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Кафедра международных отношений и лингвистики

УТВЕРЖДАЮ

Проректор по учебной работе

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## ИНОСТРАННЫЙ ЯЗЫК

Методические указания для подготовки к лабораторным занятиям  
студентов направления подготовки 41.03.05 Международные  
отношения, направленность (профиль) «Бизнес аналитика и  
деловое администрирование в международных отношениях»

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**Иностранный язык:** методические указания для подготовки к лабораторным занятиям студентов направления подготовки 41.03.05 Международные отношения, направленность (профиль) «Бизнес аналитика и деловое администрирование в международных отношениях» / Юго-Зап. гос. ун-т; сост. Л.А. Чернышёва. – Курск: ЮЗГУ, 2026. – 64 с.: Библиогр. с. 64

Методические указания содержат рекомендации для подготовки к лабораторным занятиям в рамках изучения дисциплины «Иностранный язык» для студентов, обучающихся по направлению подготовки 41.03.05 Международные отношения, направленность (профиль) «Бизнес аналитика и деловое администрирование в международных отношениях».

Методические указания составлены на основании рабочей программы дисциплины, соответствующей учебному плану направления подготовки 41.03.05 Международные отношения, направленность (профиль) «Бизнес аналитика и деловое администрирование в международных отношениях».

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## СОДЕРЖАНИЕ

Введение .....	4
1. Окно в мир английского языка. Хронологические и территориальные границы функционирования английского языка .....	5
2. Семья: современные тенденции. Проблема «отцов и детей». Влияние семьи на выбор профессии .....	6
3. Семейная политика в России: проблема защиты детей .....	8
4. Современный образ жизни: город и «деревня» .....	9
5. Спорт и искусство как составные части современной культуры; вклад России в мировую культуру .....	11
6. Охрана здоровья в России и в англоязычных странах .....	12
7. Проблемы защиты окружающей среды в контексте международных отношений ..	13
8. Многообразие наций и национальностей .....	15
9. Человек в XXI веке: достижения, проблемы, угрозы человечеству. Научные открытия и их последствия. Выдающиеся деятели разных стран .....	17
10. Роль средств массовой информации в современном обществе .....	18
11. Образование: проблемы образования в России, Великобритании и США .....	19
12. Выбор профессии; карьера дипломата .....	21
13. Знакомьтесь: Великобритания .....	23
14. Из истории государственного развития Великобритании .....	25
15. Особенности национального характера и национальная самобытность .....	26
16. Государственно-политическое устройство Великобритании и США .....	27
17. Внешняя политика Великобритании и США (политические, экономические, военные аспекты) .....	29
18. Государственно-политическое устройство РФ. СНГ .....	30
19. Внешняя политика России (политические, экономические, военные аспекты) ...	31
20. Проблемы безопасности .....	33
21. Проблемы борьбы с терроризмом .....	34
22. Проблемы войны и мира, их решение на современном этапе. Роль дипломатии в решении военных конфликтов .....	35
23. Социально-экономическое неравенство: бедные и богатые страны и люди .....	37
24. Теория международных отношений. Основные понятия международных отношений .....	39
25. История дипломатии. Выдающиеся дипломаты мира .....	40
26. Дипломатическая служба. Дипломатия глав великих держав мира .....	42
27. Роль дипломатии в укреплении доверия между странами .....	44
28. Международные конфликты и их урегулирование .....	45
29. Международные организации / Виды международных организаций и их роль ...	46
30. Внутренняя политика государств мира .....	49
31. Внешняя политика государств мира. Межгосударственные отношения .....	52
32. Английский язык – язык дипломатии и международных отношений .....	53
33. Изучение языка международных документов .....	56
34. Официальные встречи, приемы, визиты, переговоры .....	57
35. Личность политического дипломата в современном мире .....	60

36. Приемы ораторского искусства и публичного выступления .....	61
Список рекомендуемой литературы .....	64

## **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 «Международные отношения» найти наиболее эффективные пути формирования умений и навыков языковой компетенции, необходимых для осуществления коммуникативной деятельности.

В условиях реализации новой модели образования лабораторные занятия составляют важную часть теоретической и профессиональной подготовки обучающихся и позволяют углублять, расширять и систематизировать полученные ранее знания. Методические указания по подготовке к лабораторным занятиям по дисциплине «Иностранный язык (английский)» являются составной частью УМК для специальности 41.03.05 Международные отношения.

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 importance of the English language in the modern world today is quite large. Half a century ago English was just one of the international languages, accepted in the world. As the time passed, the role of English in the society has significantly increased. Nearly every adult in the world dreams to learn the basics of spoken and written English. There are many reasons for that.

First of all, wherever we travel people know this language. Whether it's a European country or Asian and African, everywhere people will understand you if you explain what you are looking for in English.

Secondly, nearly all businesses in the world are done in English today. Every field requires the knowledge of this language. The students know that English plays a great role in education and their future career. The professionals know that if they learn English at least to intermediate level, they can get a significant pay raise and rapid career development.

Thirdly, a lot of books and periodicals are written in English. Most Internet sites and pages are composed in English. And, it goes without saying that all computer programs and applications use the English language. From the very start of computers' introduction in the society English was used as the basic language. Many famous films and songs are also in English.

**b) Answer the following questions:**

1. What is the importance of English in the modern world today?
2. Are foreign languages necessary for people nowadays?
3. Why is it important to learn a foreign language?
4. Which foreign language is in demand?
5. How does language affect our life?
6. How does foreign language help to get a job?

**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 favorite 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. In class 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**

#### **I. 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 his parents in our hometown.

### 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

### I. 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.

## II. 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. \_\_\_\_\_

## III. 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

### I. 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**.

### II. 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?

### III. 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

#### I. 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

### I. 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

### II. 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 в контексте международных отношений**

#### Ex.1 a) Read and retell the text

There are many big and small rivers, green forests, high mountains, lakes and seas in Russia. Our Earth is our home. I think people must take care of our Motherland. There are some laws and decisions on this important subject. We have state organizations which pay attention to this problem. The international conventions pay much attention to the control of pollution too.

There are a lot of industrial enterprises in our country, that's why we can't ignore the problem of the protection of our environment. Our main aim is the protection. Our environment must be clean. What we must we do for it? We have to control atmospheric and water pollution, to study the man's influence on the climate. The pollution of the environment influences the life of animals, plants and our human life. If we don't use chemicals in a proper way we'll pollute our environment.

Our plants and factories put their waste materials into water and atmosphere and pollute the environment.

There are many kinds of transport in our big cities, that's why we must pay attention to the protection of our nature and the health of the people.

Radiation. Now it has become one of the main problems. It is not good for the health of people. Many people died from radiation some years ago in Chernobyl. It was a tragedy. Another problem is earthquake. We know some terrible earthquakes in the world. Our scientists try to forecast earthquakes, and then we can protect ourselves from them.

The people all over the world do everything to protect the nature.

**b) Answer the following questions:**

1. Do you take care of plants and animals?
2. How do you take care of nature?
3. Can you make a bird-house?

**Ex.2 Fill in the gaps with the right form of the verb. Use *Conditional I***

1. If we \_\_\_\_\_ (can) solve ecological problems, we \_\_\_\_\_ (save) the world.
2. People \_\_\_\_\_ (be) healthier, if we \_\_\_\_\_ (stop) the air pollution.
3. If different countries \_\_\_\_\_ (test) nuclear weapons, it \_\_\_\_\_ (cause) radioactive pollution.
4. If factories \_\_\_\_\_ (pour) waste into the rivers, the water there \_\_\_\_\_ (be) poisoned.
5. We \_\_\_\_\_ (survive) if we \_\_\_\_\_ (protect) the nature all together.
6. When you \_\_\_\_\_ (go) to the south, \_\_\_\_\_ (try) not to stay under the straight sunbeams too long.
7. When we \_\_\_\_\_ (take part) in the TV show, we \_\_\_\_\_ (discuss) ecological problems.
8. When ecology \_\_\_\_\_ (become) better, animals \_\_\_\_\_ (return) to their habitats.
9. You \_\_\_\_\_ (learn) about rare and extinct species of animals when you \_\_\_\_\_ (read) this book.
10. Little Peter \_\_\_\_\_ (be able) to see different species of mammals, birds, reptiles and insects, when he \_\_\_\_\_ (go) to the zoo with his Mum.

