the** is used with the names of nationalities that end in **-sh**, **-ch**, **-ese**. Other nationalities can be used with or without the article **the**.

- *the Portuguese*
- *the French*
- *(the) Canadians*
- *(the) Americans*

A group of objects

The article **the** is used when talking about a group of objects. **The** is used before the names of groups of islands, groups of lakes, mountain ranges (because they indicate a group of objects). Also, **the** is used before family names when all members of a family together are meant.

- *the Great Lakes*
- *the Alps*
- *the Philippines*
- *the Himalayas*

Superlative

The article **the** is necessarily used with the superlative degree of comparison.

- *It was the best summer!*
- *This is the most expensive restaurant in the city.*

Some, most, none

The article **the** is used after the words **some**, **many**, **none**, **most** when they are followed by a preposition **of**.

- *Some of the students can caiculate really well.*
- *Most of the people like travelling.*

However, if the words **some**, **many**, **most** are followed by a noun without the preposition **of**, the article **the** is not used.

- *Most cats don't like swimming.*

Only, last, first, first, wrong, right, very

The article **the** is used before the words **only**, **last**, **first**, **wrong**, **right**, **very** when they are used as adjectives.

- *She was the last person to leave.*
- *It is the first time I fly the airplane.*
- *Follow me, I know the right way.*

Zero article

Zero article is the absence of an indefinite (**a / an**) or definite (**the**) article before a noun. In English, there are certain rules when **no article** is used before a noun.

Possessive, indicative pronouns

Articles are **not used** when possessive and indexical pronouns come before a word, because words indicating belonging to a thing take the place of articles. For example, **my** (mine), **your** (yours), **his** (his), **her** (hers), **its** (this), **this** (this), **that** (that).

- *He broke his arm.*
- *It's my last chance.*
- *Let's watch this movie.*

Days, months, holidays

Articles are **not used** with the names of days of the week, months, holidays.

- *I will go there on Sunday.*
- *It will be hot in July.*

Stable phrases

Articles **are not used** in turns that indicate the mode of transportation.

- *by air*
- *by bike*
- *by bus*
- *by plane*
- *by train*

Articles are **not used** in prepositional phrases and verb phrases.

- *by chance*
- *by mistake*
- *day after day*
- *day by day*
- *in conclusion*
- *in trouble*

4. The Adjective

An adjective is a part of speech that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence. Adjectives are found after the verb or before the noun it modifies.

They are divided according to the morphological composition into simple (e.g. fine, sharp), derivative (e.g. homeless, unhappy) and com-

pound (e.g. first-class, good-looking), according to their meaning – into qualitative (e.g. big, heavy) and relative (e.g. wooden, square).

The basic adjective forming suffixes and prefixes are:

-ful	careful, useful	**-ing**	interesting, disappointing
-able	hospitable, eatable	**-less**	hopeless, useless
-ible	possible, horrible	**-ary**	revolutionary, ordinary
-ant	Important, distant	**-al**	cultural, agricultural
-ous	famous, dangerous	**-ent**	dependent, different
-ic	historic, poetic	**-ive**	impressive
-ed	strong-willed, talented	**-ish**	Spanish
-y	rainy, sunny, dirty	**-ian**	Russian
Un-	unhappy, uncomfortable	**Im-**	impossible, immoral
Ir-	irregular, irrational	**Pre-**	pre-revolutionary
Inter-	international	**Dis-**	discouraging, disappointing
In-	independent, indirect	**Non-**	non-governmental
Post-	post-war		

The degrees of comparisons for adjectives and adverbs

There are 3 degrees of comparison in the English language – the positive, the comparative and the superlative degrees.

The comparative degree denotes a higher degree of quality and is formed with the help of the inflexion **er** – synthetically – for the one– syllable and for some two–syllable adjectives:

- *cheap – cheaper; late – later*

Mind the spelling rules:

If the adjective ends in **–y–** , then **–y–** changes into **–i–,** and then we add the suffix **–er**;

- *early – earlier; pretty – prettier*

If the adjective ends in consonant, but we have short vowel before it, it is necessary to double the consonant.

