

АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ  
«СЕВЕРО-КАВКАЗСКИЙ СОЦИАЛЬНЫЙ ИНСТИТУТ»

Утверждаю  
Декан СПФ

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«26» июня 2025г.

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
к практическим занятиям по дисциплине

Иностранный язык в профессиональной деятельности

Специальность 40.02.02 Правоохранительная деятельность

Направленность (профиль) программы: Правоохранительная деятельность

Квалификация выпускника - юрист

Форма обучения – очная, заочная

Разработано

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Одобрено

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Ставрополь, 2025

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Преподаватель оказывает методическую помощь, осуществляет контроль за качеством подготовки и проведения занятий.

Целями дисциплины «Иностранный язык в профессиональной деятельности» являются:

- повышение исходного уровня владения иностранным языком, овладения необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной деятельности, а также для дальнейшего самообразования.

Задачами дисциплины «Иностранный язык в профессиональной деятельности» являются:

- формировать способность и готовность к речевой коммуникации (усвоение умений и навыков опосредованного письменного (чтение, письмо) и непосредственного устного (говорение, аудирование) иноязычного общения;
- знакомить с определенными когнитивными приемами, позволяющими осуществлять познавательную коммуникативную деятельность и развивающими способности к социальному взаимодействию;
- развивать личностные потребности и интересы, общий интеллектуальный потенциал обучающихся в процессе знакомства с иностранным языком, культурой и менталитетом стран изучаемого языка;
- формировать уважительное отношение к духовным и материальным ценностям других стран и народов;
- использовать и опознавать различные грамматические структуры в письменных и устных текстах общекультурного и профессионального характера;
- приобрести навыки чтения и перевода оригинальных текстов средней трудности с минимальным использованием словаря;
- научиться грамотно строить высказывание на английском языке, вести беседы на темы, связанные со специальностью, на общекультурные, бытовые темы;
- приобрести навыки создания таких речевых произведений, как аннотация, реферат, тезисы, сообщения, биографии.

Студентами, изучающими дисциплину «Иностранный язык в профессиональной деятельности» предусматривается изучение иностранного языка направленное на развитие коммуникативных умений в четырех видах речевой деятельности (чтение, аудирование, говорение и письмо); овладение языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с темами и ситуациями общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения в родном и иностранном языках; приобщение к культуре, традициям, реалиям стран изучаемого языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся на разных этапах обучения; формирование умения представлять свою страну, ее культуру в условиях межкультурного общения; развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации; развитие общих и специальных учебных умений, универсальных способов деятельности; ознакомление с доступными способами приемами самостоятельного изучения языков культур, в том числе с использованием новых информационных технологий; формирование у студентов потребности изучения иностранных языков и овладения ими как средством общения, познания, самореализации и социальной адаптации в поликультурном мире в условиях глобализации на основе осознания важности изучения иностранного языка как средства общения и познания в современном мире; развитие способности ориентироваться в социокультурных аспектах жизнедеятельности людей в странах изучаемого языка; формирование навыков и умений искать способы выхода из ситуаций коммуникативного сбоя из-за социокультурных помех при общении; овладение способами представления родной культуры в инокультурной / иноязычной среде.

Таким образом, в процессе изучения дисциплины «Иностранный язык в профессиональной деятельности» студент должен знать:

- основные значения изученных лексических единиц (слов, словосочетаний); основные способы словообразования (аффиксация, словосложение, конверсия);
- особенности структуры простых и сложных предложений изучаемого иностранного языка; интонацию различных коммуникативных типов предложения;
- признаки изученных грамматических явлений (видовременных форм глаголов, модальных глаголов и их эквивалентов, артиклей, существительных, степеней сравнения прилагательных и наречий, местоимений, числительных, предлогов);
- основные нормы речевого этикета (реплики-клише, наиболее распространенная оценочная лексика), принятые в стране изучаемого языка.

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На основе личных наблюдений преподаватель делает методический разбор проведенных занятий и индивидуально оценивает студентов.

Эффективность практических занятий, степень достижения поставленных перед ними целей во многом определяется тем, насколько продуктивно студенты занимаются самостоятельной работой – основным методом глубокого, осмысленного усвоения учебного материала. Приступая к самостоятельному изучению каждой темы, необходимо, прежде всего, внимательно ознакомиться с содержанием темы, разобраться в смысле поставленных задач. Затем целесообразно изучить свои записи, сделанные на занятии, и лишь потом приступить к чтению учебных пособий.

Контроль результатов обучения. При изучении дисциплины Иностранный язык в профессиональной деятельности наряду с традиционными методами контроля знаний, такими, как зачет, дифференцированный зачет, широкое распространение получили такие методы, как тестирование, подготовка монологов.

В освоении дисциплины «Иностранный язык в профессиональной деятельности» обучающимся помогут настоящие методические указания.

## ПОДГОТОВКА К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

### Содержание дисциплины

| № раздела (темы) | Наименование раздела (темы)                                                        | Содержание раздела (темы)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3 семестр</b> |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1                | Personal Presentation.                                                             | Проверка уровня владения языковым материалом, изученным ранее, грамматический тест, повторение лексического и грамматического минимума.<br><u>Reading:</u> My family and me. The place we live in. My friends.<br><u>Grammar:</u> структура предложения в английском языке. Структура вопроса, относящегося к подлежащему. Согласование форм глагола с подлежащим. Согласование to be со следующим за ним существительным. Существительное и артикль. Present Simple Tense. Глагол to have, Present Continuous Tense and Present Simple Tense. Конструкция have (has) got. Местоимение some and any, none, much, many, little, few, a lot, plenty.<br><u>Oral practice:</u> Speaking about myself. Personal Details. |
| 2                | The United Kingdom of Great Britain and Northern Ireland: Government and Politics. | <u>Reading:</u> The United Kingdom of Great Britain and Northern Ireland. London. The Government of the UK.<br><u>Grammar:</u> Вопросительные предложения. Альтернативные вопросы. Вопросы к подлежащему или его определению, начинающиеся с вопросительных местоимений: who, what, whose, which. оборот to be going to –                                                                                                                                                                                                                                                                                                                                                                                            |

|           |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                                        | для выражения будущего времени.<br><u>Oral practice:</u> Talking about different places of interest in the UK.<br><u>Dialogues:</u> My impression of England.                                                                                                                                                                                                                                                                                |
| 3         | The United States of America: Government and Politics. | <u>Reading:</u> The United States of America. Washington, D.C. New York. The Government of the USA.<br><u>Grammar:</u> Past Simple, Irregular Verbs, Present Perfect.<br><u>Oral practice:</u> Talking about different places of interest in the USA.<br><u>Dialogues:</u> My impression of America.                                                                                                                                         |
| 4 семестр |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4         | The Russian Federation: Government and Politics.       | <u>Reading:</u> The Russian Federation. Moscow. The History of Russia.<br><u>Grammar:</u> Past Continuous and Past Simple. Конструкция <u>used to</u> .<br><u>Oral practice:</u> Talking about different places of interest in Russia.<br><u>My native country. My native town.</u>                                                                                                                                                          |
| 5         | Legal Education.                                       | <u>Reading:</u> Education in Great Britain. Formal and informal education. General and vocational education. English Universities<br><u>Grammar:</u> Modals (can could, be able to, must, may).<br><u>Oral practice:</u> Dialogues: Talking about different types of education.<br><u>Education in Great Britain.</u>                                                                                                                        |
| 5 семестр |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 6         | Legal systems.                                         | <u>Reading:</u> Legal systems.<br><u>Grammar:</u> The Attribute, The Prepositional Object. The Complex Object.<br><u>Oral practice:</u> Dialogues: Mass media.                                                                                                                                                                                                                                                                               |
| 7         | Branches of Law.                                       | <u>Reading:</u> Branches of Law. Terrorism. Employment Law.<br><u>Grammar:</u> Conditional Sentences.<br><u>Oral practice:</u> Bureaucracy                                                                                                                                                                                                                                                                                                   |
| 8         | Social Change in the Modern World.                     | <u>Reading:</u> Social Change in the Modern World.<br><u>Grammar:</u> Complex subject. Passive voice.<br><u>Oral practice:</u> Dialogues: Talking about drug addiction. Youth problems. Environmental protection.                                                                                                                                                                                                                            |
| 6 семестр |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9         | Plans for future.                                      | <u>Reading:</u> Choosing a future profession. Careers.<br><u>Grammar:</u> Complex sentences. Sequence of tenses.<br><u>Oral practice:</u> Famous people. Dialogue: My plans for future.<br>Составление аннотации к тексту. Чтение, перевод и реферирование профессионального текста на английском языке. Правила оформления резюме, сопроводительного письма к резюме. Основные правила ведения деловой корреспонденции. Виды деловых писем. |

**3 СЕМЕСТР**  
**Практическое занятие №1**  
Тема занятия «Personal Presentation.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

**Задание 1.**

**SPEECH PATTERNS: Greetings**

Good morning! (до 12 часов дня)

Good afternoon! (до заката солнца)

Good evening! (после заката солнца).

Hi!

Hello there!

Hello everybody!

How are you?

Fine, thanks.

I'm well, thank you.

Not too bad. Not so bad.

**Making acquaintance**

How do you 'do? - How do 'you do?

Henry, this is my colleague Olga Petrova. - Генри, это моя коллега Ольга Петрова.

Hello, Olga, it's nice to meet you. - Привет, Ольга, приятно познакомиться.

Hello, Henry, how are you? - Привет, Генри, как поживаешь?

**Exercise 1:** Define the interlocutors :a) two business men; b) two friends (men); c) a teacher and a pupil; d) a mother and a son; e) two friends (women); f) a secretary and a client.

1. A: Hi! How are you?

2. A: Good morning, Mrs. Brown.

B: Fine, thanks, and you?

B: Good morning, Bill.

3. A: Hello, John. How are things?

4. A: Good afternoon.

B: Oh, hello, Henry. I'm okay.

B: Good afternoon, sir. Can I help you?

5. A: Mary!

B: Oh, hello, Ann. How are you?

A: Fine, thanks. And how is Peter?

6. A: Good morning, Mr. Canning. We've met in Paris. I'm Harold Smith.

B: Good morning, Mr. Smith. Nice to meet you again. How are you?

**Exercise 2.** Say if the situation is official or unofficial

1. A: How do you do? Let me introduce myself. My name is John Harrison. I work for Sonders Electronics.

B: How do you do, Mr. Harrison? It's nice to meet you.

2. A: Bill, this is Helen Johnson. She is here to continue her studies at Moscow University.

B: Hello, Helen, pleased to meet you.

C: Pleased to meet you, too.

3. A: Margaret, you haven't met Susan Davidson, have you?

B: No, not yet. Hello, Miss Davidson, nice to meet you.

C: Hello, nice to meet you, too.

4. A: Mr. Brown, I'd like to introduce Felicity O'Connor, our business partner.

B: How do you do, I'm very pleased to meet you.

C: I'm pleased to meet you, too, Mr. Brown.

5. A: Hi, I'm Bob Addison.

B: Hi, my name is Lucy Smith, how are you?

6. A: Hello, Bill, meet my sister Ann. She has come here for holidays.

B: Hi. Ann, nice to meet you.

C: Nice to meet you too. My brother has told me about you.

7. A: Charles, I'd like you to meet Rick Fraser, from London University.

B: How do you do? Please, call me Rick.

C: Pleased to meet you, Rick, I'm Charles Carter.

8. A: You must be Susan Johnson.

B: That's right.

9. A: Hello, I'm Terry Smith, I'm pleased to meet you.

B: Pleased to meet you, too.

## Задание 2.

### ACTIVE VOCABULARY

#### Nouns

**NAME** - имя, полное имя человека

1. first name - имя
2. middle name (patronymic) - отчество
3. last name (surname) - фамилия
4. full name - полное имя

**FAMILY RELATIONS:** *relations by birth* (кровные родственники):

1. parents - родители
2. a father - отец
3. a mother - мать
4. a son - сын
5. a daughter - дочь
6. a sister - сестра
7. a brother - брат
8. grandparents - бабушки и дедушки
9. a grandfather - дедушка
10. a grandmother - бабушка
11. grandchildren - внуки
12. a grandson - внук
13. a granddaughter - внучка
14. an aunt - тетя
15. an uncle - дядя
16. a niece - племянница
17. a nephew - племянник
18. a cousin - кузен/кузина, двоюродный брат/двоюродная сестра

**RELATIONS BY LAW** (родственники, появляющиеся после замужества/женитьбы, или других официальных гражданских актов):

*родственники с одной стороны мужа или жены:*

1. a mother-in-law - теща, свекровь
2. a father-in-law - тесть, свекор
3. a son-in-law - зять
4. a daughter-in-law - невестка
5. a sister-in-law - невестка (как сестра), золовка
6. a brother-in-law - зять (как брат), деверь
7. a husband - муж
8. a wife - жена
9. A stepmother - мачеха
10. a stepfather - отчим
11. a stepson - пасынок
12. a stepdaughter - падчерица
13. a stepchild - пасынок или падчерица
14. a stepsister - сводная сестра
15. a stepbrother - сводный брат.
16. an adoption - усыновление или удочерение
17. an adoptee (an adopted son, an adopted daughter) - приемный сын, усыновленный или удочеренный
18. a foster father - приемный отец
19. a foster mother - приемная мать
20. an orphan - сирота.

**Other nouns:**

1. at the age of - в возрасте
2. a school-leaver - выпускник школы
3. a first-year student - первокурсник
4. retired pensioners - пенсионеры

#### Verbs and phrases with verbs

1. to adopt - усыновлять или удочерять

2. to be born-рождаться
3. to be 17(years old) - быть 17 лет
4. to be in their 50ies - бытьоколо 50
5. to be 5 years older(younger) than - быть на 5 лет старше (моложе) чем
6. to get married = to marry - выходитьзамуж,жениться
7. to bemarried - бытьзамужем, бытьженатым
8. to divorce - разводиться
9. to besingle - бытьнезамужем, неженатым
10. to be an only child-бытьединственнымребенком
11. to be in the 10<sup>th</sup> form(grade)-учитьсяв 10 классе.
12. to leave school-заканчиватьшколу
13. to take exams-принимать участие в сдаче экзаменов
14. to pass exams - сдатьэкзамены
15. to fail the exams - провалитьсяна экзаменах
16. to go to the university-учитьсяв университете
17. to enter the university - поступитьв университет
18. to live with a family-житьс семьей
19. to rent a room-сниматькомнату
20. to live in a hostel (a hall of residence) -житьв общежитии
21. to earn one's living - зарабатыватьна жизнь
22. to be a housewife-быть домохозяйкой
23. to keep the house-вести хозяйство
24. to look after children - приглядыватьза детьми
25. to be sb's senior or junior - бытьстаршеили моложекого-то
26. to be going to do something-собиратьсячто-то сделать
27. we are three in the family-всемьенастроe

### Задание 3.

Read and translate the text.

#### MY FAMILY

I'm Peter Kovalyov. I am fifteen. I'd like to tell you about my family.

We are a family of three. I live with my parents. But I've got an elder brother. He is married and has a family of his own.

In my opinion, family is an emotional centre of a person's life, transmitter of culture, the place where children are being raised. The process of upbringing children is difficult. It requires much effort, mutual respect, tolerance. In happy families parents are frankly honest with their children without moralizing, and the children in their turn learn how to get on with other people.

The proverb says, "Men make houses, women make homes". In my view, it means that the man provides for his family, pays attention to the problems of the members of the family. And the woman creates the homely atmosphere, encourages her husband and children to keep up family traditions and keeps the house. Together they bring up their children in the right way.

It is true to our family, I think. My parents have been married for twenty-six years. My father's name is Vitaly. He is 45 years old. He is an engineer at a Motor Plant. He is tall and strong both in body and character, but rather stout. He has a plump oval face with an aquiline nose. He's generous and full of joy, but very careless. He can make different things with his own hands. Almost all the bookshelves in our flat were made by my father.

My mother's name is Irina. She is a medium-sized woman .She has got a thin oval attractive face and light grey eyes. When she was young she had thick curly ash-blond long hair, now she wears her hair short. My mother is a woman of character, tactful and fair. She's warm-hearted and at the same time practical, reserved and full of common sense. She is a house-wife; she does all the housework and helps my elder brother to bring up his sons. She is really concerned about them. They are the apple of her eye. And the boys feel affection for their Granny. My father and I try to help her about the house. My brother Igor is about 25. He is married, as I have already said. He has got two sons. My elder nephew is a spitting image of my brother and a junior one takes after his mother, my brother's wife. The boys are funny and curious.

We have got a lot of relatives, because my mother has got five sisters and a brother. So I've got many aunts, uncles and cousins. We are all on friendly terms.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

#### Практическое занятие №2

Тема занятия «Personal Presentation.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

## Задание 1.

### Text

**Exercise.** Look through the text and do the task given below it.

I live in Moscow, in Lenin Street, house number 6 flat 12.

My family is not very large. We are 5 in the family: my father, my mother, my sister, my grandmother and me.

We all live together in a new flat in one of the industrial districts of Moscow. We occupy four rooms in the flat on the first floor.

My father Ivan Ivanovich is 43 years old. He works at an automobile plant as an engineer. He is a very busy man.

He likes his work and spends most of his time here. When he is at home he is always ready to help his wife about the house. His hobby is collecting stamps.

My mother Olga Viktorovna is a pleasant-looking woman. She is a teacher of music and plays the piano well. She is forty. My mother always has a lot of work to do about the house and at school. She is a busy woman and we all help her. By character my father is a calm man, while my mother is energetic and talkative.

My sister's name is Alla. Like her mother Alla has blue eyes and fair hair. She is a very good-looking girl. Alla is three years younger than me. She is a pupil of the 9th form. She does well at school and gets only good and excellent marks. Literature is her favorite subject and she wants to become a teacher, the same as me.

My name is Alexander. This year I have left school and become an applicant for entry to Moscow State University, Philological Department. If I fail my exams I'll be very upset, but next year I'll try to enter the University again.

My grandmother does not work, she is 68. She is retired.

Our family is very united. We like spending time together. In the evening we like watching TV, reading books and newspapers, listening to music or just talking about the events of the day.

I also have many other relatives: uncles, aunts, cousins.

### Задание 2.

**Exercise 2.** Choose the words which will help you to describe man's appearance, character, occupation.

Engineer, busy, collecting, calm, pleasant-looking, energetic, reading, talkative, dancing, going in for sport, blue, favorite, occupation, fair, teacher, dark, young, tall, watching TV.

### Задание 3.

**Exercise 1.** Read the dialogue, pay attention to the usage of the underlined words and expressions. Translate the dialogue.

Kate: Hello, Ann!

Ann: Hello, Kate. Haven't seen you for ages. Meet my fellow student Lena.

Kate: How do you do! Glad to meet you, Lena. Are you from St. Petersburg?

Lena: No, I'm from Moscow. My family lives there now.

Kate: Do you live in the hall of residence or rent a room?

Lena: Neither. I live at my sister's. She has a nice three-room flat not far from the center of the city

Kate: You are lucky. Is your sister married?

Lena: Oh, yes. She is married and has got a daughter already.

Kate: What is her husband?

Lena: He is a manager.

Kate: And is your sister also a manager?

Lena: Oh, no, she is a teacher of English.

Kate: Is she fond of her job?

Lena: I suppose, she is. She is fond of children and is very good at handling them. And are you fond of St. Petersburg, Kate?

Kate: Yes, I am. All my family lives in St. Petersburg.

Lena: And is it a large family?

Kate: Rather. We are five: my parents, a grandmother, my younger brother and me.

Lena: Does your grandmother work?

Kate: No, she is a retired pensioner. She is over sixty. But she does a lot of housework.

Lena: Is your brother still at school?

Kate: Yes, he is. He is leaving school this year. He is seventeen.

Lena: What is he going to be?

Kate: His dream is to be an actor. He is a great theatre-lover.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №3

### Тема занятия «Personal Presentation.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;

6. развитие мотивации к изучению иностранного языка.

Задание 1.  
FAMILY LIFE

**Exercise 1.** Read the text and get ready to answer the questions

NOTES: tolerant-терпимый

majority-большинство

to involve-впутывать

to bring up -воспитывать

leisure facilities-возможности, условия для отдыха

The English are a nation of stay-at-home. "There is no place like home" they say. And when the man is not working he is at home in the company of his wife and children and busies himself with the affairs of the home. "The Englishman's home is his castle," is a saying known all over the world. And it's true.

A "typical" British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in the society. For example, since the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three now ends in divorce. This means that there are a lot of one-parent families. Society is now more tolerant than it used to be of unmarried people, unmarried couples and single parents.

Another change has been caused by the fact that people are living longer nowadays, and many old people live alone following the death of their partners. As a result of these changes in the pattern of people's lives, there are a lot of households which consist of only one person or one person and children.

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

Members of a family - grandparents, aunts, uncles, cousins - keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel a lot of miles in order to spend the holiday together.

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

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

Who looks after the older generation? There are about 10 million old-age pensioners in Britain, of whom about 750,000 cannot live entirely independently. The government gives financial help in the form of a pension but in the future it will be more and more difficult for the nation economy to support the increasing number of elderly. At the present time, more than half of all old people are looked after at home. Many others live in Old Peoples' Homes, which may be private or state owned.

Задание 2.

**Exercise.** Answer the questions.

1. How do you understand the saying "The Englishman's home is his castle"?
2. What is a "typical" British family? How many persons does it usually contain? Do all of them live together?
3. Who usually takes care about old-age pensioners in Britain? And in your country?

Задание 3.

**Exercise.** Fill in the missed expressions.

Mary: Hello, Nick!

Nick: \_\_\_\_\_, Marry! I \_\_\_\_\_ for ages! \_\_\_\_\_ student Peter.

Marry: \_\_\_\_\_! Glad \_\_\_\_\_, Peter.

Peter: How \_\_\_\_\_! I \_\_\_\_\_ Moscow. My family lives there now.

Mary: Do you live in \_\_\_\_\_ or \_\_\_\_\_ a room?

Peter: \_\_\_\_\_. I live at \_\_\_\_\_. She has got a flat not \_\_\_\_\_ the university.

Mary: You are lucky. Is your sister \_\_\_\_\_?

Peter: Oh, yes. She is \_\_\_\_\_. She \_\_\_\_\_ a son.

Mary: \_\_\_\_\_ is her husband?

Peter: He is a doctor.

Mary: And \_\_\_\_\_ is your sister?

Peter: She is a teacher. She is \_\_\_\_\_ of children. She is good \_\_\_\_\_ them. Mary, do you live with your family?

Mary: Yes. We have \_\_\_\_\_ a cottage not \_\_\_\_\_ the city.

Peter: Is your family \_\_\_\_\_?

Mary: Yes, it is. We \_\_\_\_\_ 5: my parents, a grandfather, my younger sister and me.

Peter: Does your grandfather work?

Mary: No, he is \_\_\_\_\_. He is \_\_\_\_\_ 60.

Peter: Is your sister still at \_\_\_\_\_?

Marry: Yes. She is \_\_\_\_\_ school this year.

Peter: What is she \_\_\_\_\_ to be?

Mary: Her dream is to be an ecologist. She is a great nature-lover.

**Exercise 3.** Make up your own dialogue.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №4

#### Тема занятия «Personal Presentation.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

#### Задание 1.

#### THE FAMILY IN AMERICA

**Exercise 1.** Read the text, get ready to fulfill the task.

In America after the marriage the young couple is free to decide where to live and when to start a family. They plan the number of children they are going to have and when their children will be born. Birth-control information is easily available in most states, and the practice of limiting the size of families has had general approval. The birth rate has been declining steadily in recent years.

If the couple finds that their marriage was a mistake, they are free to get a divorce. The divorce rate has almost doubled in the past fifty years, and current statistics indicate that one of every three marriages will end in divorce. Many people view these figures with alarm. They fear that the institution of marriage is falling apart. A number of sociologists, on the other hand, say that this increase in divorces doesn't indicate more unhappy marriages. Instead, the point to changes in the laws that has made divorce easier and to changes in attitudes that have made divorce more acceptable than it had been years ago. They also claim that since more than two-thirds of all divorced people marry again, divorce marks a temporary rather than a permanent break in marital relations.

In the American family the husband and wife usually share important decision making. When the children are old enough, they participate as well.

#### Задание 2.

**Exercise 2.** Do the tasks.

1. The word "available" from the first passage means:  
A. полезный B. действительный C. доступный D. надёжный
2. Choose the antonym to the word "divorce" from the first passage.  
A. engagement B. loneliness C. dating D. marriage
3. Give the infinitive of the word "born" from the first passage.  
A. to be B. to bear C. to bore D. to bound
4. Open the brackets choosing the correct variant  
The planning of planning the number of children (to approve)  
A. The planning of the number of children has been approved  
B. The planning of the number of children is approved  
C. The planning of the number of children approved  
D. The planning of the number of children will be approved
5. What sentence corresponds to the contents of the 1 passage?  
A. The young couple should live with their parents.  
B. The number of children must not be planned  
C. Parents should not limit the size of families.  
D. The number of children is becoming less and less nowadays.
6. What sentence doesn't correspond to the contents of the 2 passage?  
A. One of every three marriages will end in divorce.  
B. Many earlier divorced people marry again.  
C. Now there are fewer divorced than fifty years ago.  
D. Divorce is a temporary break in marital relations.

7. What sentence corresponds to the contents of the whole text?
  - A. The birth rate has been declining in recent years.
  - B. The young couple makes her own choice where to live.
  - C. The number of divorces is growing but the institution of marriage is not disintegrating.
  - D. The Americans do not limit the size of families.
8. What sentence doesn't correspond to the whole text?
  - A. Everything connected with marriage is very important for the Americans.
  - B. The Americans often marry and often divorce.
  - C. Children don't take part in family decision making.
  - D. The Americans don't take care of their children.
9. Choose the correct answer: How does the young couple start family life?
  - A. They always follow their parents' advice.
  - B. They live separately and decide everything themselves.
  - C. A great number of marriages end in divorce.
  - D. They don't limit the size of families.
10. Choose the correct answer: Do the children in America take part in discussing family's affairs?
  - A. Sometimes they take part in discussion.
  - B. They are never allowed to interfere in decision making.
  - C. Children always participate in decision making.
  - D. Parents let them discuss family affairs when they are old enough.

### Задание 3.

**Exercise.** You got a letter from Ann. She writes:

" ... The wedding of my sister was marvelous. We had a lot of fun. My sister was the happiest in the world...

... 1 variant Tell me, please, about your family. Are you a happy family? Why can you say so?

... 2 variant What can you tell me about your new friend's family?

Hope to hear from you soon.

Love,

Ann"

**Write down a letter** to your English-speaking friend answering her questions and ask her 3 questions about her family.

Remember the rules of letter writing.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №5

Тема занятия « The United Kingdom of Great Britain and Northern Ireland: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

#### SPEECH PATTERNS

|                               |                                 |
|-------------------------------|---------------------------------|
| As far as I am concerned      | Насколько знаю                  |
| By and large                  | В общем и целом                 |
| You may not believe it but    | Вы можете не поверить, но       |
| It may sound strange but      | Это может звучать странно, но   |
| Never in a million years!     | Низачтона свете!                |
| Not for all the tea in China! | Низа какие коврижки!            |
| I'd so much like to go ...    | Мне бы так хотелось поехать ... |
| It proved to be true          | Это подтвердилось               |

**Exercise 1.** Translate the following sentences into English using Speech Patterns.

1. Насколько я знаю, поезд в Лидс отправляется в 10 утра. 2. Вы можете мне не верить, но все театры в воскресенье закрыты. 3. Ни за что на свете я не поверю в Санта Клауса. 4. Мне бы так хотелось отметить Рождество в Англии. 5. В общем и целом каждая нация имеет свои обычаи и традиции.

**Exercise 2.** Read the short dialogues translating answers into English. Use Speech Patterns.

1. - What are you going to do with all your Christmas presents?

- В общем и целом я об этом еще не думал.

2. - Where would you like to spend the New Year's Day?

- Вы можете не верить, но я собираюсь в Финляндию к Деду Морозу.

3. - Would you like to spend the New Year's Eve alone?

- Низакакиековрижки!

4. - Did you know that the Lord Chancellor sits on the woosack?

- Насколько я знаю, это правда.

## Задание2.

### VOCABULARY

Nouns and phrases with them

1. a costume ball – костюмированный бал
2. a fancy-dress party – маскарад
3. aircraft – самолетостроение
4. All Saints' Day – День всех святых
5. an evil spirit – злой дух
6. Boxing Day – день подарков
7. branch of industry – отрасль промышленности
8. candy floss – сахарная вата
9. chimney – труба
10. cockles, mussels, shrimps – моллюски, мидии, креветки
11. cotton manufacture – хлопчатобумажная промышленность
12. coalfields – каменноугольные бассейны
13. crossways – перекресток
14. Easter Monday – понедельник после пасхи
15. egg-rolling – катанье крашеных яиц с горки (на пасху)
16. elaborately adorned – искусно украшенный
17. fixed date – установленный день
18. food industry – пищевая промышленность
19. for a small fee – за небольшой гонорар
20. Good Friday – пятница перед пасхой
21. holly – остролист
22. hot cross buns – (горячая) булочка с изображением креста (которую едят в великую пятницу и во время великого поста)
23. ill-luck – невезение, неудача
24. lace, feathers and moss – кружево, перья и мох
25. majority of seats – большинством мест
26. mining centre – центр угледобычи
27. public (bank) holiday – официальный праздник
28. sea routes – морские пути
29. ship-building centre – центр кораблестроения
30. shop-made valentines – готовые валентинки
31. Shrove Tuesday – Страстной вторник, вторник на масляной неделе (последний день масленицы)
32. steel – сталь
33. the Fasting of Lent – Великий пост
34. townsfolk – горожане
35. trade – ремесло, профессия, торговля
36. treat – угощение
37. trippers – туристы
38. weirdest mixture of stuff – фантастическая смесь продуктов
39. wireless – радио
39. with a view to – с целью, в расчете на, для того, чтобы

## Задание3.

**Exercise .** Read and translate the following sentences using active vocabulary.

1. The term "bank holiday" dates back to the 19<sup>th</sup> century.
2. Christmas Day and Boxing Day are observed on the 25<sup>th</sup> and 26<sup>th</sup> of December respectively.
3. Besides public holidays there are other days, which are marked by centuries-old traditions. These are different festivals and anniversaries.
4. February, 14 is St. Valentine's Day, it is the day for choosing sweethearts and exchanging signs of love.
5. Valentine was a colourful card with a short love verse composed by the sender.

6. Shop-made valentines are cards with ready-made congratulations and decorations.
7. On Shrove Tuesday Christians confessed their sins to a priest.
8. The customs of Halloween, the eve of All Saints' Day, date back to the time, when people believed in evil spirits.

**Exercise** . Fill in the blanks with the prepositions.

1. There are several bank holidays ... the United Kingdom.
2. Most ... the holidays are of religious origin.
3. Certain customs and traditions are connected ...most bank holidays, because many ... them are a part ... holiday seasons like Easter and Christmas seasons.
4. Great Britain consists ... 3 parts.
5. Public holidays do not fall ... the same date each year.
6. Only Christmas Day and Boxing Day are observed ... the 25<sup>th</sup> and 26<sup>th</sup> of December accordingly.
7. Great Britain is washed all round ... water.
8. Many rivers are joined ... canals.
9. Good Friday and Easter Monday depend ... Easter Sunday which falls ... the first Monday .. May.

#### Задание4.

**Exercise 5.** Read the sentences, using the English phrases instead of the Russian ones.

1. A bank holiday is (официальныйпраздник) when all banks and post offices are closed.
2. (Рождество, 25 декабря) is the day which families traditionally spend together.
3. People usually give some small presents or money to postmen or servants (вденьподарков).
4. Scotland (находится)in the north of the island.
5. (В пятницу перед Пасхой) реopleusuallyeat (особые булочки с крестом наверху).
6. (Некоторые традиции и обычаи англичан) are famous all over the world.
7. The mainindustriesinGreat Britainare (кораблестроение, угледобыча, хлопчатобумажное производство и пищевая промышленность).
8. St. Valentine's Day (празднуется) on the 14<sup>th</sup> of February.

#### Задание5.

**Exercise 1.** Readand translate the text.

#### GREAT BRITAIN

To the west of the continent of Europe there lie two large islands called the British Isles. The larger of these islands is known as Great Britain and it consists of England, Scotland and Wales. The smaller island is Ireland with Northern Ireland and the IrishRepublic.

Great Britain has a very good geographical position as it lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Great Britain with most European countries such as the Netherlands, Denmark, Norway and a lot of other countries.

England is the southern and the central part of Great Britain. Scotland is in the north of the island and Wales is in the west. Northern Ireland is situated in the north-eastern part of Ireland. England, Scotland, Wales and Northern Ireland form the United Kingdom of Great Britain and Northern Ireland.

Great Britain is washed all around by water. It is washed by the Atlantic Ocean and the Irish Sea in the west and the eastern coast is washed by the North Sea. The southern coast is washed by the English Channel. The narrowest part of the Channel, the Strait of Dover, is only 32 kilometers wide.

The British Isles have no high mountains. Scotland is a mountainous country. Here there is the main chain of mountains which is called the Grampians and its highest peak is Ben Nevis which is 4 400 feet high. Mountains which separate Scotland and England are called the Cheviot Hills. In England the Pennine Chain runs down from the north through the centre. In Wales there are the Cambrian Mountains. Its peak Snowdon is in the North Wales. Ireland is covered with mountains and hills.

The British Isles have a lot of rivers, but they are not very long. The longest river is the Severn which flows south-west into the Irish Sea. The other important rivers are the Thames in England on which London stands and the Clyde in Scotland where Glasgow is situated. Many rivers in England and Scotland are joined by canals. There are a lot of lakes in Great Britain and the most famous lakes are in the Lake District in the north-west of England. There are no great woods on the British Isles now. Historically the most famous forest is Sherwood Forest in the east of England. It was the home of Robin Hood.

The climate of the British Isles is not very cold in winter and never very hot in summer. The rivers do not freeze in winter and snow never lies on the ground for long. In winter thick fogs cover Britain. The British Isles are warmed by the Gulf Stream, as a result the temperature in Britain is higher than in Moscow and St. Petersburg which are between the same parallels. It often rains in Great Britain in all seasons. The mild and damp climate is very good for agriculture.

Great Britain has a highly developed industry. It is rich in coal, iron and other metals. The main industrial centres are London, Birmingham, Manchester, Liverpool, Glasgow and Bristol. Birmingham, Manchester, Liverpool and Sheffield make up the industrial area called the "Black Country" situated in the middle of the country near coalfields. Its centre is Birmingham which is called the "City of 1500 Trades". Sheffield is the city of steel. Manchester is a chief cotton manufacturing city. Liverpool is the first port exporting the products of the "Black country". Bristol is a large port and the centre of aircraft and food industry. In Scotland Glasgow is the largest shipbuilding and mining centre. New industries are developing in the regions which were agricultural and the old industrial centres have developed new branches of industry – electronics, wireless, chemical industry and others.

At the head of the state there is the Queen but in practice state power is in the hands of the Parliament and, to be more precise, in the hands of the Prime Minister. The Parliament has two Houses: the House of Lords and the House of Commons. The

members of the House of Lords are not elected. The Commons are elected. The Prime Minister is the leader of the party which has the majority of seats in the House of Commons.

**Exercise 2.** Agree or disagree.

1. The British Isles consist of 3 large islands.
2. The UK includes 3 parts.
3. Great Britain is washed by water.
4. England is the northern part of Gr. Britain.
5. Wales is in the west of the island.
6. The Gulf Stream warms the British Isles.
7. The UK isn't a highly developed industrial country.
8. The main industries in Great Britain are: shipbuilding, electronics, coal mining, chemical and food industries.
9. In practice state power is in the hands of the Queen.
10. There are two houses in the Parliament of Great Britain.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №6

Тема занятия « The United Kingdom of Great Britain and Northern Ireland: Government and Politics.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

Задание 1.

### PUBLIC HOLIDAYS

**Exercise 1.** Read and translate the text.

**Notes:**

**Good Friday** - Великая пятница, пятница на страстной неделе, является официальным выходным днем. В этот день по традиции едят горячие булочки с крестами.

**Boxing Day** - день рождественских подарков, второй день рождества, 26 декабря, официальный выходной день. В этот день принято дарить подарки. Состоятельные люди делают небольшие денежные подарки прислуге, почтальону и т.д.

**the Battle of the Boyne** – битва на реке Бойн (1690), принесла победу королю Вильгельму III над войсками Якова II, завершила процесс покорения Ирландии Великобританией (по названию реки в Ирландии, на которой проходило сражение).