**Grammar**

**I. 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).

## **II. Put the verb into the correct form, using Conditional I**

1. If you (to be) busy, I (to leave) you alone.
2. If my friend (to come) to see me, I (to be) glad.
3. If mother (to buy) a cake, we (to have) a very nice tea party.
4. If we (to receive) a telegram from him, we (not to worry).
5. If you (not to work) systematically, you (to fail) the exam.
6. If I (to live) in Moscow, I (to visit) the Tretyakov Art Gallery every year.
7. If I (to get) a ticket, I (to go) to the theatre.
8. If I (to make) such a mistake, they (to be) surprised.
9. If my father (to return) early, we (to watch) the football match together.
10. If he (not to come) on time, we (not to wait) for him.

## **III. Put the right preposition where it is necessary:**

1. Many boys are interested ... computers.
2. My grandfather is keen ... collecting stamps.
3. People who live in cities like to spend their holidays in the country to be closer ... nature.
4. Every summer our family goes ... a hike.
5. As our mother says, we should take care ... animals.

## **Тема 8: Многообразие наций и национальностей**

### **Ex.1 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 inpassive 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.3 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

### I. 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.

### II. 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**

**I. 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 образования 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 retake 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 favorite 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. 3 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. 4 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/missed/didn't miss...*

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

## **Grammar**

### **I. 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.

## **Тема 12: Выбор профессии; карьера дипломата**

### **Ex.1 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. 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.

**Ex.3 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.4 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**

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

London is the capital of Great Britain, its political, economic and commercial centre. It is one of the largest cities in the world and the largest city in Europe. Its population is about 8 million. London is one of the oldest and most interesting cities in the world. Traditionally it is divided into several parts: the City, Westminster, the West End and the East End. They are very different from each other and seem to belong to different towns and epochs.

The heart of London is the City, its financial and business centre. Numerous banks, offices and firms are situated there, including the Bank of England, the Stock Exchange and the Old Bailey. Few people live here, but over a million people come to the City to work. There are some famous ancient buildings within the

City. Perhaps the most striking of them is St Paul's Cathedral, the greatest of English churches. The Tower of London was founded by Julius Caesar and in 1066 rebuilt by William The Conqueror. It was used as a fortress, a royal palace and a prison. Now it is a museum.

Westminster is the historic, the governmental part of London.

Westminster Abbey has more historic associations than any other building in Britain.

Nearly all English kings and queens have been crowned here. Many outstanding statesmen, scientists, writers, poets and painters are buried here: Newton, Darwin, Chaucer, Dickens, Tennyson, and Kipling.

Across the road from Westminster Abbey is Westminster palace, or the Houses of Parliament, the seat of the British Parliament. The Clock Tower of the Houses of Parliament is famous for its big hour bell, known as –Big Ben.

Buckingham Palace is the official residence of the Queen.

Trafalgar Square is the geographical centre of London. It was named in memory of Admiral Nelson's victory in the battle of Trafalgar in 1805.

On the north side of Trafalgar Square is the National Gallery and the National Portrait Gallery. Not far away is the British museum – the biggest museum in London. It contains a priceless collection of ancient manuscripts, coins, sculptures and is famous for its library.

### **b) Make a plan of the text and retell the text**

### **Ex. 2 Read the text and say, whether you would be able to live in 1900**

What was New York like in 1900? It was very different to New York today. Let's see!

In 1900 New York was a very big city. There were more than three million people. It was the biggest city in the USA. In New York today there are lots of very tall buildings, called skyscrapers. In 1900, there weren't any tall skyscrapers, but

there were some big buildings. There was the Statue of Liberty in New York harbour. You can still see the Statue of Liberty in New York today.

The biggest houses had electric lights, but lots of houses and flats had candles. Some people had phones, but there weren't any computers so people didn't have email. There weren't any microwaves. People had big cookers.

There were lots of theatres in New York, but there weren't any cinemas. People didn't have TV's, but they had books.

Lots of people had horses and carriages, but some people had cars. There were taxis in New York in 1900, and buses and even underground trains. There weren't any planes and there wasn't an airport. There were big boats that came to New York from Europe.

## 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

## Grammar

### I. Open the brackets using Perfect Continuous Tenses

1. I (wait) for her since 10 o'clock until she agrees to join us.
2. Tom (look) for a job for six months when he found one.
3. He (collect) books on the history of Moscow since 1970.
4. By the time you return, I (write) my report for the conference for three hours.
5. The programmer (work) on computer for 30 minutes.
6. An applicant (wait) for the interview since morning.

## **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 in 1689 created? What did it outline?
- 5 What is The People's Charter? What was its role?
- 6 When did the organized campaign for women's right to vote begin?
- 7 When did a permanent record of proceedings of Parliamentary debates start?

## Grammar

### I. 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 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>. Now choose a city from the list, read about it then try to remember two-three interesting facts about the city.**

### **Grammar**

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

The United Kingdom is a constitutional monarchy. The Queen is the head of state. But according to the constitution, power in the country belongs to Parliament. The monarch can only reign with the support of Parliament. The British Parliament consists of the House of Lords and the House of Commons. They meet only on symbolic occasions, such as the opening of Parliament. In reality, the House of Commons has true power. New bills are introduced and debated here. If the majority of the members are in favour of a bill it goes to the House of Lords to be debated and then to the Queen for signing. Only then it becomes law. The House of Commons is made up of 650 elected members (MPs). They are elected by the people at a general election. Parliamentary elections must be held every five years. There are four political parties in Great Britain – the Conservative, the Liberal, the Labour and the Communist Parties. The political parties choose candidates in elections. The party, which wins the majority of seats, forms the Government. Its leader usually becomes the Prime Minister. The largest minority party becomes the Opposition. The majority party runs the country. The Prime Minister chooses about 20 MPs from his party and

they form Cabinet of Minister. Each minister is responsible for a particular area of government. The leader of the Opposition chooses MPs too. They are responsible for opposing the government. They form the ' Shadow Cabinet '. The Conservative and Liberal parties are the oldest. Since 19th century they were the only parties elected to the House of Commons. The members of the House of Lords are not elected.

Parliament in London is responsible for deciding national policy, but many public are provided by local governments. They are responsible for organizing such services as education, libraries, police and others.

**b) Answer the following questions:**

1. What kind of country is the United Kingdom?
2. Who is the head of state?
3. What Houses does the British Parliament consist of?
4. Who has true power in the country?
5. When does a bill become law?
6. How many elected members are there in the Houses of Commons?
7. How many political parties are there in Great Britain?
8. Which party forms the government?
9. Who forms Cabinet of Ministers?

**Ex. 2 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 a) Read the text**

What is in a foreign policy?

Foreign policy is how a country uses different strategies to guide its relationships with other countries and international organizations. This means that foreign policy is made up of different global issues, relationships with other countries, and even domestic politics.

What is the main goal of foreign policy?

The main objective of foreign policy is to use diplomacy – or talking, meeting, and making agreements – to solve international problems. They try to keep problems from developing into conflicts that require military settlements. The President almost always has the primary responsibility for shaping foreign policy.

### **b) Discuss the following with the class**

1. What is foreign policy? What are some examples of foreign policy that you know about? Try to use these examples to describe the various ways that the government tries to manage foreign affairs.
2. In what ways might foreign policy be harder than domestic policy? In what ways might foreign policy be easier than domestic policy? What tools do foreign policy experts have to work with?
3. How did the collapse of the Soviet Union make American foreign policy more complex? Simpler?
4. Why might a bipolar world be more difficult than unipolar world? Why might the opposite be true? How might approaches to foreign policy vary in each context?

### **Ex.2 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.3 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.

## **Grammar**

### **I. Use too or either and translate these sentences:**

1. I like this film ... 2. I haven't done this exercise ... 3. They provided for a regulated process of new product launches ... 4. Sales had begun to decline ... 5. Sales grew rapidly as the product had reached the mass market ... 6. Most consumers are not prepared to buy these goods ... 7. The label did not say the product was biodegradable ...