- *big – bigger*

The comparative degree for two – and multisyllabic adjectives are formed with the words **more** and **less**:

- *interesting –more interesting , less interesting*

The superlative degree for one-syllable and some two-syllable adjectives and adverbs is formed with the ending **–est**, the adjective gets the article **-the**; it is not used before the adverb.

- *long – the longest*

The superlative degree for many-syllabic adjectives and adverbs is formed with the words the most and the least.

- *expensive – the most expensive, the least expensive*

There are some adjectives and adverbs that form the degrees of comparison from other roots, you must know them by heart:

- *good – better – the best, best*
- *bad – worse – the worst, worst*
- *little – less – the least*
- *many, much – more – the most*

5. The Pronoun

General information

Pronouns are words that replace nouns. They are used when your audience already knows what you're talking about, and they help us avoid repetition. For example, you might say, “Jack's sister is a doctor. She lives in Australia.” Here, the word “she” is a pronoun. It replaces “Jack's sister,” which means “Jack's sister” does not need to be repeated in the second sentence.

Types of Pronouns with Examples

- **Relative Pronouns** are pronouns that are used to relate one part of the sentence to another. Some examples of relative pronouns are *that, which, where, when, why, what, whom and whose.*
- **Possessive Pronouns** are pronouns that are used to show possession. Some examples of possessive pronouns are *mine, yours, his, hers, theirs and its*.
- **Reflexive Pronouns** are pronouns that are used to refer back to the subject in the sentence. Some examples of reflexive pronouns are *myself, yourself, herself, himself, oneself, itself, ourselves, themselves and yourselves.*
- **Demonstrative Pronouns** are pronouns that are used to point to specific objects. Some examples of demonstrative pronouns are *this, that, these and those*.

- **Interrogative Pronouns** are pronouns that are used to ask questions. Some examples of interrogative pronouns are *who, what, when, why and where.*
- **Indefinite Pronouns** are pronouns that do not refer to any particular person, place or thing. Some examples of indefinite pronouns are *someone, somebody, somewhere, something, anyone, anybody, anywhere, anything, no one, nobody, nowhere, everyone, everybody, everywhere, everything, each, none, few, and many*.
- **Personal Pronouns** are simple pronouns that are used to substitute proper names. Some examples of personal pronouns are *I, you, he, she, we, they, him, her, he, she, us and them.*
- **Subject Pronouns** are pronouns that perform the action in a sentence. Some examples of subject pronouns are *I, you, we, he, she, it, they and one*.
- **Object Pronouns** are pronouns that receive the action in a sentence. Some examples of object pronouns are *me, us, him, her and them*.
- **Reciprocal Pronouns** are pronouns that are used to express a mutual relationship. Some examples of reciprocal pronouns are *each other and one another*.
- **Intensive Pronouns** are the same as reflexive pronouns, with the only difference being that you can remove the intensive pronoun from the sentence, and the sentence would still make sense.

6. Numerals

Numerals are an independent part of speech that indicate the number of objects or their order. English numerals are also called quantitative adjectives. and in a sentence can act as a definition or as a nominal part of a compound predicate. English numerals are divided into quantitative and ordinal numerals.

Quantitative numerals

Quantitative numerals (cardinal numbers) indicate the number of objects. They answer the question “**how many**?”

When counting using **hundreds**, **thousands**, **millions**, etc., the ending -s is not added to the numerals to indicate the plural number. The **ending -s** is used when the numerals act as nouns (who? what?), i.e. in the combinations **dozens of** (dozens, many), **hundreds of** (hundreds), **thousands of** (thousands) in the sense of "very many".

