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ФИО: Локтионова Оксана Геннадьевна  
Должность: проректор по учебной работе  
Дата подписания: 16.06.2023 16:34:29  
Уникальный программный ключ:  
0b817ca911e6668abb13a5d426d39e5f1c11eabbf73e943df4a4851fda56d089

## МИНОБРАЗОВАНИЯ РОССИИ

Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Юго-Западный государственный университет»  
(ЮЗГУ)

Кафедра международных отношений и государственного  
управления

УТВЕРЖДАЮ  
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« 16 » 06 2022 г.



### ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

Методические указания по подготовке к практическим занятиям  
по дисциплине «Иностранный язык (английский)»  
студентов очной и заочной формы обучения  
направления подготовки 38.05.02 Таможенное дело

Курск 2022

УДК 811. 112.2(075.8)  
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**Иностранный язык (английский)** : методические указания по подготовке к практическим занятиям по дисциплине «Иностранный язык (английский)» студентов очной и заочной формы обучения направления подготовки (специальности) 38.05.02 Таможенное дело / Юго-Зап. гос. ун-т; сост. Л.А. Чернышёва. – Курск, 2022. – 35 с.: – Библиогр.: с.35

Методические указания содержат рекомендации по организации практических занятий студентов в рамках изучения дисциплины «Иностранный язык (английский)». Предназначены для студентов очной и заочной формы обучения направления подготовки (специальности) 38.05.02 Таможенное дело.

Соответствуют требованиям рабочей программы дисциплины, составленной в соответствии с Федеральным государственным образовательным стандартом высшего образования по специальности 38.05.02 Таможенное дело.

Текст печатается в авторской редакции

Подписано в печать                      Формат 60x84 1/16.  
Усл. печ 1,3 л. Уч. - изд. 1,16 л. Тираж 100 экз. Заказ. 403 Бесплатно  
Юго-Западный государственный университет  
305040, г. Курск, ул. 50 лет Октября, 94

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## ВВЕДЕНИЕ

Роль иностранного языка как средства общения и взаимопонимания становится в настоящее время еще более значимой вследствие определенных факторов, характерных для современного общества: расширение международных экономических, политических и культурных связей; развитие международных средств массовой коммуникации; открытость политики государства мировому сообществу.

Прагматический аспект изучения иностранного языка тесным образом связан с наличием потребности его применения в повседневной жизни и в ситуациях профессионального общения.

Изучение иностранного языка – это осознанная целенаправленная деятельность, ориентированная на усвоение структурных характеристик иностранного языка, таких как фонетика, лексика, грамматика. Данные методические указания ставят своей задачей помочь студентам направления подготовки «Таможенное дело» найти наиболее эффективные пути формирования умений и навыков языковой компетенции, необходимых для осуществления профессиональной коммуникации.

Практические занятия составляют важную часть теоретической и профессиональной практической подготовки обучающихся. Методические указания по подготовке к практическим занятиям по дисциплине «Иностранный язык (английский)» являются составной частью УМК для специальности 38.05.02 Таможенное дело.

Задачи и содержание дисциплины, требования текущего, промежуточного и итогового контроля соответствуют Рабочей программе учебной дисциплины «Иностранный язык (английский)».

**Тема 1:** Окно в мир английского языка. Хронологические и территориальные границы функционирования английского языка.

**Ex.1 a) Read and translate the text**

The first-year students have one English class a week. The English pronunciation is difficult. So they begin with a short phonetic correction course. They correct their sounds, intonation and accent. At the lesson the students learn to read and speak English, translate texts and discuss them. They do many different phonetic drills, grammar and lexical exercises. They also describe the pictures and slides which their teacher demonstrates. English is one of the general educational subjects at the technical school. The second-year and third-year students usually study specialized subjects. Among them is Technical English. They read texts from scientific-technical literature on their speciality. They translate them into Russian and retell them in English or in Russian. They also have conversational practice on different topics and science and technology problems. To read scientific and technical literature in English is the main aim. It is not an easy task. The student has first to acquire everyday English with its grammar, vocabulary and rules of word-formation. Also a student must have good knowledge of specific terminology.

**b) Decide whether the statements are true or false.**

1. There aren't any foreign language classes in our technical school. 2. In the first year the students have English lessons twice a week. 3. English accent isn't difficult. 4. The first-year students study general educational subjects. 5. General educational subjects are electronics, economic theory, economic, welding, engineering. 6. In the senior years students of the technical school study specialized subjects.

**Ex. 2 Read, translate and reproduce the dialogue:**

- Pete, you look so tired. You don't feel well, do you?
- It's not that. I am really tired. I am going to take my last exam. It's English.
- Then you have a lot of work to do!
- Sure. I listen to different texts and dialogues. I read and translate special texts and retell them. I also pay much attention to topics.
- Excuse me, what mark would you like to have in English?
- You'd better ask me what mark I don't want to have.
- I know you have been fond of English since your childhood.
- It goes without saying that English is my favourite subject and I don't want to have «sat» in my credit test book.
- How long does your working day last now?
- From morning till late at night.
- If you go to bed very late, I think it's very difficult for you to get up early.
- I'm not an early riser, so I get up at 8. I am sorry I must be going. It is time.

- Good-bye. But don't forget to have a short rest after hard work. I wish you luck.
- Thank you. See you soon.

**Ex. 3 Complete and translate the sentences.**

1. The students begin to study English with ... (difficult grammar constructions, a short phonetic correction course, technical texts, films and presentations). 2. At the English lessons the students learn ... (to sing songs, to make up films, to read and speak foreign language, to play computer games, to do sum). 3. Technical English give information on ... (everyday words and phrases, person's character, grammar and vocabulary, science and technology). 4. At the lessons students try to speak ... (foreign language less than Russian, native language more than foreign language, English more than Russian, mother tongue all the lesson).

**Grammar**

**1. Вставьте нужную форму глаголов “to be” и “to do”:**

1. Your brother (live) in Moscow?  
– No, he ... (not). He (live) in Kursk.
2. There ... a policeman at the door.
3. You (like) reading books?  
– Yes, I ... I (like) to read very much.
4. She ... pretty and friendly:
5. There ... some mistakes in your dictation.
6. Where ... the nearest bus stop, please?
7. – ... the shops open at 8 o'clock? – No, they ...closed.
8. It (sound) interesting.

**Тема 2: Семья: современные тенденции. Проблема «отцов и детей». Влияние семьи на выбор профессии**

**Ex.1 Role-play the dialogues. Based on the examples below, invite your partner to practice English conversations that tell about a family. Make up your own information or you can give the real information about your family to your friends for practicing.**

**A Nuclear Family**

- A: How many people are there in your family?  
B: There are four people in my family.  
A: Who are they?  
B: They are my mother, my father, my elder sister and me.  
A: How old are your parents?  
B: My father is 45. And my mother is a year younger. As for my sister, she's five years older than me.

A: What does your sister do?

B: She's a lawyer. She works at a legal advice office.

A: Do you have any brothers or sisters?

B: Yes, I do. I come from a large family. A: Really? How many brothers and sisters do you have?

B: I have two sisters and a brother.

A: Wow. You certainly have a large family.

B: My elder sisters are both married. And I'm already an aunt. I've got two nephews and a niece.

A: And what about your brother?

B: My younger brother is a teenager and he lives with my parents in Vozhega.