### **II. Present Simple or Future Simple**

1. I (to see) you before you (to start)? 2. What he (to do) when he (to come) home? 3. Where they (to go) if the weather (to be) fine? 4. He (to ring) me up when he (to return) home. 5. If it (to rain), we (to stay) at home. 6. She (to walk) home if it (not to be) too cold. 7. I am sure he (to come) to say good-bye to us before he (to leave) St. Petersburg. 8. Please turn off the light when you (to leave) the room. 9. If we (to be) tired, we (to stop) at a small village half-way to Moscow and (to have) a short rest and a meal there. 10. If you (to miss) the 10.30 train, there is another at 10.35. 11. She (to make) all the arrangements about it before she (to fly) there. 12. Before he (to start) for London, he (to spend) a day or two at a rest-home not far from here.

## **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 Eltsin (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 Federal 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?

**Grammar**

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

1. If you (to be) busy, I (to leave) you alone.
2. If my friend (to come) to see me, I (to be) glad.
3. If mother (to buy) a cake, we (to have) a very nice tea party.
4. If we (to receive) a telegram from him, we (not to worry).
5. If you (not to work) systematically, you (to fail) the exam.
6. If I (to live) in Moscow, I (to visit) the Tretyakov Art Gallery every year.
7. If I (to get) a ticket, I (to go) to the theatre.
8. If I (to make) such a mistake, they (to be) surprised.
9. If my father (to return) early, we (to watch) the football match together.
10. If he (not to come) on time, we (not to wait) for him.

**II. Put the right preposition where it is necessary**

1. Many boys are interested ... computers.
2. My grandfather is keen ... collecting stamps.
3. People who live in cities like to spend their holidays in the country to be closer ... nature.
4. Every summer our family goes ... a hike.
5. As our mother says, we should take care ... animals.

**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.

## Grammar

### I. 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.

### II. Put modal verbs *must, may, can, need, to have to, to be able to*.

1. You ... not come to help them tomorrow: the work is done.
2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it.
3. ... you help me now? – I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you.
4. John ..... not tell us the rules of the game: we know them.
5. ... I return the book to you on Friday? I am afraid I ... not finish it before. – No, that is too late. You ... bring it to me not later than Wednesday.
6. It is already six o'clock. We ... hurry if we don't want to be late.
7. ... you translate this text into English? – I think I ... .
8. They spent all the morning on the river bank Only Ann ... return home as she ... not stay in the sun for such a long time.
9. How do you feel when you ... take a test? – I'm always a little frightened and unhappy.
10. She ... decorate a room nicely.
11. He's got a lung problem and he ... go to the hospital every two weeks.

## Тема 20: Проблемы безопасности

### 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) 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?

## Grammar

### I. Open the brackets where necessary and complete the sentences

1. The boss (be) very disappointed if you aren't at the meeting tomorrow.
2. The teacher said, "I'll begin the lesson as soon as Jack (stop) talking".
3. The old gentleman doesn't go out in winter. He (go) out if the weather gets warmer.
4. She's flying to Cairo tomorrow. She'll send her family a telegram providing she (arrive) with a delay.
5. If the plane had left on time, they (be) in Minsk now.
6. If they hadn't walked 40 km, they (not / be) exhausted now.

### II. 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 21: Проблемы борьбы с терроризмом**

### **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. 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 лагерь по подготовке террористов; террористы, находящиеся в розыске; служить первичным транзитным пунктом; дополнительные поставки оружия; полный разрыв связей с террористами

### **Grammar**

#### **I. Choose the correct conjunction**

1. Looks like it's just you (and/or) me at the bar tonight.
2. The coffee was hot, (or/but) delicious.
3. (Either/Neither) I win this game (or/nor) I quit chess.
4. Our cafe is open (neither/not only) for tourists, (nor/but) also for city residents.
5. My daughter loves the circus. (Whether/Both) clowns (or/and) animals make her happy.

#### **II. Образуйте сложное предложение, соединив два простых предложения подходящим союзом *and – but – or – so – because***

1. I bought a magazine. I haven't read it yet.
2. They've got a nice house. They haven't got a garden.
3. Mary often goes to the theatre. She loves operas.
4. Are you going to make a cake? Have you already made it?
5. Our neighbors were very poor. They never asked for help.
6. We opened the window. It was too hot inside.
7. The sea was cold. We didn't go swimming.
8. I was so tired. I went to bed.
9. Tim doesn't like Moscow. It is very noisy and big.
10. They wanted to eat sushi. There wasn't any Japanese restaurant nearby.
11. Joanna is fond of tennis. She plays really well.
12. To get to town you can take any bus. You can just walk.
13. I needed some help with French. I took private lessons.

**Тема 22:** Проблемы войны и мира, их решение на современном этапе. Роль дипломатии в решении военных конфликтов

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

Diplomacy plays a crucial role in conflict prevention and resolution by employing various techniques and strategies. Preventive diplomacy involves skillful

political activities to achieve foreign policy goals without resorting to force or propaganda. Techniques such as early-warning systems, mediation, and external pressures are utilized for conflict prevention and resolution in conservation and international relations. Defence diplomacy aims to reduce hostility and prevent conflicts through strategic military cooperation. In the context of proxy wars, diplomacy focuses on analyzing conflict factors and preventing escalation into large-scale military clashes. ASEAN political-security community emphasizes the use of diplomacy to promote peace and resolve conflicts among member countries.

Diplomacy plays a crucial role in conflict prevention and resolution by analyzing conflict factors, fostering interaction among participants, and aiming to achieve goals while averting escalation to large-scale warfare.

Diplomacy plays a crucial role in conflict prevention by facilitating communication between states to achieve foreign policy goals without resorting to force or propaganda.

**b) Answer the following questions:**

1. What are Role of Diplomacy in Conflict Prevention and Resolution?
2. Which term refers to the process of resolving conflicts through peaceful means?
3. What is the role of communication in conflict management?

**Ex.2 Complete the sentences with a correct word**

1. Throughout history limitations on warfare varied greatly among conflicts and were ... dependant on time, place, and the countries involved.  
a) eventually b) ultimately c) finally d) completely
2. Not until the 19th century was there a successfully effort to create a set of internationally recognized laws governing the conduct and ... of persons in warfare.  
a) relation b) treatment c) attitude
3. World War II saw ... and military personnel killed in equal numbers.  
a) citizens b) civilians c) persons d) people
4. Following World War II further limited the means of warfare and provided protections to non-combatants civilians, and ... of war.  
a) convicts b) detainees c) prisoners d) civilians

**Grammar**

**I. Fill in the gaps with the adjectives in the comparative or superlative**

1. It was a good day. It was \_\_\_\_\_ day of my life. (good)
2. What's \_\_\_\_\_ sport in your country? (popular)
3. We had a great holiday. It was one of \_\_\_\_\_ holidays we've ever had. (enjoyable)
4. What's \_\_\_\_\_ way of getting from here to the station? (quick)
5. What's \_\_\_\_\_ – the bus or the train? (quick)

**II. 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.

### III. 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 23:** Социально-экономическое неравенство: бедные и богатые страны и люди

#### Ex.1 a) Read the text

##### MAJORITY RULE AND MINORITY RIGHTS

All democracies are systems in which citizens freely make political decisions by majority rule (принцип подчинения меньшинства большинству). But rule by the majority is not necessarily democratic: No one, for example, would call a system fair or just that permitted 51 percent of the population to oppress the remaining 49 percent in the name of the majority. In a democratic society, majority rule must be coupled with guarantees of individual human rights that, in turn, serve to protect the rights of minorities--whether ethnic, religious, or political, or simply the losers in the debate over a piece of controversial legislation. The rights of minorities do not depend upon the goodwill of the majority and cannot be eliminated by majority vote. The rights of 22 minorities are protected because democratic laws and institutions protect the rights of all citizens. Diane Ravitch, scholar, author, and a former assistant U.S. secretary of education, wrote in a paper for an educational seminar in Poland: "When a representative democracy operates in accordance with a constitution that limits the powers of the government and guarantees fundamental rights to all citizens, this form of government is a constitutional democracy. In such a society, the majority rules, and the rights of minorities are protected by law and through the institutionalization of law." These elements define the fundamental elements of all modern democracies, no matter how varied in history, culture, and economy. Despite their enormous differences as nations and societies, the essential elements of constitutional government – majority rule coupled with individual and minority rights, and the rule of law – can be found in Canada and Costa Rica, France and Botswana, Japan and India.