**England and Wales.** Most public holidays in the United Kingdom are also known as “Bank Holidays”. These holidays are: New Year’s Day (January 1<sup>st</sup>), Good Friday, Easter Monday, May Day (first Monday in May), Spring Bank Holiday (last Monday in May), August Bank Holiday (last Monday in August), Christmas Day (December 25<sup>th</sup>), Boxing Day (December 26<sup>th</sup>).

**Scotland.** The Scots do not usually celebrate Good Friday or Boxing Day. In the winter they concentrate instead on Hogmanay, their version of New Year’s Eve and New Year’s Day, which is even more of a festive occasion than Christmas. Their bank holidays can also be more variable to the south of the border, with Spring and Autumn Holidays replacing some of the fixed date bank holidays in England. Scotland has also a number of its own festivals, celebrating the birthday of their national poet with Burns suppers on January 25<sup>th</sup>, and their national Saint on St. Andrew’s Day, November 30<sup>th</sup>.

**Northern Ireland.** Northern Ireland has several additional festivals of its own, namely, St. Patrick’s Day in Catholic communities (March 17<sup>th</sup>) and Orange Day, in Protestant communities, celebrating the Battle of the Boyne (July 12<sup>th</sup>).

Besides public holidays, there are other festivals, anniversaries and simply days, for example, St. Valentine’s Day, Pancake Day, on which certain traditions are observed, but unless they fall on Sunday, they are ordinary working days.

### EASTER

At Easter the British celebrate the idea of a new birth by giving each other chocolate Easter eggs, which are opened and eaten on Easter Sunday. On Good Friday bakers sell hot cross buns, which are toasted and eaten with butter. Easter Monday is a holiday and many people travel to the seaside for the whole day or go and watch one of the many sporting events as football or horse-racing.

Egg-rolling is a traditional Easter pastime which still flourishes in Northern England, Scotland, Ulster, and the Isle of Man. It takes place on Easter Sunday or Monday, and consists of rolling coloured, hard-boiled eggs down a slope until they are

cracked and broken after what they are eaten by their owners. In some districts, this is a competitive game, the winner being a player whose egg remains longest undamaged, but usually, the fun consists simply of the rolling and eating.

#### **AUGUST BANK HOLIDAY**

On Bank Holiday the town folk usually flock into the country and to the coast. If the weather is fine many families take a picnic-lunch or tea with them and enjoy their meal in the open air. Seaside towns near London are invaded by thousands of trippers who come in cars and coaches, trains, motor cycles and bicycles. Trippers wear comic paper hats with slogans such as: "Kiss Me Quick" and they eat and drink the weirdest mixture of stuff you can imagine, sea food like cockles, mussels, shrimps and fried fish and chips, candy floss, beer, tea, soft drinks, everything you can imagine. Bank Holiday is also an occasion for big sport meetings, mainly all kinds of athletics, there are also horse race meetings all over the country. There is much boating activity on the Thames and other rivers.

#### **CHRISTMAS**

For most British families this is the most important festival of the year. They decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations. There are a lot of traditions connected with Christmas but perhaps the most important one is the giving of presents. Children leave a long sock or stocking at the end of their bed on Christmas Eve, December 24<sup>th</sup>, hoping that Father Christmas will come down the chimney during the night and bring them small presents, fruits and nuts. On Christmas Day the family sits down to a big turkey dinner followed by Christmas pudding. Later in the afternoon they may watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth.

#### **FIRST-FOOTING**

In parts of Northern England and in Scotland the old custom of first-footing is still observed. Tradition says that the first person to enter a house on New Year's Day should be a dark-haired man, otherwise ill-luck will follow. It is also advisable that the person should bring with him a gift – a piece of coal, a fish, a bottle of whisky or a piece of bread – they are traditional gifts. Curiously enough, in a few other parts of the country, the First-Footer is required to be a fair-haired man! In the past, young men of the right colouring and with an eye to business would offer their service as First-Footer to households in the district – for a small fee.

#### **FEBRUARY 14<sup>th</sup>**

It's the day, when boys and girls, sweethearts and lovers, and even the office staff exchange greetings of affection, undying love or satirical comment. And a quick modern way to do it is a Valentine's card. Valentines as we know them first appeared in the 18<sup>th</sup> century and were cards with drawings and verses made by the sender. In the 19<sup>th</sup> century shop-made Valentines appeared and became increasingly elaborately adorned with lace, real flowers, feathers and moss. Valentine-sending revives from time to time.

The first Valentine of all was a bishop, a Christian martyr, who before he was put to death by the Romans, sent a note of friendship to his jailer's blind daughter.

One of the older versions of a rhyme:

The rose is red, the violets are blue, the honey's sweet, and so are you.  
Thou art my love and I am thine, I drew thee to my Valentine.

One of the modern versions:

I'll be your sweetheart, if you'll be mine,  
All of my life I'll be your Valentine.

#### **PANCAKE DAY**

Pancake Day is a popular name for Shrove Tuesday – the last day of enjoyment before the fasting of Lent. On Shrove Tuesday Christians confessed their sins to a priest. Many people still traditionally eat pancakes on that day. One of the main events of Shrove Tuesday is the pancake race at Olney in Buckinghamshire. The competitors in the race are housewives from Olney; they have to make their pancakes and run from the village square to the church.

#### **HALLOWEEN**

Another popular British tradition is Halloween, celebrated on October, 31, the eve of All Saints' Day. Halloween customs date back to the time when people believed in devils, witches and ghosts. They thought that they could do all kinds of damage to property. Some people tried to ward off witches by painting magic signs or nailing a horseshoe. Now most people do not believe in evil spirits. Today the day is usually marked by costume balls or fancy-dress parties and is a popular tradition with young people and children. On the night of Halloween children or grown-ups visit houses and ask the residents if they want "trick" or "treat". If the people in the house give the children a "treat" (usually money or sweets), then the children will not play a trick on them. Another Halloween custom is to scrape out a pumpkin, cutting eyes, nose and mouth and lighting a candle inside, this is made to scare their friends.

**Exercise 2.** What is this? (Find the definitions in the key).

1. Rest from work
2. The day before Easter Sunday
3. Anniversary of the Resurrection of Christ
4. First weekday after Christmas Day
5. People living in towns and cities
6. With a purpose of doing smth
7. Day before the beginning of Lent
8. Mixture of flour, eggs, milk, etc., fried on both sides until brown
9. To keep away, to avoid
10. To frighten

## Задание2.

**Exercise 3.** Complete the following sentences according to the text:

1. The bank holidays in the United Kingdom are.....
2. At Easter the British have the traditions of ....
3. Christmas is ...
4. At Christmas the British families decorate their houses with ...
5. The first person who enters a house on New Year's Day must bring ...
6. To show their love and affection people ....
7. Halloween is celebrated on ...

## Задание3.

**Exercise 4.** Contradict to the following, using the phrases: That's wrong, I can't agree with you, According to the text, As far as I know.

1. British people do not observe any traditions.
2. The Scots celebrate New Year's Eve and New Year's Day instead of Hogmanay.
3. Northern Ireland has no several own specific festivals.
4. On August Bank Holiday the town folk usually stay in town.
5. The traditional Christmas dishes are pizza and Christmas cake.
6. The 14<sup>th</sup> of February is a simple ordinary day.
7. The competitors in the pancake race on Shrove Tuesday are gentlemen.
8. The eve of All Saints' Day is usually marked by meetings and demonstrations.

## Задание4.

**Exercise 5.** Answer the questions:

1. Are the bank holidays and traditions different or the same in different parts of the United Kingdom?
2. What do people usually do on Good Friday and Easter Monday?
3. How do the British spend August Bank Holiday?
4. What do you know about the old custom of first-footing?
5. The holiday of St. Valentine is popular now all over the world, isn't it?
6. What is the origin of Halloween Day and how do people celebrate it nowadays?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическоезанятие №7

Темазанятия « The United Kingdom of Great Britain and Northern Ireland: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных уменийинтерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

## Задание 1.

**Exercise 1.** Read the text and get ready to do the exercise given after the text.

### TRADITIONS AND CUSTOMS

Every nation and every country has its own customs and traditions. In Britain traditions play a more important part in the life of people than in other countries.

Englishmen are proud of their traditions and carefully keep them up. It has been the law for about three hundred years that all the theatres are closed on Sundays. No letters are delivered, only a few Sunday papers are published.

An English family prefers a house with a garden to a flat in a modern house with central heating. English people like gardens. Sometimes the garden in front of the house is a little square covered with cement painted green imitating grass and a box of flowers.

Holidays are especially rich in old traditions and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday, and in Scotland it is not kept at all, except by clerks in banks; all the shops, mills and factories are working. But six days later, on New Year's Eve the Scotch begin to enjoy themselves. All the shops, mills and factories are closed on New Year's Day.

People invite their friends to their houses and "sit the Old Year out and the New Year in". When the clock begins to strike twelve, the head of the family goes to the entrance door, opens it wide and holds it until the last stroke. Then he shuts the door. He has let the Old Year out and the New Year in. Now greetings and small presents are offered.

A new national tradition was born in Britain. Every year a large number of ancient motor-cars and motor-cycles — sometimes described as Old Cocks — drive from London to Brighton. "Cocks" means something or someone who is "crocked up" - broken down and in bad condition. Englishmen keep up the old veterans. Veteran cars are those which were made before the year 1904. Some cars look very funny, some are steered by a bar, like a boat. Some cars are driven by steam-engines (by boiling water and not by petrol). This run from London to Brighton is a colourful demonstration. People are dressed in the clothes of the time. The cars start from Hyde Park early in the morning, the oldest cars are leading. It is not a race, and most of the cars come to Brighton, which is sixty miles from London, only in the evening. This demonstration takes place on the day of the announcement of the law in 1896 which said that a man with a red flag must walk in front of every motor-car when it moved along the streets. These were the early days of motor-cars and people were afraid of them.

#### Задание2.

**Exercise 2.** Say if these sentences are true or false:

1. Traditions are not quite important in Britain.
2. A house with a garden is far better for an Englishman than a flat with central heating.
3. All the shops, mills and factories are close on holidays.
4. When the clock begins to strike twelve at Christmas, all people rush outside.
5. People driving Old Cocks look very funny.

#### Задание3.

**Exercise 1.** Speak on the topics:

- 1). Geographical position, minerals, economy, climate.
- 2). Holidays and traditions.

Optional task: Compare the Russians and the British traditions and holidays

#### Задание 4.

**Exercise 3.** Choose the right variant.

1. To the (west, east) of Europe there lie the British Isles.
2. Great Britain is washed by (the Pacific, the Atlantic) ocean.
3. Scotland is in the (north, south) of the island.
4. (The North Sea, the English Channel) connects Great Britain with the continent.
5. (Ben Nevis, Snowdon ) is the highest peak of the Grampians.
6. London is situated on (the Severn, the Thames).
7. The climate of Great Britain is (cold, mild).
8. The UK (has, hasn't) got a highly developed industry.
9. People elect members of (the House of Lords, the House of Commons).

**Exercise 4.** Read the sentences translating Russian word-combinations.

1. To the west of the continent there lie two islands (называемыеБританскимиостровами)
2. The British Isles (омываются) by the North Sea, the Irish Sea, the Atlantic Ocean.
3. TheofficialnameofGreatBritainis (Соединенное Королевство Великобритании и Северной Ирландии ).
4. TheUKconsistsof (Англии, Уэльса, Шотландии, Северной Ирландии).
5. ThemountainsoftheBritishIslesare (Грампианские, Шевиотские, КембрийскиеиПенинские).
6. (Самыеважные реки ) are the Severn, the Thames, the Clyde.
7. The climate of Great Britain is (мягкий, влажный).
8. TheUKisa (высокоразвитая индустриальная страна).
9. The Parliament in Great Britainconsistsof (ПалатыЛордовиПалатыОбщин ).

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическоезанятие №8

Темазанятия « The United Kingdom of Great Britain and Northern Ireland: Government and Politics.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных уменийинтерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;

8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

**Exercise 1.** Read the text and get ready to do the test.

#### MONARCHY IN BRITAIN

Great Britain is a monarchy, but the Queen of Britain is not absolute but constitutional. Her powers are limited by the Parliament. The Parliament is the supreme legislative authority in Britain. Queen's power is hereditary and not elective.

In practice the Monarch has no actual power: they say<sup>1</sup> the Monarch reigns but does not rule. The Prime Minister is the virtual ruler of the country. The Prime Minister is usually the leader of the party that obtains a majority in the House of Commons. That party which has majority of seats in the House of Commons is called the Government and the other is the Opposition. The leader of the party in the opposition occupies a salaried office of the Leader of the Opposition. The Government may hold office for five years.

All the affairs of the state are conducted in the name of the Queen, but really the Prime Minister is responsible for every measure submitted to Parliament.

a. лидер партии b. действительный правитель c. вооруженные силы d. партия, находящаяся в оппозиции e. наследственная власть f. действительная власть g. делать назначения h. от имени королевы i. ответственный за все меры

The Queen summons, prorogues and dissolves Parliament<sup>2</sup>. Normally she opens each session with a speech from the throne outlining the Government's programme. It is her duty to make appointments to all important state offices, including those of judges, officers in the armed forces, diplomats. She must, in theory at least, see all Cabinet documents. The Queen has the power to conclude treaties, to declare war and make peace.

The Queen has her own Privy Council<sup>3</sup>. The Cabinet developed from this Council, which used to be body of advisers of English monarches. As the system of Cabinet developed the Privy Council declined in importance. The Privy Council consists of members of the royal family, the archbishops<sup>4</sup>, colonial governors and senior ministers. There are about 300 of them altogether. The committee of the Privy Council, the Judicial Committee, however, is the final court of appeal for the British – a Royal court.

Queen Elizabeth II came to the throne in 1952 after the death of her father, King George VI. She has four children: one daughter and 3 sons. The Queen's heir is Charles, Prince of Wales. He was born in 1948, educated in Cambridge, served in the Royal Navy<sup>5</sup>. Now he is involved in various aspects of public life, in particular industry and government.

The Royal family is the principal aristocratic house in Britain, closely connected with other members of the hereditary aristocracy and with big finance interests. The Queen is known to be among the wealthiest women in the world.

Notes:

1 they say – говорят

2 summons, prorogues and dissolves Parliament – созывает, прерывает и распускает парламент

3 Privy Council – Тайный совет

4 archbishops – архиепископы

5 Royal Navy – Королевский флот, ВМС Великобритании

#### WHAT IS ENGLISH NATIONAL COSTUME?

England, unlike Wales and Scotland, has no national dress. Some people think men in England wear suits and bowler hats but I have never seen anyone wearing a bowler hat.

On the other hand, their customs and traditions involve a wide variety of costumes, from the spectacular ceremonies associated with monarchy to the traditional costumes worn by Morris dancers and others at English country fairs.

In London, you can see men dressed in a red costume. These men are called Beefeaters and are very important because they look after the Queen and her jewels. Sometimes they act as a ceremonial guard in the Tower of London. Some people say this is the nearest thing to the national costume.

Britannia wears traditional clothes but she is not a real person. She is a symbol of Britain. Britannia is usually shown sitting down, wearing a helmet and holding a trident.

Lots of ordinary clothes have a long tradition. The very cold winters in the Crimea in the war of 1853-56 gave us the names of the cardigan and the balaclava. Lord Cardigan led the Light Brigade at the Battle of the Balaclava (1854). A "cardigan" is now a warm woolen short coat with sleeves and buttons, and a "balaclava" is a woolen hat. It leaves the face free but covers the head, ears and neck.

Another British soldier, Wellington, gave his name to a pair of boots made of rubber. They have a shorter name today - "Wellies". They are associated with rich upper class people who enjoy life in the country.

### Задание 2.

**1. Point out which of these passages (1, 2, 3, 4, 5, 6) has got the following information;**

Some of ordinary clothes have appeared due to some historical events.

**2. Choose the right answer;**

One of the British soldiers gave his name to ...

A. a pair of gloves; B. a pair of trousers; C. a pair of boots; D. a pair of glasses;

**3. Complete the sentences according with the text:**

Beefeaters act as a ceremonial ...

A. guard; B. soldier; C. guest; D. visitor;

**4. Determine the main idea of the text:**

A. People in England like to wear good clothes.

B. Wales and Scotland have their own national costumes.

C. English customs and traditions involve a variety of costumes, but they lack a traditional national dress.

D. The history of the English fashion.

### Задание 3.

**Exercise 1.** Write a letter to your friend from Germany. Here is a part from her letter.

“... I am very glad that your report on holidays in Britain was highly estimated. Could you tell me about the most ancient ones and I will tell you about our holidays in my next letter.

Looking forward to getting your letter.

Much love,

Greta”

Observe the rules of letter writing.

**Exercise 2.** Different nations have similar myths and legends. What about holidays? Some people say that we find similar holidays in different countries. Others say that in spite of similarity all holidays are different.

What's your opinion? You can use your knowledge about holidays in other countries besides Great Britain and Russia (for example, the USA, Australia, Germany, France, etc).

Follow the plan:

1. Make a general statement of the problem.
2. Give your opinion and your reasons.
3. Give other people's opinion and say why they are not right.
4. Make a conclusion

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №9

Тема занятия « The United Kingdom of Great Britain and Northern Ireland: Government and Politics.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

**Exercise 1.** Read and translate the text.

#### LONDON AND ITS PLACES OF INTEREST

London, the capital of Great Britain, is one of the largest cities in the world. It is a big port and a major industrial, commercial and cultural centre. London stands on the river Thames which flows into the North Sea. For centuries entry to London from the sea was guarded by the Tower fortress. The Tower was built 9 centuries ago. It once served as a royal residence and later as a prison. Now it is a museum. London grew out of the ancient centre known as the City. The City is London's business centre. Banks, offices, and trusts are centred there. Employees and businessmen stream toward the City in the morning. They travel by motorbuses, on bicycles or by the underground. The road to the City runs across London Bridge. By 6 o'clock in the evening this part of the city is almost deserted. The streets in the City are narrow and the traffic is very slow. One of the most interesting monuments in the City is St. Paul's Cathedral. It is the finest Renaissance church in Europe. All other English churches are mostly medieval Gothic. The Cathedral was designed by the great English architect Sir Christopher Wren after the Great Fire of 1666. It took him 35 years, and when he was an old man of 90, he was carried here once a year so that he could see his beautiful work. Inside there is a great number of monuments to generals and admirals. Admiral Nelson and Duke of Wellington are buried there among other great Englishmen.

The West End is the most pleasant residential area of London. There are lovely parks in the West End, among them one of the most popular is Hyde Park with its Speakers' Corner where speakers from various political parties often hold public meetings. There are also luxurious mansions and elegant shops and restaurants as well as theatres, museums and hotels. Oxford street is one of the busiest thoroughfares in the West End.

While the West End is a residential district of the wealthy, the East End is the place where chiefly industrial and dock workers live. In the East End there are no magnificent parks and mansions and far from all the men here have a steady job.

London is very different, it has many faces. There is a lot of traffic in the streets of London: endless lines of buses, motor cars and taxis. Most of London buses are the famous red double-deckers that have two decks for passengers. Bright-red, they look very nice in the grey streets of London. There are also green one-storeyed buses, they run from London to the countryside. In London as everywhere in Great Britain, the traffic keeps to the left.

**Exercise 2.** Give the Russian equivalents for the following.

One of the largest cities, which flows into the North Sea, London's business centre, runs across London Bridge, one of the most interesting monuments, the great English architect, after the Great Fire of 1666, it took him 35 years, a great number of

monuments, luxurious mansions, elegant shops and restaurants, one of the busiest thoroughfares, magnificent parks and mansions, famous red double-deckers, green one-storeyed buses, the traffic keeps to the left.

### Задание2.

**Exercise 3.** Fill in the blanks with the suitable words given below.

1. London is a big ... and the ... of Great Britain.
2. London is situated on ... which... into the North Sea.
3. The Tower fortress which was built nine centuries ago now serves as a ... .
4. The City, the ancient centre of London, now is its ... .
5. St. Paul's Cathedral is one of the most interesting ... in the City.
6. There are many monuments to ... inside the Cathedral.
7. The West End is a residential district with lovely ....., luxurious ....., elegant ....., theatres, museums and hotels.

### Задание3.

**Exercise 4.** Open the brackets, using the right Voice-Tense form of the verbs.

1. Long ago London from the sea (to guard) by the Tower fortress.
2. London (to develop) out of the ancient centre known as the City.
3. Employees and businessmen (to travel) to the City by motorbuses, on bicycles or by the underground.
4. St. Paul's Cathedral (to design) by the great English architect Sir Christopher Wren.
5. Many famous people (to bury) inside the Cathedral.
6. There (to be) magnificent parks and luxurious mansions in the West End.
7. London (to be) famous for its red double-deckers with two decks for passengers.

### Задание4.

**Exercise 5.** Answer the questions.

1. What is the capital of Great Britain?
2. What is its geographical situation?
3. Which is the oldest district of London? What can you say about its appearance?
4. Are there any contrasts in the appearance of the capital?
5. What kind of buses is London famous for?

### Задание5.

**Exercise 6.** Develop the idea.

1. The City is London's business centre.
2. The City is London's ancient centre.
3. The West End is a residential district of the wealthy.
4. The East End is a residential district of the poor.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическоезанятие №10

Темазанятия « The United Kingdom of Great Britain and Northern Ireland: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных уменийинтерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

#### GOVERNMENT IN BRITAIN

Effective power belongs to the Government, which is part of Parliament and responsible to it, but which also normally dominates it. The Government consists of about a hundred politicians under the Prime Minister. Members of the Government are not elected by the House of Commons. They are nominated by the Prime Minister. The Prime Minister may also require ministers to resign. A modern government is arranged in about fifteen departments, each with its ministerial head. The number changes from time to time, as departments are split or joined together<sup>1</sup>. All the heads of departments are members of the House of Commons.

The executive power belongs to the Cabinet of Ministers. The Cabinet consists of 16 to 24 senior ministers whom the Prime Minister has appointed. Most ministers in the Cabinet are heads of departments. The Cabinet meets once a week in No 10 Downing Street, the official residence of the British Prime Minister. Cabinet-making<sup>2</sup> is the most important part of a Prime

Minister's job. The Prime Minister decides which ministers will be included. In order that it can work as a team and arrive at decisions more easily and quickly the Cabinet is restricted to about twenty members. The Cabinet formulates a comprehensive policy covering all major issues both at home and abroad. The Cabinet has to decide on important day-to-day issues as they arise, e.g. a major strike, a run on the sterling, political upheavals abroad. It must also consider future policy. The policy decided upon by the Cabinet is implemented by the various departments of state. The Cabinet is also the Court of Appeal: This is presided over by the Lord Chief Justice of Appeal, and a quorum is three judges.

Notes:

1 split or joined together – дробятся или соединяются

2 Cabinet-making – создание кабинета

**Exercise 1.** Before reading pay attention to the proper names.

Wembley ['wembli] - знаменитый стадион Уэмбли в Лондоне

the Derby ['da:bi] - Дерби (ежегодные скачки лошадей-трехлеток на ипподроме Epsom Downs близ Лондона; по имени графа Дерби)

Wimbledon ['wimbldən] - Уимблдон (предмestье Лондона, в котором находится Всеанглийский теннисный и крикетный клуб)

**Exercise 2.** Read the text.

The British are known to be great sports-lovers, so when they are neither playing, nor watching games, they like to talk about them. Many of the games we play now have come from Britain.

One of the most popular British games is cricket. It is often played in schools, colleges, universities and by club teams all over the country. Summer isn't summer without cricket. To many Englishmen cricket is both a game and a standard of behaviour. When they consider anything unfair, they sometimes say: "That isn't cricket."

But as almost everywhere else in the world, the game which attracts the greatest attention is Association football, or soccer. Every Saturday from late August till the beginning of May, large crowds of people support their favourite sides in football grounds. True fans will travel from one end of the country to the other to see their team play. There are plenty of professional and amateur soccer clubs all over Britain. International football matches and the Cup Finals take place at Wembley.

Rugby football is also very popular, but it is played mainly by amateurs.

Next to football, the chief spectator sport in British life is horse-racing. A lot of people are interested in the races and risk money on the horse which they think will win. The Derby is perhaps the most famous single sporting event in the whole world.

Britain is also famous for motor-car racing, dog-racing, boat-racing, and even races for donkeys. The famous boat-race between the teams of Oxford and Cambridge attracts large crowds of people.

A great number of people play and watch tennis. Tennis tournaments at Wimbledon are known all over the world. The innumerable tennis courts of Britain are occupied by people between the ages of 16 and 60 who show every degree of skill - from practically helpless to the extremely able.

The British also like to play golf, baseball, hockey, grass-hockey. Various forms of athletics, such as running, jumping, swimming, boxing are also popular. You can sometimes hear that there are no winter sports in England. Of course the English weather is not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing.

Indeed sport in one form or another is an essential part of daily life in Britain.

**Exercise 3.** Find the correct answers to the questions:

1. What do the British do when they are neither playing, nor watching games?
  - a) they like to write about them.
  - b) they like to talk about them.
  - c) they like to listen to sport news.
2. What kind of sport is especially associated with Britain.
  - a) cricket
  - b) football
  - c) rugby
3. What is cricket for an Englishman?
  - a) a game
  - b) a standard of behaviour
  - c) both
4. What is the most popular game in the world?
  - a) football
  - b) volley-ball
  - c) basketball
5. Where do the cup Finals take place?
  - a) Wimbledon
  - b) Oxford and Cambridge
  - c) Wembly
  - d) Derby
6. What kinds of racing are popular in Britain?
  - a) only motor-car racing
  - b) only dog-racing
  - c) only boat-racing
  - d) all of them
7. What do you know about Wimbledon? It is famous for:
  - a) boat-racing
  - b) tennis tournaments
  - c) football matches.
8. What winter sports are popular in Britain
  - a) skiing and skating
  - b) tobogganing
  - c) hunting and fishing.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №11

Тема занятия «The United States of America: Government and Politics.»

## Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

#### The United States of America

The United States of America is the fourth largest country in the world after Russia, Canada and China. It was formed in 1776. The country consists of three parts: the continental part — in the center of the North American continent, the Hawaii and Alaska. Its total area is over 9 million sq. km. The US borders on Canada in the north and on Mexico in the south. It also has a sea border with Russia.

The USA is washed by 3 oceans — the Arctic, the Pacific and the Atlantic. There are many rivers in this country. The longest of them are the Mississippi, the Missouri, the Columbia and some others. The US also has many lakes, with the Great Lakes included.

The highest mountains are the Rocky Mountains, the Cordillera, the Appalachians and the Sierra Nevada. The highest peak, Mount McKinley, is in Alaska. Due to the large territory, the climate conditions are rather different.

The USA is rich in various mineral resources: oil, gas, coal, and different metals. It is one of the most highly developed industrial powers in the world. The US main industrial branches comprise aircraft, rocket, automobile, radio-engineering, textile, electronics, chemical and others. The country agriculture is highly mechanized.

Americans are made up from nearly all nations and races of the world. Due to immigrants the USA population is now over 300 million. The majority of the country population lives in cities and towns.

The official language of the state is English. The main national symbols of the country are its national flag "Stars and Stripes", having 50 white stars on the dark blue field and 13 white and red stripes, and the Bald Eagle.

Officially the country comprises 50 states and one District Columbia. Each state has its own capital. The capital of the USA is Washington. It is situated in the Federal District of Columbia.

There are many large cities in the country: New York (the country's largest city called "A Big Apple"), Chicago, San-Francisco, Los-Angeles, Boston, Philadelphia, Detroit and some others.

The USA is a federal state headed by the President. According to the US Constitution, the powers of the Government are divided into three branches: legislative, executive and judicial.

The legislative power belongs to the Congress consisting of two chambers: the Senate and the House of Representatives. The Senate represents the states and the House of Representatives — the population. The executive power belongs to the President and his Administration — the Vice President and the Cabinet of Ministers. The judicial power belongs to the Supreme Court and the system of the Federal courts.

There are several political parties in the USA. The largest and most influential of them are the Republican Party, symbolized by a donkey, and the Democratic Party, symbolized by an elephant.

Nowadays the USA is one of the leading powers in the world due to its great economic, political and military influence in the world.

### Задание 2.

#### Переведите на английский язык.

1) занимать центральную часть североамериканского континента; 2) иметь морскую границу с Россией; 3) большая англоязычная страна; 4) омываться тремя океанами; 5) граничить с несколькими государствами; 6) богатые природные ресурсы; 7) высокоразвитая промышленная держава; 8) различные климатические условия; 9) состоять из различных рас и наций; 10) официальный язык страны; 11) состоять из 50 штатов и одного округа; 12) звездно-полосатый флаг; 13) количество первоначальных штатов; 14) исполнительная, законодательная и судебная ветви; 15) президент, вице-президент, кабинет министров; 16) конгресс, сенат, палата представителей; 17) влиятельные / крупнейшие политические партии.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №12

Тема занятия «The United States of America: Government and Politics.»

## Цели:

1. формирование иноязычной коммуникативной компетенции;

2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

#### Задание 1.

##### Transportation in the usa

The economic and social complexion of life in the United States mirrors the nation's extraordinary *mobility*. This freedom to move explains in large measure the dynamism of the U.S. economy. Mobility has also had destructive effects. It has accelerated the decay of older urban areas, intensified pollution of the environment, and helped to undermine public transportation systems.

Nearly 90 per cent of all households own at least one automobile or *truck*, and many own two or more. The majority of home-to-work travel in the *rush hours* is by *public carrier* in such large centres as New York City, Chicago, Philadelphia, and Boston. At the same time, most *city transit systems* have undergone a sharp decline: bus and *subway rides* have generally decreased despite a large increase in the urban population of some areas.

Although railroads once dominated both *freight* and passenger traffic in the United States, government regulation and increased competition from trucking substantially reduced their role in transportation. Railroads now move about one-third of the nation's intercity freight traffic, the most important items carried being coal, grain, chemicals, and motor *vehicles*.

Many rail companies had given up passenger service by 1970, in which year Congress created the National Railroad Passenger Corporation to take over *passenger service*.

*Navigable waterways* are extensive. *Barges* carry more than two-thirds of domestic waterborne traffic, the major products moved being petroleum products, coal and coke, and grain. The country's largest ports in *tonnage* handled are New York City, New Orleans, Alaska, Houston and Texas.

Airplane traffic has experienced spectacular growth in the United States since the mid-20th century. There are nearly 500 public airports, the busiest being Chicago and Atlanta.

#### Задание 2.

Do you think this statements are true or false? Correct the false statements.

1. The United States of America is also called the USA or the UK.
2. The capital of the USA is EDINBURG.
3. The Great Lakes are in the north-east of the country.
4. The USA consists of 13 big states and 50 small states.
5. The national flag of the USA is also called UNION JACK.
6. The national bird of the USA is the Bald Eagle.
7. Independence Day is a national public holiday.
8. Alaska was bought from Russia in 1867.
9. Most of the world's tornadoes occur in the USA.
10. English is the most commonly spoken language in the US, followed by Spanish.
11. The first man to walk on the moon was American George Washington.
12. The most popular sports in the US are American football, baseball and basketball.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №13

Тема занятия «The United States of America: Government and Politics.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

## Задание 1. HOLIDAYS IN THE USA

American holidays are days off from work just like ours. The main holidays in the USA are:

### **New Year's Day, January, 1<sup>st</sup>.**

People stay awake until after midnight on December 31<sup>st</sup>. They have parties, go to night clubs, meet their friends. Many people greet the New Year in.

### **Valentine's Day, February, 14<sup>th</sup>:**

Valentine's Day is not a national holiday. Banks and offices do not close, but many people celebrate Valentine's Day. They exchange cards and spend their time together with the loved ones.

### **Washington's Birthday, February, 22<sup>nd</sup>.**

George Washington's Birthday is not a national holiday. It's a great day for shoppers. Many shops have sales marked by unusual bargains. People usually go shopping on this day.

### **Easter.**

People celebrate Easter on the first Sunday after the first full moon between March, 22, and April, 25. Pupils usually have spring vacation at this time. Easter is a church holiday, and many people go to churches on this day. People give each other eggs.

### **Memorial Day, May, 30<sup>th</sup>:**

Memorial Day is a national holiday. Schools, banks and offices close for the day. On that day, Americans honor the soldiers who gave their lives in past wars. Schools, clubs and churches decorate the cemeteries. They put up the flags on the graves of the army, navy and airmen.

### **Independence Day, July, 4<sup>th</sup>:**

Independence Day is a national public holiday. On this day, in 1776, America signed the Declaration of Independence. People have picnics and parties and meet their friends on this day.

### **Halloween, October, 31<sup>st</sup>:**

On this day Americans just have a nice holiday. It is not a national holiday. Children dress up as ghosts and witches and go out into the streets to beg. They go from house to house and say: «Trick or treat!».

### **Thanksgiving Day, the fourth Thursday in November:**

In the USA Thanksgiving Day is a national holiday. All members of the family gather at the house of their parents. The family has a large traditional dinner, usually with turkey, cranberry sauce and pumpkin pie.

### **Christmas Day, December, 25<sup>th</sup>:**

It is usually a one-day official holiday. Christmas is a family holiday. Schools and colleges close between Christmas and New-Year's Day. People stay at home and spend the time with their families.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №14 Тема занятия «The United States of America.»

### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

The United States of America is also called the USA, US, United States or sometimes America. The USA is in the central part of North America. It borders on Canada and Mexico. It is washed by the Atlantic Ocean, by the Pacific Ocean and by the Gulf of Mexico. The capital of the USA is Washington.

The territory of the USA consists of three separate parts

1. the USA proper
2. Alaska
3. The Hawaii.

The area of the country is about 9,400,000 km<sup>2</sup>. Its population is about 324 million people. The US is the 4th largest country in the world by land area and 3rd by population.

The USA is a country of mountains, valleys and deserts. The highest mountains are the Appalachian Mountains, the Cordilleras, the Rocky Mountains and the Sierra Nevada Mountains in California. The tallest mountain the US is Mt McKinley, located in the state of Alaska

The Great Lakes are in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, Lake Michigan. The largest rivers of the USA are the Mississippi and the Missouri.

The most populated city in the US is New York City, followed by Los Angeles and Chicago.

### Задание 2.

Answer the questions.

1. What is the capital of the USA?
2. Which are the highest mountain ranges?
3. Where are the Great Lakes situated?
4. Which are the largest rivers?
5. The most populated city in the US is NYC, isn't it?

### Задание 3.

Дайте развернутые ответы на следующие вопросы:

1. Where is the USA situated?
2. What is the population of the USA?
3. What is the tallest peak of the USA?
4. What is the capital of the USA?
5. What type of economy does the USA have?
6. What industries are most developed in the USA?
7. What does the executive branch of power include?
8. Who represents the legislative power in the USA?
9. What does the judicial system of the USA include?
10. What international organisations is the USA a member of?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №15

Тема занятия «The United States of America: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

#### THE UNITED STATES

On July 4 1777, thirteen North American colonies declared their independence and finally became free from Britain in 1783, forming the United States of America. In 1789 the American democratic government was established and George Washington was elected the first president of the USA. A special district, named after Christopher Columbus, was created for the American capital. The city was named so in the memory of George Washington, the first president of the USA. Washington is also called as 'one-industry city', because it is the home of the federal government. The White House, where the US President lives and works, the Capitol, the home of the US Congress, and the Supreme Court, are all situated in Washington. The largest library of the USA, the Library of Congress, is also there. International organisations such as the Organisation of American States and the World Bank are in Washington too. There are several universities in Washington; the oldest one is Georgetown University. Washington has a subway and public buses but private cars are the most important means of transport. There is no state church in the USA, and there is a strict separation of church and state. But the freedom of religion became a basic right in America, according to the First Amendment to the Constitution (1791). The United States has a capitalist mixed economy. It is based on natural resources, a well-developed infrastructure, and a high productivity. The United States GDP makes up 20% of the gross world product. The private sector is the most important part of the economy. The economy is postindustrial; the service sector contributes over 75% of GDP. The main business fields are wholesale and retail trade, finance and insurance. The United States remains an industrial power. Chemical products are the leading manufacturing field. The USA is the third largest producer of oil in the world. Agriculture

accounts for 60% of the world's agricultural production. The USA is a federal constitutional republic. The federal government has three branches: executive, legislative, and judicial. The part of the US government which makes and passes laws is known as the Congress of the USA. It is the main legislative body of the federal government. It was created in 1789 by Article I of the Constitution of the United States. Congress is divided into the House of Representatives and the Senate. The Senate represents the states and consists of two Senators from each state. They are chosen by people's vote. The House of Representatives has 435 members. Representatives are elected from congressional districts and serve two-year terms. The Constitution grants numerous powers to Congress. For example, it must provide for common defence and general welfare of the US and make laws necessary for that. In fact the USA has a two-party system. The two leading political parties are the Democrats and the Republicans. The executive branch consists of the President and his delegates. The President is both the Head of State and the Government. He is the military commander-in-chief of armed forces. He manages national affairs and the work of the federal government. When a president is elected he serves in government for the period of four years. In fact, a president can serve only for two terms. The Vice President is the second-highest executive official of the Government. The members of the President's Cabinet are responsible for administering various departments of state and executing federal laws and regulations. The structure of the judicial system includes the Supreme Court, 13 courts of appeals, 94 district courts, and two courts of special jurisdiction. The USA is a member of NATO, the Organisation for Economic Cooperation (OECD) and the Organisation of American States. It also supports the United Nations, the IMF and the IBRD and the G7.