**Ex.2 Fill in the gaps with the words. Use only one word in each gap.**

1. What's your first \_\_\_\_\_ ? – Samuel.
2. What's your \_\_\_\_\_ name? – Johnson.
3. What's your \_\_\_\_\_ ? – Jefferson.
4. \_\_\_\_\_ are you from? – I'm from New Jersey.
5. What's your \_\_\_\_\_ ? It's 89, Franklin Street, Cambridge, Boston.
6. How \_\_\_\_\_ are you? – I'm 31.
7. Are you \_\_\_\_\_ ? – No, I'm not. I'm divorced.
8. Hermione, \_\_\_\_\_ is Sally. – Hi!
9. Sam, I'd like you to \_\_\_\_\_ my wife Emma!
10. Hello, Ted! I'm glad to \_\_\_\_\_ you!
11. How \_\_\_\_\_ you do? – How \_\_\_\_\_ you do?
12. How \_\_\_\_\_ have you been here?

**Grammar**

**Ex. 1 Complete the sentences with the verbs in the correct form. Make sentences true to you.**

*My mother works (work) at school. My mother doesn't work at school, she works in a factory.*

1. My father \_\_\_\_\_ (come) from Belgium.
2. My grandmother \_\_\_\_\_ (live) in the next town.
3. My mother \_\_\_\_\_ (love) reading.
4. My father \_\_\_\_\_ (travel) a lot in his job.
5. My sister \_\_\_\_\_ (speak) Spanish very well. She \_\_\_\_\_ (want) to learn French, too.
6. My little brother \_\_\_\_\_ (watch) TV a lot.
7. My friend \_\_\_\_\_ (write) a blog on the Internet.

**Ex.2 Find mistakes in the sentences and correct them.**

*Model: This girl my sister. – This girl is my sister.*

*Queen Elizabeth II are the head of the Royal family. – Queen Elizabeth II is the head of the Royal family.*

1. This my daughter. \_\_\_\_\_
2. These is my children. \_\_\_\_\_
3. Kate my niece. \_\_\_\_\_
4. Their family very large. \_\_\_\_\_
5. Their twins 5 years old. \_\_\_\_\_
6. I 18 years old. \_\_\_\_\_
7. Those families very happy. \_\_\_\_\_
8. They am William's brothers. \_\_\_\_\_
9. Harry Sam's cousin. \_\_\_\_\_

**Ex.3 Write the plural of the following words.**

*Model: my daughter → my daughters*

my child →	that woman →	that party →
his wife →	this man →	her baby →
this family →	a family tree →	a white goose →
that parent →	this anniversary →	a sheep →
a divorce →	my foot →	a red leaf →
this photo →	that member →	a day →
a small mouse →	the video →	this tooth →
a yellow bus →	a tomato →	the phenomenon →
a new marriage →	an eye →	this deer →
this country →	the advantage →	this match →

**Тема 3: Семейная политика в России: проблема защиты детей**

**Ex.1 Fill in the gaps with the following words: *you, he, she, it, we, they, my, your, his, her, its, our, their.***

1. These are Lisa and Tom. \_\_\_\_\_ are married. \_\_\_\_\_ address is 17, Palm Road, LA.
2. This is Sarah. \_\_\_\_\_ is my wife.
3. That is Arthur. \_\_\_\_\_ phone number is (617) 312 14 08.
4. Lillian is my girlfriend. \_\_\_\_\_ aren't married.
5. Steve is a teenager. \_\_\_\_\_ is only 15 years old.
6. What's \_\_\_\_\_ job? – I'm a dentist.
7. We've got a daughter. \_\_\_\_\_ daughter is 25 and she is married.
8. Pat lives in the centre of the city. \_\_\_\_\_ address is 12, Ocean Ave, San Francisco.
9. I'm Lisa. \_\_\_\_\_ last name is Jefferson.
10. My name is Audrey. – Oh, \_\_\_\_\_ is a beautiful name!



11. Where are \_\_\_\_\_ from? – I'm from Boston.
12. We live in a nice apartment. Each of \_\_\_\_\_ bedrooms has a balcony.

### Ex. 2 Correct the wrong statements.

*Model: A blogger is a person who reads blogs. → A blogger isn't a person who reads blogs.*

*A blogger is a person who writes blogs.*

*Readers of blogs update the material. → Readers of blogs don't update the material.*

*Bloggers update the material.*

1. A blogger is a freelance reader. \_\_\_\_\_
2. A web publisher blogs for others. \_\_\_\_\_
3. A blogger for hire creates his or her own blog. \_\_\_\_\_
4. A blogger for hire monetizes his or her own blog. \_\_\_\_\_
5. A blogger usually has a boss who controls his or her schedule. \_\_\_\_\_

### Ex.3 Complete the sentences with *as* or *than*.

1. Are you as tall \_\_\_ your brother?
2. She's not as clever \_\_\_ her sister.
3. Was Joan's party better \_\_\_ Maria's?
4. I'm studying the same subject \_\_\_ Emma.
5. Liz works much harder \_\_\_ John.
6. I haven't got as many cousins \_\_\_ you.

## Тема 4: Современный образ жизни: город и «деревня»

### Ex.1 Read and retell the text

At night when I feel tired and sleepy, I go up to my bedroom and switch on the electric light. I take off my shoes, undress and put on my pyjamas. Then I get into bed and switch off the light.

After a few minutes I fall asleep. I sleep the whole night through.

Punctually at seven-thirty in the morning, the alarm-clock rings and wakes me up. I get out of bed, put on my dressing-gown and slippers, and go into the bathroom, where I turn on the hot and cold taps. While the water's running into the bath, I wash my face and neck, clean my teeth, and shave. My shaving things are on the shelf above the basin. Then I turn off the taps and have my bath. Sometimes I have a shower. When I've dried myself with a towel, I get dressed.

On the dressing-table in front of the looking-glass, you'll see a hairbrush and a comb, a hand-mirror, a bottle of scent and a powder-box. These, of course, don't belong to me, but to my wife. In the chest of drawers I keep clean linen such as shirts collars and handkerchiefs, besides things like socks and

ties. The dirty linen is put in a linen basket and sent to the laundry. In the wardrobe I keep my suits and other clothes, which I hang on coat-hangers.

**Ex.2 Put questions to the text.**

**Ex.3 Ask your partner to give his/her address.**

*Model:* A. What's your address? (Where do you live?)

B. I live at 45, Adams Street. (My address is Flat 1, 36, Green Street.)

A. Is it in the centre or on the outskirts?

B. On the outskirts.

**Ex.4 Describe your house in five or six sentences:**

*Model:* My house is situated in a side street. It's a ten-storeyed building with balconies. I live on the ninth floor. There are two flowerbeds in front of the house. There is a big yard behind it.

**Ex. 5 Fill in the gaps with proper words. Use the words in the box**

Central heating (1), cosy (2), brick (3), cupboards (4), furniture (5) ground floor (6), upstairs (7), kitchen (7), garden (8), wardrobe (9), -storey building (10), fridge (11).

Our friends now have a large 1) ... house in the country. They live there all year round because there is 2) ... there. It is a 3) ... with a large 4) ... around it. On the 5) ... there is a living-room, two bedrooms and a 6) ... There isn't much 7) ... in the rooms, but they are 8).there is a bedroom for the guests. There is only a bed, a 9) ... and a dressing table in it. The kitchen is large with a lot of 10) ... and a 11) ... in the corner. We like visiting our friends.

**Grammar**

**Ex.1 Ask the questions to the words in bold type**

1. Next summer I'm going to **Britain**.

2. **Liz's** going to Kongo in July.

3. He's going to Russia **by train**.

4. She's going to stay **on the farm**.

5. I'm going **to the beach**.

**Ex.2 Fill in the gaps with the words *many, much, a lot of, (a) few, a (little)***

1. Are there \_\_\_\_\_ students in your group?

2. Is there \_\_\_\_\_ snow in the streets?

3. They have got \_\_\_\_\_ new subjects this year.

4. There wasn't \_\_\_\_\_ rain last year. It was dry.

5. There are \_\_\_\_\_ students in our school. All the classrooms are full of.

6. He invited only \_\_\_\_\_ friends to his party.

7. She has got \_\_\_\_\_ friends. She is not very popular.

8. I saw my friend \_\_\_\_\_ days ago.
9. Do you know \_\_\_\_\_ people in the hall?

**Ex.3 Fill in articles if necessary:**

1. ... dinner is ready. Will you have it now?
2. Would you like to come over for ... dinner on Friday?
3. When ... lunch was over they went upstairs to rest a little.
4. It all happened at ... official luncheon.
5. – How do you like ... supper? – Oh, it's ... delicious supper.
6. – What will you have for ... dessert? – I'd rather have ... apple-juice.
7. – How was ... tea? – ... tea was super.
8. I hope you are satisfied with ... supper.