**b) Find the answers to the following questions in the text**

1. Are all democracies systems in which citizens freely make political decisions by majority rule?
2. Do not the rights of minorities depend upon the goodwill of the majority and cannot be eliminated by majority vote?
3. Why are the rights of 22 minorities protected?
4. What is a constitutional democracy?
5. In what case is limits the powers of the government and guarantees limited?
6. When are the majority rules, and the rights of minorities protected by law?
7. What elements do define the fundamental elements of all modern democracies?
8. With what are the essential elements of constitutional government-majority rule coupled?
9. In what countries can the rule of law be found?

**Grammar**

**I. Turn the following sentences into indirect speech**

1. Fred said: "I have invented a new computer program".
2. Mary said: "I will help my sister".
3. They told me: "We were really happy".
4. She said: "I live in a big apartment".
5. He told her: "I am going to the fish market".
6. Betty said: "I found my passport".
7. Mr. Ford said: "I don't like pork".
8. Little Tim told his mother: "I am sleepy".

**II. Choose the correct option**

1. My flat is too small, if I ... in the country house, I would have a dog.  
a. live   b. will live   c. lived   d. had lived
2. If she knew English well ...  
a. she could help you   b. she can help you   c. she could have helped you
3. ... he would have come to class.  
a. If Mike is able to finish his homework  
b. Would Mike be able to finish his homework  
c. If Mike had been able to finish his homework  
d. If Mike could finish his homework
4. The skiers would rather ... through the mountains than go by bus.  
a. traveling by the train   b. to travel on train   c. traveled by train  
d. travel by train
5. ... he would have been able to pass the exam.  
a. If he were studying to a greater degree  
b. If he had studied more  
c. Studying more  
d. If he studied more

## Тема 24: Теория международных отношений. Основные понятия международных отношений

### Ex.1 Read and translate the text

Nations traditionally dealt with each other on a one-to-one basis or in strategic alliances in pursuing goals. But in the complicated arena of the modern global community, it is more common to work through organizations. To meet the needs of international cooperation, a vast number of organizations of all types have been created.

The most comprehensive international organization was founded in 1945 – the United Nations and its many affiliates. Regional associations include the Organization of American States (1948), the African Union (founded as the Organization of African Unity in 1963), the League of Arab States (1945), and the Association of Southeast Asian Nations (1967). These organizations deal with the whole range of political and economic issues in their areas.

The Cold War spawned a number of regional mutual-defence alliances. The best known were NATO, formed in 1949, and the Warsaw Pact, signed in 1955. NATO was a military alliance formed to defend western Europe from the Soviet Union; the Warsaw Pact was the Soviet counter alliance. ANZUS – a security treaty between Australia, New Zealand, and the United States – was signed in 1951. The Southeast Asia Treaty Organization was formed in 1954 and disbanded in 1977.

Many international and regional organizations have evolved to deal with the financial needs of the global community. There are too many to be able to list them all, but some of the leading ones include the International Monetary Fund, the European Union, the Caribbean Community, the Organization of Petroleum Exporting Countries, the World Bank, the International Finance Corporation, the African Development Bank, the Inter-American Development Bank, and the Asian Development Bank.

### Ex.2 Choose the correct alternative in italics:

1. By the end of *the/a* war, a lot of black soldiers *joined/had* joined the Union Army.
2. The 17th century was the great age of *Holland/Dutch* painting.
3. By the time they met, they *were/had* been both experienced and effective diplomats.
4. Anyone can find the job in St. Petersburg if he *tries/ they* try.
5. *None of/Neither of* these two monographs gives thorough information on the problem.
6. The *Scottish/Scots* Parliament is *the/a* democratically elected body comprising 129 members.

### Ex.3 Questions for discussion

1. How has the system of international relations changed since the beginning of the 21st century?
2. What does anarchy provoke in the sphere of world politics?

3. What are the main factors of change in contemporary systems of international relations?

### Grammar

#### I. Choose the correct option

1. Travelers ... their reservations well in advance if they want to fly during the Christmas holidays.  
a. had better get   b. had better to get   c. had better got   d. had to get better
2. ... I wouldn't lie to your parents.  
a. When I were you   b. Being I you   c. If I were you   d. If I had been you
3. Tony wishes he ... enough money to buy a new car.  
a. would have had   b. would had   c. had had   d. had
4. Mary wishes she ... harder for her exams.  
a. studied   b. would studied   c. had studied   d. would have studied
5. If the 'Titanic' had not hit an iceberg ...  
a. it wouldn't have sunk   b. it would have sunk   c. it had sunk  
d. it wouldn't sink

**Тема 25:** История дипломатии. Выдающиеся дипломаты мира

#### Ex.1 a) Read the text below and find answers to the following questions

1. How is diplomacy defined?
2. How much did Greece contribute to the development of diplomacy?
3. What was French diplomacy like?
4. Who managed foreign affairs in the 16th century in France, England and Spain?
5. What institutions preceded modern embassies?
6. What key features did contemporary diplomacy inherit from French diplomacy?
7. What changes has the character of diplomacy experienced?
8. What tasks does modern or multilateral diplomacy include?

#### The Art of Diplomacy

Diplomacy is «the art of conducting international negotiations». Nation-states, through authorized agents, maintain mutual relations, communicate with each other, and carry out political, economic and legal transactions. Diplomacy as a uniform system based on generally accepted rules and directed by diplomatic hierarchy having a fixed international status is of quite modern growth.

The history of diplomacy dates back to ancient times when tribes, city-states and other communities sought ways of communicating and establishing relations with one another. But the tradition leading to the present world system of international relations originated in ancient Greece. The Greek developed a diplomatic vocabulary, principles of international conduct and elements of international law. In brief, there already existed an international system of multilateral diplomacy. During (the fifteenth and sixteenth centuries) the French system of diplomacy began to emerge and dominate international relations. Diplomacy was then a game of wits played in a narrow circle, and etiquette took an incredible amount of time. The haute

diplomatic' appeared as a process of exalted haggling, conducted with an utter disregard of the ordinary standards of morality, but with the exquisite politeness and in accordance with more and more elaborated rules.

At the time in France, England and Spain royal secretaries were appointed, whose responsibilities included the management of foreign affairs. Resident missions in other countries, staffed by secretaries, can be regarded as the forerunners of the modern embassies. France was the first European state to establish a modern foreign ministry in 1626. Russia followed in 1720, when Peter the Great created College of Foreign Affairs and Russia too acquired its own ministry. Britain was to be a late starter.

The French diplomacy developed several key features of contemporary diplomacy – resident ambassadors, the art of conducting secret negotiations, ceremonial duties and protocol.

### **Ex.2 Discuss with the class**

1. What or who are the authorized agents through which international relations are maintained?
2. Why was old diplomacy dominated by the French system?
3. Why was Britain ca late starter' in establishing resident missions?
4. What are the tasks of a resident ambassador?
5. What international and regional organizations were established in the twentieth century?
6. What role have they played and continue to play in international relations?

### **Ex.3 Explain the word combinations from the text in English**

legal transaction; diplomatic hierarchy; presentation of credentials; protocol; diplomatic circuits; information gathering; laying the groundwork for new initiatives; reducing interstate friction.

### **Ex.4 Give the English equivalents from the text to the following**

искусство ведения переговоров, на международном уровне, поддерживать взаимоотношения, общепринятые правила, назначить на пост, считать предшественником, современная дипломатия, создать Министерство иностранных дел, претерпевать изменения, рост демократии, как следствие, расширить задачи, защищать государственную политику, участие в дипломатических раутах

## **Grammar**

### **I. Translate the sentences into Russian, pay attention to the translation of the infinitive and *-ing* forms of the verbs**

1. The history of diplomacy dates back to ancient times when tribes, city-states and other communities sought ways of communicating and establishing relations with one another.

2. The 'haute diplomatic' appeared as a process of exalted haggling, conducted with an utter disregard of the ordinary standards of morality, but with the exquisite politeness and in accordance with more and more elaborated rules.
3. Britain was to be a late starter in establishing its Foreign Office.
4. Diplomacy now involves not only presenting credentials and participating in the diplomatic circuits and various functions of a national capital, but also it requires special art in explaining and defending national policies at a global level.