### Задание 2.

Задание 2. Скажите, какие предложения не соответствуют содержанию текста.

1. The USA is the largest English speaking country.
2. It occupies the whole North America.
3. The USA is one of the highly developed industrial powers of the world.
4. The executive branch consists of the Prime-Minister and his delegates.
5. The President is both the Head of state and Parliament
6. He is the military commander-in-chief of 20 states.
7. The Vice President is the second-highest legislative official of the Government.
8. The members of the President's Cabinet are responsible for the court system of state and executing federal laws and regulations.

### Задание 3.

Переведите следующие предложения на английский язык.

1. Частный сектор играет важную роль в экономике США? 2. Что является государственным символом США? – Белоголовый орлан. 3. Конгресс США – законодательная ветвь федерального правительства. 4. Пятьдесят звезд на флаге США обозначают количество штатов на сегодняшний день. 5. Кто является главой правительства в США? – Президент. 6. Сколько штатов в США?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №16

Тема занятия «The United States of America: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

### Задание 1.

#### THE FAMILY IN AMERICA

**Exercise 1.** Look through the text and do the test.

Foreign observers are frequently amazed by the permissiveness of American parents. The old rule that "children should be seen and not heard" is rarely followed, and children are often allowed to do what they wish without strict parental control. The father seldom expects his children to obey him without questions, and children are encouraged to be independent at an early age. Some people believe that American parents carry this freedom too far. Young people are expected to break away from their parental families by the time they have reached their late teens or early twenties. Indeed, not to do so is often regarded as a failure, a kind of weak dependence.

This pattern of independence often results in serious problems for the aging parents. The job-retirement age is usually 65. The children have left home, married, and set up their own households. Elderly couples feel useless and lonely. Many communities and church groups arrange social centers for "senior citizens". At these centers older men and women can make friends and participate in a variety of planned activities, including games, trips, lectures and discussion groups. Their programs may help some old people, but they do not provide the complete solution to the problems of an old age.

Another subject that has been receiving considerable attention recently is the position of women in the USA. Supporters of the women's liberation movement want women to achieve equality with men. Their major concerns are economic and social. They are to improve job opportunities for women, and they believe that women and men should receive the same rate of pay for the same kind of work. Besides, they believe that men should perform some of the home-making duties that women have traditionally performed.

### Задание 2.

**Exercise 1.** Answer the questions:

1. Have you got a family? Is your family large or small? How many are you in the family? 2. Does your mother work? What is she? Is she fond of her job? 3. What is your father? Is he your mother's senior? 4. Have you got a brother or a sister (or both)? What are they? What are their names? How old are they? Are they your senior or junior? Are they married? Have they got children? 5. Are you married? Are you an only child? 6. Have you got many relatives? Have you got aunts, uncles? Have you got cousins? 7. Have you got grandparents? How old are they? Do they work or are they retired pensions? 8. Have you got nieces, nephews? Are you fond of them?

### THE USA. States and symbols.

. Read the text. Find the 5 largest states on MAP 1. What are their capital cities?

The USA is a federal republic. It consists of 50 states. The five biggest states are: Alaska, Texas, California, Montana and New Mexico. The capital city – Washington – is situated in a special district — the District of Columbia.

One of the national symbols of the country is the flag. It is also called STARS AND STRIPES. There are 50 stars on the flag – one for each state. There are also 13 stripes. The 13 stripes represent the 13 original colonies of the US.

The national bird of the USA is the Bald Eagle. The National mammal is the bison – just like in Belarus. The national flower is the rose like in England, and the national tree is an oak.

### Задание 3.

Study the infographics. Answer the questions:

1. How is the national US flag called?
2. What do the 50 stars on the flag stand for?
3. What do the 13 stripes stand for?
4. What does the USA have in common with Belarus and with England?
5. What is the national tree of the USA?
6. What is the national bird of the USA?

### Задание 4.

Переведите следующие выражения на английский язык.

- крупнейшая англоговорящая страна -
- омываться тремя океанами -
- звездно-полосатый флаг -
- принадлежать Конгрессу -
- исполнительная власть -
- палата представителей -
- система федеральных судов -
- нести ответственность за управление различными департаментами -
- поддерживать Международный Валютный Фонд и другие организации -

### Задание 5.

**Exercise .** Do the test.

1. Choose the synonym to the word "frequently" from the first passage.  
a. enough   b. carefully   c. often
2. What sentence doesn't correspond to the contents of the 2 passage?  
A. Social centres are of great help for lonely people.  
B. Independence of married children is a serious social problem for their parents.  
C. Aging parents mostly have to solve all their life problems themselves.  
D. Taking part in some kind of social activities let people make friends
3. Choose the correct answer to the questions according to the text.  
What strikes foreigners in American family relations?  
A. The Americans are very careful parents.  
B. The Americans control their children very strictly.  
C. The Americans are very kind parents.  
D. The Americans permit their children to do whatever they like.
4. What sentence corresponds to the contents of the text?  
A. Foreigners are often surprised by the strictness of American parents.

- B. Young people keep on living with their parents very long.
- C. Many aging parents join social centres for "senior citizens".
- D. Social centres completely solve all the problems of old age.

### Задание 6.

In the United (1)\_\_\_\_\_ there are "federal laws" which work across the country. But there are also "state (2)\_\_\_\_\_" which are different in each state. Age limits for starting school, driving cars, drinking alcohol, getting married and having guns are different in each state.

(3)\_\_\_\_\_ Gate's Microsoft has its headquarters (штаб-квартира) in Seattle.

American movies are full of big fast cars and car chases. The bad guys go straight past red traffic lights. The police do the same. In fact, (4)\_\_\_\_\_ people drive very carefully, and the (5)\_\_\_\_\_ is very slow. The speed limit in most states is 88 km per hour.

Hollywood in Los Angeles is the centre of American (6)\_\_\_\_\_ industry. Many famous (7)\_\_\_\_\_ and other celebrities live in or near Hollywood.

Texans are very proud of their (8)\_\_\_\_\_ and like to say that everything in Texas is bigger than anywhere else.

New Orleans is one of the most beautiful American (9)\_\_\_\_\_. But it hasn't been very lucky with the weather.

The statue of (10)\_\_\_\_\_ is 45.3 m. tall. Lady Liberty is indeed very big \_\_\_\_\_ one of her fingers is 2.44 m. long.

Elvis Presley's house in Memphis is the second most visited (11)\_\_\_\_\_ in the USA (after the White House in Washington D.C)

### The USA Quiz.

How many states are there in the USA?

- a) 48
- b) 50**
- c) 52

What is the American flag called?

- a) Union Jack
- b) Union Flag
- c) Stars and Stripes**

When did Christopher Columbus discover America?

- a) in 1492**
- b) 1592
- c) 1692

Which of the following is not a US state?

- a) Alaska
- b) Hawaii
- c) Tahiti**

When is the birthday of the United States celebrated?

- a) on December, 25<sup>th</sup>
- b) on July, 4<sup>th</sup>**
- c) on March, 8<sup>th</sup>

The statue of Liberty of the United States was designed by Frederic Bartholdi and was given to the USA by France in 1884 as a symbol of Franco-American friendship. But who was the model for the statue?

- a) Bartholdi's wife
- b) Bartholdi's mother**
- c) Bartholdi's daughter

The "Big Apple" is a popular nickname-but for what?

- a) Los Angeles
- b) New York**
- c) Chicago

Your American friends say to you "Let's go see a ball game". What do they mean?

- a) Volleyball
- b) Basketball
- c) Baseball**

Where in the United States can you find the Golden Gate Bridge?

- a) San Francisco**
- b) San Diego
- c) New Orleans

The two largest political parties in the USA are the Republicans and the Democrats. The Republican Party is traditionally represented by an elephant. What animal represents the Democratic Party?

- a) a monkey
- b) a donkey**
- c) a tiger

What color are the taxis in New York?

- a) black

b) green

c) **yellow**

What is the New York underground called?

a) the metro

b) **the subway**

c) the tube

How often do Americans people choose a new President?

a) **every four years**

b) every five years

c) every three years

British people call them chips. What do Americans call chips?

a) English fries

b) German fries

c) **French fries**

What do American people call their police officers?

a) bobbies

b) **cops**

c) dogs

Which University did Bill Gates go to?

a) **Harvard University**

b) Yale University

c) ColumbiaUniversity

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## 4 СЕМЕСТР

### Практическоезанятие №1

Темазанятия «The Russian Federation:Government and Politics.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных уменийинтерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

#### Задание 1.

##### Speech patterns

|                                                |                                               |
|------------------------------------------------|-----------------------------------------------|
| I'm sure going by plane is better              | Я уверена, что лететь на самолете удобнее     |
| I can't agree                                  | Я не согласен                                 |
| Going by train is more comfortable             | Ехать поездом удобнее                         |
| The journey was organized very well            | Путешествие было хорошо организовано          |
| It will take two days to get to...             | Вам потребуется два дня, чтоб добраться до... |
| I wish you a pleasant trip/Have a nice journey | Желаю приятного путешествия                   |
| To my mind                                     | По-моему                                      |

**Exercise 1** Read and translate short dialogues.

1. A: Going to Sochi by plane is better than going by train.  
B: I can't agree with you, because going by train is more interesting.
2. A: Our journey was wonderful.  
B: How right you are; it was well organized
3. A: Is Tomsk far from your native city?  
B: Oh, it will take you three days to get there by train or 5 hours by plane.  
A: I wish you a pleasant trip.  
B: Thank you

4. A: Industry is more developed than agriculture in the east  
B: That's right. To my mind it is because the climate is cold there

#### Задание 2.

#### Exercise 2. Read and act.

- We can see a lot of things from the carriage window, can't we?
- Oh, yes! It's very interesting and all things are changing very quickly.
- Do you see that village far away near a lake? To my mind it is beautiful!
- I agree. And there is a dark forest behind the village.
- Look! Some boys and girls are swimming in the river.
- Oh! Those large buildings must be a factory. I think it will take us an hour or so to get to some large city.

#### Задание 3.

#### Exercise 3. Make up your own dialogues

#### Задание 4.

#### Exercise 5. Use suitable degrees of comparison.

- 1) Russia is one of the (large) countries in the world.
- 2) The (great) rivers are the Volga, the Lena, the Yenisey.
- 3) Among the lakes the (deep) one is Lake Baikal.
- 4) The arctic and the subarctic zones have the (cold) climate.
- 5) The subtropical climate is much (warm) than others.
- 6) Russia has (large) reserves of oil, gas and metals.
- 7) There is usually (much) snow in winter in our zone, the summer is (warm) and (sunny).

#### Задание 5.

#### Exercise 6. Insert correct prepositions where necessary.

- 1) to cover ... forests
- 2) to border ... many countries
- 3) to be situated ... Europe
- 4) to have ... continental climate
- 5) to live ... a temperate zone
- 6) to develop ... industry
- 7) to be rich ... natural resources
- 8) to be washed ... many rivers and lakes
- 9) to consist ... several parts

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №2

Тема занятия «The Russian Federation: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

#### VOCABULARY

#### Nouns

1. country ['kʌntri] - 1. страна; 2. родина  
a highly developed [di'veləpt] country - высокоразвитая страна  
a developing country - развивающаяся страна
2. nation [neiʃn] - 1. страна, государство; 2. народ, нация, народность
3. nationality [næʃə'næliti] - национальность
4. people ['pi:pl] - 1. народ, нация; 2. люди
5. population [pɒpju'leɪʃ(ə)n] - население
6. density ['densiti] - плотность: The density of the population is 158 inhabitants [in'hæbitənts] per square kilometres. Плотность населения составляет 158 человек на кв. км.

7. ocean['ou(ə)n] -океан the Atlantic[ət'læntɪk] Ocean (the Atlantic), the Pacific[pə'sɪfɪk] (Ocean): In the east Japan is washed by the Pacific (Ocean).
8. sea [si:] -море the Baltic['bɔ:lɪk] Sea the Mediterranean[,medɪtə'reɪnjən] Sea
9. island['aɪlənd], isle[ɪl] -остров: Australia [ɔ:s'treɪljə] is an island. The British Isles Британские острова
10. peninsula[pi'nɪnsjələ] -полуостров: the Balkan ['bɔ:lkən] Peninsula
11. area ['eəriə] -1. площадь; 2. район, область, зона: The area of the USA is about 9,400,000 sq. km. Japan has an area of 372,200 sq. km.
12. border['bɔ:də], frontier['frʌntɪə], boundary ['baʊnd(ə)rɪ] -граница: The border (the boundary) between Europe and Asia lies along the Urals ['juərə(ə)lz]. In the south the frontier of Russia runs over a number of mountains.
13. total area - общая площадь
14. a plain - равнина
15. a mountain chain - горная цепь
16. climate- климат (arctic- арктический, continental - континентальный, subtropical - субтропический)
17. vast mineral resources- богатые запасы полезных ископаемых
18. a branch- власть (как часть правительства) (legislative- законодательный, executive- исполнительный, judicial- судебный)
19. the Federal Assembly - Федеральное собрание
20. a chamber- палата
21. the Council of Federation - Совет Федерации
22. commander-in-chief - главнокомандующий
23. court - суд (the Constitutional Court- Конституционный суд, the Supreme Court - Верховный суд, regional court - региональный суд)
24. the state symbol - государственный символ
25. a banner - знамя
26. a hymn - гимн
27. a national emblem - национальный герб
28. minute of silence - минута молчания
29. fireworks - фейерверк
30. a custom - обычай
31. Christmas - Рождество
32. Easter - Пасха

## Задание 2.

**Exercise.** Pronounce the following proper names correctly

Europe, Asia, Baltic countries, Estonia, Latvia, Lithuania, Finland, Norway, Byelorussia, Ukraine, Abkhazia, Georgia, Ossetia, Azerbaijan, Kazakhstan, China, Mongolia, the Korean People's Democratic Republic, Japan, the USA, the Arctic ocean, the Pacific Ocean, the Caspian Sea, the West Siberian plain, the Urals, the Altai, the Sayans, the Caucasus

## Задание 3.

**Exercise 1.** Make adjectives from the following nouns. What suffix did you use?

the North –  
the South –  
the West –  
the East –

## Задание 4.

**Exercise 2.** Find the word, which doesn't suit the others.

- a) Russia, France, North America, the Federal Republic of Germany, Poland;
- b) Nizhni Novgorod, Moscow, Kazan, Yaroslavl, Europe;
- c) the Baikal, the Lena, the Ob, the Volga, the Don.

**Exercise 3.** Form word combinations (adj. + noun).

|               |           |
|---------------|-----------|
| vast          | position  |
| temperate     | climate   |
| deep          | zone      |
| climatic      | territory |
| natural       | country   |
| mountain      | lake      |
| multinational | chain     |
| geographical  | structure |
| political     | resources |

**Exercise 4.** Make up pairs of antonyms.

deep, high, rich, to separate, far, wide, cold, damp, long, vast

-----  
poor, dry, near, short, shallow, to join, small, low, narrow, warm

## Задание 5.

### Text 1

**Exercise 1.** Read and translate the text.

## R U S S I A

Russia is the largest country in the world. It covers half of Europe and a third of Asia. It is situated in Eastern Europe and Northern Asia. It borders on different countries. These countries there are Norway, Finland, Estonia, Latvia, Lithuania, Byelorussia, Ukraine, Abkhazia, Georgia, South Ossetia, Azerbaijan, Kazakhstan, China, Mongolia, the Korean People's Democratic Republic, Japan, the USA with which we have only water frontier.

Russia is washed by the Arctic Ocean in the north, by the Pacific Ocean in the east. Then there is the Black Sea, the Caspian Sea and the Azov Sea in the south. There is the Baltic Sea in the west.

The land of Russia varies a lot from heavy forests to barren deserts, from high peaked mountains to deep valleys. Russia is located on two plains. They are: the Great Russian Plain and the West Siberian Plain.

There are three main mountain chains in Russia. The Urals, the longest mountain chain, separates Europe from Asia but this barrier is quite artificial. There are several other mountain chains in Russia. They are the Altai, the Sayans and the Caucasus.

On the territory of Russia there are a lot of rivers. Among the greatest are the Volga, the Don, the Lena, the Yenissei, the Amur. The broad Volga River system is of great historic, economic and cultural importance to Russia. It became the cradle of such ancient towns as Vladimir, Tver, Yaroslavl, Kazan, Nizhni Novgorod.

Among the lakes the deepest one is the Baikal, which contains about 20% (per cent) of the world's fresh water supply. Numerous canals join all the rivers in the European part of Russia, making it the largest inland water transportation route in Europe.

On the vast territory of Russia there are 4 climatic zones. They are the arctic, the subarctic, the temperate and the subtropical zones. The arctic and the subarctic zones have the coldest climate. The subtropical zone is the warmest. We live in the temperate zone. The climate is moderate. In our zone we have four seasons which differ in weather greatly. The winter lasts about 4 months. There is usually much snow in winter. Summer is warm and sunny.

The European part of Russia is densely populated. There are a lot of cities, towns and villages there.

Russia is rich in natural resources. It has large reserves of oil, natural gas, copper, lead and other minerals. Most of them are situated in Asian part of Russia, in Siberia.

The history of Russia dates back to the year 862. Now Russia is a Presidential Republic.

Russia has always played an important role in the world. It is one of its leading Powers.

### Задание 6.

**Exercise 2.** Choose the correct variant. Use your own knowledge about geography of Russia if necessary.

1. There are Baltic countries, Byelorussia and Ukraine to the (east, west, north, south) of Russia.
2. There is Georgia, Azerbaijan, Abkhazia and Ossetia to the (east, west, north, south) of Russia.
3. There is Japan and the USA to the (east, west, north, south) of Russia.
4. There is Arctic in the (east, west, north, south) of Russia.
5. There is the Pacific ocean in the (east, west, north, south) of Russia.
6. The Altai is in (European, Asian) part of Russia.
7. The Caucasus is in (European, Asian) part of Russia.
8. The Volga, the Don and the Desna are in (European, Asian) part of Russia.
9. The Lena, the Amur, the Kolyma and the Tom are in (European, Asian) part of Russia.
10. Lake Ladoga, Lake Onega and Lake Seliger are in (European, Asian) part of Russia.
11. Moscow is in (the arctic, the subarctic, the temperate and the subtropical) zone.
12. Sochi is in (the arctic, the subarctic, the temperate and the subtropical) zone.
13. Murmansk is in (the arctic, the subarctic, the temperate and the subtropical) zone.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №3

Тема занятия «The Russian Federation: Government and Politics.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

**Exercise 3.** Correct the following statements. Use suitable patterns of disagreement.

1. Russia covers half of Europe and a fourth of Asia.
2. Russia borders on Georgia, Azerbaijan, Abkhazia, Ossetia and Armenia in the Caucasus.

3. Russia is washed by three oceans and two seas.
4. The landscape of Russia is the same everywhere.
5. There are no mountain chains in Russia.
6. The broad OkaRiver system is of great historic, economic and cultural importance to Russia.
7. LakeBaikal contains 50% of the world's fresh water supply.
8. The climatic zones on the territory of Russia are arctic, subarctic, temperate, subtropical and tropical.

There are little deposits of mineral resources on the territory of Russia.

#### Задание 2.

**Exercise 7.** Insert articles where necessary.

- 1) Russia lies in ... eastern part of Europe and in ... northern part of Asia.
- 2) It is one of ... largest countries in the world.
- 3) There are ... three main mountain chains in Russia.
- 4) ... history of Russia dates back to the year 862.
- 5) Now Russia is ... Presidential Republic.

#### Задание 3.

**Exercise 8.** Translate Russian words and word combinations into English.

- 1) Russia (граничит) fourteen countries.
- 2) It is one of (самыхбольших) countries in the world.
- 3) (Многочисленные) canals join all the rivers in the European part of Russia.
- 4) The northern and eastern coasts of Russia (омываются) by the White Sea, by the Barents Sea and by the OkhotskSea.
- 5) Russia (расположена) on two plains.

#### Задание 4.

**Exercise 9.** Translate into English.

1. Россия расположена в восточной части Европы и в северной части Азии.
2. Байкал – это самое глубокое озеро в мире.
3. Россия граничит с четырнадцатью странами.
4. Страна богата природными ресурсами.
5. Россия омывается тремя океанами и тринадцатью морями.
6. Волга впадает в Каспийское море.
7. Самые длинные реки – это Волга, Лена и Енисей.
8. Мы живем в умеренной климатической зоне.
9. Россия расположена на двух равнинах.
10. Урал, самая длинная горная цепь, отделяет Европу от Азии.

#### Задание 5.

### RUSSIA. GENERAL INFORMATION

In the north of Russia live the walrus, the seal, the white bear, the polar fox and the reindeer. In the forest zone live the bear, the wolf, the fox, the lynx, the sable, the ermine, the elk, the roe, the wild boar and in the Far East the tiger and the leopard.

Among the trees growing in the European part of Russia there is the birch, the pine and the oak, in Siberia – the cedar, the larch and the fir-trees, and in the Far East – the iron and the cork trees, the lotus, the ginseng and the lianas.

There are 150 volcanoes in Kamchatka peninsula, 30 of which are active. Three quarters of the country's minerals and fuels, including oil, natural gas, coal, diamonds and gold are concentrating in Siberia and the Far East. There also ferrous ores near Kursk and in the Urals where half of the world's variety of minerals can be found.

There are many villages in Russia famous for their specific crafts: painted boxes in Palekh, wooden tableware in Khokhloma, and toys in Dymkovo. Log houses, usually decorated with wood carving are typical for Russian villages.

Not long ago people in Russia villages performed traditional khorovods (a kind of round dance) and chastushki (folk chanted rhymes) and rode in troikas (carriages drawn by teams of three horses abreast). Village residents still prefer to drink tea from samovars.

Traditional Russian cooking includes porridges, pancakes, various aspics, cabbage, chicken and fish soup, pirozhki (turnovers), and kvass (a beverage made from fermented rye bread). Siberian cuisine has such dishes as stroganina (frozen fish) and pelmeni (meat-filled dumplings).

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2  
**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №4

Тема занятия «The Russian Federation: Government and Politics.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

**Exercise .** Answer the questions (if necessary, use your own knowledge).

1. What territory does Russia occupy?
2. What countries does Russia border on?
3. What oceans and seas wash Russia?
4. What plains is Russia situated on?
5. What mountain chains are there in Russia?
6. What rivers do you know in Russia?
7. What lakes do you know on the territory of Russia?
8. There are 3 climatic zones on the territory of Russia, aren't they?
9. What are the climatic zones?
10. What mineral resources does Russia possess?
11. Is the history of Russia long?

### Задание2.

#### Text 3

**Exercise 1.** Read and translate the text.

#### RF STATE SYSTEM

The Russian Federative Republic is set up by the Constitution of 1993.

Under the Constitution Russia is a Presidential Republic. The federal government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President.

The legislative power is vested in the federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation. The Lower Chamber is the State Duma. Each Chamber is headed by the Speaker. Legislation may be initiated in either of the two Chambers. But to become a law a bill must be approved by both Chambers and signed by the President. The President may veto the bill.

The President is the commander-in-chief of the armed forces. He makes treaties, enforces laws, appoints members of the executive departments to be approved by the Federal Assembly.

The executive power belongs to the Government which is headed by the Prime Minister. The first action of the Prime Minister on the appointment is to choose the Ministers who are responsible for framing Government policy.

The judicial branch is represented by the Constitutional Court and a number of regional courts.

The members of the Federal Assembly are elected by popular vote for a four-year period.

Today the state symbol of Russia is a three coloured banner. It has three horizontal stripes: white, blue and red. The white stripe symbolizes the earth, the blue one stands for the sky, and the red one symbolizes liberty. It was the first state symbol that replaced the former symbols in 1991. The hymn of Russia has the same melody as the hymns of the USSR which was written by Aleksandrov. The lyrics were written by Sergei Mikhalkov, who also made lyrics for two hymns of the Soviet Union. A new national emblem is a two-headed eagle. It is the most ancient symbol of Russia. It originates from the heraldic emblem of the Rurikovichies.

### Задание3.

**Exercise .** Answer the questions.

1. When was the Russian Federative Republic set up?
2. What kind of the Republic is Russia?
3. How many branches are there in the federal government?
4. What is the structure of the legislative power?
5. How does a bill become a law in Russia?
6. What are the functions of the President?
7. What is the structure of the executive power?
8. What is the judicial branch represented by?
9. What is the state symbol of Russia? What do the stripes mean?
10. What do you know about the history of our hymn?
11. What do you know about our emblem?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №5

Тема занятия «The Russian Federation: Government and Politics.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;

6. развитие мотивации к изучению иностранного языка.

Задание 1.

Text 4

**Exercise 1.** Read and translate the text.

**HOLIDAYS IN RUSSIA**

There are a lot of holidays in Russia. They can be divided into 4 groups. They are: public holidays, religious holidays, professional holidays and adopted holidays.

First of all we shall speak about **public holidays**. The year begins with the New Year. We celebrate this holiday at night of the 1<sup>st</sup> of January. Usually people begin to celebrate it in the evening of the 31<sup>st</sup> of December. Before the holiday we decorate the New Year Tree and children write letters to Father Frost and ask him to present them some special things. At midnight we congratulate each other on the beginning of the New Year and drink Champaign. The streets of cities are decorated with the illumination. At night people have parties either family ones or parties with friends.

The next holiday is celebrated on the 23<sup>rd</sup> of February. It is the Day of the Defender of Motherland. On this day women congratulate men and give them small presents.

In March we have the International Women's Day. It is celebrated on the 8<sup>th</sup> of March. On this day men present small gifts to their mothers, wives, daughters, sisters, etc.

At the beginning of May we also have some holidays. On the 1<sup>st</sup> and the 2<sup>nd</sup> of May we have the Holiday of Spring and Labour. Formerly people had demonstrations on this day but now they are rare cases and usually people only have a rest or organize some parties as a rule in the open air.

The next great holiday in our country is the 9<sup>th</sup> of May. It is called Victory Day. In 1945 Soviet Army defeated German fascists. This holiday is widely celebrated in our country. On this day people usually have parades together with the veterans. In every city and village there are meetings devoted to this event. People lay flowers and wreaths to the Tombs of the Unknown Soldier and monuments connected with the Great Patriotic War.

On June 12 there is the Day of Independence. Some parties have political meetings on this day.

In November we have a holiday connected with the victory of Russian people over the Polish invaders. On the 4<sup>th</sup> of November people's levy under the leadership of Minin and Pozharsky liberated Moscow. We celebrate this day and the Holiday of People's Unity.

On December 12, there is the Constitution Day. Formerly it was a day off, but now it is an ordinary week day.

Now we shall speak about **religious holidays**. There are a lot of them in the calendar but we celebrate widely only some of them. On the 7<sup>th</sup> of January we have Christmas. On this day people go to churches, make presents to each other, and sometimes have parties.

On January 19, Orthodox believers celebrate Epiphany. The main traditions of this holiday are taking holy water from churches and bathing in the consecrated water.

The next holiday which we celebrate is the Easter. On this day people go to churches too, but we usually do it at midnight. By day people have a special dinner and eat special dishes. Also people exchange painted eggs as one of the traditions.

Other religious holidays are not so widely celebrated as those ones.

The third group includes **professional holidays**. Nearly all professions have their special days in the calendar. The most widespread is the Teachers' Day. It is so because nearly all people are connected with education in this or that way. Children who go to school, their parents, students, teachers and their parents celebrate this holiday. Every school has its own tradition of celebrating this holiday. 25<sup>th</sup> of January covers both a religious holiday and a professional one. On one hand it is the day of Saint Tatiana, on the other hand it is the holiday of all students.

The fourth group contains **adopted holidays**. Among them we speak about Catholic Christmas which is celebrated on the 25<sup>th</sup> of December, Halloween which they have on the 1<sup>st</sup> of November. Certainly, the most favourite holiday of young people is the 14<sup>th</sup> of February which they call the Day of Lovers. On this day people exchange small gifts and postcards with special pictures and greetings.

Certainly all people have their own special holidays. Among them we distinguish our birthdays, family holidays and anniversaries and others. Each family has own traditions of spending these holidays.

Задание 2.

**Exercise 2.** Find English equivalents.

Религиозные праздники, заимствованные праздники, писать письмо Деду Морозу, в полночь, поздравлять с, праздник весны и труда, раньше, редкие случаи, широко празднуется, возлагать цветы, венки, захватчики, календарь, дарить подарки (3), в течение дня, обмениваться крашеными яйцами, практически все люди, охватывает и религиозный и профессиональный праздник, католическое рождество, различать.

Задание 3.

**Exercise 3.** Read the following sentences translating Russian words into English.

1. They can be (разделены) into 4 groups.
2. (Прежде всего) we shall speak about public holidays.
3. The next great holiday is (День Победы)
4. On this day people usually have parades (вместе с ветеранами)
5. On the 4<sup>th</sup> of November (народное ополчение) under the (предводительством) of Minin and Pozharsky liberated Moscow.
6. On this day people (ходят в церковь), make presents to each other, and sometimes have parties.

7. (Этот потому, что) nearly all people are connected with education (темилининым образом)
8. (С одной стороны) it is the day of Saint Tatiana, (с другой стороны) it is the holiday of all students.

#### Задание 4.

**Exercise 4.** Insert articles where it is necessary.

1. There are ... lot of holidays in Russia.
2. Usually people begin to celebrate it in ... evening of ... 31<sup>st</sup> of December.
3. At ... night people ... have parties either ... family ones or parties with friends.
4. On ... 1<sup>st</sup> and ... 2<sup>nd</sup> of May we have ... Holiday of Spring and Labour.
5. People lay flowers and wreaths to ... Tomb of ... Unknown Soldier and ... monuments connected with ... Great Patriotic War.
6. On this day people go to ... churches too, but we usually do it at ... midnight.
7. By day people have ... special dinner and eat special dishes.
8. On ... one hand it is ... day of Saint Tatiana, on ... other hand it is ... holiday of all students.
9. Then we have ... dinner and entertain in different ways.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №6

Тема занятия «The Russian Federation: Government and Politics.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

##### Text 5

**Exercise 1.** Read the text and do exercises given after it.

##### Russians

People from other countries have a lot of different stereotypes about the Russians, and very often these stereotypes are wrong, because people from other countries don't know the Russians very well. Maybe it is impossible to do it, because we are unpredictable, we act very differently in different situations. Foreigners don't understand us, for example, when we are happy we cry, when something is wrong we smile. A man from some other culture will ask: "Why?" and a Russian will answer: "I don't know."

As for national traits one can say that the Russians are open-hearted, good-wishers, friendly and family-oriented. The Russians are very sympathetic. Most of us will give money to beggars. Our hearts bleed for others as we try to put ourselves in the other person's shoes.

Another national feature of the Russians is optimism, and belief in a happy future. The Russians say that hope dies last even if the situation is the pits. Hope is valued because it gives a meaning to our life. We believe that we'll overcome all the difficulties, and will live in peace.

We never give up or get cast down. Humour always helps. The Russians try to be in a good mood that helps us to survive. What do we laugh at? Politics, financial problems, fashion, famous people, but most of all - ourselves!

The most important feature of the Russian character is patience. We stand everything what our government does.

If you ask any Russian person what he considers the main feature of the national character his most probable answer will be "hospitality". Indeed, since ancient times it has been honour for every Russian to receive a guest, especially a foreigner. Russian people always try to give the guest the best things they can offer: the best food, drink, place. You may even hurt the hostess' feelings if you don't taste everything!

Hospitality stems from Russian history of a multinational state, where people of different nationalities, values, beliefs live together, help each other and survive despite anything.

It's important for the Russians to live in a society and have a lot of friends. It comes from our history. All the time when there was a hard and difficult period in the country, people had to unite, and rely only on their friends and themselves, not on the government.

There is a saying in Russia: "Don't have a hundred of rubles, but have a hundred of friends." In practice, it will turn out, that you'll have both. There is a good saying: "One for all and all for one".

Friendship has a special meaning in Russian culture. The Russians need somebody close and intimate, to whom we can talk anytime, who will always help us. Our friends can calm us, support and give a good piece of advice, with them we can share our problems and success. Russian friendship may also be defined with the help of a famous proverb: "You may die, but your friend must be saved".

It is very important to have a lot of relatives and friends, because it will be easier for you to get a job as an employer in our country would rather hire his relative or friend than a stranger.

Education was, is and will be one of the greatest values in Russia. The Russians respect educated people, and that is why almost all people try to graduate from a university, college and find a good job. It's never late to study, we say.

Most Russians are religious. We pray to God and ask Him to help to overcome difficulties, show the right way in life. People attend churches, especially on the religious holidays. People light candles to Russian Saints, and pray for their relatives' health and for the souls of the dead people. Religion helps us not to lose hope in any situation. "May be God will help us ..."

Russia is considered to be a Christian country, though it's a home place of lots nationalities and, as a result, lots of religions. In Kazan, Ufa and other cities of republics you can see mosques and Orthodox churches situated close to each other. In cities of European part one can find Catholic churches together with a lot of Orthodox ones. And nearly in every city there is a synagogue.

### Задание2.

**Exercise 2.** Prove the following statements.

1. It is difficult to understand the Russians.
2. The Russians are sympathetic.
3. The Russians are optimists.
4. The Russians are patient.
5. The Russians are hospitable.
6. It is important to have a lot of friends for the Russians.
7. Russia is a multiconfessional country.

### Задание3.

**Exercise 3.** What are other characteristic features of the Russians which were not mentioned in the text?

### Text

**Exercise 4.** Read and translate the following dialogue.

English student: Hello, Sasha! I am going to write a report on famous Russian people. Can you help me?

Sasha: With pleasure! What can I do for you?

ES: Can you give me some information concerning Russian outstanding personalities? What people must I concentrate my attention on?

S: Of course, I'll do my best. Every country is proud of its outstanding people. Russia can be really proud of its great people.

ES: Who glorified Russia?

S: Russian scientists and inventors made a great contribution to the development of arts, science, technology, medicine. Their names are world-known. Almost in every field of human activity they achieved great results. Mikhail Lomonosov was one of the most learned men in Europe. He was an outstanding innovator both in the humanities and sciences. Also Mendeleyev's greatest discovery was the Periodic System of Elements. And Russia is rightly called the mother of aviation and interplanetary navigation.

ES: Who else can you name?

S: I admire the achievements of the Russian physiologist Ivan Pavlov. He is known chiefly for his development of the concept of the conditioned reflex. He emphasized the importance of conditioning in his pioneering studies relating human behaviour to the nervous system.

ES: Was Pavlov's work appreciated?

S: Yes, certainly. He was awarded the Nobel Prize for physiology in 1904.

ES: Who else glorified Russia?

S: Konstantin Tsiolkovsky did.

ES: What is Tsiolkovsky noted for?

S: He is the father of rocket flying. He was among the first to work out the theoretical problems of rocket travel in space. He is the greatest Russian research scientist in aeronautics and astronautics. He pioneered the use of wind tunnels for aerodynamic studies.

ES: As far as I know, Russia is proud of its outstanding people in cultural aspect. Who can you tell me about?

S: I can mention the name of Vasily Perov. He was the leader of the critical movement of the 1860s. In his paintings Perov expressed his protest against the injustice of the society.

ES: Can you tell me about one of Perov's well-known works of art?

S: "The Last Inn at the City Gate" is considered to be one the best art works of Russian painting. The artist depicts the city outskirts on a dark winter evening. Everything in the picture attain a symbolic meaning. The dark, muted colours convey the feeling of loneliness in the cold estranged work.

ES: What other famous people of art can you name?

S: I can say some words about Pyotr Ilyich Tchaikovsky, an outstanding Russian composer. He created wonderful music: 10 operas, 3 ballets, 6 symphonies, 7 large symphonic poems and a lot of other musical pieces, a new type of opera, which was a great success all over the world.

ES: What contemporary outstanding people can you remember?

S: Well, maybe one of the world-known people of nowadays Russia is Andrei Sakharov. He was an outstanding scientist and public figure worked on hydrogen bomb and came to the conclusion that any atomic and nuclear weapon should be banned. Abroad he was recognized as a civil rights activist and received the Nobel Prize. He said that our society should develop in a new direction and foresaw the changes that are taking place now.

ES: Thank you for your story.