**Тема 5:** Спорт и искусство как составные части современной культуры; вклад России в мировую культуру

**Ex. 1 Read, translate and reproduce the dialogue:**

- Good morning, Charlie!
- Good morning, Mike!
- Where shall we go?
- It's up to you.
- I suggest we should go to the tennis court and play a game of tennis.
- Good idea! I know you are good at playing tennis.
- I hear tennis is very popular in Great Britain.
- Oh, yes. Tennis is played all the year round-on hard courts or grass courts in summer and on hard or covered courts in winter...
- What other outdoor games are popular in Great Britain?
- Hockey, golf, football and cricket.
- What about horse-racing?
- It is one of the most popular sports in Great Britain then comes swimming and boxing. Are you fond of swimming?
- Yes, I am. I began to swim when I was a little child. But I don't like boxing. Do you?
- Neither do I!

**Ex.2 Discuss the following questions with your group mates:**

- Why arts and sports are an important part of education?
- Importance of sports in education.
- Importance of arts in education.

**Ex.3 What kind of sport is this?**

1. Each team has eleven players. The players of the two teams wear clothes of different colors. Only the goalkeeper can touch the ball with the hands.

2. Each team has up to eleven players, but only seven of them can play at the same time. The players have caps on. They mustn't splash water into the face of opponent.

3. Each team has six players on the court. The player can hit the ball with the hand. She/he has to release the ball before hitting it. The players are not allowed to touch the net.

4. It is a team sport. Each team has up to ten players, but only five of them can play at the same time. The players must try for a goal within 30 seconds of possessing the ball.

5. Each team can have up to seventeen players, but only six can play at the same time. Players wear skates and helmets.

### Grammar

**Ex.1 a) Fill in the gaps with *a, an* or *no article*.**

1. I'd like \_\_\_cheeseburger and \_\_\_chips, please!
2. I love \_\_\_tomatoes, but I hate \_\_\_fish.
3. My sister always has \_\_\_apple and \_\_\_orange for breakfast.
4. Can I have \_\_\_glass of mineral water, please?
5. We often eat \_\_\_meat, but we don't usually eat \_\_\_rice.
6. Dave has \_\_\_tuna sandwich every lunch time.
7. Do you like \_\_\_tea or \_\_\_coffee?

**Тема 6: Охрана здоровья в России и в англоязычных странах**

**Ex.1 a) 100 years ago the situation with food in Britain was completely different. What exactly do you think was different? Read a short text about how everything changed in a century and check your ideas.**

At the start of the twentieth century, a lot of poor families in Britain **used to eat** badly. They **used to do** a lot of physical work but they only had meat once or twice a week. The basic British diet was not healthy. People **used to have** bread and tea and there were potatoes every day. There was fresh fruit only in the summer. Oranges and **bananas used to be** luxuries and there weren't any kiwis or avocados. Because of their diet, a lot of people died young and they were small - the average height for men in the army **used to be** only 1.5 meters.

A hundred years later we have very different problems. In Britain, there is a lot of food and people live a long time. But a lot of us eat the wrong food. In our diet there are a lot of crisps, sweets, hamburgers, pizzas and fizzy drinks like cola. We also consume a lot of meat and dairy products - on average we drink two liters of milk and eat two eggs a week. But we still do not eat enough fruit or vegetables.

**b) Answer the questions below.**

1. Why did British people use to be unhealthy?

2. What products used to be luxurious?

**Ex.2 Do you lead a healthy lifestyle? What should healthy diet include? Make a list of healthy diet tips and share them with the class.**

### Grammar

**Ex.1 Choose the answer (A or B) which fits best for each sentence.**

1. I was really tired last night. I \_\_\_\_\_ a hard day.  
a) had had    b) have had
2. This bill isn't right. They \_\_\_\_\_ a mistake.  
a) have made    b) had made
3. The square looked awful. People \_\_\_\_\_ litter everywhere.  
a) had left    b) have left
4. You can have that magazine. I \_\_\_\_\_ with it.  
a) have finished    b) had finished
5. There was no sign of a taxi although I \_\_\_\_\_ it half an hour before.  
a) had ordered    b) have ordered
6. There's no more bread. We \_\_\_\_\_ it all.  
a) have eaten    b) had eaten

**Ex.2 Fill in the gaps with the adjectives in the comparative or superlative**

1. We're staying at \_\_\_\_\_ hotel in the town. (cheap)
2. Our hotel is \_\_\_\_\_ than all the others in the town. (cheap)
3. The United States is very large, but Russia is \_\_\_\_\_. (large)
4. What's \_\_\_\_\_ country in the world? (small)
5. I wasn't feeling very well yesterday, but I feel a bit \_\_\_\_\_ today. (good)
6. It was a good day. It was \_\_\_\_\_ day of my life. (good)
7. What's \_\_\_\_\_ sport in your country? (popular)
8. We had a great holiday. It was one of \_\_\_\_\_ holidays we've ever had. (enjoyable)
9. What's \_\_\_\_\_ way of getting from here to the station? (quick)
10. What's \_\_\_\_\_ – the bus or the train? (quick)

**Тема 7: Проблемы защиты окружающей среды**

**Ex.1 a) Read and translate the text**

#### Urgent Ecological Problems

The contemporary ecological problems are created by all of us and we are the beings who have to deal with them. This is an axiom. It is an illusion that science and technology, no matter how powerful, can save the world from ecological disasters. The idea of scientific and technological “miracles” creates a distorted image of human power that we are the beings who possess nature and our ability to transform and model will help us to deal successfully with the ecological crisis.

Such an attitude is totally wrong because it considers human beings at a particular position outside nature, imposing their decisions and actions upon it. The way we relate to nature is of critical importance for our survival.

The Darwinian model, together with the contemporary humanistic philosophy reinforces the idea that human beings are elevated above any other creatures. Nature is considered as a force that must be kept at bay by human will and strength. Such a point of view justified easily the intensive exploitation of the earth's natural resources and of all other creatures in the name of satisfaction of the human requirements. The same point is visible in all approaches, applying to the design of our contemporary military, government, economic and even ecological systems. The following paradox manifested itself: the more we consider ourselves in a particular pre-selected position to nature, as the most powerful beings created to rule and manipulate it according to our needs, the less powerful we are to deal with our ecological problems.

The resolution to this dramatic paradox – and our survival depends on how soon we accept this resolution – lies in admitting that the laws and principles from which the natural world arose are the same as those that generate human creature and society, and that we have equal opportunity to exist and evolve with all other creatures.

**b) Mark the following statements as either True (T) or False (F).**

1. It's people who are blamed for the existing ecological problems. **T/F**
2. The idea that human beings are elevated above all other creatures proved to be the right one. **T/F**
3. The more we select our position with respect to nature the more right we have to manipulate it. **T/F**
4. Each component of creation – either living or not – is equally important. **T/F**
5. Nature is powerless in comparison with new technologies that man invents. **T/F**

**Grammar**

**Ex. 1 Put the verbs into the right form. Use the Present Continuous.**

1. The boys (to run) about in the garden.
2. I (to do) my homework.
3. John and his friends (to go) to the library.
4. Ann (to sit) at her desk. She (to study) English.
5. A young man (to stand) at the window. He (to smoke) a cigarette.
6. The old man (to walk) about the room.
7. The dog (to lie) on the floor.
8. You (to have) a break?
9. What language you (to study)?
10. Who (to lie) on the sofa?
11. What they (to talk) about?
12. It still (to rain).