- *I bought ten eggs.*
- *Two hundred dollars for this painting is too expensive.*
- *Hundreds of people visited that exhibition.*

• *1 – one* • *2 – two* • *3 – three* • *4 – four* • *5 – five* • *6 – six* • *7 – seven* • *8 – eight* • *9 – nine* • *10 – ten*	• *11 – eleven* • *12 – twelve* • *13 – thir**teen*** • *14 – four**teen*** • *15 – fif**teen*** • *16 – sixt**een*** • *17 – seven**teen*** • *18 – eigh**teen*** • *19 – nine**teen*** • *20 – twen**ty***	• *21 – twen**ty**-one* • *22 – twen**ty**-two* • *23 – twen**ty**-three* • *24 – twen**ty**-four* • *25 – twen**ty**-five* • *26 – twen**ty**-six* • *27 – twen**ty**-seven* • *28 – twen**ty**-eight* • *29 – twen**ty**-nine* • *30 – thir**ty***
• *40 – for**ty*** • *50 – fif**ty*** • *60 – six**ty*** • *70 – seven**ty*** • *80 – eigh**ty*** • *90 – nine**ty*** • *100 – one hundred*	• *200 – two hundred* • *1000 – one thousand* • *1200 – one thousand two hundred / twelve hundred* • *100,000 – one hundred thousand* • *1 000 000 – one million* • *1,000,000,000,000 – one billion.*	

Quantitative numerals are used in numbers of pages, chapters, volumes, classrooms, houses, buses, etc. In this case, these nouns are used without the article, and the numerals are placed after the nouns to which they refer.

- *We stopped reading that book at page fifty-four (54).*
- *The next lesson will be in room two three one (231).*

Ordinal numerals

Ordinal numerals (ordinal **numerals**) indicate the order of objects, their ordinal number. They answer the question "**which one is next in order?**". Most ordinal numerals are formed with the ending **-th**.

• *1 - **first*** • *2 - **second*** • *3 - **third*** • *4 - four**th*** • *5 - fif**th*** • *6 - six**th*** • *7 - seven**th*** • *8 - eigh**th*** • *9 - nin**th*** • *10 - ten**th***	•*11 - eleven**th*** •*12 - twelf**th*** •*13 - thirteen**th*** •*14 - fourteen**th*** •*15 - fifteen**th*** •*16 - sixteen**th*** •*17 - seventeen**th*** •*18 - eighteen**th*** •*19 - nineteen**th*** •*20 - twentie**th***	• *21 - twenty-**first*** • *22 - twenty-**second*** • *23 - twenty-**third*** • *24 - twenty-four**th*** • *25 - twenty-fif**th*** • *26 - twenty-six**th*** • *27 - twenty-seven**th*** • *28 - twenty-eigh**th*** • *29 - twenty-nin**th***
• *30 - thirtie**th*** • *40 - fortie**th*** • *50 - fiftie**th*** • *60 - sixtie**th*** • *70 - seventie**th*** • *80 - eightie**th*** • *90 - ninetie**th***	•*100 - hundred**th*** •*200 - two hundred**th*** •*1,000 - one thousand**th*** •*1200 - one thousand two hundred**th*** •*100,000 - one hundred thousand**th*** •*1,000,000 - million**th*** •*1,000,000,000,000 - billion**th**.*	

Nouns preceded by **ordinal numerals** are used with the definite article**.** They answer the question "**which one?**".

- *It is the first time I am here.*
- *The forth cup of tea was too much for me.*

Peculiarities of numerals

Zero

The numeral **zero** in English can be read differently depending on the context: **zero**, **o**, **nil**.

Zero is pronounced "**zero**" when zero is used in fractions, percentages, phone numbers, and in certain expressions.

- *Please write down my phone number: 9-4-4 0-0-7 6-7-6. (nine-four-four **zero-zero**-seven six- seven -six)*
- *There is 0% chance that we will win.*

O (reads like the English letter o [əu]) - used to denote years, times, addresses, sometimes phone numbers.

- *It happened in 1907 (nineteen o seven).*
- *Our bus leaves at 12:05 (twelve o five).*

Nil – used in the score of sports matches.

- *Our team won with the score 3-0 (three-nil).*

Sometimes in British English the word **naught** or **nought** is used to mean "zero", "nought", "nothing". Now its use as a numeral is considered obsolete and the word itself is most often used in phraseology.