S: Never mind. I hope that my story will help you. Goodluck.

#### Задание 4.

**Exercise 2.** Make up your own dialogue (you can choose any aspect of the topic).

#### Задание 5.

#### Speech exercises

Speak about Russia: 1. Geography, climate, industry, etc.

2. Russian holidays and traditions.

3. Russian character and peculiarities of Russian patriotism.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №7

Тема занятия «Legal Education.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

#### SPEECH PATTERNS

|                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. Don't you think it's silly?        | Не кажется ли тебе это глупым?   |
| 2. What's the use of ...ing?          | Какой смысл в...?                |
| 3. Why should I? (syn. Why on earth?) | С какой стати?                   |
| 4. You don't say so!                  | Не может быть?                   |
| 5. You must be joking!                | Должно быть вы шутите?           |
| 6. You can't be serious!              | Ты можешь говорить серьезно?     |
| 7. No doubt!                          | Несомненно!                      |
| 8. No objections!                     | Без возражений!                  |
| 9. By all means                       | Во что бы то ни стало. (Конечно) |
| 10. Better late than never.           | Лучше поздно, чем никогда.       |

**Exercise 1.** Work in pairs. Fill in the gap in the dialogue frame with phrases from the list above. Express surprise, annoyance, disagreement.

- Why don't you work in the library every day? -.....
- Why don't you choose the subject for your dissertation? -.....
- Why don't you do your postgraduate works in America? -.....
- Why don't you work at your theses? -.....
- Why don't you devote three days a week to studying English? -.....
- Why don't you win a scholarship? -.....

#### Задание 2.

**Exercise 2.** Work in pairs. Respond to the statements.

1. Teachers prefer dull students to bright ones.
2. You know what students are like nowadays? They are getting less and less intelligent every day.
3. To my mind, colleges shouldn't provide students with general knowledge. Emphasis should be placed on professional skill.
4. I don't think it's important for students to learn how to work with dictionaries.

#### Задание 3.

**Exercise .** Look through the vocabulary and find

- a) the terms for stages of education in Great Britain, types of schools, degrees, certificates, teachers.
- b) the infinitives in the Active Voice and in the Passive Voice.

**Exercise .** Identify the part of speech and translate the words into Russian:

Academy-academic, science-scientific, education-educational, to enter-entrance, independence-independent, school-schooling, to assess-assessment, tutor-tutorial, use-useful, to introduce-introduction, to grade-grade, to admit-admission, far-further.

#### Задание 4.

**Exercise .** Read and translate the text.

#### PRIMARY STATE EDUCATION

The first step of compulsory education in Britain is primary schooling. Primary schools cater for children between the ages of 5 and 11. The first two years are the years of infant school. In infant school (or classes) children are encouraged to read, to write in their own words, to understand and make use of numbers. Subject teaching is rare. At the age of 7 children go to the junior school where the teaching becomes more formal. About 40-50 minutes every day are spent on arithmetic. Almost an hour a week is given to work in history, geography, nature study and music. Pride of place is given to English, which may occupy from 7 to 10 hours a week. Special care is taken to continue the teaching of reading. The infant and junior schools are in many cases housed in the same building and may be regarded as two levels of primary education.

Some children between 2 and 5 years of age attend informal preschool playgrounds organized by parents in private houses. Teachers and students in training often work there. In the nursery classes kids are looked after while their parents are at work. Children are given a chance to play, have lunch and sleep. Attendance at the nursery schools (classes or groups) is not compulsory. There are no formal lessons in a nursery school. Indoor and outdoor play using a great variety of materials forms the basis of the daily programme. Other activities include drawing, painting, listening to stories told by the teacher, dancing, and learning the values of money, weights and measures while playing organized games.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## **Практическое занятие №8**

Тема занятия «Legal Education.»

### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### **Задание 1.**

**Exercise 1.** Read and translate the text.

#### **SECONDARY STATE EDUCATION**

Children begin their secondary education at about eleven years of age. There are different types of secondary schools in England and Wales. The most popular and mostly often used by pupils are comprehensive schools. These are large state secondary schools for boys and girls of all abilities aged 11-16 (or - 18). Comprehensive schools were introduced in the 1960s with the aim to replace the system of dividing children between more academic (grammar) and less academic (secondary modern) schools. In comprehensive schools teaching is done in mixed ability classes. It means that children of all abilities are put in one class so you will have less able children, more able children and average children all in one class. About 6 per cent of students go to grammar schools, state schools which take only students who pass an examination at the age of 11.

In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

Between the ages of 14 and 16 pupils study for their GCSE (ordinary)-level (General Certificate of Secondary Education) exams. Pupils must take English language, Maths and Science for GCSE, as well as a half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

At the age of 16, pupils can leave school. If pupils stay on, they usually take A (Advanced) levels, AS (Advanced Supplementary) levels or GNVQs (Greater National Vocational Qualifications). It is common to combine, for example, two A levels with one AS level, or one A level with one GNVQ. Pupils taking A levels study traditional subjects, such as French, Physics or History. To go to University, pupils usually need two or three A levels.

AS levels are the same standard as A levels, but only half the content: AS-level German pupils take the A-level German language exam, but do not take the A-level German Literature exam.

GNVQs are vocational qualifications. Pupils usually take one GNVQ in subjects such as Business, Leisure and Tourism, Manufacturing, and Art and Design.

If pupils have some learning difficulties or they are handicapped their parents may be given an official document saying that the child has special educational needs. Some handicapped children may attend ordinary secondary school, others attend maintained special schools. Special education is intended to enable handicapped children to overcome their difficulties so that they may, as far as possible, take their place in society.

The choice of a secondary school depends on children's abilities and health, their parents' wishes, and what schools are closer to their houses.

### **Задание 2.**

**Exercise 2.** Read the sentences translating Russian words and word combinations into English.

1. There are (продвинутые) and (продвинутые дополнительные) levels exams in British schools.
2. Some (недееспособные) children may attend ordinary secondary school, others attend maintained special schools.

3. The choice of a secondary school depends on children's (способности) and (здоровье).
4. They (принимают) pupils who successfully passed examinations at the age of 11.
5. Grammar schools teach more academic subjects than (общеобразовательные) schools.
6. GNVQs are (профессиональные квалификации).

### Задание 3.

**Exercise 3.** Put the sentences in the right order.

1. At the age of 16 pupils take their GCSE exams.
2. There are different types of secondary schools.
3. The choice of schools depends on parents.
4. National Curriculum was introduced in 1988.
5. At the age of 18 pupils take their A level, AS level or GNVQ exams.

### Задание 4.

**Exercise 4.** Expand the following.

1. The most popular schools are comprehensive schools.
2. GCSE course includes many subjects.
3. AS level is nearly the same standard as A level.
4. GNVQs are vocational qualifications in some specialities.
5. Children having problems may attend different schools.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №9

Тема занятия «Legal Education.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

**Exercise 1.** Read and translate the text.

#### FURTHER EDUCATION

There is a wide network of further education institutions in Britain. They give students the chance to increase their theoretical background and professional training. Students may get further education after they have passed their General Certificate of Secondary Education (GCSE) or General National Vocational Qualification (GNVQ) exams taken at the age of 16.

Further education includes sixth-form colleges and classes where students work for "A" (Advanced) level exams necessary to enter a university. It also includes colleges of further education which provide a theoretical background and professional qualification training in nursing, accountancy, management, art, music, etc. Besides there are some vocational training courses in such fields as engineering, building, secretary skills, hairdressing and others. Many further education courses prepare people for jobs, some lead them to National Vocational Qualification (NVQ) and other certificates and diplomas. So-called sandwich courses offer students periods of paid work as well as periods of study.

Colleges of further education offer a wide range of part-time courses when students learn their skills at work and get education attending college one or two days a week over several years. Degree courses at universities are also referred to further education. There are more than 500 institutions of further education that offer people part-time courses. Over 700,000 full-time and sandwich course students attend institutions of further education in Britain. A lot of further education courses prepare people for jobs. But they are paid, not free.

#### HIGHER EDUCATION

The term "higher education" is not often used in Britain. When it is used it refers to degree courses at universities after 12 years of elementary and secondary schooling.

In order to get higher education school leavers may hand in applications to different universities. The final decision is taken by Universities and Colleges Admission Service (UCAS) which, in accordance with the students' results of the "A" level exams, offers a place to this or that university. The better results of the exams are the better university or college place can be offered.

After three years of studies at the university a student may get a first degree, it is Bachelor of Arts (BA) or Bachelor of Science (BSc) degree. The first degree is usually an honours degree. The letters BA or BSc are often added after the graduates' names. However, the title of a degree does not necessarily reflect the field in which the student has studied. For example at some universities the Bachelor of Arts is awarded to students in all, or almost in all, disciplines – Science, Engineering, etc., as well as Arts subjects.

Those graduates who want to continue their studies at the university may work for a Master's degree or a Doctorate. To get a master's degree a student needs one more year of study. After that he or she gets the degree of Master of Arts, Master of Science or Master of Business Administration. Doctorate is the highest degree in Britain's universities. The letters "Dr" before a person's name indicate that he or she has the title of "Doctor", the highest title at the university -PhD (Doctor of Philosophy).

University teaching combines lectures, practical classes (in scientific subjects) and small group teaching in either seminars (discussion groups) and tutorials or supervisions (run by tutors or supervisors). The teachers at the university may be: a professor (a senior member of staff or the person in charge of a department), lecturers (teaching and research staff) and research associates (junior academic staff).

The oldest and most famous universities in Britain are Oxford and Cambridge. Other not less famous and respected universities are London, Durham, Birmingham, Manchester, Glasgow, Edinburgh and some others.

At most universities in Britain the academic year is divided into three terms. Examinations are not necessarily taken annually. At many universities students study one or two main subjects throughout their degree course. Most courses end in a series of exams called finals. At some universities the student's work may be assessed at regular intervals, and the results of these assessments are taken into consideration in determining the degree classification. If the student's results are not up to the standard for an honours degree this student may be awarded a pass degree.

University education may be not only full-time but also part-time. Some people want to get a degree but they need only evening or correspondence courses. At some universities there is a department of continuing education which runs four, five or even more year courses for students combining their work and education.

There is no single body or organization responsible for the planning and development of university education in Britain. All the universities and colleges are independent, self-governing institutions, although they receive substantial aid from the state through the University Grants Committee.

British universities are known to have high standards of professors and lecturers. Technical equipment, made on a solid production base, different kinds of visual aids, the internet service, TV and computers are widely used in university teaching. Students have every opportunity for discussing, brainstorming, critical thinking and self-assessment so necessary for a person with university education.

## Задание 2.

**Exercise 2.** Answer the questions.

1. There is a wide network of further education, isn't there?
2. When do students get further education?
3. What does further education also include?
4. Do so-called sandwich courses offer periods of study or work?
5. How many institutions are there in Britain?
6. A lot of further education courses aren't free, are they?

## Задание 3.

**Exercise 3.** Prove that:

1. Further education institutions give students the chance to increase professional training.
2. Colleges provide a theoretical background and professional qualification training.
3. Besides there are some vocational courses of further education
4. Colleges of further education offer a wide range of part-time courses.

## Задание 4.

**Exercise 3.** Translate the following sentences into Russian:

1. State schools in Great Britain are divided into several types.
2. Children who want to learn academic subjects go to grammar schools.
3. Comprehensive schools usually combine all types of secondary education.
4. Private schools are mostly boarding schools at which pupils live during the term time.
5. After leaving school many young people go to colleges of further education.
6. There are about 90 universities in Britain.
7. Full courses of study offer the degree of Bachelor of Arts or Science.
8. Students may receive grants from their Local Education Authority to pay for books, accommodation, transport and food.

## Задание 5.

**Exercise 4.** Ask questions to the following sentences:

1. All British children must stay at school from the age of 5 until they are 16.
2. Comprehensive schools have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.
3. Private schools charge fees for educating children.
4. The lectures at colleges of further education, each an hour long, start at 9.15 in the morning and end at 4.45 in the afternoon.
5. Universities in Great Britain are divided into three types: the Ancient universities (Oxford (before 1167), Cambridge (1209), St. Andrews (1413), Glasgow (1451), Aberdeen (1495) and Edinburgh (1583) Universities), the Red Brick universities (the 19<sup>th</sup> - early 20<sup>th</sup> centuries) such as London and Manchester Universities, and the New universities.
6. The grant, students receive from the Local Education Authority, depends on the income of their parents.
7. The social life of the students includes a lot of clubs, parties, concerts, bars.

## Задание 6.

**Exercise 5.** Fill in the blanks with the proper words:

1. Those who want to go on to college or university usually take ... in 2 or 3 subjects.
2. The Open University accepts students without ...
3. Undergraduate courses mostly lead to the degree of a ... or a ...
4. Further study or research is required for the degree of a ... and that of a ...
5. Some students may be given a ... from the local education authority.
6. Oxford and Cambridge are famous for their academic excellence and ...

**Key:** tutorial system, formal qualifications, Doctor, A-level examinations, Bachelor of Arts, grant, Master, Bachelor of Science.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №10

Тема занятия «Legal Education.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

## Задание 1.

**Exercise 1.** Read and translate the text.

### PRIVATE EDUCATION

Outside the state system of education there exists the system of private or independent schools. These schools vary widely in type from small preparatory and preparatory (Prep) schools to the famous public schools. As well as the state school system they provide primary and secondary education,

Pre-preparatory schools take children up to the age of 8 or even 11. Then comes an independent preparatory school admitting pupils at about 7 up to 13. At the age of 12 or 13 pupils usually take the Common Entrance examination (exam). Girls take this exam at the age of 10. Those pupils who pass the Common Entrance exam successfully become students of a public school. Most public schools as well as preparatory ones are for either boys or girls.

The term "public school" corresponds to a private school, but in Scotland it refers to a State school,

About 10 per cent of children attend independent public schools which are for children of rich parents, not for the general public. Britain's 200 public schools take fee-paying children whose parents are able to pay several thousand pounds a year. Public schools are believed to provide a better education in comparison with state schools. They are also known to give the right social background for top jobs in the Establishment. Most public figures were educated in public schools.

Some public schools are rather old and very famous. One of the most famous and best known public schools is Eton College. It was founded by King Henry VI in 1440, when he was only eighteen. Today, there are about a thousand boys at the school. Because Eton College is so popular it is very difficult for parents to get a place for their sons. So some parents put their sons' names on the waiting list, while they are still babies! Those people who studied at Eton College call themselves Old Etonians.

The first education establishment of this kind was Winchester College opened in 1382, which is now very popular among the boys. Harrow School (founded in 1571) is known to have educated Winston Churchill (1874-1965), who was a politician, a member of Parliament (from 1900 till 1965), Britain's Prime Minister, the Nobel Prize winner, an honorary US citizen. One of the best-known British public schools for girls now is Cheltenham Ladies' College (established in 1853). Not far from the southern city Brighton there is Roedean School known as the leading public school for girls.

Most public schools are boarding schools where students live during term-time. The discipline in public schools is rather strict. These may be the reasons why some wealthy people choose public schools for their children in Britain. A great number of former public school students become the students of the most famous and prestige universities. Oxford and Cambridge Universities are the first among them.

## Задание 2.

**Exercise 2.** Match the words in pairs:

A person, the title of, run by, throughout, responsible for

The degree course, (by) tutors, in charge, planning work, "Doctor"

### Задание3.

#### Exercise 3. Find English equivalents.

Не менее известные и популярные университеты, государственные экзамены, в соответствии с результатами, на протяжении всего курса на получение степени, младшие научные сотрудники, самоуправляемые учреждения, наглядные пособия.

### Задание4.

#### Exercise 4. Use the correct preposition.

An application ... a university, the academic year is divided ... 3 terms, in accordance ... the results, a decision taken ... a university, a degree awarded ... the students, to work ... a Master's degree, classes ... scientific subjects, in charge ... a department.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №11

Тема занятия «Legal Education.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

#### Задание 1.

**Exercise 1.** Read two texts devoted to famous universities of Great Britain and do the test.

#### OXBRIDGE

Notes: gown – мантия (студента университета, судьи и т. п.)  
graduation – окончание курса (в учебном заведении), получение ученой степени.  
rivals – соперники, конкуренты.  
crew – экипаж корабля.  
to bump – ударять, налетать, наскочить

When people speak about the universities of Oxford and Cambridge together and want to distinguish them from other British universities they usually use the word "Oxbridge", which is made up from the names of the two universities - Oxford and Cambridge. To use one word "Oxbridge" is quite natural because both universities do not differ greatly and have much in common. Oxford and Cambridge universities date back to the Middle Ages and have always been the universities for gentlemen. Now in both there are colleges for women. Each university consists of a number of semi-independent colleges. To become a student of Oxford or Cambridge one has to take an entrance exam in addition to "A" levels and after that he (she) may be accepted at one of the university colleges.

The teaching in both universities is based on the tutorial system. Students have tutorials called supervisions at Cambridge. Every student has a tutor who plans his (her) work. The student has to write essays and papers on the subjects he (she) is studying. The student is also required to submit regularly the results of his (her) work to the tutor who gives advice and helps him (her) in time of need.

Both universities are believed to be the best institutions to get education at. Most graduates of Oxbridge are former students of famous public schools. An Oxbridge degree is highly valued and recognized by the public and the government. As a rule most Oxbridge graduates get leading positions in Britain and become politicians, MPs and prime ministers.

In both universities students wear gowns. As for Oxford students, when taking exams or being at a degree ceremony, they have to wear a gown on top of their academic dress consisting of a black suit or skirt, black shoes and socks or tights, a white shirt or a blouse and a black tie. Besides they have to put on a black hat with a flat, square top. Cambridge students wear gowns when they become members of the university and at graduation.

The students of Oxford and Cambridge always compete with each other. They are rivals in academic affairs, in debating and sport. Rugby and cricket teams competitions as well as the Boat Races held each year attract public attention. Each May the river Thames, known at Oxford as the Isis, becomes like a Venetian carnival when colleges row against each other. Crews try to bump the boat in front of them. The leading crew at the end of four days wins the title Head of the River

#### NATIONAL PRIDE OF OXBRIDGE

Notes: PhD – высшая ученая степень доктора наук.  
fellow – член Совета колледжа (часто профессор)  
Civil Service Commissioner – член парламентской комиссии по гражданским делам

vice-versa - наоборот

knight- рыцарский титул, присуждаемый за личные заслуги перед Британской короной

lifepeer – лорд (пожизненный член палаты лордов)

A great number of men of letters graduated from Oxford university in different years of its long history. Among them are such world-known writers as: Oscar Wilde (1854-1900) John Galsworthy (1867-1933), James Aldridge (b. 1918), Thomas S. Eliot (1888-1965), Philip Larkin (1922-1985), William Golding (1911-1992), Graham Greene (1904-1991) and some others.

CambridgeUniversity can boast of such world famous graduates as: Isaac Newton (1642-1727), George Gordon Byron (1788-1824), William Makepeace Thackeray (1811-1863), Charles Darwin (1809-1882), Iris Murdoch (1919 - 1999) and others.

Among the most prominent people of the 20th century in Britainthere should be mentioned a well-known English writer of novels, a scientist, a literary critic and a public figure of importance Charles Percy Snow (1905-1980). Born in a lower middle-class family C.P. Snow was educated at LeicesterUniversityCollege where in 1927 he took a First Class Honours degree in chemistry. Then at Christ's College, Cambridge, he took a PhD for research in molecular physics and became a Fellow and a tutor teaching physics at CambridgeUniversity.

During the Second World War C.P. Snow worked as a scientific expert for the British government. When the war was over he was made a Civil Service Commissioner and was thus brought into public affairs (1945-1960).

Alongside with his public activities Snow dedicated himself to literature. His first novel was a detective story "Death Under Sail" (1932).

Literary fame came to Snow when he started publishing a sequence of eleven novels under the general title of "Strangers and Brothers" (1940-1970) where he draws a vast canvas of the British way of life in scientific, academic and government fields. He writes that if people live alone, isolated from their environment, they are "Strangers". But in grieves and sorrows, happiness and joy they become "Brothers". So today's "Strangers" may become tomorrow's "Brothers", and vice-versa.

Snow also wrote a collection of biographical portraits, "Variety of Men" (1967) and a critical biography "Trollop" (1975). In his book "Corridors of Power" (1964) Snow presented a gallery of people governing Britain and responsible for its fate and policy. He showed their manipulations in the field of atomic energy, the struggle of different parties for power for the manufacture of rockets of a new type. Here he used his own service experience as Parliamentary Secretary to the Ministry of Technology.

Snow collected his public lectures and addresses in a volume "Public Affairs" (1971) where he speaks of himself, on the strength of his scientific interests, political career and that of a novelistas of a bridge between the literary traditional culture and the culture of science.

For his service in industry and government Charles Percy Snow was made a knight in 1957 and a life peer in 1964. Snow is a national pride of Britain rather than of Oxbridge.

## Задание2.

**Exercise 2.** Answer the following questions.

1. Why are private schools also called independent schools?
2. What types of private schools are there inBritain?
3. What children can study at public schools?
4. What education do public schools offer to pupils? What are the most famous public schools?

## Задание3.

**Exercise 1.** You will hear 5 utterances. Set up a correspondence between the utterances 1 – 5 and the statements given in list A-F. Use each letter only once. There is one spare statement. You will hear the texts twice.

This speaker says that she/he

- A. enjoyed the activities at the university.
- B. liked the friendly atmosphere of the university.
- C. traveled a lot when she/he was a student.
- D. owes her/his success to the university teachers.
- E. has been able to develop as a person.
- F. studies the same university longer than she/he was going to.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическоезанятие №12

Тема занятия «LegalEducation.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных уменийинтерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;

8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

#### Задание 1.

#### Vocabulary

1. aptitudes - склонности
2. attempt - попытка
3. attitude — отношение
4. auditor - аудитор
5. austere – строгий, суровый
6. bidder – лицо, предложившее наиболее выгодные условия работы
7. broker — брокер
8. communicator of knowledge – передающий знания
9. consultancy – консультационные услуги
10. cooperation - сотрудничество
11. faults - недостатки
12. flexibility – гибкость
13. “Fringe benefits” – дополнительные льготы
14. hint - намек
15. honesty - честность
16. insurance company — страховая компания
17. job counseling – консультации по устройству на работу
18. job creation – создание рабочих мест
19. job description - должностная инструкция; характер выполняемой работы;
20. job opportunities - возможность получения работы или продвижения по службе
21. job prospects – планы на будущее, связанные с работой
22. job satisfaction – удовлетворение от работы
23. job security - обеспеченность работой
24. kindness - доброта; сердечность; любезность; благожелательность
25. loan officer – банковский служащий, занимающийся выдачей ссуд
26. loyalty - верность, преданность
27. model of competence – образец компетентности
28. respect - уважение
29. securities firm — фирма, работающая с ценными бумагами
30. work permit – разрешение на работу

#### My Future Profession - a Lawyer.

It is not easy for a school – leaver to decide what profession to choose. Choosing a future profession is very important. Nobody can make it for you, though there are some people who can influence you. Parents, teachers and friends may play an important role in your choice, if they are competent specialists or nice personalities. Choosing a career is not only a matter of future prestige and wealth, a job should be interesting and socially important.

As for me, I want to be a lawyer. I think that a profession of a lawyer is one of the most important in a law – governed state. To be a good specialist, a lawyer must know many laws and their proper application. At the Law Academy future lawyers get knowledge of such subjects as: The Theory of State and Law, Civil Law, Civil Procedure, Criminal Law, Criminal Procedure, Labor Law, Family Law and many others. Besides, lawyers are expected to know human psychology, as they deal with different people: children and adults, the sick and the healthy, the poor and the rich, educated and uneducated, victims, witnesses, suspects, first offenders and re – offenders, prisoners and general public.

After graduating from the Law Institute and getting a diploma they can work as advocates, judges, notaries, investigators, custom officers, detectives, traffic officers.

Lawyers can work at the Bar, in the body of the Prosecutor's office, in different courts, in notary offices, in the body of tax inspection as well as in different firms, companies, banks, enterprises, law enforcement agencies.

I should say that a profession of a lawyer is very interesting, difficult and noble at the same time. As for me, I want to become a ... and to work ... .

**Ex.** Give the definition of the following subjects in Russian language:

- The Theory of State and Law
- Civil Law
- Civil Procedure
- Criminal Law
- Criminal Procedure
- Labor Law, Family Law
- Operative – Detective Activity

#### Задание 2.

Answer the questions.

1. Who can help school-leavers to choose future profession?
2. What profession is one of the most important in a law – governed state?
3. What must a lawyer know to be a good specialist?
4. What subjects are future lawyers taught at the Law Institute?
5. Why should future lawyers know human psychology?
6. What people do the lawyers deal with?
7. Where can lawyers work?

Finish the sentence.

1. Choosing a career is not only a matter of ...
2. A profession of a lawyer is ...
3. To be a good specialist, a lawyer must know ...
4. At the Law Institute future lawyers get knowledge of ...
5. After graduating from the Law Institute lawyers can work as ...

Act the situations.

1. You ask a competent lawyer to tell you about his work.
2. Your friend is going to enter the Law Institute and ask your opinion.
3. A second-year student of the Law Institute ask your advice what juridical profession to choose.

**Exercise 2.** Find English equivalents.

Система высшего образования, практические занятия, колледж с общежитием, колледж без общежития, общежитие (студенческое), территория колледжа (университета), жить в общежитии (о студентах), педагогический состав, лекционный зал, гимнастический зал, раздевалка, бакалавр гуманитарных наук, магистр гуманитарных наук, доктор философских наук.

Задание 3.

**Exercise 3.** Ask your fellow-students:

1. Why it is preferable to study at the university;
2. What she/he knows about tutorials;
3. What she/he knows about the difference between a residential and a non-residential college (university);
4. Who lives in a hall;
5. What rooms can be found in a university building;
6. What sport facilities there are at a university;
7. What a B.A. is;
8. How quickly one can get those letters after his name;
9. What a M.A. is;
10. Which degree is higher: M.A. or Ph.D.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №13

Тема занятия «Legalsystems.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. знакомство с обычаями и традициями страны изучаемого языка;
7. расширение кругозора учащихся;
8. развитие мотивации к изучению иностранного языка;
9. воспитание уважительного отношения к другим странам и национальностям и их традициям.

Задание 1.

**Exercise 1.** Read the dialogues.

**Dialogue 1**

Ann: Hullo, Steve! Have you got a minute?

Steve: Sure, yes. What can I do for you?

Ann: I've read a number of books on the British system of higher education but I can't make head or tail of it.  
 Steve: Mm... no wonder. What's the problem?  
 Ann: Quite a lot of problems. What I want to discuss is the difference between a university and a college.  
 Steve: It's like this, you see... The programme is different. At a university it is much wider. Great attention is paid to scientific subjects.  
 Ann: It sounds as though most people prefer a university.  
 Steve: Well... that rather depends.  
 Ann: Speaking about universities I'm not quite clear about tutorial there. What is a tutorial exactly?  
 Steve: Oh, it's when students discuss topics with a tutor in very small groups – usually there are not more than three or four students and sometimes only one.  
 Ann: I see ... And coming back to colleges... I'm still not terribly sure what a residential college is.  
 Steve: Erm... It's a college with a hall of residence on the same ground as the principal buildings. In fact all the students live in hall.  
 Ann: Really? And what about the teaching staff?  
 Steve: Actually the majority of the teaching staff live there too. But there are also quite a lot of non-residential colleges.  
 Ann: And did you study at the university?  
 Steve: Yes...  
 Ann: What was it like? Beautiful?  
 Steve: Nothing very remarkable. Of course there were lecture halls, classrooms and a number of laboratories.  
 Ann: Any facilities for sport and PE?  
 Steve: Let me see ... Yes ... A gymnasium with changing rooms and showers, a tennis court... What else... A playing field for netball and football.  
 Ann: Well, Steve. Thanks very much. You've been most helpful.

## Dialogue 2

J: Well, Arnold, I remember you said once you were a B.A. Perhaps you could tell me how quickly you got those letters after your name?  
 A: At the University I studied History. It was a 3-year course. And after that I got a B.A. degree.  
 J: B.A. stands for Bachelor of Arts degree, doesn't it?  
 A: Yes, which reminds me of my neighbour whose son has just got his B.A. A friend asked very seriously: "I suppose your son will try to get an M.A. or Ph.D., next to which my neighbour answered: "Not at all, now he is trying to get a J-O-B."  
 J: Ah ... he meant a job! That's a good joke!

## Задание 2.

**Exercise 5.** Make up dialogues using the Active Vocabulary of the topic.

Suggested situations:

- A Russian student and an English student are exchanging information on systems of higher education in their countries.
- Two students of the English college are discussing their college life. One of them is enthusiastic about everything, the other is a dissatisfied grumbler and finds fault with every little thing.

## Задание 3.

### The Need for Law

Mr. Jones, having murdered his wife, was burying her in the garden one night, when his neighbour, hearing the noise, asked him what he was doing.

"Just burying the cat," said Mr. Jones.

"Funny sort of time to bury a cat," said the neighbour.

"Funny sort of cat," said Mr. Jones.

Now it is obvious to everyone that, in a community such as the one in which we live, some kind of law is necessary to try to prevent people like Mr. Jones from killing their wives. When the world was at a very primitive stage, there was no such law, and, if a man chose to kill his wife or if a woman succeeded in killing her husband, that was their own business and no one interfered officially.

But, for a very long time now, members of every community have made laws for themselves in self-protection. Otherwise it would have meant that the stronger man could have done what he liked with the weaker, and bad men could have joined together and terrorized the whole neighbourhood.

If it were not for the law, you could not go out in broad daylight without the fear of being kidnapped, robbed or murdered. There are far, far more good people in the world than bad, but there are enough of the bad to make law necessary in the interests of everyone.

There is no difficulty in understanding this but it is just as important to understand that law is not necessary just because there are bad people in the world. If we were all as good as we ought to be, laws

would still be necessary. If we never told lies, never took anything that didn't belong to us, never ommitted to do anything that we ought to do and never did anything that we ought not to do, we should still require a set of rules of behavior, in other words laws, to enable us to live in any kind of satisfactory state.

How is one good man in a car to pass another good man also in a car coming in the opposite direction, unless there is some rule of the road? People sometimes hover in front of one another when they are walking on the pavement before they can pass, and they may even collide. Not much harm is done then, but, if two good men in motorcars going in opposite directions hover in front of one another, not knowing which side to pass, the result will probably be that there will be two good men less in the world.

So you can see that there must be laws, however good we maybe. Unfortunately, we are none of us always good and some of us are bad, or at any rate have our bad moments., and so the law has to provide for all kinds of possibilities. Suppose you went to a greengrocer and bought some potatoes and found on your return home that they were mouldy or even that some of them were stones, what could you do if there were no laws on the subject? In the absence of law you could only rely upon the law of the jungle. You could go back to the shop, demand proper potatoes and hit the shopkeeper on the nose if he refused to give them to you. You might then look round the shop to try to find some decent potatoes. While you were doing this, the shopkeeper might hit you on the back of the neck with a pound weight. Altogether not a very satisfactory morning's shopping.

Every country tries, therefore, to provide laws which will help its people to live safely and as comfortably as possible. This is not at all an easy thing to do, and no country has been successful in producing laws which are entirely satisfactory. But we are far better off with the imperfect laws which we have, than if we had none at all.

**Ex .** Answer the questions.

*Rules, laws, regulations* - What is your personal understanding of these words? Is there any difference between them?

**Ex .** Work in groups. Make a list of arguments for and against the following statements.

1. Laws haven't changed since primeval times.
2. However hard people try, laws are always insufficient.
3. Laws are not for ordinary people, they are for lawyers.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### **Практическое занятие №14**

Тема занятия «Legalsystems.»

#### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### **Задание 1.**

##### **Rights and responsibilities**

Going to school is a human right, just like "the right to life, liberty and security of person" (Art. 3). It is perhaps the most important because it's fundamental to enjoy the other rights. It is the gate for knowledge. Without Education there will be no progress, no equal opportunities and no sustainable development.

With the right to education, people can understand the other rights they have and get profit from them. Thanks to education, women are empowered, children are safe, and disabled people are treated with respect. In a word, active citizenship

becomes a moral obligation. There'll be no dropping out of school, and learning allows people to ensure a decent livelihood in dignity.

Education is not just a right, but it is also a duty. The government has to build schools, but the parents have to send their children there and make sure they are learning something. Additionally, the civil society has to assist poor families not to prevent their kids from school.

#### Задание 2.

**Ex .** Answer these questions:

1. What is the right to education compared to?
2. What are some advantages of Education?
3. How can civil society help in educating the kids?

#### Задание 3.

**Ex .** Are these sentences True or False? Justify.

1. Sustainable development is a result of education.
2. Thanks to education the citizen can get a stable income.
3. Only the government is responsible for the children's right to education.

#### Задание 4.

**Ex .** Find in the text words or phrases which mean almost the same as.

1. "essential" .....
2. "handicapped" .....
3. "respectable" .....
4. "responsibility" .....

#### Задание 5.

**Ex .** Fill in the gaps with the right phrasal verb:

*bring up – look up – give up – break down – refer to*

- 1) "If you want to become healthy, \_\_\_\_\_ smoking from now", I advised him.
- 2) Some women don't like to work outside because they want to \_\_\_\_\_ their children.
- 3) my car is so old and not reliable any more. It always \_\_\_\_\_
- 4) What does NGO \_\_\_\_\_ ? - non-governmental organisation

#### Задание 6.

### Classification of legal system

Among the many different propositions of the categorizations of legal systems in the world, the most important are the following classifications:

Classification of legal system into seven groups (so-called „families”), in particular:

The French group, under which are included the countries that codified their law either in 19th or in the first half of 20th century, using the Napoleonic code civil of year 1804 as a model; this includes countries and jurisdictions such as Italy, Portugal, Spain, U.S. state of Louisiana, states of South America (such as Brazil), the province of Quebec, Santa Lucia, Romania, the Ionian Islands, Egypt, Lebanon, etc.;

The German group;

The Scandinavian group (comprising the laws of Sweden, Norway, Denmark, Finland and Iceland);

The English group (incl. England, the United States, Canada, Australia and New Zealand inter alia);

The Russian group;

The Islamic group (used in the Muslim world);

The Hindu group.

Classification of legal systems, according to the different ideology inspired each one, into five groups of families:

Western Laws<sup>11</sup>, a group subdivided into the:

Romano-Germanic subgroup (comprising those legal systems where legal science was formulated according to Roman Law (see also: Civil Law));

Anglo-Saxon subgroup.

Soviet Law<sup>12</sup>

Muslim Law<sup>13</sup>

Hindu Law<sup>14</sup>

Chinese Law<sup>15</sup>

However, the most important classification of the legal systems of the world is following categorization:

civil law,

common law,

religious law,

socialist law,

customary law,

mixed law.

It should be noted that the two first types of law, i.e. civil law and common law, are the most widespread systems of law in the world

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### **Практическое занятие №15**

Тема занятия «Legal systems.»

#### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### **Задание 1.**

**Exercise 1.** Read and translate the text

#### **Legal system:**

the legal systems of nearly all countries are generally modeled upon elements of five main types: civil law (including French law, the Napoleonic Code, Roman law, Roman-Dutch law, and Spanish law); common law (including English and US law); customary law; mixed or pluralistic law; and religious law (including Islamic sharia law); an additional type of legal system - international law - governs the conduct of independent nations in their relationships with one another

Definition: This entry provides the description of a country's legal system. A statement on judicial review of legislative acts is also included for a number of countries. The legal systems of nearly all countries are generally modeled upon elements of five main types: civil law (including French law, the Napoleonic Code, Roman law, Roman-Dutch law, and Spanish law); common law (including United State law); customary law; mixed or pluralistic law; and religious law (including Islamic law). An additional type of legal system - international law, which governs the conduct of independent nations in their relationships with one another - is also addressed below. The following list describes these legal systems, the countries or world regions where these systems are enforced, and a brief statement on the origins and major features of each.

Civil Law - The most widespread type of legal system in the world, applied in various forms in approximately 150 countries. Also referred to as European continental law, the civil law system is derived mainly from the Roman Corpus Juris Civilis, (Body of Civil Law), a collection of laws and legal interpretations compiled under the East Roman (Byzantine) Emperor Justinian I between A.D. 528 and 565. The major feature of civil law systems is that the laws are organized into systematic written codes. In civil law the sources recognized as authoritative are principally legislation - especially codifications in constitutions or statutes enacted by governments - and secondarily, custom. The civil law systems in some countries are based on more than one code.