## Тема 8: Многообразие наций и национальностей

### Ex.1 a) Read the article

We live in a global village, but how well do we know and understand each other?

Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

Here are more examples how to behave with foreign business friends:

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another and they rarely drink at lunchtime.

The Germans like to talk business before dinner: the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

The Japanese, perhaps, have the strictest rules of social and business behavior. Seniority is very important, and you should never send a young man to make a business deal with an older Japanese. The Japanese business card practically needs its own set of rules. You should exchange business cards immediately at the meeting, because it is very important to determine the status and position of each of you. When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know. In Afghanistan you should spend at least five minutes saying hello.

In Pakistan you mustn't wink. It is offensive.

In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.

In Thailand you should clasp your hands together and lower your head and your eyes when you greet.

### Ex.2 Read the article again and answer the following questions. Discuss the questions in pairs.

1. Which nationalities are the most and least punctual?

2. Which nationalities do not like to eat and do business at the same time?
3. They French have to be well fed and watered.' What or who do you normally have to feed and water?
4. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
5. Which nationalities have rules of behavior about hands? What are the rules?
6. Why is it not a good idea to ...
7. ... say that you absolutely love your Egyptian friend's vase.
8. ...say Hi! See you later!' when you're introduced to someone in Afghanistan.
9. Do you agree with the saying 'When in Rome, do as the Romans do'? Do you have a similar saying in your language?
10. What are the rules' about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?

### **Work in group of fours**

*Group A* are foreigners (American, British, French and Japanese). You are going to travel to Russia to visit your friends there. Prepare some questions about problems you can face while staying in Russia.

*Group B* are Russians who are expecting some foreign friends (American, British, French and Japanese) to stay at your place. Think of some advice you can give to foreign friends.

**Тема 9:** Человек в XXI веке: достижения, проблемы, угрозы человечеству

### **Ex.1 Translate the following sentences paying attention to predicate in passive form and the subject of the sentence.**

1. On May 24, 1844 the first long-distance message was sent by telegraph for 64 kilometers.
2. The positive particle in the nucleus of the atom was given the name of "proton".
3. These machine parts are subjected to high loads.
4. Radioactive isotopes are used in science and industry for many purposes.
5. The vector is drawn perpendicular to the plane of the couple.
6. The relay was given its initial position.
7. He was asked to take part in the conference.
8. They were promised every support in their research work.
9. Since the end of the 19<sup>th</sup> century Cantor's theory of sets has been widely used.
10. The scientists were offered new interesting themes for research.
11. They have been shown new laboratory equipment.

### **Ex.2 Translate the following sentences into Russian paying attention to modal verbs.**



1. Forces can exist without motion, but motion is almost invariably associated with a force.
2. We cannot apply Newton's Third Law of Motion to a force acting at a distance.
3. A robot must obey the orders that are given by human beings.
4. They had to know the mechanical properties of a new alloy.
5. In order for a robot to carry out a particular task it has to be given a program, a list of instructions which are to be stored in its computer memory.
6. To convert chemical energy into electrical one we must make use of an electric cell.
7. We have to use an insulator to prevent electrical loss.
8. A machine will be able to do this work in a much shorter time.

**Ex.4 Remake the sentences using Passive Voice instead of Active:**

*Example: In 1876 Alexander Graham Bell, an American engineer, invented telephone. – Telephone was invented in 1876 by Alexander Graham Bell, an American engineer.*

1. Akito Morita (Japan) developed the first personal stereo – Sony Walkman.
2. In 1908 James M. Spangler from the USA built the first vacuum cleaner.
3. In 1908 US automobile manufacturer Henry Ford created the world's first car assembly line.
4. John Logie Baird from Scotland invented television in 1926.
5. Nicéphore Niépce from France pioneered photography in 1829.
6. In 1981 Bill Gates (USA) created Microsoft-DOS (Disk Operating System).
7. In 1895 the Lumier brothers patented their cinematography and opened the world's first cinema in Paris.
8. Wilbur and Orville Wright built the first airplane in 1903 (USA).
9. Scottish scientist Ian Wilmut developed the idea of cloning in 1997.
10. Karl Benz produced the world's first petrol-driven motor-car in Germany in 1885.

**Grammar**

**Ex. 1 Choose the correct verb form:**

1. She comes/is coming from Zagreb.
2. Jim speaks/is speaking Spanish and English.
3. She studies/is studying medicine.
4. He writes/is writing essays every week.
5. Mary goes/is going to the University every week.

**Ex.2 Rewrite the sentences with *as... as* or *not as... as*.**

**Model:** My son is already the same height as me. → My son is already as tall as me.

1. Jill's more intelligent than Bill. → Bill's \_\_\_\_\_ Jill.

2. Spain's hotter than England. → England is \_\_\_\_\_ Spain.
3. Are you and Pete the same age? → Are you \_\_\_\_\_ Pete?
4. You can read more quickly than I can. → I can't \_\_\_\_\_ you can.
5. She speaks good French and good Italian. → Her French is \_\_\_\_\_ her Italian.
6. Come and see me at the first moment you can. → Come and see me \_\_\_\_\_ possible.
7. Eva's work is better than mine. → My work is \_\_\_\_\_ Eva's.
8. Dogs are friendlier than cats. → Cats are \_\_\_\_\_ dogs.
9. His mother is a better cook than him. → He can't cook \_\_\_\_\_ his mother.

**Тема 10:** Роль средств массовой информации в современном обществе

**Ex. 1 a) Look through the text and fill in the chart below**

The Role of Mass Media in the Modern World

The importance of the media today is immense. Never before in mankind's history have the media had such a significant impact on our lives and behavior. In the last 50 years the media influence has grown exponentially with the advance of technology, first there was the telegraph, then the radio, the newspaper, magazines, television and now the internet.

We live in a society that depends on information and communication to keep moving in the right direction and do our daily activities like work, entertainment, health care, education, personal relationships, traveling and anything else that we have to do.

A common person in the city usually wakes up checks the TV news or newspaper, goes to work, makes a few phone calls, eats with their family when possible and makes his decisions based on the information that he has either from their co-workers, news, TV, friends, family, financial reports, etc.

What we need is to be aware that most of our decisions, beliefs and values are based on what we know for a fact, our assumptions and our own experience. In our work we usually know what we have to do are based on our experience and studies, however on our daily lives we rely on the media to get the current news and facts about what is important and what we should be aware of.

**b) Fill in the following chart**

Positive influence  
 .....  
 Negative influence  
 .....

**Grammar**

**Ex. 1 Put the verb into the correct form, using Conditional I.**

1. If I (not to go) to their party, they (to be) offended.
2. If you (to take) more exercises, you (to feel) better.

3. If they (to offer) me the job, I think I (to take) it.
4. If I (not to ring) him, he (to be) very displeased.
5. You (to be) angry, if we (not to come)?
6. What we (to do), if the (to be) late?
7. If I (to see) my friend, I (to ask) his advice.
8. If I (to come) home late, I (to go) to bed at once.
9. If you (to ring up) me, I (to tell) you something interesting.
10. If the weather (to be) fine, we (to play) outside.

**Тема 11:** Образование: проблемы средней и высшей школы в России, Великобритании и США

**Ex. 1 Have a conversation with your partner and discuss the following questions:**

1. What does higher education in Great Britain refer to?
2. Where can you get higher education in the USA?
3. When do school-leavers become first year students in Russia?
4. When does the academic year in Britain start at most universities? 5. What about our country?
6. What subjects are called electives?
7. What degrees can students get at British, American, Russian universities?
8. Is the attendance at classes at most Universities in the USA compulsory? What about universities in Russia?
9. Do the students usually skip their classes?
10. How do British and American students call their main subjects?
11. When do they have exams?
12. What do they usually do to pass them successfully?
13. Do students have a chance to resit their exams if they fail them?