- *All plans came to naught.*

7. The Mood

General information

The mood is the form of the verb using which the speaker shows his attitude to reality. This attitude can be shown as real, problematic, unreal and as a request or order.

The actions presented as real are expressed as the verbs in the Indicative Mood.

The requests and orders are expressed by the Imperative Mood, the imaginary or desired actions are expressed by the Subjunctive Mood.

Imperative Mood

Sentences with verbs conveying commands, orders, and requests are said to be in the imperative mood. In other words, it can be said that all imperative sentences are in the imperative mood. The actions stated in the imperative mood are yet to happen, and there are chances that they might not happen at all. These sentences take the infinitive form of the verb and exclude the subject. However, you can use nouns or noun phrases as a noun of address to specify who/whom the request, order or command is directed.

- *Don't be in a hurry!*
- *Be quiet, John!*
- *Don't forget your books, boys!*

Subjunctive Mood

The subjunctive mood does not speak about objective facts. It includes opinions, intentions, beliefs and desires; in general, it portrays an individual’s state of mind. It is also used to present hypothetical situations.

Interrogative mood and conditional mood are also learnt in addition to these most often. Let us look at each of these in detail.

1) **real condition** that refers to the present or future, then we use:

If + subject + Present Simple, subject + Future Simple:

- *If I have money, I will go to the cinema.*
- *If I buy a book, I will give it to you.*

2) **unreal condition** that refers to the present or future:

If + subject + Past Simple, subject +Future in the Past Simple:

- *If I bought a book, I would give it to you.*
- *If I were you, I would buy a car.*

3) **unreal condition** that refers to the past:

If + subject + Past Perfect, subject +Future in the Past Perfect:

- *If you had phoned me yesterday, I would have met you.*

4) **mixed type**

If + subject + Past Perfect, subject + Future in the Past Simple:

- *If you had bought tickets yesterday, we would go to the cinema now.*

If + subject + Past Perfect, subject + Future in the Past Continuous:

- *If you had bought tickets yesterday, we would be going to the cinema now.*

5) **I wish...**

Wish + Past (Simple, Continuous):

- *I wish I were in London now.*

Wish + Past (Perfect, Perfect Continuous):

- *I wish I had been in London.*

8. The Verb

General Classification of Verbs according to What They Signify

Before we get into a broad classification, let us first have a look at how verbs can be classified generally according to what kind of action they signify.

Verbs Referring to Actions

Verbs referring to action (action verbs) are those that involve the movement of one's body in one way or the other. Some examples of verbs referring to actions are as follows:

- Walk
- Run
- Talk
- Sit
- Read
- Write
- Sing
- Build
- Break
- Hug
- Cough
- Sleep
- Drink
- Ask
- Jump
- Fall

Verbs Referring to Experiences or Feelings

These are verbs that refer to something that you can feel or experience and do not necessarily involve a movement of any kind. Some examples of verbs referring to feelings and experiences are as follows:

- Love
- Believe
- Care
- Like
- Know
- Understand
- Recognise
- Feel
- Hear
- See
- Need
- Hate

Verbs Referring to a State or Condition

These verbs are those that refer to situations or the state of being. All forms of 'to be' verbs belong to this category. Some examples of verbs referring to a state or condition are as follows:

Am Is Are	Have Has	Do / Does	Will
Was Were	Had	Did	Can

The Various Types of Verbs with Examples

Verbs can be classified into numerous types according to their function or role in a sentence or context. Let us look into the various types of verbs and some examples of each type of verb.

Auxiliary Verbs/Helping Verbs

Auxiliary verbs or helping verbs, as the name suggests, is a verb that is used to help another verb sound sensible and meaningful. It is used to change the other verb's tense, mood or voice. So, every time an auxiliary verb is used, you always have one more verb, which acts as the main verb in a sentence.