**Тема 26:** Дипломатическая служба. Дипломатия глав великих держав мира

**Ex.1 Replace the underlined words, make changes in the sentences, if necessary**

1. An ambassador who is sent to work in an embassy abroad very quickly realizes the value of languages.
2. Before being named for a higher post foreign officers are to serve in various regions of the world.
3. A special commission was organized to find out who had given permission to introducing the troops.
4. The job of a diplomat may require traveling a lot.
5. The ties between our countries have strengthened lately, and it is important to keep them up at the same level.
6. Our country refused to take part in the conflict.
7. The Prime Minister was the one who acted on behalf of his country and appeared as a talented orator.
8. On arriving in the country the ambassador produces his credentials, that is, formal papers giving him the right to act for his government.
9. English is considered as the most spread language in the UN.
10. These two events are easy to connect with each other.
11. The economy of the country has experienced a decline lately.
12. The present world system of international relations started in ancient Greece.

**Ex.2 Read the text and make up a plan of the text**

Thousands of people gathered near Cape Town in South Africa to celebrate the 20th anniversary of Nelson Mandela's release. It marked the moment that Mandela emerged after 27 years in prison, introducing a transition from apartheid to multiracial democracy and the beginning of his rise to become the country's first black president.

Mandela himself was not present, but made a rare public appearance in parliament later the same day to hear the fourth post-apartheid president, Jacob Zuma, deliver a state of the nation address. The prison where Mandela spent his last months in captivity was named a memorial site by South Africa's National Heritage Council.

Mandela's release followed years of political pressure against apartheid. President F. W. de Klerk signalled it was about to happen in a dramatic speech to parliament on 2 February, 1990. Nine days later, Mandela walked through the prison

gates holding his wife Winnie's hand with his right fist raised. A huge crowd was waiting for him. "I was astounded and a little bit alarmed", he recalled later. "I truly had not expected such a scene. At most, I had imagined there would be several dozen people, mainly the warders and their families. But this proved to be only the beginning". The Mandelas climbed into a silver Toyota Cressida and were driven to the centre of Cape Town to address a huge crowd outside city hall. Mandela pulled out his speech and realized he had forgotten his glasses, but Winnie gave him hers.

The 20th anniversary of South Africa's equivalent of the fall of the Berlin Wall has started a debate on whether the promise of that great day has been fulfilled. Andrew Feinstein, a former African National Congress MP who resigned in protest over alleged government corruption, said, "My main feeling when I look at South Africa today is just how far we as the ANC and South Africa have fallen from the heady days of Mandela's years in office. It was an inspiring example of occupying the moral high ground. That's now gone and I suppose I look at it with a sense of sadness. This anniversary is bitter-sweet. When you look at the personal morality of the current leadership, the level of corruption, the delays in the provision of basic services, the euphoria of the victory over apartheid seems a long way away".

### **Ex.3 Substitute the nouns from the active vocabulary list for the underlined equivalents in the sentences**

1. Russia insists on all countries receiving a permission or approval of the UN to any use offeree in the region.
2. The actions that the local government takes are ineffective.
3. The Foreign Office is waiting for an answer to its note.
4. The situation in all fields of industry and agriculture is steadily improving.
5. Such methods may lead to the reduction of work places.
6. His participation in the riot is to be proved.
7. The one for the post stated that he was determined to learn the language of the country.
8. I would like to show you a document to act on his behalf.

## **Grammar**

### The System of Tenses. Active Voice

#### **I. 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 27: Роль дипломатии в укреплении доверия между странами**

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

Trust forms the foundation of diplomacy, reducing friction in relationships and interactions.

Trust ensures that parties uphold agreements and cooperate without deception, and its absence often leads to failed negotiations and conflict, while its presence fosters lasting peace and cooperation. Trust builds through agreements, commitments, joint projects, personal relationships.

Building trust between countries promotes open communication and effective decision-making and problem resolution.

Diplomats often navigate the crossfire of complex issues and divergent perspectives, and their ability to show respect is essential for fostering productive dialogue. Trust is essential for the development and progress of relations between countries and the people representing them, and it plays a key role in all diplomatic activity. A lack of trust leads to failed negotiations and even conflict, while building trust can contribute to lasting peace and cooperation.

Building trust often requires time, patience, openness, honesty, empathy and commitment. Agreements and commitments between states, joint projects, personal relationships, and networks of contacts build trust.

### **b) Put 5-7 questions to the text**

### **Ex.2 Translate into English using the active vocabulary**

1. Страны должны воздерживаться от применения силы при урегулировании спорных вопросов.
2. Нужны коллективные меры для устранения угрозы миру, возникшей в этом регионе.
3. Сотрудники дипломатической службы должны уметь говорить четко, кратко и убедительно.
4. Устав не дает ООН права вмешиваться в дела, входящие во внутреннюю компетенцию государств.
5. Дипломаты и политики призваны разъяснять и проводить политику своего государства.
6. Мы должны содействовать соблюдению основных прав человека для всех, без различия расы, пола и религии.

## **Grammar**

### **I. Open the brackets where necessary and complete the sentences**

1. Michael would not agree even if you (to ask) him.
2. If they (mention) this yesterday, everything would have been done.
3. If I (to find) that letter, I'll show it to you.

4. If I meet him, I (to invite) him.
5. Would they come if we (to invite) them?
6. The boss (be) very disappointed if you aren't at the meeting tomorrow.
7. The teacher said, "I'll begin the lesson as soon as Jack (stop) talking".
8. The old gentleman doesn't go out in winter. He (go) out if the weather gets warmer.
9. She's flying to Cairo tomorrow. She'll send her family a telegram providing she (arrive) with a delay.
10. If the plane had left on time, they (be) in Minsk now. 11. If they hadn't walked 40 km, they (not / be) exhausted now.

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

1. Heat may be converted into mechanical energy.
2. Newton's Third Law of Motion cannot be applied to a force acting at a distance.
3. Brakes must be applied to stop a train in case of emergency.
4. Therefore, the entire technological and economic effect has to be evaluated.
5. The individual recommendations should not be viewed separately.
6. Radiation may, however, be transmitted through any medium that does not absorb it.

## **Тема 28: Международные конфликты и их регулирование**

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

Diplomacy plays a crucial role in conflict prevention and resolution by employing various techniques and strategies. Preventive diplomacy involves skillful political activities to achieve foreign policy goals without resorting to force or propaganda. Techniques such as early-warning systems, mediation, and external pressures are utilized for conflict prevention and resolution in conservation and international relations. Defence diplomacy aims to reduce hostility and prevent conflicts through strategic military cooperation. In the context of proxy wars, diplomacy focuses on analyzing conflict factors and preventing escalation into large-scale military clashes. ASEAN political-security community emphasizes the use of diplomacy to promote peace and resolve conflicts among member countries.

Diplomacy plays a crucial role in conflict prevention and resolution by analyzing conflict factors, fostering interaction among participants, and aiming to achieve goals while averting escalation to large-scale warfare.

Diplomacy plays a crucial role in conflict prevention by facilitating communication between states to achieve foreign policy goals without resorting to force or propaganda.

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

1. What are Role of Diplomacy in Conflict Prevention and Resolution?
2. Which term refers to the process of resolving conflicts through peaceful means?
3. What is the role of communication in conflict management?

## Grammar

### I. Fill in the gaps with the adjectives in the comparative or superlative

1. It was a good day. It was \_\_\_\_\_ day of my life. (good)
2. What's \_\_\_\_\_ sport in your country? (popular)
3. We had a great holiday. It was one of \_\_\_\_\_ holidays we've ever had. (enjoyable)
4. What's \_\_\_\_\_ way of getting from here to the station? (quick)
5. What's \_\_\_\_\_ – the bus or the train? (quick)

### II. 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.

### III. 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 29:** Международные организации / Виды международных организаций и их роль

#### Ex.1 a) Read the text

The European Union or the EU is an intergovernmental and supranational union of countries, known as member states. The European Union was established under that name in 1992 by the Treaty on European Union, the Maastricht Treaty. However, many aspects of the Union existed before that date through a series of predecessor relationships, dating back to 1951.

The European Union's activities cover all areas of public policy, from health and economic policy to foreign affairs and defence. However, the extent of its powers differs greatly between areas. Depending on the area, the EU may therefore resemble a federation, for example, on monetary affairs, agricultural, trade and environmental policy or a confederation, for example, on social and economic policy, consumer protection, home affairs, or even an international organization, for

example, in foreign affairs.

A key activity of the EU is the establishment and administration of a common single market, consisting of a customs union, a single currency adopted by member states, a Common Agricultural Policy, a common trade policy, and a Common Fisheries Policy.