### *Project*

- a) Find some information about system of higher education in different countries and share with the class.
- b) Talk to your friend about your studies at University.

**Ex.2 A British presenter is making a TV program about Russian students. He is at your university. Answer his questions using the words and phrases above.**

1. What year are you in at the university?
2. What department are you in?
3. At what age do young people usually enter university in Russia?
4. How old were you when you entered the university?
5. How often do you attend classes?
6. How often do you miss lectures?

7. What are your favourite subjects?
8. Do you always make notes of the lectures?
9. Are you afraid of exams?
10. Do you do anything special before them?
11. How long does it usually take you to prepare for an exam.

**Ex. 2 Say in other words.**

1. My first year at the university was the most exciting one.
2. What is the advantage of getting involved in this activity?
3. Relax, this isn't a formal occasion.
4. We all to some extent remember the good times and forget the bad ones.
5. She was a normal student.
6. I don't understand why you are moving to London.
7. I can't refuse the offer of a free trip to Milan!
8. He acts towards his staff as equals. 9. Leave it to me. I can cope with it.

**Ex. 3 Your friend is preparing for an exam. Phone to ask him/her questions about his/her work. Make up a dialogue.**

*What are you doing/reading/writing...?*

*What exam are you preparing (getting ready) for?*

*Are you afraid of the exam?*

*Did you attend all the lectures/classes? Did you miss any lectures/classes?*

*What does the exam consist of? I'm trying to...*

*I'm (not) afraid...*

*(Un) fortunately, I attended/didn't attend/misssed/didn't miss...*

*It consists of...parts. They are...*

**Grammar**

**Ex. 1 Use the appropriate form of the infinitive.**

1. He seems (to know) French very well: he is said (to spend) his youth in Paris.
2. You had better (to call) our distributors at once.
3. We are happy (to invite) to the party.
4. That firm is reported (to conduct) negotiations for the purchase of sugar.
5. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
6. He didn't hear me (to knock) at the door.
7. I want (to inform) of her arrival.
8. He is known (to work) on the problem for many years.
9. The representative of the firm asked for the documents (to send) by air mail.

**Тема 12: Выбор профессии; карьера таможенного служащего**

**Ex.1 a) Read and translate the text**

Choosing a career and getting a job are two of the most important things any person does in his life. Before young people finish school all of them think that they will choose a profession they want. But later all of them understand that choosing a profession or a career is a very serious problem. So when young people leave school, they face that problem. If pupils want to achieve their purpose, they should use the opportunity for promotion in the early age. The young people have to know that if they don't think about their future life earlier, it will be too difficult to think about it later. It is an advantage to choose a future career while being at school because it gives a goal in your studies and enables to choose a right, suitable course of study.

There are several factors that influence the decision of young people to make their choice; they concern material and spiritual aspects of the future profession. They generally believe that professions should be both prestigious and interesting. Everybody wants to benefit from the social privileges provided by the profession. At the same time other factors are important. Much depends on the inclinations and interests of the person. Another important factor is social environment. The profession of the parents often in this or that way influences the future profession of their children. Today we have dynasties of physicians, historians, lawyers, economists, pilots and military officers. It is impossible to forget about the material aspect of the future profession. It indicates the level of the society's values. Today all professions can be classified as prestigious or not prestigious. The problem of prestige is subjective. All the professions are very useful.

Today the most popular professions are lawyers and economists. These professions are prestigious. After graduating from Law and Economist Faculties it is possible to find good jobs. To be a designer is attractive too. This profession can fit creative people who know how to make things around them look nice. For those young adults who choose the profession of a chemist, a mathematician or a physicist the determinant factor is not prestige but interesting and inclination. To be a biologist is very prestigious today, because the biologists are at the forefront of cloning. I think that to be a sociologist or psychologist very interesting and useful too. Psychologists try to help people to cope with their spiritual problems. Sociologists study the health of the society.

**Ex.2 Are the sentences true or false? Correct the false statements:**

1. Choosing a career and getting a job are two of the most important things in your life.
2. Choosing a profession or a career is not a problem.
3. Young people concern material and spiritual aspects of the future profession.
4. Professions should be insignificant and uninteresting.
5. The profession of the parents often in this or that way influences the future profession of their children.
6. Today all professions can be classified as prestigious or not prestigious.
7. Today the most popular professions are physicians and historians.

8. One of the most fashionable and prestigious professions today is that of computer operator.

**Ex.1 a) Read and translate the text**

One of the most difficult decisions in our life is choosing what to do for a living when we grow up. Finishing school means starting independent lives and choosing one of the roads: a technical school or a university. Starting our life with a right profession is very important because the future of young people depends on this choice. That is why they must choose it with utmost care analyzing all pros and cons. Besides our friends and older relatives can influence our choice or just give a good piece of advice.

In our modern fast paced world there are plenty of new interesting and socially important professions. The future profession must not be boring for you. It should suit your interests and your features of character. In other words you should enjoy the work you do. It should also satisfy your career plans and professional ambitions. It should provide us with a chance of professional growth and personal development.

**Ex.1 a) Read George's email. What is his new job? How did he get it?**

Hi Andrew!

Guess what? I \_\_\_\_\_(have got) a new job! \_\_\_\_\_you \_\_\_\_\_(remember) that letter I wrote to the paper? Well, the manager of a local computer company read it and offered me a job! The company \_\_\_\_\_(do) very well at the moment and they really \_\_\_\_\_ (need) people with experience. I \_\_\_\_\_ (not work) now – it's my lunch break – so I \_\_\_\_\_(write) a few emails to my friends to tell them my news. I am a technical support engineer and I \_\_\_\_\_ (help) customers with their computer problems. It's only my first week, so I (still learn) about all the products but I really \_\_\_\_\_ (like) it here. I (work) quite long days but I \_\_\_\_\_ (not work) at the weekends. Anyway I have to go – the phone \_\_\_\_\_ (ring).

George

**b) Put the verbs in George's email in the Present Simple or Present Continuous.**

**Тема 13: Знакомьтесь: Великобритания**  
**TEST**

1. Is Britain a member of NATO?

a. it was in the 90s, but now it's not    b. It's going to be    c. Yes    d. No

2. What newspapers are considered to be „quality papers“?

- a. The Daily Telegraph and The Times
  - b. The Daily Mail and The Daily Express
  - c. The Times and The Sun
  - d. The Daily Express and The Daily Mirror
3. What sports are typically British?
- a. cycling, skating, rowing
  - b. cricket, rowing, golf
  - c. sailing, cycling, cricket
  - d. athletics, sailing, basketball
4. What county in Britain is called “The Garden of England”?
- a. Dorset
  - b. Essex
  - c. Lancashire
  - d. Kent
5. Why is Windsor popular in Britain?
- a. famous horse-racing championships take place here
  - b. It’s the territory where fox-hunting is legal
  - c. It’s an industrial centre of the U.K.
  - d. The Queen often stays there at her castle
6. What city is an industrial town and a trading centre?
- a. Manchester
  - b. Oxford
  - c. Bath
  - d. Brighton

#### **Тема 14:** Из истории государственного развития Великобритании

##### **Ex.1 Read the text and answer the questions**

Democracy in the UK has a long and complex history:

1215

In England, the first step towards forging a democracy came in 1215 with the Magna Carta, which limited the king’s power over the Church and nobility.

1265

Simon de Montfort led a rebellion against Henry III – and briefly captured him. He then called a Parliament for support and consultation. For the first time, representatives of towns and counties across England were consulted along with the barons.