Examples of auxiliary verbs are as follows:

Am
Is
Are
Was
Were
Have
Has
Do
Will
Can

One point you have to take care of when you use auxiliary verbs is that you should conjugate the auxiliary verb correctly according to the tense form of a sentence. Another specific fact about auxiliary verbs is that they can also be used as a main verb. Also, there are verbs called modal verbs that can be used as a helping verb.

Modal Verbs

Modal verbs are those verbs that are used to denote the possibility, probability, capability or necessity of something happening. Modal verbs, unlike other auxiliary verbs, cannot be used as a main verb in a sentence.

Examples of modal verbs are as follows:

- Can – physicl or mental ability, permission;
- Could
- Will
- Would
- May – permission to do the action;
- Might
- Should – advice, recommendation;
- Must – obligation, necessity to do the action;
- Ought to – moral duty, moral obligation.

Phrasal Verbs

Phrasal verbs include phrases that are formed by combining two or more parts of speech that performs the same function as a verb in a sentence. In most cases, a phrasal verb results from a combination of a verb and a preposition.

Some examples of phrasal verbs are as follows:

Go by
Lay off
Log in
Get off
Run out
Go all out
Think through
Fed up
Taken aback
Act on
Back away
Back up
Look up
Mix up
Opt out
Pop in

Different Categories of Verbs

Verbs can be divided into different categories according to their behaviour when used in a context. Let us look at the categories explained below.

Regular Verbs and Irregular Verbs

As you can see, verbs are used to denote actions, and they can be used in different forms to indicate when the subject in a sentence is carrying out an action. A regular verb can be conjugated to show if the action takes place in the past or if the action is taking place continuously.

In most cases, the past form of the verb is formed by adding an ‘ed’ to the root verb for regular verbs. On the other hand, there are other verbs that do not follow this rule. They are called irregular verbs. These verbs have their own unique forms. If you are wondering how to learn these irregular verbs, read the article on irregular verbs to find out how.

Have a look at the examples given below.

- *Dileep **searched** for his white shirt in his cupboard, but he did not find it. (Root verb – search)*
- *Did you find the book you were **looking** for?*

In the above examples, the verb 'searched' is the past form of the regular verb 'search' by adding an 'ed' and the verb form 'looking' indicates the continuous form of the regular verb 'look' by adding an 'ing' to the end of the root verb.

- *Selena **read** the book on the evolution of life on earth.*
- *Vineeth **found** the keys that went missing yesterday.*

In the above examples, the verb 'read' stays the same in the past form and when used as a past participle. 'Found' is the past form of the root verb 'find'.

Transitive Verbs and Intransitive Verbs

Transitive and intransitive forms of verbs are used to denote how a verb acts when used with a direct object and an indirect object. Let us look at a few examples.

- *Vincent **gave** a box of chocolates to his brother. (Indirect object – his brother, Direct object – a box of chocolates)*
- *Garry **passed** the water bottle to Kevin, who was sitting in the first row. (Indirect object – Kevin, Direct object – the water bottle)*
- *The little girl **ran** around the park for two hours.*
- *Francey **walked** to school every day.*
- *My mom **cleaned** the house today. (Direct object – the house)*
- *Seena **did not like** the movie. (Direct object – the movie)*

In the above examples, the verbs 'gave' and 'passed' in the first two sentences are seen to take a direct object and an indirect object, whereas the verbs 'ran' and 'walked' take no object at all. In the last two sentences, the verbs 'cleaned' and 'did not like' take a direct object and no indirect object.

Verbs that take a direct object alone are called **transitive verbs**, and those verbs that do not take either a direct object or an indirect object are called **intransitive verbs**. There is yet another category of verbs that take both the direct object and the indirect object, and they are called **ditransitive verbs**.