The most important EU institutions are the Council of the European Union, the European Commission, the European Parliament and the European Court of Justice.

As to the enlargement of the EU there were five successive enlargements, with the largest occurring on May 1, 2004, when 10 new member states joined.

In order to join the European Union, a state needs to fulfill the economic and political conditions generally known as the Copenhagen criteria, after the Copenhagen summit in June, 1993. Also, according to the EU Treaty, each current member state and the European Parliament have to agree.

The North Atlantic Treaty Organisation (NATO), sometimes called North Atlantic Alliance, is an international organisation for defence collaboration established in 1949, in support of the North Atlantic Treaty signed in Washington, D.C., on April 4, 1949. Nowadays NATO headquarters are located in Brussels, Belgium.

Initially there were 12 members in the NATO: Belgium, Canada, Denmark, France, Iceland, Italy, Luxemburg, Netherlands, Norway, Portugal, United Kingdom and United States and it was created as the reaction on the USSR threat to occupy Western Europe. Firstly, it was intended so that if the USSR and its allies launched an attack against any of the NATO members, it would be treated as if it was an attack on all member states. This marked a significant change for the United States, which had traditionally favoured isolationist policies. Luckily, the feared invasion of Western Europe never came.

Greece and Turkey joined the initial 12 members of the organisation in February 1952. Germany joined as West Germany in 1955.

In 1966 Charles de Gaulle removes French armed forces from NATO's integrated military command to pursue its own nuclear defence programme. All non-French NATO troops are forced to leave France. This precipitates the relocation of the NATO Headquarters from Paris, France to Brussels, Belgium by October 16, 1967. However, France remained a member of NATO, notwithstanding it withdrew from the integrated military command. While the political headquarters are located in Brussels, the military headquarters, the Supreme Headquarters Allied Powers Europe (SHAPE), are located just south of Brussels, in the town of Mons.

Following France Greece also withdrew its forces from NATO's military command structure from 1974 to 1980 as a result of Greco-Turkish tensions following the 1974 Cyprus dispute.

In 1978 NATO countries defined two complementary aims of the Alliance, to maintain security and pursue detente. In 1982 Spain joins the alliance. On October 3, 1990, with the reunification of Germany, the former East Germany becomes part of the Federal Republic of Germany and the alliance. To secure Soviet approval of united Germany remaining in NATO, it is agreed that there will be no new foreign

military bases in the east, and that nuclear weapons will not be permanently stationed there. On March 31, 1991 the Warsaw Pact comes to an end. It is officially dissolved on July 1, 1991. The Soviet Union collapses in December of the same year. In 1994 NATO takes its first military action, shooting down two Bosnian Serb aircraft violating a UN no-fly zone over central Bosnia and Herzegovina. NATO airstrikes the following year help bring the war in Bosnia to an end, resulting in the Dayton Agreement. In 1997 three former communist countries, Hungary, the Czech Republic, and Poland, are invited to join NATO. They joined in 1999. The same year NATO sees its first broad-scale military engagement in the Kosovo War, where it wages an 11-week bombing campaign against what was then the Federal Republic of Yugoslavia, aimed at preventing the alleged ethnic cleansing of Albanians. It ends on June 11, 1999, when Yugoslavian leader Slobodan Milosevic agrees to NATO's demands.

During the Prague summit in 2002, seven countries are invited to start talks in order to join the Alliance: Estonia, Latvia, Lithuania, Slovenia, Slovakia, Bulgaria, and Romania. The invited countries joined NATO on March 29, 2004. Further countries expressed the wish to join the alliance, including Albania, the Republic of Macedonia, Ukraine and Croatia.

On March 29, 2004 Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia, and Slovenia joined NATO. NATO Summit 2006 took place in Latvia.

**b) Answer the questions:**

1. What is the NATO?
2. When was the NATO established?
3. What were the purposes of the NATO creation?
4. What was the main aim of the NATO in its earliest years?
5. When did the NATO take its first military action?
6. How many members were there in the NATO initially?
7. What were the countries that joined the NATO in 1997?

**Ex.2 Paraphrase the underlined parts with synonyms or synonymous expressions**

1. The issue of pulling up nuclear weapons was considered by the participants of the conference. They definitely denounced it as the main menace to peace.
2. The UN Charter came into force in 1945.
3. The speaker was right to a great degree but I can't say that his main conclusions reflect mine.
4. The country occupies a vast territory spreading over hundreds of kilometers from the North to the South.
5. The rebels failed to stand against well-trained and wellarmed military units and finally yielded.
6. In many respects the resolution was calling to reason.
7. The UN Security Council called on the warring groups to put the hostilities to an end.

8. All the members of the union demonstrated complete unanimity of the views, their reactions to the draft treaty being very much the same.
9. The World Health Organization provides poor countries with the basic medicine and medical equipment.
10. The UN is a voluntary union of world countries struggling for a lasting universal peace.

## **Grammar**

### **I. Put the nouns in brackets in plural**

1. The ... (thief) broke the windows in the bank. 2. I have 60 ... (sheep) in my flock. 3. You should clean your ... (tooth) after meals. 4. My ... (child) hate cabbage soup. 5. My favorite fairy-tale is about ... (elf). 6. My ... (foot) always hurt after jogging in the park. 7. Those ... (person) are waiting for the manager. 8. Where are the ... (knife)? 9. Our ... (sportsman) are the best! 10. How many ... (woman) work in your office? 11. It's autumn, the ... (leaf) are falling down. 12. Let's cut this orange into ... (half). 13. We could hear ... (deer) wandering in the forest. 14. Alice and I are wearing similar ... (dress) today. 15. I need ... (strawberry) for the cake.

### **II. Use the appropriate form of the infinitive**

1. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city. 2. He seems (to know) French very well: he is said (to spend) his youth in Paris. 3. You had better (to call) our distributors at once. 4. We are happy (to invite) to the party. 5. That firm is reported (to conduct) negotiations for the purchase of sugar. 6. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow. 7. He didn't hear me (to knock) at the door. 8. I want (to inform) of her arrival. 9. Our sportsmen are proud (to win) the cup. 10. He is known (to work) on the problem for many years. 11. The representative of the firm asked for the documents (to send) by air mail.

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

1. He might have known that the weight of a body is usually denoted by the letter "P".
2. One of the most interesting applications of these machines may have been in underwater work.
3. This plant must have been put in operation long ago.
4. He couldn't have broken the instrument during the experiment.
5. He couldn't have known that light and radio waves are of a similar nature.
6. All the preparations must have been completed long ago.
7. They must have paid more attention to the problem of corrosive wear.

**Тема 30:** Внутренняя политика государств мира

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

Domestic policy, also known as internal policy, is a type of public policy overseeing administrative decisions that are directly related to all issues and activity within a state's borders. It differs from foreign policy, which refers to the ways a government advances its interests in external politics.

The form of government of any particular state largely determines how its domestic policy is formed and implemented. Under authoritarian governments, a ruling group may pursue its domestic policy goals without the input or consent of the people being governed. But in parliamentary democratic societies, the will of citizens has a much greater influence.

In a democracy, the formal design of domestic policy is chiefly the responsibility of elected leaders, lawmaking bodies, and specialized government agencies. But a number of other factors also play a role in the process. Voters, for instance, determine which individuals and political parties have the power to determine policy. The mass media distribute, and opine, information about domestic issues and influence the beliefs and opinions of the people. Lobbyists, activist groups, and other organizations also work to influence policy through a variety of methods. Such methods may include monetary donations, promises of support, advertising campaigns, or demonstrations and protests.

**b) Answer the following questions:**

1. What action is an example of domestic policy?
2. What is the difference between foreign and domestic policies?

**Grammar**

**I. Translate sentences into Russian paying attention to different forms of the gerund**

1. Before the pot was put on the table, something happened that I did not remember having seen in that house or anywhere else. 2. Can you recall having mentioned the fact to anyone? 3. After having been rejected by a dozen magazines, the stories had come to rest in *The Globe* office. 4. People will talk, there is no preventing it. 5. He spends time telling people of his misfortune. 6. He denied having participated in the race. 7. Travelling abroad can be exciting enough, but just now it is more exciting being here. 8. This is laying the blame at the wrong door. 9. On being told the news she gave a gasp of surprise. 10. The idea is worth considering. 11. On the point of leaving the club Jolyon met the porter. 12. She hated being interviewed. 13. It doesn't matter being talked about. 14. I felt irritation at being disturbed. 15. Tom was terrified, terrified of having to touch something, and even more, of being touched. 16. Having been deeply offended some years ago she finds it difficult to trust people. 17. Having been bred in that communion was like being born an Englishman. 18. She stopped answering my letters and I wondered what the matter might be. 19. The host broke the awkward silence by inviting the guests to proceed to the dining-room.