1430

The 40-shilling franchise was established to determine who had the right to vote – this remained unchanged for the next 400 years. It meant that everyone who owned or rented land with an income of 40 shillings or more could vote in county elections.

1689

The Bill of Rights was created, which outlined many of the basic principles of Parliament which are still in force today, such as Parliament’s role in approving taxation and the right to petition.

1832

The Reform Act was the first to make representation fairer and simpler by reworking constituency boundaries and extending the franchise to include one in seven men.

1838

The People's Charter was published by William Lovett, calling for dramatic changes to suffrage and elections in the UK, as well as the role of MPs. This began the

Chartist movement which presented several mass petitions to Parliament over the next 10 years – the legacy of which influenced further reforms in 1867 and 1884

1866

The MP John Stuart Mill presented the first mass petition about women's suffrage to

Parliament, which marked the start of organised campaigning for women's right to vote. Bills and petitions in favour of votes for women were presented almost annually from this point, though women were not granted any voting rights until 1918

### Ex.2 Answer the questions

1 Why is 1215 an important date in the development of democracy?

2 What happened in 1265? What importance did the event have?

3 Who could vote in county elections after 1430?

4 What document was created in 1689? What did it outline?

5 What is The People's Charter? What was its role?

6 When did organised campaigning for women's right to vote start?

7 When did a permanent record of proceedings of Parliamentary debates start?

**Тема 15:** Особенности национального характера и национальная самобытность

**Ex. 1 a) Read the introduction taken from the official site of Russian National Tourist Office and answer the questions given below.**

a) What did Pyotr Vail mean by these words in the first paragraph?

b) Do any other St Petersburg's churches deserve a star besides the Saviour on Spilled Blood?

c) Why shouldn't we disregard guidebooks?

d) What are the main stereotypes about Russia?

#### **Welcome to \_foreign' Russia**

In his book –The Genius of Place, the famous writer Pyotr Vail wrote: –The stereotypes where **inevitably** lies the route of any journey, if you are not a **path breaker**, of course, and you are not a path breaker, of course, are the **clusters of human experience**, the concentrate of historical wisdom.

If St Petersburg's Church of the Saviour on Spilled Blood **deserves a star** on the tourist map, then surely the church around the corner, which does not, is no less of an attraction? No tourist should **disregard guidebooks** and their tips from experienced tourists, or they will be **left disappointed** at not having seen some



**spectacular sight** or other which everyone else has. Or in other words, you will have missed something significant that would help you better understand the place you're visiting. That's why it's important to know which places to visit during your visit to Russia in order to – **get to know the Russian soul**, and make sure your visit is **an unforgettable experience**.

Since the collapse of the USSR, foreign travel around Russia has increased a lot, and visitors have already **developed their own impressions** and lists of places to visit. And there's plenty that make Russia interesting and different from other countries besides – vodka – balalaika – matryoshka dolls. The Russian National Tourist Office has listened to their preferences and compiled the following list of the most popular destinations.

**b) Work with your group mate and try to remember some information from this text.**

**c) Here is given some information about different Russian cities taken from the official site of Russian National Tourist Office [http://www.visitrussia.org.uk/travel-to- Russia/toplocations](http://www.visitrussia.org.uk/travel-to-Russia/toplocations). Now choose a city from the list, read about it then try to remember two-three interesting facts about the city.**

**Ex.2 Put the adverb from brackets in the appropriate place in the sentence.**

1. I go jogging in the morning. (always)
2. I have salad for the lunch. (usually)
3. John is rude to his parents. (never)
4. Mary watches horror films. (sometimes)
5. They go abroad for their holidays. (often) We drink strong coffee. (hardly ever)
6. I am impressed by music. (rarely)
7. She will remember this accident. (always)
8. The week is over. (finally)
9. I go to the gym twice a week. (generally)

**Тема 16: Государственно-политическое устройство Великобритании и США**

**Ex. 3 Complete the following texts with the words and expressions from the box, using them in the appropriate form.**

Text A:

*to appoint; to elect (2); prominent; proportion (4); local councils; to appeal; minority; representation*

Some people suppose that there are few women and members of the ethnic (a)

\_\_\_\_\_ in Parliament. In 1979, Margaret Thatcher became the first woman Prime Minister, yet she never (b) \_\_\_\_\_ a woman to her Cabinet, and until 1983 the (c) \_\_\_\_\_ of women (d) \_\_\_\_\_ to the House of Commons was under 5%. In the election in 1992, 59 women (e) \_\_\_\_\_ to the House of Commons. This total is still below the (f) \_\_\_\_\_ in other European countries. Although the Conservatives choose few women as their candidates for the House of Commons' seats, women are very active in the affairs of the party as a whole. The Labourists have also tried to (g) \_\_\_\_\_ to women voters by giving women (h) \_\_\_\_\_ positions. In all parties, a higher (i) \_\_\_\_\_ of women is elected to (j) \_\_\_\_\_ than the House of Commons. The 2019 General Election returned the highest number and (k) \_\_\_\_\_ of female MPs ever recorded: 220 (34%) of 650 MPs are women, up from 208 in 2017 (+12). This continues the trend of increasing female (l) \_\_\_\_\_ in Parliament.

Text B:

*constituency; manifesto; private sector; opposition; inflation; unemployment; general election*

- 1) The United Kingdom is divided into 650 parliamentary \_\_\_\_\_.
- 2) A \_\_\_\_\_ takes place every four or five years.
- 3) Before an election, each party prepares a \_\_\_\_\_ which outlines their policies.
- 4) An important Conservative policy was the return of state industries to the \_\_\_\_\_.
- 5) During the period of Conservative government, \_\_\_\_\_ fell to 4% for the first time in nearly thirty years.
- 6) However, \_\_\_\_\_ continued to be unacceptably high.
- 7) While the Conservatives were in power, Labour formed the official \_\_\_\_\_.

**Тема 17:** Внешняя политика Великобритании и США (политические, экономические, военные аспекты)

### **Ex.1 Answer the questions**

- 1 Who can stand for elections in Great Britain?
- 2 What does the job of an MP consist of? Is it a job you would like to do?
- 3 Who does an MP represent?
- 4 Is the job of an MP a well-paid one?
- 5 Are there many women in Parliament in Great Britain? Can you compare this proportion to the proportion of women in the legislative body in your country?

### **Ex.5 Work in pairs and discuss the following questions**

1. What is the difference between the Constitutions of the United Kingdom and the Russian Federation?
2. If the Prime Minister wants to introduce a new law, what are the functions of the following: the Cabinet; the House of Commons; the House of Lords; the Queen?
3. What are the features of the British Constitution which you consider important? Compare them with the Constitution of your own country.

## **Тема 18:** Государственно-политическое устройство РФ. СНГ

### **Ex. 1 a) Read and translate the text**

#### Russia's Political System

The official name of the country is the Russian Federation or the RF.

Under the Constitution of 1993 Russia is a Presidential Republic. It is headed by the President who is elected for a four-year term. The President is commander-in-chief of the armed forces, he makes treaties, enforces laws, appoints the Prime Minister, cabinet members, and key judges. The first Russian president was Boris Yeltsin (since 1991).

The Russian government consists of three branches:

(1) Legislative (Federal Assembly, which consists of Federation Council (upper house) and State Duma (lower house). The Federation Council is not elected. It is formed of the heads of the regions;

(2) Executive (President and his cabinet, prime minister);

(3) Judicial (the Constitutional Court, the Supreme Court, and regional courts).

The State Duma is a lower house of Federal Assembly, which consists also of an upper house-Federation Council. The members of State Duma are elected by popular vote for a four year period.

Russia is a democratic society. Its citizens have many freedoms, among them freedom of speech, religion and the press.

The Russian language is the official language, but not the only language which people speak in Russia. Members of more than 60 other ethnic groups who live in Russia speak their own languages.