System of the English Verb

TENSES

	PRESENT	PAST	FUTURE
SIMPLE	**(DO/ DOES) V(s)** 1. regular, repeated actions in the present *He works at a hotel.* 2. universal truth *It rarely rains in the desert.* *3.* planned future actions for schedules and timetables *The plane for London takes off at 6 p.m.* 4. future actions in clauses of time and condition *If you have some money, we will go to the cinema.* *I will have tidied up by the time you get back.* 5. sport commentaries, reviews, narration *Hill kicks the ball and passes it to David.* **always, usually, every day/ week, at night/ the weekend**	**(DID) Ved** 1. simple past action (with the given time usually) *They spent their holidays in England last summer.* 2. succession of actions in the past *First she paid the driver, hen she got out of the taxi.* **yesterday, then, when, last night/week/month, three days ago, in 1997**	**WILL V** 1.on-the-spot decision (making a decision at the moment of speaking: promising, offering, agreeing to do sth) *I'll take this project.* *2.*prediction about the future (with verbs *think, believe, expect, be afraid, be sure, perhaps, probably)* *I'm afraid we won't be on time for the meeting.* 3.actions which will definitely happen and which we cannot control *The temperature will definitely reach 40 degrees tomorrow.* **tomorrow, tonight, soon, next week/month**
PROGRESSIVE	**(AM, IS, ARE) TO BE Ving** 1. action that is happening now *He is reading now.* 2. temporary action in present *I'm looking for a new job these days.* 3. future planned action for personal plans *Jill is getting married at 3 this afternoon.* 4. action that happens more often than normal – irritation (emotional) *You're always forgetting to pay bills.* 5. for changing or developing situations *More and more forests are disappearing because of fires.* **now, at the moment, these days, at present, nowadays**	**WAS/ WERE Ving** 1. unfinished, background, prolonged actions (very often goes together with a single action in the past simple) *He was walking down the street when he ran into an old friend.* 2. action that was in progress at a stated time in the past *At 7 o'clock yesterday she was reading a book.* 3. two or more simultaneous actions in the past *She was talking on her mobile phone while she was driving to work.* **while, when, as, all morning/evening**	**WILL BE Ving** 1. action which will be in progress at a stated future time *This time next week I'll be skiing in Austria.* 2. action which will definitely happen in the future as a result of a routine or arrangement *Don't call Jane. I'll be seeing her later, so I'll pass the message on.* 3. when we ask politely about someone's plans for the near future (what we want to know is if our wishes fit in with their plans) *Will you be going out later?*
PERFECT	**HAVE/HAS Ved** 1.completed action up to now: a)news, experience, changes *She has picked a lot of apples.* b)finished action in an unfinished period of time *He has broken his arm.* 2.action that started in the past and is still going on or has just finished (non-action verbs) *She has had a dog for 3 years.* **for, since, already, yet, just, ever, never, so far, recently, how long**	**HAD Ved** 1. action that had finished by some definite moment in the pas (prior, flashback) *She had finished work when she met her friends for coffee.* **before, after, already, just, for, since, by, by the time**	**WILL HAVE Ved** 1. action tat will have finished by some definite moment in the future *They will have finished their meeting by 4 o'clock.* **by, by the time, before, until, by then**

	PRESENT	PAST	FUTURE
PERFECT PROGRESSIVE	**HAVE/HAS BEEN Ving** 1. action that started in the past and still going on or has just finished (action verbs) *She has been talking on the phone for an hour.* **for, since, hoe long, lately, recently**	**HAD BEEN Ving** 1. action that had been happening before something else happened (prolonged and completed by some definite moment) *They had been looking for a house for 3 month before they found one* **for, since, how long, before, until**	**WILL HAVE BEEN Ving** 1. action that will have been happening before something else happens (future prolonged and completed) **by … for**

Simple Tenses

(**Present** Simple): Used to express commonly known facts, habits, and routine actions.

- *I often drink tea.*

(**Past** Simple): For actions that have occurred and completed in the past.

- *She visited London last year.*

(**Future** Simple): To express an action that will happen in the future.

- *He will go to London next week.*

Continuous/Progressive Tenses

(Present Continuous): For actions taking place right now or in a given period.

- *I am watching TV right now.*

(Past Continuous**)**: For actions that were continuing at some point in the past.