Common Law - A type of legal system, often synonymous with "English common law," which is the system of England and Wales in the UK, and is also in force in approximately 80 countries formerly part of or influenced by the former British Empire. English common law reflects Biblical influences as well as remnants of law systems imposed by early conquerors including the Romans, Anglo-Saxons, and Normans. Some legal scholars attribute the formation of the English common law system to King Henry II (r.1154-1189). Until the time of his reign, laws customary among England's various manorial and ecclesiastical (church) jurisdictions were administered locally. Henry II established the king's court and designated that laws were "common" to the entire English realm. The foundation of English common law is "legal precedent" - referred to as stare decisis, meaning "to stand by things decided." In the English common law system, court judges are bound in their decisions in large part by the rules and other doctrines developed - and supplemented over time - by the judges of earlier English courts.

Customary Law - A type of legal system that serves as the basis of, or has influenced, the present-day laws in approximately 40 countries - mostly in Africa, but some in the Pacific islands, Europe, and the Near East. Customary law is also referred to as "primitive law," "unwritten law," "indigenous law," and "folk law." There is no single history of customary law such as that found

in Roman civil law, English common law, Islamic law, or the Napoleonic Civil Code. The earliest systems of law in human society were customary, and usually developed in small agrarian and hunter-gatherer communities. As the term implies, customary law is based upon the customs of a community. Common attributes of customary legal systems are that they are seldom written down, they embody an organized set of rules regulating social relations, and they are agreed upon by members of the community. Although such law systems include sanctions for law infractions, resolution tends to be reconciliatory rather than punitive. A number of African states practiced customary law many centuries prior to colonial influences. Following colonization, such laws were written down and incorporated to varying extents into the legal systems imposed by their colonial powers.

Задание 3.

**Exercise 2.** Find in the text English equivalents for these words and word combinations\

1) Constitution establishes ...

- the principles of independence and partial sovereignty of the RK
- equalities of ideologies but not religions
- the principle of separation of powers

2) As for the federative structure, the Constitution ...

- covers the questions that are exclusively in the jurisdiction of the RF leaving out the competence of federal and local authorities
- contains the list of component units of the RF
- covers only those questions that are in the joint jurisdiction of federal and local authorities

3) The bodies of federal power are...

- the Federal Assembly of the RF and the judiciary of the RF
- the President of the RF and the Government of the RF
- all the bodies mentioned above in a) and b)

4) The Federal Assembly of the RF represents

- the legislature
- the judiciary
- the executive branch

5) The Constitution determines...

- the extent of the jurisdiction of the executive branch
- the order and the terms of office of the governmental officials
- both

6) Judicial power is implemented by means of ...

- civil and criminal legal proceedings
- constitutional and administrative legal proceedings
- all the proceedings mentioned in a) and b)

Задание 4.

**Exercise** Answer the questions.

1 What is the reason for spreading of the common law in the world?

2. Are there any differences in legal systems of individual states in the USA, Canada and India? Give examples of diversity.

3. What countries were influenced by the Continental system of law?

Answer the questions.

Which of the systems influenced socialist countries?

What does law court mean for the Chinese?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №16

Тема занятия «Legalsystems.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

Задание 1.

**Exercise 1.** Read text 2 and answer the questions given after it.

**Legal system (2):**

European Union Law - A sub-discipline of international law known as "supranational law" in which the rights of sovereign nations are limited in relation to one another. Also referred to as the Law of the European Union or Community Law, it is the unique and complex legal system that operates in tandem with the laws of the 27 member states of the European Union (EU).

Similar to federal states, the EU legal system ensures compliance from the member states because of the Union's decentralized political nature. The European Court of Justice (ECJ), established in 1952 by the Treaty of Paris, has been largely responsible for the development of EU law. Fundamental principles of European Union law include: subsidiarity - the notion that issues be handled by the smallest, lowest, or least centralized competent authority; proportionality - the EU may only act to the extent needed to achieve its objectives; conferral - the EU is a union of member states, and all its authorities are voluntarily granted by its members; legal certainty - requires that legal rules be clear and precise; and precautionary principle - a moral and political principle stating that if an action or policy might cause severe or irreversible harm to the public or to the environment, in the absence of a scientific consensus that harm would not ensue, the burden of proof falls on those who would advocate taking the action.

**French Law** - A type of civil law that is the legal system of France. The French system also serves as the basis for, or is mixed with, other legal systems in approximately 50 countries, notably in North Africa, the Near East, and the French territories and dependencies. French law is primarily codified or systematic written civil law. Prior to the French Revolution (1789-1799), France had no single national legal system. Laws in the northern areas of present-day France were mostly local customs based on privileges and exemptions granted by kings and feudal lords, while in the southern areas Roman law predominated. The introduction of the Napoleonic Civil Code during the reign of Napoleon I in the first decade of the 19th century brought major reforms to the French legal system, many of which remain part of France's current legal structure, though all have been extensively amended or redrafted to address a modern nation. French law distinguishes between "public law" and "private law." Public law relates to government, the French Constitution, public administration, and criminal law. Private law covers issues between private citizens or corporations. The most recent changes to the French legal system - introduced in the 1980s - were the decentralization laws, which transferred authority from centrally appointed government representatives to locally elected representatives of the people.

**International Law** - The law of the international community, or the body of customary rules and treaty rules accepted as legally binding by states in their relations with each other. International law differs from other legal systems in that it primarily concerns sovereign political entities. There are three separate disciplines of international law: public international law, which governs the relationship between provinces and international entities and includes treaty law, law of the sea, international criminal law, and international humanitarian law; private international law, which addresses legal jurisdiction; and supranational law - a legal framework wherein countries are bound by regional agreements in which the laws of the member countries are held inapplicable when in conflict with supranational laws. At present the European Union is the only entity under a supranational legal system. The term "international law" was coined by Jeremy Bentham in 1780 in his *Principles of Morals and Legislation*, though laws governing relations between states have been recognized from very early times (many centuries B.C.). Modern international law developed alongside the emergence and growth of the European nation-states beginning in the early 16th century. Other factors that influenced the development of international law included the revival of legal studies, the growth of international trade, and the practice of exchanging emissaries and establishing legations. The sources of International law are set out in Article 38-1 of the Statute of the International Court of Justice within the UN Charter.

**Islamic Law** - The most widespread type of religious law, it is the legal system enforced in over 30 countries, particularly in the Near East, but also in Central and South Asia, Africa, and Indonesia. In many countries Islamic law operates in tandem with a civil law system. Islamic law is embodied in the sharia, an Arabic word meaning "the right path." Sharia covers all aspects of public and private life and organizes them into five categories: obligatory, recommended, permitted, disliked, and forbidden. The primary sources of sharia law are the Qur'an, believed by Muslims to be the word of God revealed to the Prophet Muhammad by the angel Gabriel, and the Sunnah, the teachings of the Prophet and his works. In addition to these two primary sources, traditional Sunni Muslims recognize the consensus of Muhammad's companions and Islamic jurists on certain issues, called *ijmas*, and various forms of reasoning, including analogy by legal scholars, referred to as *qiyas*. Shia Muslims reject *ijmas* and *qiyas* as sources of sharia law.

**Mixed Law** - Also referred to as pluralistic law, mixed law consists of elements of some or all of the other main types of legal systems - civil, common, customary, and religious. The mixed legal systems of a number of countries came about when colonial powers overlaid their own legal systems upon colonized regions but retained elements of the colonies' existing legal systems.

**Napoleonic Civil Code** - A type of civil law, referred to as the Civil Code or Code Civil des Francais, forms part of the legal system of France, and underpins the legal systems of Bolivia, Egypt, Lebanon, Poland, and the US state of Louisiana. The Civil Code was established under Napoleon I, enacted in 1804, and officially designated the Code Napoleon in 1807. This legal system combined the Teutonic civil law tradition of the northern provinces of France with the Roman law tradition of the southern and eastern regions of the country. The Civil Code bears similarities in its arrangement to the Roman Body of Civil Law (see Civil Law above). As enacted in 1804, the Code addressed personal status, property, and the acquisition of property. Codes added over the following six years included civil procedures, commercial law, criminal law and procedures, and a penal code.Задание 2.

**Exercise 2.** Answer the following questions:

1. What is the purpose of fine art?
2. What types of fine art can you name?
3. What is the medium used in sculpture?
4. What forms are used in theatre?
5. What can you say about architecture?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №17

### Тема занятия «Legal systems.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

**Exercise 1.** Read the text and answer the questions below it.

#### Legal system (3):

**Religious Law** - A legal system which stems from the sacred texts of religious traditions and in most cases professes to cover all aspects of life as a seamless part of devotional obligations to a transcendent, imminent, or deep philosophical reality. Implied as the basis of religious law is the concept of unalterability, because the word of God cannot be amended or legislated against by judges or governments. However, a detailed legal system generally requires human elaboration. The main types of religious law are sharia in Islam, halakha in Judaism, and canon law in some Christian groups. Sharia is the most widespread religious legal system (see Islamic Law), and is the sole system of law for countries including Iran, the Maldives, and Saudi Arabia. No country is fully governed by halakha, but Jewish people may decide to settle disputes through Jewish courts and be bound by their rulings. Canon law is not a divine law as such because it is not found in revelation. It is viewed instead as human law inspired by the word of God and applying the demands of that revelation to the actual situation of the church. Canon law regulates the internal ordering of the Roman Catholic Church, the Eastern Orthodox Church, and the Anglican Communion.

**Roman Law** - A type of civil law developed in ancient Rome and practiced from the time of the city's founding (traditionally 753 B.C.) until the fall of the Western Empire in the 5th century A.D. Roman law remained the legal system of the Byzantine (Eastern Empire) until the fall of Constantinople in 1453. Preserved fragments of the first legal text, known as the Law of the Twelve Tables, dating from the 5th century B.C., contained specific provisions designed to change the prevailing customary law. Early Roman law was drawn from custom and statutes; later, during the time of the empire, emperors asserted their authority as the ultimate source of law. The basis for Roman laws was the idea that the exact form - not the intention - of words or of actions produced legal consequences. It was only in the late 6th century A.D. that a comprehensive Roman code of laws was published (see Civil Law above). Roman law served as the basis of law systems developed in a number of continental European countries.

**Roman-Dutch Law** - A type of civil law based on Roman law as applied in the Netherlands. Roman-Dutch law serves as the basis for legal systems in seven African countries, as well as Guyana, Indonesia, and Sri Lanka. This law system, which originated in the province of Holland and expanded throughout the Netherlands (to be replaced by the French Civil Code in 1809), was instituted in a number of sub-Saharan African countries during the Dutch colonial period. The Dutch jurist/philosopher Hugo Grotius was the first to attempt to reduce Roman-Dutch civil law into a system in his *Jurisprudence of Holland* (written 1619-20, commentary published 1621). The Dutch historian/lawyer Simon van Leeuwen coined the term "Roman-Dutch law" in 1652.

**Spanish Law** - A type of civil law, often referred to as the Spanish Civil Code, it is the present legal system of Spain and is the basis of legal systems in 12 countries mostly in Central and South America, but also in southwestern Europe, northern and western Africa, and southeastern Asia. The Spanish Civil Code reflects a complex mixture of customary, Roman, Napoleonic, local, and modern codified law. The laws of the Visigoth invaders of Spain in the 5th to 7th centuries had the earliest major influence on Spanish legal system development. The Christian Reconquest of Spain in the 11th through 15th centuries witnessed the development of customary law, which combined canon (religious) and Roman law. During several centuries of Hapsburg and Bourbon rule, systematic recom compilations of the existing national legal system were attempted, but these often conflicted with local and regional customary civil laws. Legal system development for most of the 19th century concentrated on formulating a national civil law system, which was finally enacted in 1889 as the Spanish Civil Code. Several sections of the code have been revised, the most recent of which are the penal code in 1989 and the judiciary code in 2001. The Spanish Civil Code separates public and private law. Public law includes constitutional law, administrative law, criminal law, process law, financial and tax law, and international public law. Private law includes civil law, commercial law, labor law, and international private law.

**United States Law** - A type of common law, which is the basis of the legal system of the United States and that of its island possessions in the Caribbean and the Pacific. This legal system has several layers, more possibly than in most other countries, and is due in part to the division between federal and state law. The United States was founded not as one nation but as a union of 13 colonies, each claiming independence from the British Crown. The US Constitution, implemented in 1789, began shifting power away from the states and toward the federal government, though the states today retain substantial legal authority. US law draws its authority from four sources: constitutional law, statutory law, administrative regulations, and case law. Constitutional law is based on the US Constitution and serves as the supreme federal law. Taken together with those of the state constitutions, these documents outline the general structure of the federal and state governments and provide the rules and limits of power. US statutory law is legislation enacted by the US Congress and is codified in the United States Code. The 50 state legislatures have similar authority to enact state statutes. Administrative law is the authority delegated to federal and state executive agencies. Case law, also referred to as common law, covers areas where constitutional or statutory law is lacking. Case law is a collection of

judicial decisions, customs, and general principles that began in England centuries ago, that were adopted in America at the time of the Revolution, and that continue to develop today. Задание 2.

**Exercise 2.** a) You have met a few names of the famous films and animated cartoons in the text. Have you watched them? What can you say about them? Did you like them or not? Why?

b) Answer the following questions:

1. What kinds of films were produced at the beginning of the cinema development?
2. Say a few words about the first sound film. What was it like?
3. What types of films were popular in the years of war and after it?
4. How are films such as *Titanic* and *Terminator 2: Judgment Day* called?
5. What animated films began to appear after 1995?
6. What can you say about the new genre connected with the names of Martin Kunert and Eric Manes?
7. Do you know any other genres, which have not been mentioned in the text? Give your examples.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №18

Тема занятия «Legalsystems.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

##### The US constitution

Задания :Read the text, be sure that you know all the words and expressions, be ready to discuss it.

The form of the US government is based on the Constitution of 1787 which was adopted after the War of Independence. The US Constitution consists of 7 articles and 27 amendments. The first 10 amendments are called the Bill of Rights and were adopted in 1791 under popular pressure.

The Bill of Rights is a series of limitations on the power of the United States federal government, protecting the natural rights and liberties, property including freedom of religion, freedom of speech, a free press, free assembly, and free association, as well as the right to keep and carry arms. In federal criminal cases, it requires indictment by a grand jury for any capital crime, guarantees a speedy, public trial with an impartial jury composed of members of the state in which the crime occurred.

A key feature of the US Constitution is federalism – the division of power between the national government and the states. Another major feature of the Constitution is the principle of the separation of powers within the national government. According to this principle the executive, legislative and judicial branches exercise powers that are largely separate and distinct. There is not a strict and complete separation of powers, the powers of the three branches overlap. Each branch has its own responsibilities, but no branch has more power than the other branches. There is the system of checks and balances, that is each branch has certain duties to check the powers of the other branches. This system was meant to protect against the extremes since it makes compromise and consensus necessary.

The legislative branch is called the Congress which consists of the Senate and the House of Representatives. It is the responsibility of the Congress to propose and pass laws. In the system of checks and balances, Congress can refuse to approve Presidential appointments and can override presidential veto.

The executive branch consists of the President, the Vice President, the Cabinet and the 13 Departments, and also of the independent agencies. Its responsibility is to enforce laws. According to the principle of checks and balances, the President has the power of veto to reject the bill of the Congress. He also appoints all Supreme Court Justices.

The judicial branch consists of the Supreme Court, 11 Circuit Courts of Appeals and 94 District Courts. This branch explains and interprets laws and makes decisions in lawsuits. It has the power over the other two branches and according to the principle of checks and balances can declare their actions and laws unconstitutional in case they violate the principles of the Constitution.

#### Задание 2.

ответьте на вопросы

1. What makes the UK Constitution different from other constitutions?

2. What are the sources of the UK Constitution?
3. What is the core principle of the UK Constitution?
4. What bodies represent the three branches of power (executive, legislative and judiciary)?

1. When was the US Constitution adopted?
2. What does the US Constitution consist of?
3. How are the first 10 amendments to the US Constitution called?
4. What rights and liberties are protected under the Bill of Rights?
5. What is required in federal criminal cases?
6. What kind of trial is guaranteed by the Bill of Rights?
7. What are key features of the US Constitution?
8. What are the three branches of power according to the Constitution?
9. Is there a strict separation of powers?
10. Does any branch have more power than the others?
11. What duties does every branch have regarding the other branches under the principle of checks and balances?

### Задание 3.

What are the composition and powers of the judicial branch according to the US Constitution?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2  
**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №19

Тема занятия «Legalsystems.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

## THE BRITISH CONSTITUTION

Задания :Read the text, be sure that you know all the words and expressions, be ready to discuss it.

The British Constitution is unwritten unlike the constitution in America or the proposed European Constitution, and as such, is referred to as an uncodified constitution in the sense that there is no single document that can be identified as Britain's constitution. The British Constitution can be found in a variety of documents. The main ones are: Statutes (the Magna Carta of 1215 and the Act of Settlement of 1701), Acts of Parliament; customs and traditions, political conventions, case law; constitutional matters decided in a court of law.

Since the English Civil War, the core principle of the British constitution has traditionally been the doctrine of parliamentary sovereignty, according to which the statutes passed by Parliament are the UK's supreme and final source of law. It follows that Parliament can change the constitution simply by passing new Acts of Parliament to be followed by the Royal Assent. There is some debate about whether this principle remains entirely valid today, in part due to the UK's European Union membership.

According to the doctrine of parliamentary sovereignty, Parliament may pass any legislation that it wishes. There are many Acts of Parliament which themselves have constitutional significance. For example, Parliament has the power to determine the length of its own term. However, the Sovereign retains the power to dissolve parliament at any time on the advice of the Prime Minister. Parliament also has the power to change the structure of its constituent houses and the relation between them.

Parliament consists of the Sovereign, the House of Commons and the House of Lords. All the legislation must receive the approval of the Sovereign (Royal Assent). Following the accession of the UK to European Economic Community (now the European Union) in 1972, the UK became bound by European law and more importantly, the principle of the supremacy of European Union law.

The House of Commons alone possesses the power to pass a motion of no confidence in the Government, which requires the Government either to resign or seek fresh elections. Such a motion does not require passage by the Lords, or Royal Assent. Parliament traditionally also has the power to remove individual members of the government by impeachment. By the Constitutional Reform Act 2005 it has the power to remove individual judges from office for misconduct.

The executive power in the United Kingdom is exercised by the Sovereign through Her Majesty's Government. The monarch appoints a Prime Minister as the head of Her Majesty's Government in the United Kingdom. The Prime Minister then selects the other Ministers which make up the Government. As in some other parliamentary systems of government, the executive is answerable to Parliament.

The Courts of the United Kingdom are separated into three separate jurisdictions serving England and Wales, Scotland and Northern Ireland, as the United Kingdom does not have a single unified judicial system.

The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom to take over the judicial functions of the House of Lords and devolution cases from the Judicial Committee of the Privy Council. The Supreme Court began work in 2009, and serves as the highest court of appeal in England and Wales and in Northern Ireland, and for civil cases in Scotland. The High Court of Justiciary will remain the court of last resort in Scotland for criminal cases.

## Задание 2.

Согласитесь или опровергните следующие утверждения

1. The British Constitution is unwritten like the Constitutions of the USA and the Proposed European Constitution.
2. The British Constitution can be found in a variety of documents.
3. Amendments to the British Constitution need the approval of the both Houses of Parliament, but they do not need the Royal Assent.
4. The parliamentary sovereignty has always been the core principle of the British Constitution.
5. The Sovereign has no power to dissolve parliament.
6. Parliament has no power to change the structure of its houses.
7. The British Parliament consists only of the House of Commons and the House of Lords.
8. The European law has priority over the UK law.
9. The executive power in the United Kingdom is exercised by the Sovereign.
10. The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom

1. according to smth – согласнoч-либо
2. adopt a decree – принимать указ
3. approve a bill – одобрять законопроект
4. be in charge of smth/doing smth – возглавлять ч-либо, нести ответственность за ч-либо
5. bring charges against smb – выдвигать обвинения против к-либо
6. by means of smth – по средствам ч-либо, с помощью ч-либо
7. consider a law – рассматривать закон
8. cover the questions – охватывать вопросы
9. create legislation – создавать закон
10. define basic principles of the constitution – определять основные принципы конституции
11. enter a post – вступать в должность
12. establish the principle of independence, irremovability and immunity – устанавливать принцип независимости, несменяемости и неприкосновенности
13. functions of supervision and control – функции надзора и контроля
14. handle questions – решать вопросы
15. implement judicial power – осуществлять судебную власть
16. law-making body – законодательный орган
17. make amendments – вносить поправки
18. override the veto – отменять вето
19. pass a law – принять закон
20. reach a compromise – прийти к компромиссу
21. reject a bill – отклонять законопроект
22. rights and freedoms of a human and a citizen – права и свободы человека и гражданина
23. take an oath – принимать присягу
24. the principle of equality before law – принцип равенства перед законом
25. the supreme law – высший закон
26. vote on a draft law – голосовать по законопроекту

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2  
**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №20

Тема занятия «Legal systems.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;

3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

Read the cases. Using the information from the texts and your background knowledge try to guess what category of law the situation refers to.

##### Case 1

Recently a small group of politicians initiated a debate about the principles of federal structuring of the country. They claimed that a multinational state should not be in a form of federation as this structuring presents less opportunities for the nation to choose whether to stay in the federal state or not. Any nation has a right to form its own state thus the principles of separatism should be clearly formulated in the state law.

What do you think about the situation? Does this point of view have any grounds? What principle of state structuring do you consider the best? (Give reasons to ground your choice)

##### Case 2

###### Part 1

James B. broke into the house of Mr. and Mrs. L. (who were on holiday at that time) and stole \$20,000 cash and some expensive jewelry from the safe. On his way out of the house he upset a coffee table in the lounge and broke an ancient Chinese vase that cost \$230,000. Unfortunately, James did not notice that the house had a modern security system that informed the police about his presence in the house. As soon as he left the house he saw two police officers waiting for him. They handcuffed him and took to the police station. What was the crime he was accused of? What might the penalty be?

###### Part 2

When the L's were informed about the situation they returned from their trip to Florida at once. The first thing they noticed, were the remains of the vase on the floor. Mrs. L. broke into tears: it was a family tradition to give this vase to girls as a wedding gift. Mr. L. was less emotional. He told that the vase was the most precious thing in the house and he wished James had stolen everything but hadn't touched the vase. Mr. L. is now planning to sue James to make him pay for the vase. What kind of lawsuit is it going to be? Do you think the L's have legal grounds for suing James? Would they get the money?

##### Case 3

The Supreme Court is now hearing a case about distribution of authority among the Ministry Of Defense and the State treasury. The case involves such administrative functions as ordering different types of weapons for the national Military Forces and financing all military contracts. The Defense Minister claims that the Treasury officials who know nothing about military matters set hurdles to the development of Nation's Army and Navy. The spokesman for the treasury reported that the military officials cannot plan the expenses and are constantly asking for more and more finance giving no grounds for such increases.

Whose arguments seem more reasonable in the situation? Who should be responsible for military expenses? Mark H. was sentenced to 2 years of prison for shooting a burglar who broke into his house. The killed man was a habitual criminal who had been released from jail a couple of months before the misfortune. The prosecutor considered the verdict fair because the killed criminal was not armed. Mark does not consider himself guilty and wants to appeal. "I have all legal rights to protect my family and my property", he says. Is the verdict fair? What kind of court will hear the case? What might the outcome of the situation be?

##### Case 5

###### Part 1

K., 95, was lonely for most time of his life. He had no wife and no children. Unsuccessful in his private life, he was very fortunate in business and at the time of death he had a fortune of about \$400,000. When he died, his distant relatives (grandchildren of his cousin) wanted to inherit his property, including the apartment in a prestigious district.

Do they have any legal rights for inheriting the property?

###### Part 2

Suddenly the relatives found out that K. had left a will leaving all his property to a complete stranger. The relatives were shocked and indignant, they were really sure they had all chances to inherit the money and the flat. M., the beneficiary of the will, claims that she was helping the old man about the house and has all the legal and moral rights to get the fortune. The relatives want to take her to court.

What kind of case is it going to be? Do they have a chance to win and get the money?  
(Try to give legal grounds)

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №21

Тема занятия «Legal systems.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

Задания: Read the cases. Using the information from the texts and your background knowledge try to guess what category of law the situation refers to.

#### Case 6

Anna M., 37, is going to sue her former employer. She was dismissed when the company she worked for decided to close its subsidiary in her city. About 40 employees are out of job now. Anna says the company has no rights to fire

her as she has three kids. Although her husband works, his salary is not enough to support the family, and it is highly unlikely that she will find a new job because of the high unemployment rate in the city.

Were there any legal grounds for her dismissal? Do you think she can succeed in the lawsuit?

#### Case 7

N., a Swiss company, sued Russia for breaking the terms of the contract. The spokesman for the company said that 10 years ago the company won governmental contract for importing some goods to the country. They claim that the country broke the terms of the contract and did not pay the whole sum. The country's officials admit that the contract was broken but they claim that the price of the goods was twice bigger than the market one. They call the contract fraudulent. Who is right in the situation? What grounds should each of the sides give to the court to win the case?

### Задание 2.

Insert the words in the text and translate it in a written form.

Cases, statutes, governments, courts, precedents, a decision, previous, before, differ from, define or codify

Common law systems, particularly that of England, \_\_\_\_\_ Continental law in having developed gradually throughout history, not as the result of government attempts to \_\_\_\_\_ every legal relation. Customs and court rulings have been as important as \_\_\_\_\_ (government legislation). Judges do not merely apply the law, in some cases they make law, since their interpretations may become \_\_\_\_\_ for other courts to follow. If the essential elements of a case were the same as those of \_\_\_\_\_ recorded cases, then the judge was bound to reach the same decision regarding guilt or innocence. If no precedent could be found, then the judge made \_\_\_\_\_ based upon existing legal principles, and his decision would become a precedent for other \_\_\_\_\_ to follow when a similar case arose. Sometimes \_\_\_\_\_ make new laws to modify or clarify the common law, or to make rules where none existed \_\_\_\_\_. But even statutes often need to be interpreted by the courts in order to fit particular \_\_\_\_\_, and these interpretations become new precedents.

### Задание 3.

Translate this text, find and analyze complex sentences.

People have become more environment-conscious in recent years because now nature is in a very dangerous situation. Many parts of the world are overcrowded. Most of the people live in big cities which suffer from smog. The waste of the enterprises is very dangerous. The waste gets into the soil, water, air and of course this affects the health of people. The earth is our home, and we must take care of it for ourselves and for the next generations. This means keeping the environment clean. Environmental protection is a universal concern of all people and all countries. That is why Russia is cooperating in the field of environmental protection with the United States, Canada, Norway, Finland and other countries. People must discuss different eco-logical

problems and make correct conclusions. Only common efforts of all the people of the world will help to stop further pollution of the earth.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### **Практическое занятие №1**

Тема занятия «Branches of Law.»

#### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### **Задание 1.**

1. How are branches of law classified in Russia?
2. Which branches of law belong to the category of fundamental law?
3. What do specialised branches deal with?
4. How do composite branches differ from fundamental and specialised ones?

The system of law in the Russian Federation is presented by norms, institutions and branches of law which together make a single unity. The system reflects social relations regulated by specific norms and institutions of law. For example the problems of marriage and divorce, child custody and adoption are connected with the sphere of family relations and consequently regulated by the norms of family law.

Branches of law are supposed to be one of the basic units in the whole system of law. Each branch has its own peculiarities, which differentiate this very branch from the others, its subject and method and its own place in the system. For years Russian jurists have made attempts to classify branches of law. Nowadays there are different subdivisions that are used by contemporary Russian scholars. Thus as well as in most other countries law in Russia is divided into public and private, substantive and procedural, domestic and international. But there is one more classification which is based on certain characteristics of Russian law. Traditionally Russian lawyers single out fundamental, specialised and composite or complex branches of law. Fundamental branches regulate the most general and important relations in different spheres of social life. This category involves branches of substantive law such as civil law, criminal law, administrative law, as well as procedural law including civil, criminal and administrative procedural law. Constitutional law doesn't belong to the group of fundamental branches. It is traditionally considered to have the leading position among other branches, as the norms of constitutional law serve the basis for the norms of other branches. Constitutional law in Russia concerns the structure of legislative, executive and judicial power and principles of their work; the political system of the country; its federative structure; forms of property; electoral system; legal status of citizens including their rights, duties and liberties. The main source of constitutional law is the Constitution of the Russian Federation.

Specialised branches of law deal with special areas of social relations such as family relations, financial relations, labour relations, etc. These branches are rather independent and their norms are presented in special codes, for example the Family Code which is the primary source of family law; the Labour Code which is known to be the source of employment law, the Land Code which is the source of land law, etc.

Together with fundamental and specialised branches there are so-called composite branches. Usually these branches don't have their own codes. The relations arising in these spheres of law are usually regulated either by the norms of fundamental law i.e. administrative, civil or criminal law or by norms of specialised law for example financial law. This group includes such branches as business law, environmental law, maritime law, agricultural law, etc.

#### Задание 2.

- 1) property relations
- 2) non-property relations
- 3) purchase and sale of property
- 4) leasing
- 5) shipment of goods
- 6) patent law
- 7) housing law
- 8) invention law
- 9) public officer
- 10) health care
- 11) subordination
- 12) money circulation
- 13) natural person
- 14) crime commission
- 15) imposition of punishment
- 16) the grounds for criminal responsibility
- 17) a set of procedural norms

#### Задание 3. Найдите в тексте английские эквиваленты.

- 1) владение и распоряжение собственностью
- 2) честь и достоинство
- 3) юридическое лицо
- 4) равенство сторон
- 5) наследственное право
- 6) заем
- 7) налоги
- 8) элементы состава преступления
- 9) форма и степень вины
- 10) освобождение от уголовной ответственности
- 11) предварительное следствие
- 12) прокуратура
- 13) дознание
- 14) участники процесса
- 15) подсудимый
- 16) пострадавший
- 17) сторона защиты
- 18) выносить решение по делу
- 19) ходатайства и заявления
- 20) средства судебной защиты

Translate this text, find and analyze complex sentences.

The ecological situation has become very acute. It is because of nuclear and hydroelectric power engineering which is very dangerous. People's careless interaction with it caused environmental disasters. The most horrible disaster which happened in April 1986 befell Belarus and Ukraine and their people. As a result of the Chernobyl tragedy about 18 % of the territory of Belarus and Ukraine was polluted with radioactive substances. Great damage has been done to the republics' agriculture, forests and people's health. The environmental safety of nuclear and hydroelectric power engineering is beginning to assume paramount importance, because when people build and exploit hydroelectric power stations they change the structure and properties of the soil and water.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №2

### Тема занятия «Branches of Law.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

##### What is Environmental Law?

Humanity has been aware of its environment far longer than there have been laws to protect environments. Environmental law, or sometimes known as environmental and natural resources law, is a term used to explain regulations, statutes, local, national and international legislation, and treaties designed to protect the environment from damage and to explain the legal consequences of such damage towards governments or private entities or individuals (1). As we will explain in the next section, it covers many areas, all with the same purpose already described here. However, the term “environmental law” does not just cover government legislation. It can also describe a desire by businesses and other organizations, and their regulators to work towards improving ethical principles by setting regulation and industry standards for operating licenses. These are not “laws” per se but act as such within a regulatory framework. It can also apply a method of land management on a kind of understanding of acting responsibly and ethically.

Similarly, impact assessment is not always legally required, but the permission to develop, construct, modify or engineer can often be refused if one is not carried out. These are voluntary regulations rather than law conducted for the good of the environment and the local population. For various reasons, environmental law has always been a flashpoint of controversy. Debates often center on cost, the necessity of such regulations, and the age-old friction between government regulation and encouraging the market to self-regulate and do the right thing for the good of everyone. For example, the ongoing debate over the impact of certain pesticides in agriculture, greenhouse gas emissions are often a battle between the science and industry's attempts to muddy the science and government lobbying to roll back legislation (2). The other side of the debate is that current industry regulations and legislation are insufficient. Both sides regularly hold conferences to discuss aspects of environmental law and how they should go about getting them changed in their favor.

#### Green Peace

**Green Peace** is an international environmental organization which fights against the pollution of the environment. It was founded in 1969 by a group of Canadian environmentalists. Members of Green Peace appear in the places where the environment is endangered. They always act fast.

The world knows about the Green Peace action to stop hunting whales or killing baby seals. They block the way to the ships that try to dump waste, and work hard to create a nuclear-free world.

The activity of Green Peace often annoys governments, companies and people who don't care about the future of the world.

Green Peace has offices in many countries, including Russia. People, who can't take part in Green Peace actions directly support this organization with money.

Green Peace members are often called “**greens**”. The “greens” are group of people whose aim is protection of natural things, e.g. plants and animals.

#### Green Fuel

A new low-cost *fuel* is being developed by a *biotechnology* company. It is called **biobutanol** and is expected to be the best *environmentally friendly* fuel for transport.

Butanol is *derived from* waste plant material (biomass) and is an attractive replacement for petrol.

It reduces not only CO<sub>2</sub> *emissions* but also our dependence on *finite fossil* fuels.

The UK's Minister for Science said: “The development of biofuels is expected to play a major part in reducing transport *emissions*. Climate change is a huge global problem. We believe the UK must put its best efforts towards developing the new technologies.”

## Задание 2.

Questions to the text on ecological problems:

1. Why are the wild animals in danger?
2. What climatic changes are the most threatening?
3. Is there any way to make our air cleaner?
4. What is Green Peace?
5. What are the main ecological problems?

## Задание 3.

Translate this text, find and analyze complex sentences.

Railway transport pollutes the air. Every year railway enterprises throw into the atmosphere nearly 40 thousand tons of harmful substances. Railway transport throws out into the atmosphere 300 kinds of harmful substances which change the structure of air. Near the railway track, locomotive depots, near the railway stations the concentration of soot and carbon is much higher than the admissible level. In all countries scientists want to exploit environment-friendly railway transport. In some regions of the world and of our country people have problems with local harmful substances. These substances get into the water, so many rivers, oceans and lakes are much polluted. When people build and exploit railway stations they change the structure and properties of the soil. People pollute the soil with industrial and communal waste. The pollution of the air and the soil can lead our planet to a global catastrophe. So people of the whole world must take urgent measures to keep the environment clean.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №3

Тема занятия «Branches of Law.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

## Задание 1.

### Civil law

is a body of rules that defines and protects the private rights of citizens, offers legal remedies that may be sought in a dispute, and covers areas of law such as contracts, torts, property and family law. Civil law is derived from the laws of ancient Rome which used doctrines to develop a code that determined how legal issues would be decided. To explore this concept, consider the following civil law definition.

Emperor Justinian I ruled ancient Rome from 527 A.D. to 565 A.D. One of his lasting legacies is his rewriting of Roman law in “Corpus Juris Civilis,” (“Body of Civil Law”) which still serves as a basis for modern civil law systems worldwide.

1 The body of laws that govern ordinary private matters, separate from laws presiding over criminal, military, or political matters.

2 The body of law that governs private or civil rights, providing redress for wrongs by compensating the person or entity that has been wronged rather than punishing the wrongdoer.

In the United States, civil law has a couple of different meanings. In most parts of the U.S., civil law is synonymous with “common law,” or “judge-made law” which relies on prior court decisions to determine the outcome of cases. The governing principle is “Stare Decisis,” which means that the outcome of a lawsuit depends on the outcomes of previous similar cases.

Civil law and criminal law serve different purposes in the United States legal system. The primary purpose of civil law is to resolve disputes and provide compensation for someone injured by someone else’s acts or behavior. The primary purpose of criminal law is to prevent undesirable behavior and punish those who commit an act deemed undesirable by society.

In civil law, it is the injured person who brings the lawsuit. By contrast, in criminal law, it is the government that files charges. The injured person may file a complaint, but it is the government that decides whether

criminal charges should be filed. A violation of criminal law is considered a crime against the state or federal government and is a violation of public law rather than private law. Civil law cases are concerned only with private law. In some instances, a person may be entitled to file a complaint, trusting the legal system to punish the wrongdoer with prosecution, while bringing a civil lawsuit to receive compensation for the damages done by the wrongdoer.

Another key difference between civil and criminal law is the standards of proof required to reach a verdict. A plaintiff need only prove his civil law case by a “preponderance of evidence.” This standard requires that the plaintiff convince the court that, based on the evidence presented at trial, it is “more likely than not” that the plaintiff’s allegation is true.

In contrast, the standard of proof is higher in criminal law proceedings. The state must prove their case “beyond a reasonable doubt.” The reason for this higher standard is because a person’s freedom is at stake, and the fundamental belief that convicting an innocent person is worse than allowing a guilty person to go free.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## **Практическое занятие №4**

Тема занятия «Branches of Law.»

### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### **Задание 1.**

Branches of Civil Law  
branches of civil law

Civil law cases are divided into four main categories, each covering a range of issues. See below for the types of civil cases and corresponding civil law examples.