The great majority of the population of Russia is Russians. Russia is inhabited by sixty other nationalities.

### **b) Answer the following questions:**

1. What are Russia's state symbols?
2. Who is the head of Russian Federation?
3. What is the official language of the Russian Federation?
4. What is the political structure of Russia?
5. What is Duma like?
6. What can you say about the population in Russia?
7. What are Russia's most important cities?

**Тема 19:** Внешняя политика России (политические, экономические, военные аспекты)

**Ex.1 Use the article where it is necessary**

Russia is such \_\_\_\_\_ large country that when it is night in one part of country, it is \_\_\_\_\_ day in another part, when it is \_\_\_\_\_ winter in one part of country, it is already \_\_\_\_\_ summer in another. Imagine it is \_\_\_\_\_ beginning of May now. It is \_\_\_\_\_ spring in St. Petersburg. \_\_\_\_\_ weather is fine. It is still cool at night, but it is quite warm in \_\_\_\_\_ the afternoon. It sometimes rains, but rain is warm, too. \_\_\_\_\_ ground is covered with soft green \_\_\_\_\_ grass, and \_\_\_\_\_ trees are covered with \_\_\_\_\_ green leaves. But while it is \_\_\_\_\_ spring in St. Petersburg, it is still winter in \_\_\_\_\_ north of our country at \_\_\_\_\_ beginning of May. Here it is cold and sometimes frosty, \_\_\_\_\_ rivers and \_\_\_\_\_ seas are covered with \_\_\_\_\_ ice. The ice does not melt in some places even in \_\_\_\_\_ summer. \_\_\_\_\_ ground is covered with deep snow. In south of our country \_\_\_\_\_ weather is quite different. It is already \_\_\_\_\_ summer in the Caucasus. It is much warmer than in St. Petersburg. It is sometimes even hot. \_\_\_\_\_ sky is usually cloudless and it seldom rains here. \_\_\_\_\_ People wear summer clothes. They enjoy gardening. You should see their gardens in \_\_\_\_\_ summertime – they are beautiful.

**Ex.2 Fill in the missing modal verbs *can, could, can't, couldn't***

1. Mary has spent a few years in Russia, so she \_\_\_\_\_ speak Russian pretty well.
2. In St. Petersburg tourists \_\_\_\_\_ see lots of wonderful bridges.
3. You \_\_\_\_\_ enjoy the fountains of Peterhof in winter. They work from early May to early October.
4. When I lived in Moscow, I \_\_\_\_\_ visit different museums or art galleries every weekend.
5. When I studied at Saint Petersburg State University, I \_\_\_\_\_ go to my home town every month. It was too expensive.

**Тема 20:** Проблемы безопасности. Проблемы борьбы с терроризмом

**Ex.1 a) Match the verbs on the left to the nouns and phrases on the right to form collocations.**

- |              |                            |
|--------------|----------------------------|
| 1. hijack    | a) a bomb                  |
| 2. release   | b) a plane                 |
| 3. negotiate | c) a prisoner exchange     |
| 4. agree to  | d) hostages                |
| 5. plant     | e) propaganda              |
| 6. spread    | f) the terrorists' demands |

**b) Now complete the sentences below with the phrases:**

1. The terrorists are planning to \_\_\_\_\_ and fly it to another country.
2. After 12 hours of negotiations, the terrorists finally decided to \_\_\_\_\_, mainly women. But they kept a few men in order to continue the negotiations.
3. The government and the terrorists managed to \_\_\_\_\_. The government released 5 terrorists, and the terrorists released 10 hostages.
4. The government did not want to take any risks, so they decided to \_\_\_\_\_ and removed their troops from the area.
5. The man was planning to \_\_\_\_\_ under the politician's car, but the police caught him just in time.
6. Terrorist groups \_\_\_\_\_ on the Internet in order to recruit new members.

**Ex.2 Answer the questions**

1. What types of terrorism exist in the modern world?
2. What kind of terrorism is the most dangerous to people? Why?
3. Can you give any real examples of these types of terrorism?

**Тема 21: Таможенные органы против терроризма**

**Ex.1 a) Have you ever heard about «terrorism list»? Can you explain what it is? Read the text and check your idea**

**State supported terrorism**

The Secretary of State maintains a list of countries that have “repeatedly provided support for acts of international terrorism.” The information for this list is drawn from the intelligence community. 1 Listed countries are subject to severe U.S. export controls, particularly of dual use technology, and selling them military equipment is prohibited. Providing foreign aid is also prohibited.

In 2000, seven countries were on the “terrorism list”: Cuba, Iran, Iraq, Libya, North Korea, Sudan and Syria.

Of the seven, five are Middle Eastern nations with predominantly Muslim populations. Of these on one end of the spectrum Iran and Iraq could currently be characterized as extreme active supporters of terrorism: nations that use terrorism as an instrument of policy or warfare beyond their borders. Iran, Iraq, and Libya are major oil producers, producing in 1999 about 11% of the world's oil consumption, 35% of Europe's oil imports, and 10.8% of Japan's imports. Such dependence on oil complicates universal support for sanctions against these nations.

Countries such as Cuba or North Korea, which at the height of the Cold War were more active, could be placed at the other end of the spectrum. In recent years, however, they have seemed to settle for the more passive role of granting safe haven to previously admitted individual terrorists. Sudan, which continues to serve as a safe haven for members of terrorist groups, has shut down their training camps and is engaged with the Department of State in ongoing dialogue on antiterrorism

issues. Closer to the middle of an active/passive spectrum is Libya, which grants safe haven to wanted terrorists. Syria, though not formally detected in an active role since 1986, reportedly serves as the primary transit point for terrorists and for the resupply of weapons to terrorist groups in the Middle East. The Syrian Government has continued to provide political and limited material support to a number of Palestinian groups, including allowing them to maintain headquarters or offices in Damascus. These facts place it somewhere in the middle to active end of the spectrum.

A complex challenge faces those charged with compiling and maintaining the list. Removing a country from the list is likely to result in some level of confrontation with Congress, so the bureaucratically easier solution is to maintain the status quo, or add to the list, but not to delete from it.

Despite significant international pressure the seven state sponsors of terrorism – Cuba, Iran, Iraq, Libya, North Korea, Syria, and Sudan – in 2002 did not take all the actions necessary to disassociate themselves fully from their ties to terrorism. While some of these countries have taken steps to cooperate in the global war on terrorism, most have also continued the very actions that led them to be declared state sponsors.

#### **b) Find English equivalents**

терроризм, поддерживаемый на государственном уровне; находиться под контролем (подвергаться контролю); технология двойного назначения; запрещать; использовать терроризм как инструмент политики или прием ведения войны за пределами своей страны; основные нефтедобывающие страны; зависимость от нефти; ликвидировать лагеря по подготовке террористов; террористы, находящиеся в розыске; служить первичным транзитным пунктом; дополнительные поставки оружия; полный разрыв связей с террористами

**Тема 22:** Что такое таможня?

**Ex.1 Read and translate the text and use the information to do the tasks in exercises 2 and 3**

#### **CUSTOMS**

Use of the term Customs can be confusing. Customs (the institution) collect Customs (duties) on goods which enter the Customs territory, at Customs (the location), which is often at the border (also called Customs) with the help (in some cases), of Customs brokers. An individual or firm licensed by customs authorities can perform the functions of a broker, organizing entrance and clearance of imported goods through customs. Most often a broker represents the importer in dealings with the customs authorities facilitating the trade of merchandise for a consignee or shipper.

Customs duties are in the Customs tariff. In many countries, the Customs

institution has nothing to do with the setting of tariffs – at most, they provide budget-makers with statistical data to enable simulations. Customs may also collect revenue other than tariff revenue (for example, VAT, or sales tax, or excise, or any other tax collected on imported or exported goods). Over the years, Customs has also collected domestic taxes (excise on domestic goods, VAT), and has thus expanded into the fiscal area.