**II. Open the brackets putting active or passive voice (non-perfect form) of the gerund**

*Example: I like (to laugh) laughing. I hate (to laugh) being laughed at.*

1. Why do you avoid (to see) me? 2. He tried to avoid (to see). 3. We insist on (to send) him there at once. 4. He insists on (to send) there instead of me. 5. Do you mind (to examine) the first? 6. He showed no sign of (to know) them. 7. She showed no sign of (to impress). 8. He had the most irritating habit of (to joke) at the wrong moment. 9. I was annoyed at (to interrupt) every other moment. 10. He hated (to remind) people of their duties or (to remind) of his. 11. On (to introduce) they easily fell to (to talk). 12. In (to discuss) the problem they touched upon some very interesting items. 13. The equipment must go through a number of tests before (to install). 14. The operator can set the machine in motion by (to push) the button or (to press) the pedal. 15. The water requires (to filter). 16. The matter is not worth (to speak of).

### **III. Translate sentences into Russian paying attention to different functions of gerund in the sentence**

1. We didn't know of his having made the experiment.
2. I understand perfectly your wanting to leave.
3. A sprinter in a 100meter race may perform work of very high intensity without actually using any oxygen at the time. The device for measuring the strength of the current is called ammeter.
4. The analysis of the phenomenon was very useful in helping us to understand the ways of nature and our ways of looking at it.
5. He succeeded in performing the experiment.
6. Monkeys get from one tree to another by swinging on lianashundred of times a day.
7. Airplanes and helicopters can become highly electrically charged either from flying through dust or snow or from encountering strong electric fields in clouds.
8. I wonder at Jolyon's allowing the engagement.
9. We can increase the current by reducing the resistance of the circuit. By analyzing the brightness of the luminescence they estimated the amount of bacteria in the leaf.
10. Wash minor wounds and grazes with soap and water and follow this by applying an adhesive dressing.

### **IV. Translate sentences into Russian paying attention to different gerundial constructions**

1. But, on this proposal, there is a danger of grave errors being made.
2. There are unmistakable proofs of Singren's having been wrong in his solution.
3. We can hardly object to the author's not referring to those results.
4. The picture of atom's losing electrons was revolutionary at the time of Thomson's discovery.
5. This new procedure has led to the yield of product having dropped essentially.
6. When a fast neutron strikes a nucleus, the probability of its being captured by that nucleus is very small.

7. There is no hope of their obtaining new substantial findings.
8. Some philosophers have argued that in his choosing between standard and non-standard scales Vitren had no empirical reason to prefer one to the other.
9. Our starting point is the idea of the structure being derived from several sources.
10. The motivation for his resorting to this technique is obvious enough.
11. Grover is limited in his dealing with domains such as natural language.
12. A similar sample is not sufficient for his testing a potential model conclusively determining whether it is correct.

**Тема 31. Внешняя политика государств мира. Межгосударственные отношения**

**Ex.1 What is in a foreign policy?**

Foreign policy is how a country uses different strategies to guide its relationships with other countries and international organizations. This means that foreign policy is made up of different global issues, relationships with other countries, and even domestic politics.

What is the main goal of foreign policy?

The main objective of foreign policy is to use diplomacy – or talking, meeting, and making agreements – to solve international problems. They try to keep problems from developing into conflicts that require military settlements. The President almost always has the primary responsibility for shaping foreign policy.

**Ex.2 Discuss the following with the class**

1. What is foreign policy? What are some examples of foreign policy that you know about? Try to use these examples to describe the various ways that the government tries to manage foreign affairs.
2. In what ways might foreign policy be harder than domestic policy? In what ways might foreign policy be easier than domestic policy? What tools do foreign policy experts have to work with?
3. How did the collapse of the Soviet Union make American foreign policy more complex? Simpler?
4. Why might a bipolar world be more difficult than unipolar world? Why might the opposite be true? How might approaches to foreign policy vary in each context?

**Grammar**

**I. Make infinitives (with or without *to*) or gerunds (add *-ing*) of the verbs in brackets to make the following sentences grammatically correct**

1. She doesn't allow ... in the house. (smoke)
2. I've never been to Iceland but I'd like ... there. (go)
3. I'm in a difficult position. What do you advise me ... ? (do)
4. She said the letter was personal and wouldn't let me ... it. (read)

5. We were kept at the police station for two hours and then we were allowed ... (go)
6. Where would you recommend me ... for my holidays? (go)
7. I wouldn't recommend ... in that restaurant. The food is awful. (eat)
8. The film was very sad. It made me ... (cry)

## II. Use too or either and translate these sentences:

1. I like this film ... 2. I haven't done this exercise ... 3. They provided for a regulated process of new product launches ... 4. Sales had begun to decline ... 5. Sales grew rapidly as the product had reached the mass market ... 6. Most consumers are not prepared to buy these goods ... 7. The label did not say the product was biodegradable ...

## III. Present Simple or Future Simple

1. I (to see) you before you (to start)? 2. What he (to do) when he (to come) home? 3. Where they (to go) if the weather (to be) fine? 4. He (to ring) me up when he (to return) home. 5. If it (to rain), we (to stay) at home. 6. She (to walk) home if it (not to be) too cold. 7. I am sure he (to come) to say good-bye to us before he (to leave) St. Petersburg. 8. Please turn off the light when you (to leave) the room. 9. If we (to be) tired, we (to stop) at a small village half-way to Moscow and (to have) a short rest and a meal there. 10. If you (to miss) the 10.30 train, there is another at 10.35. 11. She (to make) all the arrangements about it before she (to fly) there. 12. Before he (to start) for London, he (to spend) a day or two at a rest-home not far from here.

## Тема 32. АНГЛИЙСКИЙ ЯЗЫК – ЯЗЫК ДИПЛОМАТИИ ИМЕЖДУНАРОДНЫХ ОТНОШЕНИЙ

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

When the Angles and Saxons invaded Britain in the 5th century AD, they brought with them their language: 'English' or, as we call it now, Old English. Examples of Old English words are: sheep, dog, work, field, earth, the, is, you. Two hundred years later, when St. Augustine brought Christianity to Britain in the 7th century, hundreds of Latin and Greek words were adapted into Old English: words such as hymn, priest, school, cook. In the 8th, 9th and 10th centuries, the Viking invaders added their own Norse words: get, wrong, leg, want, skin, same, low. When the Norman Duke William defeated the Anglo-Saxon King Harold at the Battle of Hastings in 1066 and became King William I, French became the language of the educated classes for the next two or three centuries. This meant that there was no conservative influence on the English language, which was spoken mainly by uneducated people, and so the Middle English period (1150-1500) was characterised by tremendous changes. Grammatically, most of the inflections or case endings of Old English disappeared, and word order therefore became of prime importance, as it is in modern English; at the same time, there was a massive transfer of French words into English (some estimates say over 10,000 words). Latin, however, remained the language of the church and of education, and this mixing of Latin, French and native English is the reason why there are so many synonyms even today in the English

language, e.g. ask (English), question (French), interrogate (Latin); time (English), age (French), epoch (Latin). The introduction of the printing press in about 1476 gave rise to the need for a standard, uniform language that could be understood throughout the country. Modern English may be said to have begun in 1500, and the most important influence on the language was William Shakespeare. That 'pure' English was the language in which Englishmen best expressed themselves.

**b) Answer the questions:**

1. List the languages that have had an important influence on English. 2. What is the main grammatical difference between Old English and Modern English? 3. What are the examples of Old English words? 4. When were Latin and Greek words adapted into Old English? 5. When did French become the language of the educated classes? 6. When did modern English begin?

**Ex.2 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 lesson students try to speak ... (foreign language less than Russian, native language more than foreign language, English more than Russian, mother tongue all the lesson).

**Ex.3 Discuss the following with the class**

1. Do you agree that there must be a world common language? Give your arguments.
2. What usually puts people off learning English or any other foreign language?
3. What contributes to a language learner's success in mastering a language?