- *They were playing soccer yesterday at this time.*

(Future Continuous): For actions that will continue at some point in the future.

- *This time tomorrow we will be flying to Rome.*

Perfect Tenses

(Present Perfect): For actions that occurred in the past but have a connection to the present.

- *I have already done my homework.*

(Past Perfect**)**: For actions that occurred before a certain point in the past.

- *She had already left when I arrived.*

(Future Perfect**)**: For actions that will be completed by a certain point in the future.

- *He will have finished the project by next week.*

Perfect Continuous Tenses

(Present Perfect Continuous): For actions that began in the past and continue to the present.

- *I have been studying English for three years*.

(Past Perfect Continuous): For actions that continued up to a certain point in the past.

- *He was reading a book for hours before he fell asleep*.

(Future Perfect Continuous): For actions that will continue until a certain point in the future.

- *By the time she arrives, I will have been waiting for her for two hours*.

9. The Passive Voice

The Passive voice denotes the action that is directed to the subject.

- *I am told.*
- *The work was done.*

It is formed with the help of the verb **to be and Participle II**. The changeable part is the first that is **to be**.

- *The text is translated.*
- *The text was translated.*
- *The text will be translated.*

As in the Passive Voice the main idea is the action, the doer of the

action can be omitted. If the doer of the action is mentioned, it can be introduced by the following prepositions:

– the preposition **by** that shows the doer of the action:

- *The novel "Gone with the wind" was written by Margaret Mitchel.*

– the preposition **with** that shows the object by means of which the action was performed:

- *Vegetables are cut with knife.*

– the preposition **of** that shows the material which was used in the manufacturing of this thing.

- *The furniture is made of wood.*

Passive Voice в английском

Tense (время)	Formula (формула)	Examples (пример)
Present Simple	S + am/is/are + V* S + am not / is not / are not + V* Am / Is / Are + S + V*?	**The film is directed by Robert B. Weide. –** Фильм снят Робертом Б. Уайди.
Past Simple	S + was/were + V* S + was not / were not + V* Was / Were + S + V*?	**This house was built in the 19th century. –** Этот дом был построен в 19-м веке.
Future Simple	S + will be + V* S + will not be + V* Will + S + be +V*?	**The crimes will be investigated. –** Преступления будут расследованы.
Present Continuous	S + am/is/are + being + V* S + am not / is not / are not + being + V* Am / Is / Are + S + being + V*?	**Right now I am being told lies. –** Прямо сейчас мне говорят неправду.
Past Continuous	S + was/were + being + V* S + was not / were not + being + V* Was / Were + S + being + V*?	**His car was being repaired the whole day yesterday. –** Вчера его машину ремонтировали целый день.
Present Perfect	S + have/has been + V* S + have/ has not been + V* Have/ has + S + been + V*?	**The meeting has already been held. –** Собрание уже проведено.
Past Perfect	S + had been + V* S + had not been + V* Had + S + been + V*?	**The meeting had been held before you came to work. –** Собрание было проведено до того, как ты пришел на работу.
Future Perfect	S + will have been + V* S + will not have been + V* Will + S + have been + V*?	**The project will have been completed by Thursday. –** Проект будет завершен к четвергу.

V* – regular verb (-ed); irregular verb (past participle)/

10. The Sequence of Tenses

Sequence of Tenses is a characteristic feature of the English language, which is that the tense of the verb in the adjective sentence depends on the tense of the verb in the main sentence. The idea is that if in the main sentence we used a verb in the past tense, then in the adjective sentence we must put the verb in the form of one of the past tenses or the so-called Future in the past.

- *I **thought** you **knew** the truth*

Simultaneous actions

If the actions in the adjective sentence occurred in the past at the same time as the actions in the main sentence, the Past Simple o rPast Continuous is used in the adjective sentence.

- *My father **knew** why Kevin **was** so sad the other day.*

Preceding action

If the action in the adjective sentence preceded the action in the main sentence and lasted for a certain period of time, Past Perfect Continuous is used in the adjective sentence.