### **Ex.2 Make up a plan of the text**

### **Ex.3 Say whether the statements are true or false.**

1. The term Customs can be confusing.
2. Customs have never collected taxes.
3. Customs are located only at the border of a state.
4. There can be several customs territories within one state.
5. Customs unions establish a uniform tariff policy toward nonmember nations.

## **Grammar**

### **The System of Tenses. Active Voice.**

**Ex.1** Find examples of the tense forms in the text.

**Ex. 2** Complete the sentences using the verbs in brackets in the correct tense form.

1. Most officers (to wear) uniform and (to work) closely with the public.
2. Last year he (to work) in shifts and often overtime.
3. As soon as the customs officer (to process) the documents he (to start) clearing the cargo.
4. Customs officers always (to use) a wide range of tools and technology.
5. We (to have) canine team inspection if we (to suspect) contraband in the container.
6. This work (to require) attention and concentration.
7. He (to work) as a customs inspector for five years and he just (to move) to another level.
8. He (to clear) her luggage before you (to come).
9. By the time the cargo (to cross) the border the customs authorities (to prepare) already all the necessary documents.

## **Тема 23. Таможенные формальности**

### **Ex.1 Translate the sentences from English into Russian:**

1. A number of well-known people both in Russia and abroad worked for the Customs and contributed to its development.
2. We'll complete the customs formalities fast if you don't have anything to declare.
3. The customs officer seized the cargo because you hadn't declared it.

4. A common reason for violation of customs regulations has always been and still is foreign currency.
5. They'll have filled in their declaration forms by the time the customs inspection starts.
6. How long have you been working in the Customs Service?
7. The first Russian Customs Statute was handed down in 1667.
8. Customs declarations are filled in when leaving or entering the country.

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

1. What is the reason for merchandise classification?
2. Why is it necessary to appraise the goods properly?
3. Why is it necessary to inspect passengers' baggage?
4. Why are all cargoes subject to customs control?
5. Are free zones set up inside or outside the Customs territory?
6. What information did you learn about bonded warehouses?
7. What are the advantages of using drug detector dogs?
8. What customs violations can you name?

**Ex.3 Translate the sentences into English:**

1. Сотрудники таможи только что досмотрели весь багаж пассажиров.
2. Он говорит, что они оформили все документы на груз к прошлому понедельнику.
3. Если документы для оформления груза в порядке, сотрудник таможи подпишет их и поставит дату.
4. Обычно сотрудники этого таможенного поста работают посменно.
5. Пока досмотровая кинологическая группа проверяла контейнер, начальник группы изучал документы.
6. Таможенник спросил пассажира о цели его визита.
7. Как долго вы работаете в таможенной службе?
8. Завтра в 10 часов утра мы будем оформлять этот груз.
9. К отправке судна таможенники закончат досмотр пассажиров и грузов.

**Тема 24: Таможенные тарифы, налоги и сборы**

**Ex.1 Open the brackets and put the verb in the correct tense form.**

1. The General Agreement on Tariff and Trade \_\_\_\_\_ (to sign) in Geneva in 1947.
2. Goods which \_\_\_\_\_ (to import) outright for use or consumption within the customs territory \_\_\_\_\_ (to declare) for home use.
3. The current Russian word for Customs, *tamozhnya*, \_\_\_\_\_ (to originate) in the times of the Mongol-Tatar yoke.
4. Before the passenger \_\_\_\_\_ (to board) a plane he \_\_\_\_\_ (to go) through the customs control.



5. Not until the passenger \_\_\_\_\_ (to clear) customs formalities he \_\_\_\_\_ (to be) legally free to enter the country to which he \_\_\_\_\_ (to travel).
6. We \_\_\_\_\_ (to wait) in the arrival lounge for an hour before they \_\_\_\_\_ (to unload) the luggage.
7. The customs inspector \_\_\_\_\_ (to help) you if you \_\_\_\_\_ (to have) questions about any point of the declaration.

**Ex.2 Translate the sentences into English.**

1. Для какой цели создаются зоны свободной торговли?
2. Какие нарушения рассматриваются таможей?
3. Груз был задержан, так как документы были оформлены неправильно.
4. Завтра на встрече будут обсуждаться условия платежей.
5. Нам предложили пройти в зал досмотра.
6. Расходы при хранении товаров на СВХ (склад временного хранения) оплачиваются импортером.
7. В отношении этих товаров предоставляется освобождение от уплаты ввозных пошлин.

**Тема 25: Изучение языка транспортных документов**

**Ex.1 Change general questions from Direct into Reported Speech.**

**Translate the reported sentences into Russian.**

1. "Have you got a permission for duty-free importation of these goods?" the officer asked the businessman.
2. The customs officer asked the passenger, "Did you buy this watch in Russia or abroad?"
3. "Will you be X-raying my camera as well?" the tourist asked the inspector.
4. The inspector asked, "Is this all your baggage?"
5. "Have you declared all your currency?" the customs officer asked the passenger.
6. "Are you traveling on business?" he asked me.
7. The customs officer asked the tourist, "Have you seen the List of Prohibited Articles?"
8. Looking at the declaration the inspector asked the passenger, "Is it the real value of this ring?"
9. The inspector asked me, "Have you packed your baggage yourself?"

**Ex.2 Change special questions into Reported Speech. Translate the reported sentences into Russian.**

1. The passenger asked the clerk at the information desk, "Where can I go through the Customs control?"
2. The inspector asked the passenger, "Where have you arrived from?"
3. The customs officer asked the passenger, "Why didn't you declare the ring?"
4. The passenger asked the officer, "What are the restrictions on duty-free goods?"

5. "How much luggage is it possible to bring in free of duty?" asked the passenger.
6. "What type of business are you involved in?" asked the officer.
7. The inspector asked the captain, "What cargo do you carry?"
8. The passenger asked the agent, "How much weight am I allowed on board a plane?"
9. The customs inspector asked the passenger, "What is the purpose of your visit?"

**Ex.3 Complete the sentences in English:**

The declaration form 1 заполняется полными словами.

2 подписывается пассажиром.

3 предъявляется таможеннику.

4 просматривается таможенником.

5 возвращается пассажиру.

6 хранится во время пребывания в стране.

**Тема 26: Инспектирование таможенными властями**

**Grammar**

**Ex.1 Put the verbs in brackets in the correct voice form**

1. The first Russian Customs Statute (to hand) down in 1667.
2. A distinction (to make) between commercial and industrial free zones.
3. The passenger's luggage (to check) by the customs officer now.
4. Quantitative restrictions or other forms of import control (to adopt) in many countries.
5. More detector dogs (to train) at the canine enforcement centers by the next year.
6. After unloading the cargo (to store) at the bonded warehouse awaiting release from customs control.
7. The General Agreement on Tariff and Trade (to sign) in Geneva in 1947.
8. Brokers (to require) to maintain strict confidence about business and transaction.
9. An interesting case (to investigate) by the customs investigation union now.

**Ex.2 Insert prepositions if necessary**

1. \_\_\_\_\_ accordance \_\_\_\_\_ the Customs Code
2. goods intended \_\_\_\_\_ personal, family, domestic and other needs
3. the goods are exempt \_\_\_\_\_ duty
4. the intended purpose is determined \_\_\_\_\_ Customs authorities
5. to carry goods \_\_\_\_\_ the customs border
6. the rate of duty depends \_\_\_\_\_ the value of the goods
7. the date \_\_\_\_\_ manufacture
8. the goods are free of duty \_\_\_\_\_ condition that ...
9. to pay the duty \_\_\_\_\_ international postal items
10. \_\_\_\_\_ the course \_\_\_\_\_ one week

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