#### **Contract Law**

Contract law deals with agreements between two or more parties, each of which is obligated to hold up their portion of the agreement. For example, two parties enter into an agreement for the lease of an apartment. The Lessor has the right to use the apartment, and the landlord receives rent money as compensation. If one party violates any of the provisions of the contract, they have committed a civil wrong known as “breach of contract.” Generally speaking, contracts may be oral or written, however there are certain types of contracts that must be put in writing.

#### **Tort Law**

Tort law is a branch of civil law that is concerned with personal injury and civil wrongdoing. A tort is a civil wrong, done by one person or entity to another which results in injury or property damage, and frequently involves monetary compensation to the injured party. There are three categories of torts: negligence, intentional tort, and strict liability.

Negligence is an unintentional tort, to which there are four elements that must be satisfied.

Duty. The defendant had a duty to act in a reasonable manner

Breach of Duty, meaning that the defendant failed to act reasonably

Causation. The defendant’s breach of duty must be the cause of the plaintiff’s injury or loss

Damages. Monetary, property, or other loss An intentional tort is a deliberate wrongdoing in which the defendant acted with intent to cause harm or injury. Some examples of intentional torts include: assault and battery, false imprisonment, fraud, invasion of privacy, and intentional infliction of emotional distress.

Strict liability is a tort that does not require actual negligence or intent to injure. It is based on an absolute or “strict” duty to ensure something is safe. Strict liability frequently comes into play with hazardous activities, such as bungee jumping. The company that owns the bungee cords, or offers the activity to consumers, has an absolute duty to make sure the bungee cords are intact, hooked up correctly, and are ready to operate safely. If a consumer is injured because the cord breaks or comes undone, the company is liable for the injury under strict liability.

#### **Property Law**

Property law covers both personal property and real property. Personal property can be tangible, such as jewelry, animals, and merchandise, or intangible such as patents, copyrights, stocks, and bonds. Real property refers to land and anything built on it that

cannot be easily removed, as well as anything under the surface of the land, such as oil and minerals. There are two types of property law torts: trespass and conversion.

Trespass to chattels refers to a defendant intentionally and physically interfering with the plaintiff's right to possession and use of their personal property.

Trespass to land occurs when a defendant enters plaintiff's private property without consent of the plaintiff.

Conversion refers to a defendant depriving a plaintiff of their personal property without the plaintiff's consent, and then using the plaintiff's property as his own.

For example, a lady sees her neighbor planting flowers in her garden, and notices she has five extra containers of flowers with no place to plant them. The lady decides she would like flowers in her garden as well, and takes the leftover containers of flowers without asking for permission from neighbor. The lady deprived the neighbor of her flowers, planting them instead in her own garden. The lady has committed conversion.

### Family Law

Family law is the branch of civil law that deals with marriage, divorce, annulment, child custody, adoption, birth, child support, and any other issues affecting families. This branch of civil law is unique in that there is not necessarily a person who committed a civil wrong. This is particularly true in states that have no-fault divorces. The family court gets involved with dividing up property and finances after a divorce, establishing child custody, child support, and spousal support among other things. Some newer areas that fall under the family law umbrella are same-sex marriage, artificial conception, surrogate motherhood, in vitro fertilization, and palimony.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №5

Тема занятия «Branches of Law.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### Задание 1.

##### Civil Case Example

While the lawsuit against McDonald's made national headlines, the facts of the case regarding negligence, defective product, and breach of implied warranty make a fascinating civil case.

Liebeck v. McDonald's Restaurants CV-93-02419, 1995 (N.M. Dist., Aug. 18, 1994)

This case began when 79-year-old Stella Liebeck, who was a passenger in her grandson's car, purchased a cup of coffee at McDonald's drive-through. While the car was still parked, Liebeck removed the lid from the cup to add some creamer to her coffee, inadvertently dropping the cup and spilling the scalding hot coffee on her lap. Liebeck suffered third-degree, deep tissue burns on her legs that required multiple surgeries and skin grafts.

Liebeck filed a civil lawsuit against McDonald's for her injuries under the torts of strict liability and negligence. This case was controversial in that the media portrayed Liebeck's civil lawsuit as frivolous because she was suing over coffee being too hot. However, the damages to her body, her pain and suffering, loss of income, and loss of enjoyment in life due to pain were real and she did prevail in court. The jury found that the defendant's product (the coffee) was defective (too hot to drink) and this constituted a breach of implied warranty (the assumption that the coffee was safe to drink). The jury also found that Liebeck was twenty percent at fault for her injuries.

#### Задание 2.

**Заполните пропуски в предложениях подходящим словом (10 минут):**

to predict to require to supply equipment to express satellite advantage

1. I'm calling to you to .....my thanks for a lovely day.
2. The engineer tested all his video ..... .
3. Kate has an ..... over Mike, she can speak English.
4. All customers are ..... to show their bags.
5. Moon is a natural ..... of our planet.

6. Bakers ..... us with fresh bread.
7. She looked at the sky and ..... snow

### Задание 3.

**Напишите сообщение по одной из следующих тем :**

- 1) Traveling into space robots a computer Internet
- 2) Science and Technology
- 3) Device inventions stereo system discoveries

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №6

Тема занятия «Branches of Law.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

#### Criminal law

Criminal law is the part of the law which is concerned with crimes. Criminal law may be defined by three basic elements. First, it prevents harm to society and its members. Second, it specifies what conduct is considered criminal. Third, it identifies prescribed sanctions for criminal conduct.

The first element, preventing harm, implies that a central purpose of criminal law is to protect society from various activities that might injure its members or social institutions. Vandalism, murder, assault, robbery, theft of personal property are examples of harms typically associated with violations of criminal law. Criminal law provides social control for society.

+The second element, specification of what conduct, is criminal, refers to the particular act or acts defined as illegal. Criminal law provides that every outlawed act is separately detailed and described.

The third aspect of the definition of criminal law involves prescriptions for punishment. Criminal law presumes that one cannot be punished for committing a crime unless one has been convicted of violating a law.

Crime is conduct that society classifies as illegal, it is a violation of criminal law. To qualify as crime, behavior must be specifically defined in the law, be enforced by some political body and associated with prescribed penalties

Usually, crimes are classified as either felonies or misdemeanors. Often, the distinctions between them are made on the basis of the length of sentence imposed for the crime. Felonies are most serious crimes and carry lengthier sentences than misdemeanors, such as imprisonment in a state prison for several years. Misdemeanors are less serious crimes for which fines and shorter jail time may be imposed.

Ex. 1. Read the following words and translate them into Russian.

+Criminal, personal, illegal, part, element, sanction, detail, central, institution, vandalism, control, social, definition, political, serious.

Ex. 2. Find the synonyms.

Conduct, offence, jail, ownership, penalty, prison, crime, behaviour, illegal, criminal, offender, punishment, property, outlawed.

Ex. 3. Change the verb phrases to noun phrases.

+To protect society from various crimes, to prevent the crime to society, to identify prescribed sanctions, to define the criminal law, to violate criminal law, to provide the social control, to specify outlawed act, to prescribe sanctions for punishment, to classify illegal conduct.

Ex. 4. Add the necessary words into the sentences.

Criminal law is ...

The central purpose of criminal law is ...

Crime is ...

Crimes are classified as ...

Felonies are those crimes for which ... may be imposed and for misdemeanours may be imposed ...

Ex. 5. Read these sentences and find wrong statements.

Criminal law provides social control for society.

Crime is a legal conduct.

Felones are less serious crimes than misdemeanours.

Theft of personal property is a violation of criminal law.

There are no distinctions between felonies and misdemeanours.

Death sentence may be imposed for felonies.

Criminal law does not provide punishment for outlawed act.

The central purpose of criminal law is to protect society and its members.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### **Практическое занятие №7**

Тема занятия «Branches of Law.»

#### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### **Задание 1.**

Сформулируйте основную идею текста в 5 предложениях

#### **COMMON AND CONTINENTAL LAW**

Each country in the world has its own system of law. There are two main traditions of law in the world. One is based on English Common law<sup>1</sup>. The other tradition is known as Continental, or Roman law.

Common law, or case law system, differs from Continental law as it has developed gradually throughout history. It is not the result of government attempts to codify every legal relation. Customs and court rulings have been as important as statutes (government legislation). Judges do not merely apply the law, in some cases they make law, and their interpretations may become precedents for other courts.

Before William of Normandy invaded England in 1066 no law was common to the whole kingdom. The Norman Kings sent travelling judges around the country and gradually a “common law” developed. Uniform application of the law throughout the country was promoted by the gradual development of the doctrine of precedent.

The doctrine of precedent is still a central feature of modern common law systems.

Even when governments make new laws – statutes, they are interpreted by the courts in order to fit particular cases, and these interpretations become new precedents.

Continental systems, codified legal systems, have resulted from attempts by governments to produce a set of codes so that the state could govern every legal aspect of a citizen's life.

When the lawmakers were codifying their legal systems, they looked to the example of Revolutionary and Napoleonic France, whose legislators wanted to break with previous case law.

The lawmakers were also influenced by the model of the Canon law of the Roman Catholic Church, but the most important models were the codes produced in the seventh century under the direction of the Roman Emperor Justinian.

Versions of Roman law had long influenced many parts of Europe but had little impact on English law.

English law can be divided into Statute Law<sup>1</sup>, Common Law and Case Law<sup>2</sup>. Statute Law consists of all laws passed by Parliament. The majority of laws are proposed and drafted by the government in power, any member of the House of Commons or House of Lords can also propose a law. An exception to this is that only a member of the House of Commons may introduce a financial Bill. The laws that are drafted by the government, as the laws proposed by individual members of the House of Commons or House of Lords, must be agreed to by Parliament before they become effective. That means that they must be passed by the elected House of Commons, approved (in most cases) by the House of Lords, and confirmed by the Sovereign.

Common Law consists of principles and rules of conduct based on the ancient customs of the country and recognized by the Courts as Law. Common Law is unwritten, and its principles can be learnt only by intensive study of past court decisions and ancient custom. The Common Law can, however, be changed or developed by statute.

But more important perhaps than either the Statute Law or even the Common Law are decisions of the Courts. Just as the many ancient customs of the land make up the Common Law, the collected decisions of the Courts form English "Case Law". Once Parliament has passed a law, the courts must decide what the words of that law mean. The interpretation of the Courts remains till either a higher Court decides that this interpretation was wrong, or Parliament passes another law and changes it.

So once a Court decided against the government on a question of what a law means – and the Courts may decide that a law as worded means something quite different from what the government intended – the government must accept the decision of the Court. They may, if the Houses agree, pass another law. But that takes a great deal of time and trouble.

Notes:

1 Statute Law – статутное право, писанный закон

2 Case Law – прецедентное право

### Задание 2.

Match if these statements are true or false or there is no such information in the text:

1. Even in Ancient Greece people were thinking about flying into space.

true

false

does not say

2. John Glenn went into American history as the first who orbited Earth.

true

false

does not say

### Задание 3.

Answer to the following question:

Which president of United States claimed the following statement according to the text: "Landing a man on the moon and returning him safely to Earth within a decade" ?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №8

Тема занятия «Branches of Law.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

#### ANCIENT SYSTEMS OF LAW

One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, who lived in about 1900 B.C., and whose stone figure we can see in the British Museum in London. Another early code is the code of Hebrew Law<sup>1</sup> contained in the Book of Exodus<sup>2</sup> in the Bible.

In Greece each city state had its own law, some laws were common to many states. In the seventh century B.C. the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of the jury listened to speeches made by the persons who had brought the case before them, and by their friends. Barristers did not participate in court proceedings, but professional speech-writers sometimes prepared speeches.

Roman law is one of the greatest systems that has ever existed. It was based upon custom, and by A.D. 528 the quantity of Roman Law had become so immense that the Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws.

Roman law had a deep influence upon the law of the world. It had a strong influence on the law of most European countries and some influence on Anglo-Saxon law, which is the other great law system of the world. After many years Roman law reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic Code was a splendid achievement, and it has influenced the law of many countries in Europe and South America.

Notes:

1 Hebrew Law – древнееврейское право

2 Book of Exodus – Исход (2-ая книга Ветхого Завета)

### Задание 2.

Exercise 2. Make the following sentences active

1. The Liberals were replaced by the Labour party.
2. Since 1924 the political scene of Great Britain has been dominated by the Conservatives and the Liberals.
3. The Conservatives are traditionally supported by the rich and the privileged.
4. Finally a bill will be signed by the Queen.
5. A bill is being discussed in the House of Commons now.

Exercise 3. Make the following sentences passive.

1. The Parliament Act 1911 has restricted the life of the House of Commons.
2. Electoral law divides the United Kingdom into 650 constituencies.
3. Each constituency will elect a single member to the House of Commons.
4. The authorities allowed their electors to send votes by post.
5. The committee is still discussing the bill.

Exercise 4. Open the brackets.

1. I have not seen him for (some, any) years.
2. Is (something, anything) wrong with my papers?
3. (Everybody, somebody) should know his rights and enjoy them.
4. For more than seventy years we knew (anything, nothing) about the true history of our country.
5. You can take this book at (some, any) library.
6. At present (some, any) person knows almost everything about this phenomenon.
7. He is absent today. I'm afraid (something, anything) has happened to him.
8. (Some, any) centuries ago people did not know (anything, nothing) about electricity.
9. I'm sorry, I couldn't find (something, anything) in this article.
10. Newspapers reported that the session (to begin) its work two weeks later.
11. He wondered if the committee (to discuss) all the questions on the agenda.
12. She said she (to phone) from the office then.
13. I thought it (to be) a financial bill.
14. She said she (to be) a first-year student of the Law Faculty.
15. They hoped they (to become) qualified specialists in future.
16. My friend told me he already (to translate) the article.
17. I knew he (to be going) on a business trip.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №9

Тема занятия «Social Change in the Modern World.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;

5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### **Практическое занятие №10**

Тема занятия «Social Change in the Modern World.»

#### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

#### **Задание 1.**

Прочитайте и переведите текст:

##### **«Science and Technology»**

Technology is an important part of our lives. We use computers and other electric equipment at work and in the home. However, some people believe we rely too much on machines, and that the more technology improves, the lazier and weaker humans will become.

Technological advances are changing our lives very rapidly. Nowadays we can't do without such gadgets as mobile phones, PCs, digital tape recorders, air conditioners, fax machines and so on. Many people feel ill at ease without their laptop computers or GPS navigation systems.

In my opinion, technology facilitates our lives and saves our time. Computers help us do the most difficult sums and investigate complicated data. People do business, communicate and do the shopping via the Internet. It is much easier to do housework nowadays, thanks to electric equipment such as microwave ovens, washing machines and so on. However, many people say that technology makes us lazier and weaker. For example, such technological developments as the telephone and the Internet have made communication much easier, but they can cause the loss of social interaction. A lot of people prefer communicating through a keyboard than face to face. That is why people don't meet as often as they did in the past. A lot of people are fond of watching TV and playing computer games. They spend hours in front of the screen. They have no time to read books or to communicate with their friends. They move less, speak less and they even think less. Of course, such way of life does much harm to their health.

To sum up, people should continue to develop technology, but they must do it wisely. Otherwise we may regret in the future.

Some people say that technical devices do more harm than good. However, others think that it is impossible to live without computers or mobile phones nowadays.

Nowadays people can't imagine their lives without different technical devices. Every day we use computers, laptops, mobile phones, i-Pods, digital tape recorders and so on.

I have always wondered if our lives could be better without these technical devices. Personally, I can't do without my computer as it helps me study. For example, it helps me prepare reports and create beautiful presentations. Besides, the computer is a great source of entertainment. I often play computer games, watch films or listen to music. The Internet helps me learn the latest news, access useful information, communicate with my friends and what not. A mobile phone is a vital part of my daily life. It gives me an opportunity to be reachable everywhere and to keep in touch with my friends. However, many people say that technical devices enslave those who use them. Besides, they do much harm to our health. For example, if people spend much time in front of the screen, they have problems with their eyesight and sleep. They don't go out or exercise, they feel exhausted and depressed. Computer games can cause addiction and make people aggressive. As for mobile phones, they use electromagnetic radiation which can influence our health in a negative way. To conclude, I would prefer a technological way of life to a natural one, though it has a number of disadvantages. In my opinion, modern society can't do without progress and technology. People can avoid the risk to human life and health if they use technological devices wisely.

#### **Задание 2.**

##### **Совместите изобретателей и их изобретения**

1. Galileo Galilei a) paper
2. Isaac Newton b) thermometer and microscope
3. Alexander Bell c) law of Universal gravity
4. Alexander Popov d) diesel engine
5. John Logie Baird e) telephone
6. Rudolf Engine f) table of chemical elements

7. Dmitry Mendeleev g) radio
8. Ts'ai Lun h) television
9. Nicolas Cugnot i) automobile
10. Thomas Edison j) light bulb

### Задание 3.

1. By the way, do you have your mobile phones with you? 2. Do you often use it? 3. How often do you use it? 4. When was it invented? 5. What century is it? 6. When you hear these words, Science and Technology, what associations you have connected to these words? 7. What words do occur to your mind?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №1

Тема занятия «Plans for future.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

#### SPEECH PATTERNS

It's important for the resume to be good looking – Важно, чтобы резюме было аккуратно оформлено.  
 He spoke loudly for them (for people) to hear him – Он говорил громко, чтобы они (люди) его слышали.  
 It is necessary for us to do this work in time – Нам необходимо сделать эту работу вовремя.  
 He is fit to do the job – Он может сделать эту работу. (Он подходит для выполнения этой работы.)  
 Doesn't it sound fantastic? – Разве это не великолепно?  
 It's worth the expense – Это стоило понесенных расходов.  
 So do I/ Neither (Nor) do I – И я тоже. (после утвердительного/после отрицательного)  
 As far as long as memory can stretch – Исколькo люди помнят  
 He is about to graduate – Он скоро заканчивает университет

**Exercise 1.** Translate into English using for + smb + to do.

1. Вам необходимо быть здесь завтра в 5 часов.
2. Ему легко это сделать.
3. Нам трудно сделать эту работу в такой короткий срок.
4. Для вас важно написать хорошее резюме.
5. Для вас важно правильно оценить свои возможности.
6. Вам нужно решить, какую карьеру выбрать для себя.
7. Вам нужно вызвать к себе интерес работодателя.
8. Вам необходимо получить интервью.

### Задание 2.

**Exercise 2.** Translate into Russian.

1. He is fit to do the job.
2. None of the applicants fitted our requirements.
3. The equipment is not fit to install.
4. My education is unfit to fulfill this job.
5. And for as long as memory can stretch our students try to find jobs when they are about to graduate.
6. Doesn't it sound fantastic to be trained at such a well known firm!
7. This job is worth the efforts.

### Задание 3.

**Exercise 3.** Imagine that you are talking to your friend. You have the same ideas, tastes, circumstances etc. as your friend. Use So... or Neither....

Example: - I'm very busy. - So am I.

- I don't like the boss. - Neither do I.

1. I don't feel good about the job.

2. I can't decide what job to look for.

3. I can't decide what career to pursue.
4. I'm not ready to start working.
5. I wrote a good resume. .
6. I've got an interview.
7. I've found a good job.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## **Практическое занятие №2**

Тема занятия «Plans for future.»

### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

#### **VOCABULARY**

Nouns and phrases with them

1. ability - способность
2. adult – взрослый
3. applicant- лицо, обращающееся с просьбой о предоставлении работы
4. application — заявление с просьбой о предоставлении работы
5. aptitudes - склонности
6. attempt - попытка
7. attitude— отношение
8. auditor- аудитор
9. austere – строгий, суровый
10. bidder – лицо, предложившее наиболее выгодные условия работы
11. broker— брокер
12. career- карьера
13. choice of occupation - выбор рода занятия
14. citizen— гражданин
15. communicator of knowledge – передающий знания
16. consultancy – консультационные услуги
17. cooperation - сотрудничество
18. CV (curriculum vitae) - резюме
18. faults - недостатки
19. flexibility – гибкость
20. “Fringe benefits” – дополнительные льготы
21. hint- намек
22. honesty - честность
23. insurance company—страховая компания
24. job counseling – консультации по устройству на работу
25. job creation – создание рабочих мест
26. job description - должностная инструкция; характер выполняемой работы; описание рабочего задания
27. job opportunities - возможность получения работы или продвижения по службе
28. job prospects – планы на будущее, связанные с работой
29. job satisfaction – удовлетворение от работы
30. job security - обеспеченность работой
31. kind - вид, род
32. kindness - доброта; сердечность; любезность; благожелательность
33. level of unemployment – уровень безработицы
34. loan officer – банковский служащий, занимающийся выдачей ссуд
35. loan officer — банковский служащий, занимающийся выдачей ссуд
36. loyalty - верность, преданность
37. model of competence – образец компетентности
38. part-time/full-time job - работа неполный рабочий день/полный рабочий день
39. personal characteristics — личные качества

40. personneldepartment - отдел кадров
41. personneldepartment – отдел кадров
42. personnelmanager – кадровик
43. qualification— подготовленность, квалификация
44. respect - уважение
45. responsibility – ответственность
46. resume — резюме, анкета CV (curriculumvitae) – резюме
47. securitiesfirm — фирма, работающая с ценными бумагами
48. self-assessment - самооценка
49. team- команда
50. temporary/permanentjob – временная/постоянная работа
51. underpressure – зд. в напряженном режиме
52. underpressure — зд. в напряженном режиме
53. underwriter- «андеррайтер» (поручитель, гарант)
54. vacantposition — свободное место (рабочее)
55. vacantposition – свободное рабочее место
56. workpermit – разрешение на работу
57. workforce – рабочая сила

## Задание 2.

### Exercise 1. Translate into Russian.

a) to seek

1. In the U K young people wishing to get training grants should seek advice from government advisers.
2. New companies are seeking markets for their goods.
3. Many graduates seek good employment.
4. All businesses seek profits.
5. My friend is seeking my help in the matter.

b) personal vs personnel

1. The letter was marked "Personal".
2. The president made a personal visit to the local university and spoke with the students.
3. These are my personal belongings.
4. The personnel department deals with recruitment and problems of the staff.
5. She gave up her job for personal reasons.
6. We need to change the management personnel of the company

## Задание 3.

### Exercise 2. Provide an appropriate conversational context for the following (to give up)

1. ... finally, he gave up smoking.
2. ... in the end, he gave up his job.
3. ... but she didn't give up hope.
4. ... to my regret she gave up her studies.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №3

Тема занятия «Plans for future.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

## Задание 1.

Verbs and phrases with them

1. accept a job, to take up a job – согласиться на работу
2. advertise - рекламировать
3. apply for – обращаться с чем-то, претендовать
4. apply for a job - подавать заявление о приеме на работу [на вакантную должность]
5. arouse interest - вызвать интерес

6. associate – связывать, ассоциироваться
7. beensured – обеспечиваться, гарантироваться
- beintransitiontoamarketeconomy – быть на этапе перехода к рыночной экономике
8. beofinteresttosmb – представлять интерес для кого-то
9. encourage – поощрять
10. equip — зд. снабдить
11. experience - испытывать
12. explore — исследовать, изучать
13. feelgood (about) smth. - быть удовлетворенным
14. feelgood (about) smth. – быть удовлетворенным
15. fillavacancy — заполнить свободное место (вакансию)
16. findajob – найтиработу
17. fit - подходить, гадиться
18. flourish - процветать
19. foster – воспитывать, побуждать
20. gainaninterview — получить приглашение на интервью
21. getajob – получить работу
22. giveup – отказаться, бросить
23. giveupsmth — бросить, отказаться отчего-л.
24. hire — нанимать на работу
25. leaveone'sjob - бросить работу, уйти с работы
26. liquidateignorance – ликвидироватьнеграмотность
27. lookforajob, toseekajob – искатьработу
28. loseajob – потерять работу
29. maintainrelations — поддерживать отношения
30. makeacareer — сделать карьеру
31. makeachoice — сделать выбор
32. movefromjobtojob- переходить с работы на работу
33. offersmb. ajob – предложить кому-нибудь работу
34. performatask - выполнятьзадачу
35. pursueacareer - осуществить карьеру
36. recruit — нанимать на работу
37. regard- учитывать
38. remove – снимать (ограничения)
39. require – требовать
40. seek – искать, ожидать
41. shape – формировать
42. sumup – суммировать
43. temper – сочетать
44. turnto – обратиться к кому-либо/куда-либо

## Задание 2.

**Exercise 3.** Paraphrase the sentences using synonymous expressions: a hint, to take the hint, to hint at

1. The nurse didn't want to upset the woman and she only said in an indirect way that her daughter was not feeling quite well.
2. What do you imply?
3. What are you trying to imply?
4. What do you mean?

## Задание 3.

**Exercise 4.** Answer these questions using: interest, to be of interest, to arouse interest, to show an interest, to have (an) interest, to express (an) interest, to lose interest

1. How can one arouse employer's interest?
2. Do you show an interest in politics?
3. What subjects on your curriculum are of particular interest to you?
4. What are your interests and hobbies?
5. Are people losing all interest in election?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## Практическое занятие №4

Тема занятия «Plans for future.»

### Цели:

1. формирование иноязычной коммуникативной компетенции;

2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

#### Adjectives

1. accurate- правильный, точный
2. associate - связывать, ассоциироваться
3. chief — главный
4. competent— опытный
5. competitive- конкурентный
6. good-looking – зд. аккуратно оформленный
7. grudging – недовольный
8. over-generous - слишком щедрый
9. permanent – постоянный
10. potential— потенциальный
11. rewarding - стоящий
12. self-employed - занимающийся индивидуальной трудовой деятельностью
13. separate - отдельный
14. specific— конкретный
15. temporary – временный
16. tempting— заманчивый

### Задание 2.

**Exercise 6.** Translate into Russian and answer the questions, using:

a) relations (отношения), attitude (отношение)

1. Do people have a more relaxed attitude to their work these days?
2. Are attitudes towards older people changing in our country?
3. With what countries do we traditionally have good relations?

b) to succeed in (smth, doing smth)

1. What skills do people need to succeed in today's economy/in finance/in business?
2. What personal qualities do people need to succeed as managers?
3. Do you hope to succeed in the career you've chosen?
4. Do you always succeed in examinations?
5. Do you know people who succeed anywhere?

c) failure, to fail

1. Have you (or your friends) ever failed (to pass) an examination? If yes, how can you account for (объяснить) the failure?
2. Do you sometimes feel a failure? Is it difficult to admit failure?
3. Has any of your friends ever failed you?
4. Have you ever failed your friends?
5. Have you ever failed in your attempts to do something?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №5

#### Тема занятия «Plans for future.»

#### Цели:

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1.

**Exercise .** Translate into English, using

a) to make/ to do

1. Это упражнение сделано правильно.
3. Вы сделали успехи в учебе.
4. Прочитайте эту книгу, она принесет вам пользу.
5. Они сделали большие усилия, чтобы улучшить свою работу.

b) most and most of.

1. Большинство моих друзей уже окончили институты.
2. Большинство из нас планируют поступить в институт.
3. Большинство выпускников нашего института уже нашли работу.
4. Большинство компаний стараются принять на работу лучших студентов, предлагая им хорошую зарплату.
5. Большинство компаний ведут конкурентную борьбу за студентов.
6. Большинство выпускников институтов сейчас имеют практический опыт работы.
7. Большинство кандидатов имеют необходимую квалификацию.

c) to compete

1. Фирмам приходится конкурировать на рынке.
2. Рынок труда в Великобритании остается конкурентным.
3. Конкуренция на рынке труда усилилась (to intensify) за последние месяцы.
4. Они столкнулись с острой (stiff) конкуренцией.
5. Кто ваши конкуренты на рынке?
6. Конкуренция за рабочие места стала более острой (fiercer).

### Задание 2.

**Exercise. a)** Look at the following model of RESUME.

A resume presents information in inverse chronological order, that is, beginning with the most recent item and moving back through time. The resume begins with your name and address, followed by your job objective. Then it lists your employment and education experiences. Read the example below.

#### Resume

**Ann Quinn**

14 Cherry Street  
Saginaw, MI 48606  
517-749-6774

**Job Objective:** Marketing Researcher

**Work Experience:**

2004-2006, Marketing Researcher,  
Saginaw Plastics Co., Saginaw Michigan  
- Developed and administered surveys to consumers and distributors  
- Collected and interpreted data from salespeople.  
2002-2004, Sales Department Assistant,  
Polonia Chemicals, Inc., Clare, Michigan  
- Prepared scheduling of products - Presented firm at trade

**Education:**

B.S., Central Michigan University, 2002  
Marketing major

**b).** Write a resume.

**Exercise 2.** Comment the following statements:

1. Some people prefer to have a dangerous but well-paid job, others think that it is better to have safe but less paid-job. What do you think about it? Give your reasons.
2. The most popular professions nowadays are the professions of a lawyer, a bookkeeper, a journalist. What's your opinion? What professions are the best from your point of view? Give your reasons.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

### Практическое занятие №6

Тема занятия «Plans for future.»

**Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;

## 6. развитие мотивации к изучению иностранного языка.

### Задание 1.

**Exercise.** Fill each gap with a suitable word from the box:

1. spend (2), get, start, gained, enjoy, leave, take

Most people ... a third of their lives at work. So it is important for people to ... their work. And enjoying work means choosing the right career in the first place.

People in Britain can ... work at the age of sixteen, though many young people stay at school after this age. When young people ... school at the age of sixteen they can ... a low-paid job working in a shop or a factory. At the same time they can ... one day a week at a college of further education. Many young people wishing to ... a practical skill - for example, car mechanics, hairdressers etc. — do this. At the end of their college training they ... a qualification. It is a good beginning to ... a career because such young people have ... practical experience in their job which is important for their promotion.

2. abilities, to liquidate, to communicate, respect, conditions, fostering, industry, praised, relationship, to shape, to regard, attitude, capacity.

1) One of the most important tasks of the Revolution was ... illiteracy in Russia.

2) Russian school creates the best possible ... education for the younger generation.

3) We must envisage the ... of feeling of patriotism.

4) To make his work more successful a teacher should ... his pupils' interests.

5) Together with education pupils learn how ... with each other.

6) His report was good and the teacher ... him.

7) I ... him for his broad erudition and knowledge.

8) Thanks to his ... he could prepare for exams in a short period of time.

9) What is your ... to this new teaching method?

10) Many films tell about ... between teachers and pupils.

11) Children's ... can be developed in the course of studies.

12) The teacher helps ... a child's character

13) Psychologists say that there is no limit to the ... of our memory

### Задание 2.

### Writing a CV/ Resume

Curriculum vitae (data sheet)

NAME: *Ann Smith*  
 ADDRESS: *9 Hope Street, Providence, RI, 56789, USA*  
 TEL.: *+01 (123) 456 78 90*  
 DATE AND PLACE OF BIRTH: *12.03.1969, Sidney, Australia*  
 NATIONALITY: *American*  
 MARITAL STATUS: *married*  
 DEPENDANTS: *none*

EDUCATION AND QUALIFICATIONS:

| Institute                          | Dates             | Qualifications                 |
|------------------------------------|-------------------|--------------------------------|
| <i>American University, Boston</i> | <i>1995- 1997</i> | <i>M.S.in Psychology</i>       |
| <i>Australian Business, Sydney</i> | <i>1987-1991</i>  | <i>Business Administration</i> |

PRESENT EMPLOYER: *Lambert Consulting Ltd., Providence*  
 EMPLOYED SINCE: *November 1997*  
 JOB TITLE: *Senior officer in HR Department*  
 PRESENT SALARY: *\$45'000 p.a.*  
 REASON FOR LEAVING: *Better promotional prospected wanted*

PREVIOUS JOBS:

| Employer                  | Dates                | Job Title                      |
|---------------------------|----------------------|--------------------------------|
| <i>Lambert Consulting</i> | <i>1997- present</i> | <i>Human Resources officer</i> |
| <i>since</i>              |                      | <i>Senior officer in HR</i>    |
|                           |                      | <i>1995</i>                    |

REFERENCES:  
*Mr V. Haave, HR Department Chief, Lambert Consulting*

A resume presents information in inverse chronological order, that is, beginning with the most recent item and moving back through time. The resume begins with your name and address, followed by your job objective. Then it lists your employment and education experiences.

**Ex. 2.**

- a) Look at the following model of resume.  
 b) Write a resume.

**Ex. 3.** Read the sections of a CV (a—h). Match them with the headings (1-8).

|                       |                                                                                                                                                                                        |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Personal statement | h. 2000-date Kuoni World Holidays - Assistant Marketing Manager - Started as trainee. promoted within six months                                                                       |
| 2. Personal details   | d. I am a hard-working and enthusiastic sales and marketing graduate who is looking for a position with an international travel retailer.                                              |
| 3. Work experience    | g. I spent a year travelling in Asia and Latin America and I worked for two summers at a summer camp for children in the USA.                                                          |
| 4. Languages          | e. Travel, swimming, running, classical music.                                                                                                                                         |
| 5. Interests          | f. Name: Alena Hesnova<br>Address: 220 Belsize Gardens, London SW2 2RT 070<br>Telephone: 2268 2331<br>Email: hejnova@hotmail.com<br>Nationality: Czech<br>Date of birth: 17 April 1976 |

|                                 |                                                                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Other information            | b. Theo Johnson, Head of Postgraduate Studies, London Business School;<br>Jan Kay, Marketing Director, Kuoni Travel .                                                        |
| 7. Referees                     | c. 1998-99 London Business School- Postgraduate Diploma in Marketing;<br>1994-98 Strednihoteloviskola, MarianskeLazne, the Czech Republic - graduated in Tourism Management. |
| 8. Education and Qualifications | a. Czech (mother tongue), English (fluent), German (good), Russian (good)                                                                                                    |

**Ex.4.** Match the words to form phrases. Use the phrases to complete the sentences below.

bank clerk

emergency services

communication skills

flight attendant

previous employer

managing director

start date

1. She just got a job as a paramedic with the ....
2. Sarah has been promoted to ..... of the company.
3. He wants to be a ..... because he enjoys travelling.
4. What is the ..... of your new job?
5. I had to talk to the ..... about my savings account.
6. I have excellent ..... and can speak three languages.
7. She had a reference from her .....

**Exercise .** Complete the following sentences from the text.

1. Teaching is ...
2. Thus a good teacher always regards ...
3. "Climate" of a classroom ...
4. Teacher's authority ...
5. A teacher takes an active part ...
6. School becomes ...

**Ex.5.** Fill in: *experience, resign, freelance, applied, responsibility, shifts.*

1. A: Have you found a new job yet?  
B: No, but I have ..... to several companies.
2. A: I have a new part-time job at the car factory.  
B: How many ..... a week will you work?
3. A: He does not like working for that company at all.  
B: You should tell him to ..... and find a new job.
4. A: Have you ever thought about working from home?  
B: Yes, I was thinking about being a ..... artist.
5. A: Have you worked in the medical profession before?  
B: Oh yes, I have years of .....
6. A: Are you interested in managing a business?  
B: I don't know if I am ready for that much .....

**Ex.6.** Complete the text with:

*skills, participate, profession, companies, apply, training, interview, attended, responsibility, experience.*

Finishing school is a very busy, exciting time for people. Everyone wants to find a good job and begin working in their chosen ..... . The first step is to find a suitable vacancy and ..... for the position. If you are called for an ..... you will be asked what ..... you have and where you .... school. They may ask if you have any previous ..... in that type of work. Many large businesses and ..... will require their new employees to ..... in a special ..... course before they are given the ..... of working on their own.

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

## **Практическое занятие №7**

Тема занятия «Plans for future.»

### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### **Задание 1.**

**Exercise .** Give advice for a friend on a) how to find a job; b) how to write a resume. Use the suggested ideas.

a) assess your interests and abilities; decide what job to look for; explore (study) the job market; visit job centres; talk to friends; read advertisements about vacancies; write and send out CVs; try to gain an interview.

b) write your resume accurately; plan and organize your resume: make your resume good-looking; think about what your possible employer would want to know about you and write about it; write about your experience and skills in detail; give basic information about yourself; describe your education in detail; mention your previous employment (if any);

**Exercise .** Read the text, insert prepositions where necessary, say what the Employment Service in Britain does for people seeking jobs.

There are many ways in which people find jobs. These include replying ... advertisements in the national, local or specialist press; direct approaches ... employers and through a job centre or employment agency.

A lot of governments provide a range of services ... job seekers ... employment services.

The Employment Service in Britain gives information ... job opportunities, vocational training programs, about how to raise skill levels. Much attention is given ... school-leavers, students, and graduates who are seeking jobs because ... some areas of Britain a lot of young people are out of work. There are areas with high youth unemployment. The British government has introduced a large number... programs to give school-leavers and young people a better chance ... getting full-time or part-time jobs. Besides, those who fail to find a job, get unemployment benefits.

American students are also fond ... getting temporary or part-time jobs, especially... the summer. Many students work as counselors in summer camps ... young children. Most students work ... supermarkets or in fast food restaurants. Others take jobs as messengers, delivery people or sales clerks. Occasionally, students work ... some of these jobs during the school year as well as during the summers.