- He **said** that he **had been practicing** his speaking skills two months in a row

If there is a preceding action in the adjective sentence expressed by a state verb (those that cannot be used in the Continuous tenses), the verb must be in Past Perfect. Such verbs include: to be, to know, to know, to want, to want, to belong, to love, to believe, to believe, and so on. To this rule we can also add indefinite verbs, those that denote actions that do not tend to completion: to study, to live, to travel, to work, to last, etc. Mario said he had wanted to try dancing dancing.

- Mario **said** he **had wanted to** try dancing ever since he was a child.

Subsequent action

If the action in the adjective sentence occurred after the action in the main sentence, we use one of the Future in the past tenses in the adjective sentence.

- I **didn't expect** Tom **would have finished** his new article by the end of the week

11. The Adverb

An **adverb** is a word/a set of words that modifies verbs, adjectives, and other adverbs. It tells when, where, and how an action is performed or indicates the quality or degree of the action.

Many adverbs end in *-ly* but some words which end in *-ly* (such as *friendly*) are not adverbs. Many words can be both adverbs and adjectives according to their activity in the sentence.

- Mike is always hungry for success.
- I hate her very much.
- He is driving fast.
- Ann works hard.

Adverb Clauses and **Adverb Phrases** are clauses and phrases that modify the verbs, adjectives or other adverbs in the sentence.

- He ran toward the bus until he was tired. (Adverb Clause)
- He came carrying his box with two hands. (Adverb Phrase)

Adverbs of Place/Direction (Where?)

Adverbs of place/direction that indicate place/direction of the action in the sentence. They answer the question ‘ where is the action performed?’.

Some common adverbs of place/direction*: across, over, under, in, out, through, backward, there, around, here, sideways, upstairs, in the park, in the field, in that place, etc.*

- I went through the hall.
- Ann is going to school.
- They are staying at home.

Adverbs of Degree (How Much?)

Adverbs that express the importance/degree/level of the action in the sentence are called **adverbs of degree**. They answer the question ‘how much is the action performed?’.

Common adverbs of degree: *completely, nearly, entirely, less, mildly, most, thoroughly, somewhat, excessively, much,* etc.

- She was completely tired.
- I read the report thoroughly.
- Mike hardly reads.

Adverbs of Manner (How?)

Adverbs that express the manner/approach/process of the action in the sentence are called **adverbs of manner**. They answer the question 'how is the action performed?'.

These adverbs usually end in ***ly***. Common adverbs of manner: *beautifully, equally, thankfully, carefully, handily, quickly, coldly, hotly, resentfully, earnestly, nicely, tirelessly,* etc.

- Please, take the glass carefully.
- Frank is reading slowly.
- Tom is running fast.

Adverbs of Time/Frequency (When?)

Adverbs of time/frequency indicate time or frequency of the action in the sentence. They answer the question 'when/how frequently is the action performed?'.

Common adverbs of time/frequency: *always, never, often, eventually, now, frequently, occasionally, once, forever, seldom, before, Sunday, Monday, 10 AM, 12 PM,* etc.

- I went to school a little late.
- I will arrive on Monday.
- He always smokes.

ЗАКЛЮЧЕНИЕ

Данное учебное пособие призвано обеспечить аспирантов необходимыми знаниями, умениями и навыками для эффективного использования английского языка в сфере научной деятельности.

Учебное пособие «Английский язык для аспирантов» расширяет словарный запас и совершенствует грамматические навыки, развивает коммуникативную компетенцию для эффективного общения на английском языке, повышает уровень понимания устной и письменной речи на английском языке, формирует навыки использования английского языка в различных ситуациях повседневного, академического и профессионального общения, совершенствует навыки чтения, аудирования, письма и устной речи на английском языке, систематизирует лексико-грамматические средства научного стиля. Освоение материалов данного учебного пособия способствует достижению высокого уровня владения английским языком, необходимого для успешной реализации научно-исследовательской деятельности аспирантов.

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ АСПИРАНТОВ
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