### **Задание 2.**

**Exercise 5.** Explain the meaning of:

A communicator of knowledge, to temper teaching methods to children's capacities, climate of a classroom, social development, to be free from vice, familiarity breeds contempt, neither grudging nor over-generous, those who are well equipped for this job.

**Exercise 6.** Combine words into sentences and translate into Russian.

1. upbringing, a, should, children's, all, regard, of, teacher, aspects.
2. is, respect, of, necessary, part, pupils, the, teacher, and, on.
3. development, and, provided, physical, for, social, the, conditions, full, psychological, are, child's.
4. the, regarded, teacher, generally, and, treated, as, friend, a, is
5. discover, on, school, new, a, entering, children, world.
6. with, character,, child's, growing up, of, along, shaping, his, goes.
7. helps, a, communicate, play, peers, child, his, with, to.
8. school, attitude, a, forms, in, positive, to, pupils, labour.

### **Задание 3.**

**Exercise.** Answer the following questions.

1. What can you say in general about teacher's work?
2. A teacher forms attitudes to his subject and to learning, doesn't he?
3. What does a teacher have to regard in his job?
4. Is it necessary for a teacher to know his pupils' abilities and aptitudes? Why?
5. Why is it important to create a good atmosphere in class?
6. What does "climate" of a classroom depend on?
7. Should personal relationships between the teacher and pupils be founded on respect or fear?
8. What do children mostly respect their teacher for?
9. When are teacher's commands likely to be obeyed?
10. What are the chief tasks of education?
11. Which qualities does the teacher foster in children?
12. Do you think that school should become a place of living and learning?
13. When does teaching bring satisfaction and happiness?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2  
**Рекомендуемые информационные источники** Приложение 3

## **Практическое занятие №8**

### Тема занятия «Plans for future.»

#### **Цели:**

1. формирование иноязычной коммуникативной компетенции;
2. развитие учебных умений использовать выборочный перевод для достижения понимания текста;
3. развитие учебных умений интерпретировать языковые средства;
4. контроль за качеством усвоения лексического материала, за уровнем навыков и умений;
5. отработка лексики по теме;
6. развитие мотивации к изучению иностранного языка.

### Задание 1. STARTING A CAREER

#### **Exercise 1.** Read and translate the text

In many countries, businesses, the private sector, provide the majority of jobs. But one could also make a career in government or in the not-for-profit sector. Career is more than just a job. It is something that may include many separate jobs. People, as a rule, move from job to job during their lifetime.

A career involves choices of occupation. There is work that we enjoy and feel good about. And there is work that we don't enjoy. Every career includes some work of both kinds. How much of each kind there is in your career depends very much on decisions that you yourself make.

Seeking work (particularly first job) that is interesting and rewarding requires effort and careful thought. What can help to make career choices? What makes people give up their jobs? How to take the first steps in starting a career? These questions are very often asked. Here are some hints that may be useful.

First you must assess your interests and abilities. Self-assessment is useful in helping you decide what to look for, what career to pursue. When you have a clear idea of the kind of work you would like to do and you are ready to look for a specific job, you should explore the labour market, visit job centres, talk to friends, read advertisements about vacancies. After that you must start writing and sending out resumes or CVs. Your resume not only sums up your experience and education but also advertises you to potential employers. Its purpose is to arouse employer's interest in you and thereby to gain an interview.

Employers want to hire people who fit the job; they want to fill the vacancies with competent people. If there is a personnel department in the company then the staff help to recruit a qualified applicant. Employers usually consider professional qualifications and personal characteristics. Preference is given to applicants who can maintain good relations, who have positive attitudes, who can work in a team and under pressure.

It is important for the resume to be good-looking and accurate.

Before writing your resume, ask yourself what an employer would want to know about you, what tasks you could perform, what kind of experience you have had, what skills you can offer and what job you expect the employer to give you.

### Задание 2.

#### **Exercise 2.** Find in the text English equivalents for these words and word combinations:

карьера, сделать карьеру, как правило, получать удовольствие, зависеть от, принимать решение, требовать усилий, выбор карьеры, бросить (отказаться), самооценка, реклама, таким образом, нанимать, предпочтения, кандидатура, наниматель, банковский служащий, страховая компания, отдел кадров, поручитель, опытный.

### Задание 3.

#### **Exercise 3.** Find in the text Russian equivalents for these words and word combinations:

move from job to job, feel good about, to require effort, give up one's job, to assess one's interests, to pursue a career, to look for a job, to gain an interview, a personnel department, explore the labour market, advertisement, to send out one's resume, loan officer, security firm.

#### Задание4.

**Exercise 5.** Give answers to the questions.

1. Where can young people make a career?
2. Do people change jobs, occupations and careers? What makes them do it?
3. How can one make the first steps in starting a career?
4. What should precede writing resumes?
5. What is the purpose of a resume?
6. What employees do employers want to hire?
7. What skills are appreciated by employers?
8. Are there many interesting jobs in the financial system?

**Методические рекомендации по выполнению заданий:** смотрите Приложение 1,2

**Рекомендуемые информационные источники** Приложение 3

| В освоении дисциплины «Иностранный язык» обучающимся помогут настоящие методические указания. | Методические указания для обучающихся                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Практические занятия                                                                          | <p>В процессе подготовки к практическому занятию студент знакомится с рабочей программой дисциплины, темами и планами практических (семинарских) занятий, уделяя особое внимание целям и задачам, структуре и содержанию дисциплины, проводит анализ основной нормативно-правовой и учебной литературы, после чего работает с рекомендованной дополнительной литературой.</p> <p>Формы организации практических занятий определяются в соответствии со специфическими особенностями учебной дисциплины и целями обучения. Ими могут быть: выполнение упражнений, решение типовых задач, решение ситуационных задач, занятия по моделированию реальных условий, деловые игры, игровое проектирование, имитационные занятия, выездные занятия в организации (предприятия), занятия-конкурсы и т.д.</p> <p>При устном выступлении по контрольным вопросам семинарского занятия студент должен излагать (не читать) материал выступления свободно. Необходимо концентрировать свое внимание на том, что выступление должно быть обращено к аудитории, а не к преподавателю, т.к. это значимый аспект профессиональных компетенций выпускника.</p> <p>По окончании семинарского занятия студенту следует повторить выводы, сконструированные на семинаре, проследив логику их построения, отметив положения, лежащие в их основе. Для этого студенту в течение семинара следует делать пометки. Более того, в случае неточностей и (или) непонимания какого-либо вопроса пройденного материала студенту следует обратиться к преподавателю для получения необходимой консультации и разъяснения возникшей ситуации.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Тестирование                                                                                  | <p>Тест - это система стандартизированных вопросов (заданий) позволяющих автоматизировать процедуру измерения уровня знаний и умений обучающихся. Тесты могут быть аудиторными и внеаудиторными. О проведении теста, его формы, а также раздел (темы) дисциплины, выносимые на тестирование, доводит до сведения студентов преподаватель, ведущий семинарские занятия.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Самостоятельная работа                                                                        | <p>Видами заданий для самостоятельной работы могут быть:</p> <ul style="list-style-type: none"> <li>- для овладения знаниями: чтение текста (учебника, первоисточника, дополнительной литературы); составление плана текста; конспектирование текста; выписки из текста; работа со словарями и справочниками; ознакомление с нормативными документами; учебно-исследовательская работа; использование аудио- и видеозаписей, компьютерной техники и Интернета;</li> <li>- для закрепления и систематизации знаний: работа с конспектом лекции (обработка текста); составление плана и тезисов ответа; составление таблиц для систематизации учебного материала; изучение нормативных материалов; ответы на контрольные вопросы; аналитическая обработка текста (аннотирование, рецензирование, реферирование); подготовка рефератов, докладов и сообщений к выступлению на семинарском занятии; составление библиографии, тематических кроссвордов; тестирование и др.;</li> <li>- для формирования умений: решение ситуационных, вариативных, профессиональных задач и упражнений по образцу; подготовка к деловым играм и др.</li> </ul> <p>Перед выполнением студентами самостоятельной работы преподаватель проводит инструктаж по выполнению задания, который включает цель задания, его содержание, сроки выполнения, ориентировочный объем работы, основные требования к результатам работы, критерии оценки. Во время выполнения студентами самостоятельной работы преподаватель может проводить консультации.</p> <p>Контроль результатов самостоятельной работы студентов может осуществляться в письменной, устной или смешанной форме, с представлением продукта творческой деятельности студента. В качестве форм и методов контроля самостоятельной работы студентов могут быть использованы семинарские занятия, коллоквиумы, зачеты, тестирование, самоотчеты, контрольные работы и др.</p> <p>Критериями оценки результатов самостоятельной работы студента являются: уровень освоения студентом учебного материала; умения студента использовать</p> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | теоретические знания при выполнении индивидуальных заданий; сформированность общеучебных умений; обоснованность и четкость изложения ответа                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Подготовка к зачету (диф.зачету) | <p>При подготовке к зачету (экзамену) необходимо ориентироваться на конспекты лекций, рабочую программу дисциплины, нормативную, учебную и рекомендуемую литературу. Основное в подготовке к сдаче зачета (экзамена) - это повторение всего материала дисциплины, по которому необходимо сдавать зачет.</p> <p>Подготовка студента к зачету (экзамену) включает в себя три этапа: самостоятельная работа в течение семестра; непосредственная подготовка в дни, предшествующие зачету по темам курса; подготовка к ответу на задания, содержащиеся в билетах (тестах) зачета (экзамена).</p> <p>Зачет проводится по билетам (тестам), охватывающим весь пройденный материал дисциплины, включая вопросы, отведенные для самостоятельного изучения.</p> <p>Для успешной сдачи зачета (экзамена) по дисциплине студенты должны принимать во внимание, что: все основные категории, которые указаны в рабочей программе, нужно знать, понимать их смысл и уметь его разъяснить; указанные в рабочей программе формируемые профессиональные компетенции в результате освоения дисциплины должны быть продемонстрированы студентом; семинарские занятия способствуют получению более высокого уровня знаний и, как следствие, более высокой оценке на зачете (экзамене); готовиться к зачету (экзамену) необходимо начинать с первой лекции и первого семинара.</p> |

## Приложение 2

|    |                                                                                                                           |
|----|---------------------------------------------------------------------------------------------------------------------------|
| 1  | РЕКОМЕНДАЦИИ ПО РАБОТЕ С ЛЕКСИКОЙ<br>Работа со словарем<br>Составление словаря (глоссария)<br>Заучивание иностранных слов |
| 2  | РЕКОМЕНДАЦИИ ПО ЧТЕНИЮ<br>Беглое чтение (сканирование)<br>Вдумчивое чтение                                                |
| 3  | РЕКОМЕНДАЦИИ ПО АУДИРОВАНИЮ                                                                                               |
| 4  | РЕКОМЕНДАЦИИ ПО ПЕРЕВОДУ ТЕКСТА                                                                                           |
| 5  | РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ К ТЕКСТУ                                                                               |
| 6  | РЕКОМЕНДАЦИИ ПО ПЕРЕСКАЗУ ТЕКСТА                                                                                          |
| 7  | РЕКОМЕНДАЦИИ ПО ДИАЛОГИЧЕСКОЙ РЕЧИ                                                                                        |
| 8  | РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К РОЛЕВОЙ ИГРЕ                                                                                 |
| 9  | РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ РЕЗЮМЕ.                                                                                       |
| 10 | РЕКОМЕНДАЦИИ ПО НАПИСАНИЮ ЭССЕ.                                                                                           |
| 11 | РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ РЕФЕРАТА.                                                                                     |
| 12 | РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ ПРЕЗЕНТАЦИИ.                                                                                   |
| 13 | РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К ДИСКУССИИ.                                                                                   |

## 1.РЕКОМЕНДАЦИИ ПО РАБОТЕ С ЛЕКСИКОЙ

### Работа со словарем

Чтобы учить слова эффективно, надо прежде всего **научиться пользоваться словарем**. Восстановив в памяти названия русских частей речи, выучить эти названия (и их обозначения) в английском языке и не искать значения слова в словаре, пока не определишь, какая это часть речи в данном тексте. Обращайте внимание на значки *n*, *v*, *adj*, *adv*, *conj*, *pr* и т. д.

*n* – *noun* (существительное)

*v* – *verb* (глагол)

*adj* – *adjective* (прилагательное)

*adv* – *adverb* (наречие)

*conj* – *conjunction* (союз)

*pr* – *preposition* (предлог)

Дальше - три "не":

1) **Не смотреть слова в словаре "списком", без контекста.** Ленивые студенты думают, что экономят таким способом время: выписал все незнакомые слова из текста, потом по алфавиту посмотрел их в словаре - и баста. От такой работы столько же пользы, как от простого заучивания слов по списку.

2) **Не выписывать первое значение слова;** посмотреть другие значения, фразеологические сочетания с этим словом - и выбрать подходящее по смыслу значение в зависимости от контекста. Необходимо выписывать именно то значение, которое встретилось. Таким образом, вы выстраиваете в мозгу ассоциативную связь с определенным текстом. И так слово запоминается гораздо быстрее и лучше.

3) **Не привыкать к куцам, так называемым "миниатюрным" словарям.** Среди них очень мало хороших - даже если оценивать пригодность для начинающих. Следует стремиться поскорее перейти к одноязычным толковым словарям (не отказываясь при этом от хороших двуязычных). (Если только новичек - забудьте этот совет).

- Итак, слово вы выписали (или просто посмотрели в словаре). Как удержать его в памяти? Это зависит от свойств вашей памяти и от того, как вы ее используете. Изучите себя, проследите, в каких условиях слова запоминаются вами лучше. Некоторые любят **карточки, которые можно носить с собой**, переключать из кармана в карман, откладывать выученные и т. д.
- Другие предпочитают **выписывать слова на крупные листы бумаги** и развешивать их у себя дома и даже на работе. Это очень хороший способ, но надо быть бдительным относительно самого себя. Со словами следует самостоятельно строить фразы, листы надо менять, через некоторое время снова возвращаясь к ним для проверки запоминания. Если листы будут просто висеть, вы очень скоро начнете смотреть на них как на обои (вы уверены, что хорошо помните рисунок обоев в вашей комнате, хотя смотрите на них уже несколько лет?).
- **Познакомьтесь с правилами словообразования.** Тогда, посмотрев одно слово в словаре, вы сможете образовать (или узнать в тексте или речи) еще несколько однокоренных слов. Например, зная основные словообразовательные суффиксы и префиксы, можно от глагола *move* самому образовать *moving* (adj), *moved* (adj), *unmoved* (adj), *movingly* (adj), *move* (n), *movement* (n).
- Если перед вами стоит задача быстро и целенаправленно увеличить ваш словарный запас - **создавайте семьи из слов по какой-то одной теме** (жилище, еда, путешествия и пр.). Еще один очень хороший, хотя и трудоемкий способ: придумать предложение с новым словом (или выражением), произнести его вслух несколько раз, записать себя на пленку, через некоторое время послушать себя.
- Вообще, **записывать себя** (чтение текста, скороговорок, рассказа на заданную тему, пересказа и пр.) **чрезвычайно полезно** - и очень показательно. Никто лучше вас самих не знает ваших сильных и слабых сторон - во всем!
- **Учебный материал (учебники, рабочие тетради, всякого рода упражнения) должен принадлежать вам.** Вы должны писать на его страницах переводы слов, подчеркивать артикли, предлоги, идиоматические выражения, выделять особенно понравившиеся или трудно запоминаемые сочетания. Учебный текст должен дышать вашими мыслями, вашим трудом. Вы всегда можете к нему вернуться, а ассоциативная память позволит вам вспомнить и многое другое, связанное с этим словом или выражением.

### Составление словаря (гlossария)

Глоссарий – словарь, раскрывающий смысл используемых терминов. Глоссарий можно составлять по заранее заданным преподавателем терминам и понятиям. Словарь (как и глоссарий) может иметь предметный, именной или смешанный характер.

Предметный словарь составляется студентом, по какой-либо выбранной самостоятельно или указанной преподавателем теме учебного курса.

Именной словарь (или словарь персоналий) должен представлять собой указатель персоналий, принадлежащих к тому или иному направлению, занимавшихся или занимающихся той или иной проблемой и т.д. Конкретный критерий даёт преподаватель при выдаче учебного задания.

Словарь смешанного типа может представлять собой именной указатель исследователей, занимавшихся проблемой и одновременно содержать список терминов, понятий и т.д.

Как составить глоссарий?

1. Для начала составить список наиболее часто встречающихся терминов в рамках определённой темы. Слова в этом списке должны быть расположены в строго алфавитном порядке, так как глоссарий представляет собой не что иное, как словарь специализированных терминов.

2. После этого начинается работа по составлению статей глоссария. Статья глоссария – это определение термина. Она состоит из двух частей:

- точная формулировка термина в именительном падеже;
- содержательная часть, объемно раскрывающая смысл данного термина.

При составлении глоссария важно придерживаться следующих правил:

- стремитесь к максимальной точности и достоверности информации;
- старайтесь указывать корректные научные термины и избегать всякого рода жаргонизмов;
- при желании в глоссарий можно включить не только отдельные слова и термины, но и целые фразы.

Отобранные термины и лексические единицы должны относиться к широкому и узкому профилю специальности;

должны быть новыми и не дублировать ранее изученные;

должны быть снабжены переводом на русский язык (во избежание неточностей рекомендуется пользоваться специализированным словарем);

общее количество отобранных терминов за один семестр не должно быть меньше 300 единиц;

отобранные термины и лексические единицы предназначены для активного усвоения и должны использоваться при чтении, восприятии на слух, говорении и письме.

Критериями для оценивания составленного студентами словаря или глоссария являются:

- соответствие терминов заданной направленности словаря/глоссария;
- полнота словаря/глоссария;
- наличие альтернативных толкований того или иного термина.

## Заучивание иностранных слов

Заучивание иностранных слов совсем не так скучно, как может показаться! Нужен лишь творческий подход к проверенным временем методикам изучения языка.

**Использование карточек.** На одной стороне слово написано по-русски, на другой – на иностранном языке. Многочисленные опыты показали, что с помощью такого метода за час можно выучить свыше 50 новых лексических единиц.

Вы можете проверить, насколько хорошо запомнили новую лексику, без помощи преподавателя. Прочитайте слово по-русски, переведите, переверните карточку на другую сторону, посмотрите правильный ответ. Если увидите, что где-то допустили ошибку, поставьте себе «минус». Когда проверите все новые слова, обязательно повторите те лексические единицы, которые не удалось запомнить с первого раза.

Карточки можно сделать и самостоятельно: набрать необходимые слова в Word и распечатать на принтере.

**Заучивание слов по списку, или «зубрежка».** Этот способ идеально подходит людям, обладающим большой усидчивостью и хорошей памятью. Очень важно правильно расположить новые слова в списке – не по алфавиту, а в определенном логическом порядке. Сгруппируйте столбцы из разных частей речи: существительные, глаголы, прилагательные и т. д. Это поможет вам мысленно выстроить тематические цепочки лексических единиц, из которых можно составить целые фразы.

Слова находятся у вас перед глазами. Их удобно заучивать и повторять по дороге домой: в метро, автобусе, троллейбусе. Сделайте распечатку достаточно крупным шрифтом на качественной бумаге,

чтобы легко было читать. Если вы нетвердо знаете фонетические правила, не забудьте и о транскрипциях.

**Логический метод заучивания лексических единиц.** Этот метод основан на запоминании не отдельных слов, а целых словосочетаний, фраз, выражений. Заучить их помогают письменные упражнения и сочинения на закрепление пройденного материала.

Не игнорируйте **современные технические приспособления**, которые приходят на помощь в изучении иностранных языков. Видеокассеты с субтитрами, аудиокассеты и компакт-диски с лингафонными программами облегчают процесс заучивания, повторения и проверки слов. Аудио- и видеокурсы разъясняют правила употребления тех или иных выражений, приводят конкретные примеры с переводом, а также предлагают устные задания на закрепление пройденного материала. Выбирая подобные пособия, обращайтесь внимание не только на качество звука: важно, чтобы слова, фразы или диалоги зачитывал носитель языка. В этом случае вы не только запомните необходимые лексические единицы, но и усвоите правильное произношение.

Этот способ идеально подходит тем, у кого преобладает слуховая память: услышал и тут же запомнил. Одновременно можно задействовать также визуальную и двигательную память, делая конспекты. Аудио- или видеозапись в любой момент можно остановить и перемотать в начало, а на CD просто выбрать интересные вас моменты.

**Чтение прессы, художественной и специализированной литературы на изучаемом языке** помогает запомнить как можно больше лексических единиц. На каждой странице нужно подчеркивать незнакомые слова, чтобы затем перевести их, заучить, перечитать текст заново и все запомнить.

Исследования подтверждают, что новые слова лучше всего запоминаются, если их сразу же применить на практике. Именно эту цель преследует **коммуникативная методика изучения иностранного языка**. На каждом уроке сначала вводятся новые лексические единицы, затем разбирается текст с их использованием, обсуждаются различные случаи по заданной теме.

Вы быстро научитесь обсуждать различные вопросы на изучаемом языке. Курсы, основанные на коммуникативной методике, дают ключевые выражения, обороты и словосочетания, необходимые для общения.

**Помните**, что без повторения пройденного материала и постоянной «зубрежки» слова, запомненные на уроке, легко забываются. Необходимо строго следовать рекомендациям преподавателя, выполнять письменные и устные домашние задания и ни в коем случае не игнорировать изучение грамматических правил, какими бы скучными они ни казались.

## **2.РЕКОМЕНДАЦИИ ПО ЧТЕНИЮ**

Следует различать два основных вида чтения – беглое (ознакомительное) и вдумчивое. Для разных заданий требуются разные виды чтения.

### **Беглое чтение (сканирование)**

Что такое беглое чтение?

Давайте разберемся с характеристикой техники быстрого сканирования на английском языке.

- "Пропуск" грамматических элементов. Например: a, the, in, of, through, that. Взгляд останавливается только на тех словах, которые несут какую-то информацию. Например, основные существительные, глаголы, прилагательные и наречия.
- "Игнорирование" форм глаголов. Что именно употребил автор look, looked, haslooked или hadlooked? Haslooked или hadlooked?
- "Игнорирование" точной орфографии. Хорошо известно, что мозг распознает слова целиком, а не буквы, из которых они состоят. Носители языка постоянно встречают слово *piесе*, однако многие из них по-прежнему пишут его как *реісе*, так как оба варианта содержат одни и те же буквы.
- "Игнорирование" сложных слов, которые не являются ключевыми для понимания смысла (здесь: *primeval, constrictor*). Во время быстрого чтения, нет времени на словарь.

Хорошим примером такой полезной "словарной слепоты" является довольно известное задание, когда Вас просят сосчитать, сколько раз буква **F** встречается в следующем отрывке:  
FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

Ответ: 6 раз. Слово *of* большинство людей автоматически "отфильтровывает", как незначительное.

Такое сканирование - прекрасный и быстрый способ сбора информации, необходимой для понимания письменного текста. Иногда возникает другая проблема: грамматические формы не важны для понимания текста, однако они могут понадобиться для его репродукции (например, если вам надо его пересказать). Если

Вы постоянно их пропускаете, то при попытке использовать отдельные фразы, будет сложно строить правильные предложения.

Это объясняет, почему некоторые студенты могут читать книги объемом более 300 страниц, не владея базовой грамматикой. Также это пример демонстрирует, почему артикли и предлоги являются наиболее сложными аспектами английской грамматики. Поэтому, если Вы хотите научиться говорить используя слова и выражения, почерпнутые из печатных изданий, Вам следует обращать внимание на грамматические слова.

### **Вдумчивое чтение**

Вот несколько советов, которым нелишне следовать при чтении текста:

- Обращайте внимание на интересные (не всегда очевидные) вещи: новое слово, внутри какой фразы оно используется, с каким артиклем употребляется во фразе, какими предлогами "цепляется" к другим словам в предложении. Подумайте, почему там, где Вы бы употребили предлог *on*, нужен предлог *at*. Возможно, в предложении используется *present perfect*, а Вы бы использовали *past simple*. Порядок слов в предложении строго определен, что совсем уж странно для русскоговорящего.
- Если в предложении есть полезная фраза, подумайте, могли бы Вы сами построить подобную? Зная ее смысл, употребили ли бы Вы ее в том же времени, с теми же артиклями и предлогами? Такой ли порядок слов был бы в вашем предложении? Если вы сомневаетесь, что сказали бы фразу именно так, прочитайте ее еще раз. Потренируйтесь в ее произношении (можно на основе данной фразы строить свои собственные, заменяя подлежащее или имена). Ваша цель - запрограммировать Ваш мозг на правильное использование этого предложения.
- При необходимости или же если вам нравится такая форма работы, обратитесь к словарю, чтобы уточнить значение того или иного слова. Так у вас будет возможность лучше понять употребление слова, познакомившись с примерами его употребления.
- Используйте интерактивные ролики чтобы владеть полезными словосочетаниями.

### **Важно помнить**

1. Вы не должны постоянно читать вдумчиво. Чтение в этом режиме может быть довольно утомительным, если в течение дня Вы много работали с документами или читали. Это не принесет никакого удовольствия.
2. Не пытайтесь изучать подобным образом каждую фразу. Некоторые фразы Вам никогда не пригодятся. Иногда персонажи литературных произведений и фильмов используют яркие, интересные, но малоупотребимые выражения. В романах авторы часто используют высокие литературные фразы, которые невозможно использовать в речи. Они не годятся в качестве шаблонов для построения своих собственных предложений. Вот пример: "A matted depression across mustache and beard showed where a stillsuit tube had marked out its path from nose to catchpockets" - цитата состоит из сложных редко употребляемых вустной речи слов. Кроме того, даже не понимая смысла предложения, понятно, что это описание, а из такого типа сочетаний лишь очень малая часть может оказаться более или менее применимыми.
3. Есть и другой случай: фразы слишком сложны для вашего уровня языка. Постарайтесь сосредоточиться на том, что вам по плечу, на фразах, сложность которых соответствует вашему уровню или немного превышает его. Если Вы все еще испытываете проблемы с *present perfect tense*, не беритесь за предложения, в которых используется более сложная грамматика: "I don't know what it is that the officer said he had seen me do" (используется согласование времен и *past perfect*). Если подобные предложения встречаются довольно часто, возможно, вам следует выбрать более простой текст.
4. Вдумчивое чтение не гарантирует точное запоминание выражений, но оно заставит вас вспомнить, что именно с таким типом предложений у вас когда-то возникла проблема. Зная это, Вы, скорее всего, автоматически остановитесь и подумаете, как написать подобную фразу, или же проверите ее, избежав таким образом той же самой ошибки.
5. Вы не должны уделять много времени на размышления, почему именно та или иная фраза сказана так и не иначе. Идея этого подхода заключается в том, чтобы привлечь ваше внимание, заставить подумать, а не делать грамматический анализ всех предложений в тексте.
6. Если Вы не любите отвлекаться от чтения, чтобы проверить по словарю то или иное слово, Вы можете записать все попавшиеся Вам интересные предложения или подчеркнуть их в тексте, чтобы позже к ним вернуться.

### **3. РЕКОМЕНДАЦИИ ПО АУДИРОВАНИЮ**

Прежде чем приступить к прослушиванию, надо внимательно прочитать инструкцию и разобраться, что требуется сделать в задании.

Далее надо прочитать формулировку задания, подчеркнуть в них ключевые слова. Определив эти различия, следует подумать о синонимах, потому что в аудиотексте та же мысль будет выражена другими словами, близкими по смыслу. Заголовок, подзаголовок и т.д. выражает общее содержание или формулирует главную мысль фрагмента, но, как правило, излагает это другими словами, не копируя исходный аудиотекст.

В задании не требуется полного понимания текста, поэтому следует понимать основное содержание по ключевым словам и не обращать внимания на слова, от которых не зависит это общее понимание текста (а также не пугаться незнакомых слов).

После первого прослушивания надо постараться отметить наиболее вероятные ответы, выделяя в звучащем тексте ключевые слова и соотнося с теми, что уже подчеркнуты в утверждениях. Во время второго прослушивания рекомендуется сконцентрировать внимание на той информации, которая была пропущена в первый раз или в правильности которой есть сомнения. Задача – проверить правильность первоначальных ответов.

В качестве тренировочного упражнения можно предложить следующее: прослушать аудиозапись, после прослушивания каждой части попробовать кратко сформулировать основное содержание прослушанного. Затем можно предложить второе прослушивание, после которого переходить к заданиям.

#### **4.РЕКОМЕНДАЦИИ ПО ПЕРЕВОДУ ТЕКСТА**

Перевод текста – это адаптация текста одного языка для прочтения или прослушивания на другом. Существуют разные виды переводов (устные, письменные, технические, литературные, юридические), но общие принципы перевода всегда одни и те же.

При переводе текста перед учащимся встает несколько проблем: незнание значения слов и правил грамматики, небольшой запас синонимов, страх перед большим объемом текста и непонимание, с чего вообще начать?! Процесс перевода делится на условные этапы.

1. Во-первых, нужно всегда быть уверенным в своих силах. Этот настрой на позитив очень важен, иначе у вас действительно ничего не получится. Для начала нужно перевести название, прочитать исходный текст от начала до конца и попытаться при этом уловить, о чем идет речь.

2. Затем начинается непосредственно сам перевод. Все незнакомые слова в обязательном порядке нужно выписывать в отдельную тетрадку, хотя бы на первых порах. Какие-то из них будут обязательно повторяться. Если однажды выписать незнакомое слово в тетрадь и указать его основные значения, то встретив его в следующий раз в тексте, уже не придется листать словарь. Достаточно найти это слово в своих записях, среди ограниченного списка лексики. Еще один плюс в пользу ведения тетради со словами – это то, что фиксируя слово на бумаге, вы лучше его запоминаете.

Еще одна сложность возникает с выбором значения. Основная, часто употребляемая лексика, как правило, многозначна. В таком случае в словаре через запятую или под цифрами перечисляются основные значения. Никогда не нужно брать первое попавшееся на глаза значение. Посмотрите на окружение слова, с каким глаголом или существительным оно сочетается, часто в словаре приводят общеупотребительные (устойчивые) выражения. Только после того, как вы примерно поняли, о чем идет речь в предложении или его части, выбирайте подходящее по смыслу значение.

Не надо начинать переводить все слова подряд. Лучше разделить текст на части, то есть определить единицу перевода: абзац, предложение, часть предложения или слово.

Перевод предложения нужно начинать с поиска его основы, то есть пары: подлежащего и сказуемого. Это то ядро, к которому присоединяются остальные члены предложения. Подлежащее выражается чаще всего существительным либо местоимением и имеет обычно строго фиксированное место в предложении. Это называется порядком слов. В повествовательном предложении подлежащее чаще всего стоит вначале, а за ним следует сказуемое, выраженное глаголом (такой порядок слов называется прямым).

Прежде чем переводить каждое слово, попытайтесь понять его значение, исходя из знакомых вам элементов (это может быть знакомая приставка или корень), развивайте свою языковую догадку, это позволяет экономить время. Если смысл предложения вам понятен и без некоторых незнакомых слов, то можно их не переводить. Это совершенно нормально. Новый текст всегда будет содержать какой-то процент незнакомых слов, которые не мешают понять основную мысль. Здесь, конечно, нужно учитывать, какой именно тип чтения вам нужен: с охватом общего содержания, либо подробное понимание, до мельчайших деталей.

Отдельную сложность обычно представляют глаголы. Они могут стоять в неопределенной форме (та, что дается в словаре) и в личной (это как раз сказуемое). С неопределенной формой не возникает никаких проблем, мы ищем значение в словаре, фиксируем его и переводим в зависимости от выбранного значения.

Личная форма глагола в словаре обычно не дается, или приводится в конце словаря в виде сводной таблицы (как правило, для глаголов, имеющих неправильное спряжение). У некоторых неправильных глаголов личная форма может изменяться до полной неузнаваемости.

Личная форма содержит целую кучу грамматических сведений: лицо, число и время. Если вы пока плохо ориентируетесь в окончаниях глагола, то определить лицо и число вам поможет подлежащее. Если подлежащее выражено существительным, то переводим третьим лицом (он, она или оно), если неизвестным местоимением, то посмотрим, как оно переводится, здесь уже могут быть варианты (я, ты, мы, вы либо опять же он, она, оно).

Показателем множественного числа у существительного может быть особое окончание, либо форма артикля (служебное слово, которое не имеет собственного лексического значения: то есть на русский язык его переводить не надо), либо то и другое вместе, в зависимости от языка. После того как вы определили лицо и число, нужно определить время. В конце словаря обычно приводятся парадигмы спряжения глаголов (система окончаний в зависимости от лица, числа и времени). Нужно только чуть поднапрячься и разобраться раз и навсегда как образуется настоящее, как будущее и другие времена. Большая часть глаголов образуется по этому принципу. Остальная, ограниченная часть приведена в сводной таблице, о которой уже говорилось выше. Такие особые формы со временем запоминаются и узнаются в тексте без особых проблем.

3. Следующим этапом идет согласование. Переведенный набор сегментов анализируется и адаптируется под язык, на который производится перевод. Часто для того, чтобы найти адекватную замену (или подходящий синоним) сложно переводимых слов, нужно иметь богатый словарный запас языка, на который переводится текст.

Результат перевода должен быть понятен носителю целевого языка, в переведенном тексте не должно оставаться несвязных предложений. Слова в предложении должны быть расставлены в правильном порядке, а смысл их должен быть абсолютно понятным. В переводе не должно быть выдуманных фрагментов, которые переводчик добавил от себя: слова синонимы могут использоваться, но без искажения исходного смысла или пропуска фрагментов текста.

**Внимание! Никогда не переводите дословно.** Постарайтесь понять смысл предложения и передать его «по-русски», то есть, соблюдая правила родного языка. В учебном переводе есть еще много нюансов, но, освоив азы, вы на собственном опыте разберетесь со всем остальным.

**Первый помощник переводчика** – это, конечно, **словарь**. Хорошо, если есть возможность пользоваться разными типами словарей. В активе должен иметься не только тезаурус, содержащий значения отдельных слов, но и толковый словарь, словарь-справочник, словарь синонимов и антонимов, разговорный словарь, терминологический, словарь сокращений, трудностей и многие другие. Нелишним будет изучить структуру словаря, чтобы уметь быстро ориентироваться в нем: изучить сокращения, обозначения и порядок расстановки слов.

Некоторые используют для перевода текстов **автоматизированные переводчики**, однако переведенные ими фразы больше напоминают набор слов, чем связанные по смыслу предложения. Но есть **электронные переводчики**, которые обучены стандартным и наиболее часто запрашиваемым фразам, и такие фразы они способны перевести хорошо.

Компьютер может быть полезен в переводе: можно использовать **электронные словари**. Это такой же словарь, как и привычный напечатанный, однако более удобный. По невнимательности вы можете пропустить или не заметить нужное слово в печатном словаре, чего не случится, если вы пользуетесь электронным справочником. Заодно вы сможете запомнить написание слова и научиться быстро ориентироваться в английской раскладке клавиатуры.

Для того чтобы выполнить качественный перевод, недостаточно иметь под рукой словарь. Нужно знать грамматику, орфографию и пунктуацию обоих языков, знать порядок слов в предложении, особенности высказываний и устойчивых выражений!

## **5.РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ К ТЕКСТУ**

Одним из важнейших способов получения информации в современном мире, независимо от возраста, образования, воспитания человека, является чтение. Поэтому умение читать и понимать иностранную литературу является одним из основных требований к уровню подготовки студентов, предъявляемых в программах по иностранным языкам любого учебного заведения.

Классификация видов чтения связана с коммуникативными целями и задачами читающего, которые определяют необходимую степень полноты и точности понимания материала. Этот критерий лег в основу общепринятой классификации видов чтения С. К. Фоломкиной, которая выделяет поисковое, просмотровое, ознакомительное и изучающее чтение.

Просмотровое чтение – это «беглое, выборочное чтение текста по блокам для более подробного ознакомления с его деталями и частями. Студент должен получить общее представление о ряде вопросов, рассматриваемых в тексте, суметь определить значимость и важность данного материала и оценить свою осведомленность по рассматриваемому кругу проблем.

При ознакомительном чтении необходимо «в результате быстрого прочтения всего текста извлечь содержащуюся в нем основную информацию, то есть выяснить, какие вопросы и каким образом решаются в тексте, что именно говорится в нем по данным вопросам. Оно требует умения различать главную и второстепенную информацию».

«Изучающее чтение предусматривает максимально полное и точное понимание всей содержащейся в тексте информации и критическое ее осмысление». Этот вид чтения требует значительного количества времени для вдумчивого чтения текста и анализа его содержания.

Цель поискового чтения – быстрое «нахождение в тексте вполне конкретной информации (фактов, характеристик, цифровых показателей, и т.д.)». Студент не анализирует текст целиком или по частям, а лишь выбирает необходимые данные, ориентируясь на структуру текста.

Каждому виду чтения соответствуют определенные обобщенные умения: умение понимать общее содержание (просмотровое чтение), умение понимать основное содержание (ознакомительное чтение), умение извлекать полную информацию (изучающее чтение), умение извлекать необходимую информацию (поисковое чтение).

Студенту для работы с материалом на иностранном языке понадобятся умения и навыки всех видов чтения, они взаимосвязаны между собой и логически вытекают друг из друга. При работе с иностранной литературой студент должен уметь просмотреть статью и определить, относится ли она к его теме, содержит ли нужную информацию, и следует ли читать материал более внимательно (просмотровое чтение). Если текст соответствует запросу, то студент может ознакомиться с ее содержанием и узнать, что в нем говорится по интересующим его вопросам (ознакомительное чтение) и при наличии новой (интересной) информации, перейти к внимательному чтению текста, чтобы полностью понять и проанализировать его содержание (изучающее чтение). В некоторых случаях студенту будет необходимо отыскать в нем нужную информацию (поисковое чтение).

Перед началом чтения необходимо определиться, с какой целью вам необходимо этот текст прочесть (мотивация). Если после прочтения материала требуется ответить на некоторые вопросы, акцентируйте ваше внимание на нужных фрагментах, содержащих ответы на вопросы. Это даст вам возможность использовать более эффективный метод прочтения.

Некоторые виды текстов требуют длительного, сознательного прочтения, так как часто выбор английских словосочетаний и их постановка могут иметь в них важное значение.

Выберите подходящую именно для вас скорость чтения. Многие тратят большое количество времени на изучение английского языка, так как читают слишком медленно. Однако порой бывает намного полезнее обыкновенно пробежаться по тексту глазами. Это позволит определить, содержится ли в данном тексте информация, которая вам требуется, поможет ли этот материал дать вам ответы на заданные вопросы. Зачастую просто достаточно окинуть взглядом первое и последнее предложения.

Если в выбранном вами тексте встречается множество незнакомых слов, то не стоит лезть за каждым из них в словарь, так как это сильно отвлекает от самого процесса чтения, вы будете сбиваться от общего хода мысли. Приняв к сведению все эти элементарные рекомендации, вы сможете начать получать от прочтения на английском языке неоспоримую пользу и моральное удовольствие.

Выполнение заданий к англоязычному тексту необходимо для получения общего представления о содержании текста, а также для поиска конкретной информации. Необходимо внимательно прочитать задание к тексту. Во время просмотрового чтения нужно стараться понять основное содержание, не обращая внимания на незнакомые слова. Следите за развитием главной темы по ключевым словам, которые часто повторяются в тексте. Особенно внимательно прочтите первый и последний абзацы текста, в которых обычно формулируется основная мысль автора. При поисковом чтении быстро пробегайте глазами текст, не отвлекаясь на «лишнюю» информацию.

В качестве внеаудиторной самостоятельной работы также предусмотрены ознакомительное (понимание 75% текста) и изучающее (полное понимание) виды чтения. Вдумчиво и внимательно прочтите текст, отмечая незнакомые слова, если они мешают пониманию текста. Посмотрите значение непонятных слов в словаре. Прочитав текст, проверьте свое понимание по вопросам или другим заданиям после текста, стараясь не заглядывать в текст.

Наиболее популярными заданиями по работе с текстом на иностранном языке являются:

1. Asking / Answering Question (вопросно-ответные упражнения) предполагают запрашивание и предоставление необходимой информации.

2. Categorizing – деление на категории – группировка языковых или смысловых элементов согласно обозначенным категориям или определение этих категорий.

3. Close – восстановление / заполнение пропусков – приём работы со связным текстом, в котором преднамеренно пропущено каждое n-е слово (n колеблется от 5 до 10). Задача учащихся – восстановить деформированный текст, подобрать пропущенные слова по смыслу, исходя из контекста или привычной сочетаемости слов.

4. Completing – упражнение на дополнение – приём работы, основанный на отрывке текста или ряде незаконченных предложений, которые необходимо закончить, используя информацию, полученную из прочитанного текста.

5. Correction – исправление – определение и корректировка языковых или содержательных нарушений в тексте.

6. Gap-filling – заполнение пробелов/ пропусков – приём работы, в основе которого лежит методика дополнения или восстановления недостающих языковых элементов.

7. Matching – соотнесение / сопоставление – приём работы, заключающийся в распознавании соотносящихся друг с другом вербальных и невербальных элементов, например, между картиной и предложением, словом и его определением, началом и концом предложения и т.д.

8. Multiplechoice – множественный выбор – выбор правильного ответа из предложенных вариантов.

9. Reordering (Sequencing) – логическая перегруппировка / восстановление последовательности – перераспределение предлагаемого материала в логической последовательности или согласно плану. Результатом работы является воссозданный связный текст, серия картинок и т.д.

10. Translation – перевод – выражение идеи на другом языке. При этом учащиеся должны принимать во внимание лингвистические и культурные особенности языка, на который делается перевод. Перевод может быть устным и письменным.

## **6.РЕКОМЕНДАЦИИ ПО ПЕРЕСКАЗУ ТЕКСТА**

1. Подготовка пересказов может и должна стать для Вас эффективным инструментом расширения словарного запаса и развития умений устной речи на иностранном языке.

2. Пересказ текста – это устное изложение содержания текста от своего лица собственными словами по заранее продуманному логическому плану.

3. ЗАПОМНИТЕ! Пересказ текста НЕ ЯВЛЯЕТСЯ ВОСПРОИЗВЕДЕНИЕМ НАИЗУСТЬ заранее написанного полного текста.

4. Для подготовки пересказа текста Вам следует, прежде всего, перевести текст, чтобы ознакомиться с его темой и основной мыслью.

5. Далее рекомендуется составить план содержания текста, опираясь на основные мысли и факты, описываемые в каждом из абзацев. Не записывайте полный текст «пересказа». Для того чтобы раскрыть на иностранном языке пункты составленного плана, Вы можете заранее подготовить список ключевых слов (1-3 слова по каждому пункту). До начала пересказа обязательно проверьте, умеете ли Вы правильно произносить ключевые слова, обратите особое внимание на ударения. Для этого обратитесь к транскрипции или прослушайте аудиозапись.

6. Раскрывая пункты плана, старайтесь говорить короткими ясными предложениями, четко сформулировав мысль до того, как начнете выражать ее на иностранном языке. Может быть полезным, если вы сначала подготовите пересказ текста на русском языке.

7. Хорошо подготовленный пересказ является результатом многократного устного изложения содержания прочитанного текста с опорой на план – записанный на бумаге или сохраняемый в памяти. При этом главным залогом качества пересказа является постоянный тщательный самоконтроль в процессе речи порядка слов, правильности оформления глагола сказуемого, правильного употребления предлогов, союзов, соблюдения других основных правил построения предложений на изучаемом иностранном языке.

Обычно порядок слов в английском предложении следующий:

Подлежащее занимает первое место

далее следует Сказуемое

затем Дополнение

и, наконец, обстоятельство

Например: We (подлежащее) do (сказуемое) ourwork (дополнение) withpleasure (обстоятельство).

Мы делаем нашу работу с удовольствием.

## **7. РЕКОМЕНДАЦИИ ПО ДИАЛОГИЧЕСКОЙ РЕЧИ**

Выберите удобное время для выполнения упражнения. Лучше всего для запоминания текстов подходит вечер, примерно с 18-ти до 19-ти часов. Обычно к этому времени все остальные дела уже сделаны, так что ничто не будет отвлекать вас от занятий. Если вы занимаетесь самостоятельно, найдите уединенное место, чтобы никто вас не отвлекал. Попросите близких не беспокоить вас в течение часа. Не лишним будет также отключить мобильный телефон.

Вначале два-три раза прочитайте текст вслух, стараясь сделать это внятно и отдельно. Почувствуйте ритм каждой фразы. Воспроизведите интонации собеседников, участвующих в диалоге.

Выпишите на лист бумаги все слова, которые вам не знакомы. Переведите их при помощи словаря. Запишите содержание диалога уже на русском языке. Вам необходимо знать, о чем повествует текст, который вы учите. Достаточно будет усвоить основные моменты, которых касается диалог; для заучивания точный перевод, в котором отражены все оттенки смысла, не требуется.

Разбейте весь диалог на отдельные реплики. Начните заучивать текст по одной фразе. Для этого несколько раз повторите предложение, а потом, закрыв учебник, постарайтесь произнести его вслух. Если воспроизведение отрывка целиком вызывает у вас затруднение, разбейте его на отдельные части, связанные по смыслу. Легче запоминать небольшие куски текста, чем сразу заучивать значительные фрагменты.

Постепенно переходите к следующим фразам диалога, пока не выучите весь текст целиком. По мере усвоения материала возвращайтесь к тем отрывкам, которые отработали ранее, и повторите их.

Используйте для повышения качества заучивания магнитофон. Запишите на него весь текст диалогов, с выражением прочитав их вслух. Затем прослушивайте записанный вами голос по частям, сделайте паузу и повторите прослушанный отрывок вслух. При необходимости вы всегда можете обратиться к любому месту записи. Очень удобно перенести записанный диалог в обычный плеер и повторять материал, используя время, которое нередко тратится впустую (вынужденное ожидание, поездки в транспорте и так далее).

Если вы хотите сделать заучивание еще более эффективным, воспользуйтесь помощью напарника. Лучше всего, если это будет человек, также изучающий английский язык в одной группе с вами. Разделите диалог на лица, распределив роли. Поочередно вслух произносите фразы из разговора. Пройдите весь текст несколько раз, а затем поменяйтесь ролями и повторите упражнение. Через некоторое время вы непременно добьетесь того, что текст диалогов прочно закрепится в вашей памяти.

## **8.РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К РОЛЕВОЙ ИГРЕ**

Подготовительный этап:

1.Определение целей, методов РИ (ролевая игра) и системы проблемных ситуаций 2.Разработка сценария игры 3.Изготовление раздаточного наглядного и другого материала (таблицы, схемы, анкеты, плакаты, документы и т.п.)4. Формирование игровых команд5. Инструктаж организаторов игры, определение последовательности событий и структуры взаимодействия Составление инструкций для участников РИ в соответствии с предусмотренными ролями 6.Выбор режима работы (установление регламента).Важнейшая процедура - обсуждение результатов игры с целью повышения эффективности принимаемых решений, вскрытия положительных и отрицательных сторон в деятельности участников игры, выявление речевых ошибок.

## **9. РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ РЕЗЮМЕ.**

Резюме на английском, как и на русском, можно написать несколькими способами. Какой-то стандартной формы не существует, но некоторые общие правила всё же есть. Резюме обычно состоит из шести частей:

1. Личная информация / Personal information

2. Цель / Objective

3. Образование / Education

4. Профессиональный опыт / Work Experience, или Employment

5. Специальные навыки / Special skills

6. Рекомендации / References В соответствии с общими правилами оформления деловых документов, для написания резюме возьмите лист стандартного формата А4. Оставьте широкие, по 3 см, поля со всех сторон, особенно слева и сверху, для того, чтобы ваше резюме можно было подколоть в папку с другими документами.

1. Personal information (Личная информация)

Начинают резюме с контактной информации. Напишите полностью свое имя и фамилию, укажите адрес, телефон (вместе с кодом страны и города; для России код +7); электронную почту. Не стесняйтесь указать как можно больше своих координат – чем проще вас найти, тем больше вероятность того, что с вами свяжутся.

Если в России сначала указывают фамилию, затем имя и отчество, то в англоговорящих странах сначала указывают имя, затем – первую букву отчества, и только потом – фамилию. Например, если вы – Иванов Иван Иванович, напишите Ivan I. Ivanov.

Полезный совет: если вы указываете рабочий телефон, обязательно отметьте его словом confidential, т.е. конфиденциально.

2. Objective (Цель) В резюме на русском языке в лучшем случае сверху указывают должность, на которую претендуют, а «цель» как-то опускают. У европейцев, а тем более американцев, к этому пункту принято подходить очень внимательно. Следует указать не только желаемую должность, но и в одном-двух предложениях объяснить, почему вы считаете свою кандидатуру наиболее подходящей.

Полезный совет: если вы пишете резюме в известную компанию, в пункте Objective укажите, что ваша цель – работать ИМЕННО В ЭТОЙ корпорации, потому что она очень представительная: к человеку, который мотивирован работать именно в этой компании, а не у конкурентов, отношение всегда немного другое.

### 3. Education (Образование)

В этом разделе нужно указать ваши учебные заведения, вузы с факультетами, курсы, аспирантуры, практики и пр. Название учебного заведения сокращать не принято. Найти название вашего вуза на английском можно найти на его сайте, если таковой имеется. Если же нет, то можно попробовать перевести его самостоятельно — даже если вы ошибетесь, то вряд ли иностранцы будут это проверять.

Укажите факультет и специальность, месяц и год окончания учебного заведения, средний балл диплома (если больше трех). Вспомните все, что может говорить в вашу пользу: красный диплом, похвальные грамоты, стажировки, производственную практику. Не нужно показывать ложной скромности: если вы в резюме не убедите потенциального работодателя в том, что вы – это то, что ему нужно, шанса сделать это лично на собеседовании у вас просто не будет.

Раздел об образовании может выглядеть примерно так:

Higher education: Moscow State Open University, Economics department, graduate (2000-2005).

Высшее образование: Московский Государственный Открытый Университет, факультет экономики, выпускник.

Postgraduate education: Moscow State Open University, Economics department, PhD (2005-2007).

Аспирантура: Московский Государственный Открытый Университет, факультет экономики, кандидат наук.

Qualification courses: Accountant courses in Moscow Accounting College, started in 2009 and keep studying in present time.

Курсы повышения квалификации: курсы бухгалтеров в Московском бухгалтерском колледже, с 2009 года по настоящее время.

Work practice: financial director assistant in Romashka LTD, September-November 2005.

Производственная практика: помощник директора по финансам в ООО «Ромашка», с сентября по ноябрь 2005 г.

4. Working experience, Employment (Профессиональный опыт) Здесь вам нужно будет перечислить все ваши предыдущие места работы и должности, которые вы занимали. Раздел с предыдущими местами работы обычно пишется на последнем месте.

Обычно указывают не более трех последних мест работы. Укажите полностью название компании, свою должность, отдел, в котором вы трудились. Перечислите свои основные должностные обязанности и достижения. Если с вашим появлением в компании случилось хоть что-то позитивное, напишите об этом.

Полезный совет. Если вы где-то проработали менее трех месяцев, не стоит об этом всем рассказывать (если вы, конечно, не студент). Потому что на собеседовании вас тут же спросят, почему вы ушли из этой фирмы так скоро, и вам придется объяснять.

5. Special skills (Специальные навыки) Переходим к специальным навыкам. На этот раздел обратят самое пристальное внимание, и здесь нужно указать все те навыки, которые, по вашему мнению, годятся для той должности, которую вы хотите занять. Здесь нужно указать:

1. Знание иностранных языков и уровень этих самых знаний.

Полезный совет: пишите честно. Если вы напишете, что вы в английском fluent at the Advanced level (свободно говорю, понимаю, пишу и все прочее делаю), то не исключено, что на собеседовании к

вам придет иностранный менеджер. И если уровень ваших знаний будет существенно отличаться от указанных, то получится очень плохо.

Вот несколько типовых фраз, которые можно использовать:

1. I've been working as a costume designer since 1995 — Я работаю художником по костюму с 1995 года. В этой фразе упор сделан на то, что вы занимаетесь парикмахерским делом постоянно, а не поработали какое-то время и перестали.

2. I worked as a costume designer for 2 years — 2 года я работал художником по костюму. Из этой фразы становится понятно, что у вас имеется некий опыт работы, но это не ваш основной род занятий.

3. Known languages: — Владею языками:

2. *Уровень компьютерной грамотности.* Укажите все программное обеспечение, с которым вы когда-либо имели дело.

3. *Наличие водительских прав.*

По-английски права – это HE driver's rights, a driver's license.

Здесь же напишите, как часто и как надолго вы готовы ездить в командировки. Если вы не видите для себя никаких ограничений, то можно написать, к примеру, так: I'm prepared to be as mobile as necessary to contribute to the efficiency and profitability of the company (Я готов ездить в командировки столько угодно часто, чтобы внести свой вклад в эффективность деятельности компании).

6. References (Рекомендации) Напишите просто и понятно: Available upon request, т.е. готов предъявить по требованию работодателя. В 80% случаев до рекомендаций дело не дойдет. Если же вы все-таки хотите указать конкретных лиц, которые могут за вас замолвить доброе слово, то напишите полностью имя, должность, место работы и контактную информацию ваших поручителей. Предварительно, конечно, неплохо бы выяснить у указанных лиц, действительно ли они готовы сказать о вас что-то хорошее, если потребуется. Обычно рекомендаций должно быть как минимум две. Для студентов и выпускников, у которых опыта работы нет, подойдет рекомендация декана (если он вам ее, конечно, даст).

Полезный совет. Постарайтесь, чтобы ваше резюме уместилось на одном листе. Если же количество ваших заслуг не умещается на один лист, то, по крайней мере, на каждой странице напишите свои имя и фамилию, контактную информацию, тогда вероятность того, что ваше резюме дойдет до потенциального работодателя в первоначальном виде, увеличится.

## **10. РЕКОМЕНДАЦИИ ПО НАПИСАНИЮ ЭССЕ.**

Работа должна соответствовать жанру эссе – представлять собой изложение в образной форме личных впечатлений, взглядов и представлений, подкрепленных аргументами и доводами. Содержание эссе должно соответствовать заданной теме.

В эссе должно быть отражено следующее:

- отправная идея, проблема, связанная с конкретной темой;
- аргументированное изложение двух-четырех основных тезисов;
- вывод.

Объем эссе не должен превышать 2-х страниц печатного текста (но не менее 1).

Работа может быть оформлена с помощью компьютерных программ (MS Office).

Критерии оценки работ: содержание, неформальный подход к теме, самостоятельность мышления, кругозор, убедительность аргументации, грамотность, оформление работы.

Рекомендации по написанию сочинения с элементами рассуждения Сочинение с элементами рассуждения пишется в формальном (деловом) стиле. В данном типе сочинения требуется выразить свою точку зрения на заданную тему, а так же привести противоположные вашей точки зрения других людей и объяснить, почему вы с ними не согласны. Ваше мнение должно быть четко сформулировано и подкреплено примерами или доказательствами.

Объем сочинения 200-250 слов (минимум 180 слов, максимум 275).

В сочинении должны активно использоваться конструкции типа In my opinion, I think, I believe.

Необходимо использование вводных слов и конструкций типа On the one hand, on the other hand..., слов-связок (Nevertheless, Moreover, Despite...).

ЗАПРЕЩАЕТСЯ ИСПОЛЬЗОВАНИЕ СОКРАЩЕНИЯ, типа I'm, they're, don't, can't (иначе будет снижен балл за организацию сочинения).

Сочинение с элементами рассуждения имеет строгую структуру, изменение которой при написании сочинения приведет к снижению балла. Сочинение состоит из 4-х абзацев:

### **1) Introduction (вступление)**

Во вступлении необходимо четко сформулировать тему-проблему, указав, что существуют две противоположные точки зрения на проблему

(Some people claim that mobile phones are very useful devices while others argue that life could be less stressful without them) и высказать свое мнение, не используя слишком много личных конструкций.

Однако первое предложение не должно слово в слово повторять заданную тему сочинения. Рекомендуемое окончание первого абзаца: Now I would like to express my point of view on the problem of ...

## **2) Основная часть**

**1 абзац.** Привести 2-3 аргумента, подтверждающих вашу точку зрения, подкрепляя их примерами или доказательствами. Во втором абзаце вы должны придерживаться только **ОДНОЙ** точки зрения, например: Mobile phones in my opinion are very useful devices. ИЛИ I consider the mobile phone to be a harmful and useless invention.

Необходимо привести 2-3 аргумента с доказательствами в поддержку собственного мнения

### **2 абзац.**

Привести противоположные точки зрения (1-2), и объяснить, почему вы с ними **НЕ** согласны. Пример: However, some people think that mobile phones not only keep you in touch with your relatives and friends but also provide you with a great number of facilities. I can't agree with this statement because... Ваши контраргументы мнению других людей не должны повторять 2ой абзац.

## **3) Conclusion (заключение)**

Необходимо сделать вывод, обратившись к заданной в 1-м параграфе теме, что существуют 2 точки зрения на проблему, а также подтвердить собственную точку зрения.

Например: There are different points of view on this problem. I think that... или Taking everything into consideration, there are two different points of view on this problem. I believe that...

### **Полезные фразы и выражения**

#### **1 абзац. Вводные фразы**

It is popularly believed that...

People often claim that... Some people argue that...

A lot of people think that...

It is often suggested /believed that...

Many people are in favour of idea that... Many people are convinced that...

Some people are against...

#### **2 абзац. Фразы, выражающие свою точку зрения:**

I would like to explain my point of view on this situation.

I would like to express my opinion on this problem.

#### **Фразы, характеризующие преимущества обсуждаемой проблемы:**

As already stated I'm in favor of... for a number of reasons...

There are many things to be said in favour of...

The best/ thing about..... is...

#### **Фразы, перечисляющие точки зрения:**

Firstly, /First of all....

In the first place

To start with, / To begin with,

Secondly, Thirdly, Finally,

Last but not least,

#### **Фразы, добавляющие новые аргументы:**

Furthermore, /Moreover, /What is more,

As well as.../In addition to this/that...

Besides, /.....also....

Not only...., but..... as well.

Apart from this/that....

not to mention the fact that

#### **3 абзац.**

Some people believe that... however they fail to understand that... they fail to consider that... they forget that...

Some people argue that .... I can not agree with it as ...

I disagree with this point of view (statement, opinion) because ...

It has become fashionable for some people to argue that...

Contrary to what most people believe, I think that...

As opposed to the above ideas...I believe that...

#### **4 абзац. Заключительные фразы:**

In conclusion,

On the whole,  
To conclude,  
To sum up,  
All in all,  
All things considered  
Finally, Lastly,  
Taking everything into account,  
Taking everything into consideration

***Выражение личного мнения:***

In my opinion this subject is very controversial  
In my view...  
To my mind...  
To my way of thinking...  
Personally I believe that...  
I feel strongly that...  
It seems to me that...  
As far as I am concerned...

## **11.РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ РЕФЕРАТА.**

Реферат – это краткий обзор максимального количества доступных публикаций по заданной теме, с элементами сопоставительного анализа данных материалов и с последующими выводами.

В качестве обязательных требований к учебно-научным работам выступают:

- четкая формулировка проблемы;
- актуальность, практическая и теоретическая значимость проблемы;
- формулировка цели и задач работы;
- научное определение используемых понятий;
- знакомство обучающихся с первоисточниками по выбранной проблеме (считается недопустимым цитирование первоисточников по учебникам, а также ограничение списка изученной литературы 1-2 наименованиями);
- четкость выводов, обобщающих содержание работы;
- стилевое соответствие научной речи и грамотность оформления.

Не являются обязательными, но приветствуются:

- рассмотрение различных точек зрения на проблему, их сопоставление и оценка; изложение собственного понимания проблемы;
- постановка научной проблемы с обоснованием актуальности и практической значимости выбранной темы;
- постановка исследовательских задач;
- описание предмета и объекта исследования;
- формулирование гипотезы;
- анализ степени изученности проблемы, обзор литературы по теме (с полным перечнем используемых источников);
- описание методов сбора информации и описание методики сбора данных;
- анализ результатов исследования, проведенного обучающимся самостоятельно либо осуществленного совместно с научным руководителем.

### **Структура реферата**

Структурными элементами реферата являются:

- титульный лист;
- аннотация;
- содержание;
- введение;
- основная часть;
- заключение;
- библиографический список;
- приложения (при необходимости).

**Титульный лист** является первой страницей реферата, включается в общую нумерацию страниц реферата, но номер на нем не проставляется. На втором листе размещается краткая аннотация реферативной работы, включающая краткую информацию о теме и авторе работы, цель работы, перечень рассматриваемых

вопросов, изложение результатов. Содержание включает ВВЕДЕНИЕ, наименования всех разделов, подразделов, пунктов (если они имеют наименование), ЗАКЛЮЧЕНИЕ, БИБЛИОГРАФИЧЕСКИЙ СПИСОК, отражающий использованные в реферате источники, и наименования ПРИЛОЖЕНИЙ с указанием номеров страниц, с которых начинаются эти элементы реферата.

**Введение** должно содержать актуальность отражаемого в реферате вопроса; цели, задачи выполнения реферата и описание выбранных источников для изучения, раскрывать практическую (теоретическую) значимость реферата.

Содержание **основной части** может состоять из нескольких разделов, связанных между собой тематически. В конце каждого раздела подводятся итоги и даются краткие и четкие выводы. В основной части реферата приводятся данные, отражающие сущность темы реферата.

**Заключение** должно содержать:

- краткие выводы по теме реферата;
- оценку полноты достижения цели и решения поставленных задач;
- рекомендации по практическому использованию результатов выполнения реферата.

**Библиографический список** должен содержать сведения об источниках, использованных при составлении реферата. Библиографический список приводится в соответствии с требованиями. Количество использованных источников должно быть не менее трех. Изучаются современные издания, в том числе и периодические, изданные не позднее 5 лет составления реферата. Ссылки на использованные источники следует указывать порядковым номером источника в библиографическом списке. Порядковый номер ссылки заключают в квадратные скобки: [1].

Элемент «ПРИЛОЖЕНИЯ» включается в реферат при необходимости. В приложения рекомендуется включать материалы, связанные с темой реферата, которые не включены в основную часть по разным причинам. В приложения могут быть включены:

- таблицы вспомогательных цифровых данных;
- промежуточные расчеты, формулы, математические доказательства;
- иллюстрации вспомогательного характера.

В тексте работы на все приложения должны быть даны ссылки. Приложения располагают в порядке ссылок, на них в основном тексте

Каждое приложение следует начинать с новой страницы с указанием наверху посередине страницы слова «Приложение» и его обозначения.

Приложение должно иметь заголовок, который записывают симметрично относительно текста с прописной буквы отдельной строкой. Приложения обозначают заглавными буквами русского алфавита, начиная с А, за исключением букв Е, З, Й, О, Ч, Ъ, Ы, Ь. После слова «Приложение» следует буква, обозначающая его последовательность. Приложения должны иметь общую с остальной частью текста работы сквозную нумерацию страниц.

### **Объем и технические требования, предъявляемые к выполнению реферата**

Объем работы составляет, как правило, 15-20 страниц. Текст реферата выполняется на листах белой бумаги формата А4 (210×297 мм) по ГОСТ 9327-60, набирается в редакторе Microsoft Word русифицированным шрифтом Times New Roman размером 14 пт с полуторным межстрочным интервалом, красная строка абзаца набирается с отступом 1,5 см. Параметры страницы: верхнее поле – 20 мм, нижнее поле – 20 мм, левое поле – 25 мм, правое поле – 10 мм. Страницы должны быть пронумерованы в нижней части листа по центру.

Оценивая реферат, преподаватель обращает внимание на:

- соответствие содержания выбранной теме; – актуальность выбранной темы;
- умение работать с научной литературой
- вычленять проблему из контекста;
- точность в определении понятий и характеристике терминов;
- практическая и теоретическая значимость работы;
- умение оформлять научный текст (правильное применение и оформление ссылок, составление библиографии);
- четкость структуры излагаемого материала;
- лаконичность (краткость) и выразительность речи;
- соответствие требованиям к оформлению работы;
- соответствие языка и стиля изложения нормам литературной речи. Реферат должен быть сдан для проверки в установленный срок.

## **12.РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ ПРЕЗЕНТАЦИИ.**

1. Презентация не должна повторять выступающего и должна содержать минимум текстовой информации.

2. Ни в коем случае НЕ ЧИТАЙТЕ С ЭКРАНА презентации.

3. Презентация должна содержать рисунки, фотографии, видео (при необходимости), таблицы, графики и схемы. Презентация не повторяет слова выступающего, а лишь дополняет их, создавая целостную и яркую картину выступления.

4. Будет очень хорошо, если размер презентации не превысит 5Мб. С «легкой» презентацией компьютеру (да и человеку за ним) проще работать, менее вероятны вылеты и зависания.

5. Информация в презентации должна быть хорошо читаема даже с последних рядов предполагаемой аудитории, где и произойдет выступление. Для этого тексты и цифры должны быть достаточно крупными, а шрифт понятным (например, Tahoma или Times New Roman). Каждый слайд должен быть контрастным. Лучший фон для презентации – белый. Черное на белом – наиболее контрастный вариант. Все будет видно даже при использовании слабого проектора в светлой комнате. Если таблица, которую вы хотите разместить в презентации слишком объемна – разбейте ее на несколько слайдов. Не мельчите, пытаясь уместить все на одном слайде.

6. Не увлекайтесь анимацией в презентациях. Анимация может быть полезна для выделения на презентации каких-либо ключевых схем, слов и цифр. Например, по щелчку ряд цифр в таблице меняют свой цвет с черного на красный. Это привлечет дополнительное внимание к ним аудитории. Или на слайде последовательно появляются сначала один график (дается его полный анализ) а затем, рядом, для сравнения – другой.

7. Наиболее удобны презентации, в которых смена слайдов происходит по щелчку мыши. При этом вы должны четко прописать себе в текст доклада (лекции) на каком моменте выступления происходит смена слайда.

8. Желательно, чтобы все слайды презентации были пронумерованы. Если в ходе доклада у слушателей возникнет вопрос по графику или таблице из вашей презентации, вы сможете легко обратиться к этим объектам, зная номер слайда. Своя нумерация должна быть у рисунков, отдельно – у таблиц.

**Презентации, сопровождающие научные доклады всех уровней должны быть максимально простыми.** Первый слайд (титульный) содержит информацию о теме исследования, авторе и его научном руководителе. Второй слайд содержит сокращенные формулировки цели и основных задач работы. Затем следуют слайды с графической и табличной информацией по результатам исследования. Затем слайд (слайды) с выводами, которые лучше не зачитывать (пусть слушатели читают со слайда). Можно поблагодарить за внимание. Завершает презентацию точная копия титульного слайда. На фоне этого слайда докладчик отвечает на вопросы. Фотографии, графики, таблицы на слайдах оформляются в соответствии с принятыми в научных публикациях нормами и последовательно нумеруются.

Если Вы чувствуете себя неуверенно перед аудиторией, запишите и выучите свою речь наизусть. Запись выступления на 7 минут занимает примерно полторы страницы текста (формат А4, шрифт 12 pt).

Имеет смысл быть аккуратным. Неряшливо сделанные слайды (разной в шрифтах и отступах, опечатки, типографические ошибки в формулах) вызывают подозрение, что и к содержательным вопросам докладчик подошёл спустя рукава.

Титульная страница необходима, чтобы представить аудитории Вас и тему Вашего доклада. На защитах необходимо также указывать фамилию и инициалы научного руководителя и организацию. На конференциях – название и дату конференции.

Оптимальное число строк на слайде – от 6 до 11. Перегруженность и мелкий шрифт тяжелы для восприятия. Недогруженность оставляет впечатление, что выступление поверхностно и плохо подготовлено.

Распространённая ошибка – читать слайд дословно. Лучше всего, если на слайде будет написана подробная информация, а словами будет рассказываться их содержательный смысл. Информация на слайде может быть более формальной и строго изложенной, чем в речи.

Пункты перечней должны быть короткими фразами; максимум – две строки на фразу, оптимально – одна строка. Чтение длинной фразы отвлекает внимание от речи. Короткая фраза легче запоминается визуально.

Оптимальная скорость переключения – один слайд за 1-2 минуты, на лекциях – до 5 минут. Для кратких выступлений допустимо два слайда в минуту, но не быстрее. Слушатели должны успеть воспринять информацию и со слайда, и на слух.

На слайдах с ключевыми определениями можно задержаться подольше. Если они не будут поняты, то не будет понято ничего.

#### **Этапы подготовки презентации**

**1. Составление плана презентации,** выделение основных идей первого и второго уровня.

Структура научной презентации:

- постановка задачи;
- известные ранее результаты и проблемы;
- критерии, по которым предполагается оценивать качество решения;
- цели данной работы;
- основные результаты автора;
- условия и результаты экспериментов;
- на последнем слайде
- перечисление основных результатов работы.

**2. Продумывание каждого слайда** (на первых порах это можно делать вручную на бумаге), при этом важно ответить на вопросы:

- как идея этого слайда раскрывает основную идею всей презентации?
- что будет на слайде?
- что будет говориться?
- как будет сделан переход к следующему слайду?

**3. Изготовление презентации** с помощью программы Power Point или другой на Ваше усмотрение.

### **13.РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К ДИСКУССИИ.**

**Подготовка к дискуссии.** Определение темы (предмета) обсуждения, цели, которую преследуют его участники; выборы ведущего, распределение ролей. Принятие повестки дня, определение последовательности вопросов, вынесенных на обсуждение.

Выбор темы дискуссии – это одна из наиболее сложных задач, которые стоят перед учебной группой, готовящей дискуссию. Любая тема может быть предметом дискуссии. При выборе темы следует руководствоваться следующими критериями:

1. Желательно, чтобы тема была связана с актуальными проблемами современности (экология, защита мира, национальные взаимоотношения, демография, образование, экономика и др.).

2. Тема может быть связана с научными интересами студентов, с их курсовыми и дипломными работами.

3. Тема должна находиться в сфере компетентности участников.

Удачно выбранная тема напрямую затрагивает интересы участников и является залогом активного обмена мнениями.

**2. Проведение дискуссии.** Выступления участников, прения. Обсуждение проекта решения, принятие итогового документа.

**3. Подведение итогов.** Обсуждение и оценка проведённой дискуссии.

Замечания по ведению собрания, оценка роли ведущего, определение вклада каждого участника в ход дискуссии. Планирование дальнейших дискуссий. При обсуждении итогов дискуссии важно обратить внимание как на форму (структуру), так и на содержание (риторику). Учитывать можно следующие аспекты:

1. Структура дискуссии: наличие действительных разногласий, наличие лидеров команд, управляемость дискуссии (оценка роли ведущего), соблюдение этапов развития дискуссии, продуктивность дискуссии (принято ли решение, если да, то насколько оно чётко сформулировано).

2. Риторика дискуссии: Интересна ли тема? Насколько компетентны участники в обсуждаемом вопросе? Какие аргументы преобладали? Имелись ли ссылки на общие истины, общественное мнение, традиции, обычаи, на личный опыт, примеры из жизни? Использовались ли документальные свидетельства, цитаты из авторитетных изданий, вещественные доказательства? Использовались ли логические операции (определение, обобщение, сравнение, предположение и т. п.)

### **ТЕКУЩИЙ КОНТРОЛЬ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ**

**Промежуточная формама контроля** не предусмотрена.

**Критерии оценки итоговой формы контроля (зачет):**

Отметка «зачтено» соответствует всем перечисленным выше успешным дифференцированным отметкам от «удовлетворительно» до «отлично». На промежуточных этапах контроля общая отметка «не зачтено» выставляется при наличии у студента дефицита иноязычных речевых умений по двум или большему числу вышеназванных критериев.

## РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА

**Основная литература**

1. Английский язык для юристов. English in Law : учебник и практикум для среднего профессионального образования / С. Ю. Рубцова, В. В. Шарова, Т. А. Винникова, О. В. Пржигодзкая ; под общей редакцией С. Ю. Рубцовой. — Москва : Издательство Юрайт, 2023. — 213 с. — (Профессиональное образование). — ISBN 978-5-534-05084-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/514328>

2. Попов, Е. Б. Legal English: английский язык для юристов : учебник / Е.Б. Попов, Е.М. Феоктистова, Г.Р. Халюшева ; под общ. ред. Е.Б. Попова. — Москва : ИНФРА-М, 2021. — 314 с. + Доп. материалы [Электронный ресурс]. — (Среднее профессиональное образование). - ISBN 978-5-16-015369-8. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1203907>

**Дополнительная литература**

1. Английский язык для юристов (В1–В2) : учебник и практикум для среднего профессионального образования / И. И. Чиронова [и др.] ; под общей редакцией И. И. Чироновой. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 329 с. — (Профессиональное образование). — ISBN 978-5-534-18070-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/536623>

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3. Куряева, Р. И. Английский язык. Лексика и грамматика : учебник для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 497 с. — (Профессиональное образование). — ISBN 978-5-534-16553-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/544931>

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**Базы данных, информационно-справочные и поисковые системы, Интернет-ресурсы**

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2. <http://biblio-online.ru> - Электронно-библиотечная система Юрайт