**Ex.4 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 favorite 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.

## **Grammar**

### **I. Choose the correct conjunction**

1. Looks like it's just you (and/or) me at the bar tonight.
2. The coffee was hot, (or/but) delicious.
3. (Either/Neither) I win this game (or/nor) I quit chess.
4. Our cafe is open (neither/not only) for tourists, (nor/but) also for city residents.
5. My daughter loves the circus. (Whether/Both) clowns (or/and) animals make her happy.

### **II. Образуйте сложное предложение, соединив два простых предложения подходящим союзом *and – but – or – so – because***

1. I bought a magazine. I haven't read it yet.
2. They've got a nice house. They haven't got a garden.
3. Mary often goes to the theatre. She loves operas.
4. Are you going to make a cake? Have you already made it?
5. Our neighbors were very poor. They never asked for help.
6. We opened the window. It was too hot inside.
7. The sea was cold. We didn't go swimming.
8. I was so tired. I went to bed.
9. Tim doesn't like Moscow. It is very noisy and big.
10. They wanted to eat sushi. There wasn't any Japanese restaurant nearby.
11. Joanna is fond of tennis. She plays really well.
12. To get to town you can take any bus. You can just walk.
13. I needed some help with French. I took private lessons.

### **III. Translate the sentences into English**

1. His words that he wasn't coming upset me.
2. They hurry lest they shouldn't be late.
3. Wherever it was possible, the travellers camped for the night.
4. We came half an hour earlier so that you could speak to him.
5. The TV box which we bought yesterday is very good.
6. I don't know what you are talking about.
7. She is smiling because she has remembered something funny.
8. The man who called didn't say his name.
9. As soon as he came, they started the work.
10. Write down all the new words lest you should forget them.

### Тема 33. Изучение языка международных документов

#### Ex.1 Study an excerpt from the Treaty on European Union (Maastricht Treaty) signed on 7 February 1992. Comment on its main points and stylistic features

##### Article A

By this Treaty, the High Contracting Parties establish among themselves a European Union, hereinafter called 'the Union'.

This Treaty marks a new stage in the process of creating an ever closer union among the peoples of Europe, in which decisions are taken as closely as possible to the citizen.

The Union shall be founded on the European Communities, supplemented by the policies and forms of cooperation established by this Treaty. Its task shall be to organize, in a manner demonstrating consistency and solidarity, relations between the Member States and between their peoples.

#### Ex.2 Replace the underlined phrases with the words and expressions from active vocabulary and translate the sentences into Russian

1. The country has to deal with the prospect of war now.
2. She's a former council worker.
3. This treaty needs to be approved.
4. Union leaders have arranged an agreement for a shorter working week.
5. Governments have been slow to start solving the problem of global warming.

#### Ex.3 Translate the sentences into English using active vocabulary

1. Дипломатический корпус не является институтом, основанным на какой-либо норме международного права.
2. В республике проводится активная избирательная кампания.
3. Общественные нормы призваны регулировать поведение человека в социуме.
4. США и КНДР провели двусторонние переговоры.
5. Есть несколько претендентов на эту должность.
6. Многосторонние конвенции, как правило, принимаются в рамках международных организаций, таких как ООН и Совет Европы.
7. Было подписано имеющее обязательную силу соглашение по предотвращению изменения климата.
8. Дипломатическим персоналом – это штатный состав сотрудников дипломатических представительств.

### Grammar

#### I. Translate sentences into Russian paying attention to Complex Subject infinitive constructions.

1. He is said to have graduated from Oxford University.
2. This scientist is known to be keeping in touch with the latest developments in his field of research.
3. The story may appear to be oversimplified.

4. They seem to have taken advantage of the favorable condition.
5. He is sure to argue about it.
6. The work is likely to contribute to the solution of the problem.
7. I was not able to write my test. It proved to be too difficult.
8. The experiment turned out to be more time taking than could be expected.
9. The guests are likely to arrive soon.
10. He chanced to observe an unusual effect.
11. Deformation appeared to have no measurable effect on conductivity.

## II. Put the pronouns in the correct case:

1. Let (we) discuss these questions this morning. 2. Let (he) translate the letters from German into Russian. 3. Let (I) go to see him after classes this evening. 4. Let (they) give the books to the library in time. 5. Let (she) revise all the words from Lesson Two. 6. Let (we) read a book about our city.

## Тема 34. Официальные встречи, приемы, визиты, переговоры

### Ex.1 Read the information

#### *The Art of Negotiating*

Negotiating is often referred to as an "art". While some people may be naturally more skillful as negotiators, everyone can learn to negotiate. And, as they often say in business, everything is negotiable. Some techniques and skills that aid people in the negotiating process include:

- Aiming high
- Visualizing the end results
- Treating one's opponent with respect and honesty
- Preparing ahead of time
- Exhibiting confidence

#### *Preparing to Negotiate*

Lack of preparation in a negotiation almost always sets a person up for failure. First and foremost, each party must clearly define their own goals and objectives. Secondly, each party must anticipate the goals of the opposition. This may require doing some background research. Finally, each party must come up with various alternatives to their main objectives.

*Here are some preparatory questions to ask yourself before beginning talks with the other party:*

- What is my main objective?
- What are all of the alternatives I can think of?
- Why do I deserve to have my goals met?
- What will my opponent's counter proposal likely consist of?
- How can I respond to this counter proposal?
- When would I like to have this issue resolved?
- What is my bottom-line?
- What market research/homework do I need to do to back up my cause?
- What is my bargaining power compared to my opponent's?

- What do I know about the principles of negotiating?

*Here are a few golden rules to successful negotiations:*

1. *Always try to negotiate for at least 15 minutes.* Any less than that and it is unlikely that either party has had enough time to fairly consider the other side. Generally, the size or seriousness of the negotiation determines the amount of time needed to negotiate it. Setting a time limit is a good idea. Approximately 90 % of negotiations get settled in the last 10 % of the discussion.

2. *Always offer to let the other party speak first.* This is especially important if you are the one making a request for something such as a raise. The other party may have overestimated what you are going to ask for and may actually offer more than what you were going to request.

3. *Always respect and listen to what your opponent has to say.* This is important even if he or she does not extend the same courtesy to you. Do your best to remain calm and pleasant even if the other party is displaying frustration or anger. Remember some people will do anything to intimidate you.

4. *Acknowledge what the other party says.* Everyone likes to know that what they say is important. If the other party opens first, use it to your advantage, by paraphrasing what you have heard. Repeat their important ideas before you introduce your own stronger ones.

5. *Pay attention to your own and your counterpart's body language.* Review the chart below to learn how to interpret body language during the negotiations. Make sure that you aren't conveying any negative body language.

*Language to use to show understanding/agreement on a point:*

- I agree with you on that point.
- That's a fair suggestion.
- What you're saying is that you...
- In other words, you feel that...
- You have a strong point there.
- I think we can both agree that...
- I don't see any problem with/harm in that.

*Language to use for objection on a point or offer:*

- I understand where you're coming from; however, ...
- I'm prepared to compromise, but...
- The way I look at it...
- The way I see things...
- If you look at it from my point of view...
- I'm afraid I had something different in mind.
- That's not exactly how I look at it.
- From my perspective...
- I'd have to disagree with you there.
- I'm afraid that doesn't work for me.

### *Is that your best offer? Coming to a Close or Settlement*

There are a number of signals that indicate that negotiations are coming to a close. This may not always mean that an agreement has been reached. In many cases, there are many rounds of negotiations. The preliminary round may uncover the major issues, while subsequent rounds may be needed to discuss and resolve them.

*Here are some signals of talks coming to a close:*

- A difference of opinion has been significantly reduced
- One party suggests signing an agreement.
- One or both parties indicate that a period of time to pause and reflect is necessary.

*Beware of lastminute strongarm tactics.*

Even if you make the decision to treat your negotiating opponent with honesty and kindness, the other party may not extend you the same respect. Be prepared to stand your ground firmly, yet cordially, especially in the last few minutes of the negotiations. This is the time when manipulative parties may employ certain tactics in order to try to fool you into losing focus or lowering goals and standards. Remember that conflicts are generally resolved in the last few minutes. People also get tired or have other commitments that need to be met, such as making an important phone call before another business closes, or picking up children from school.

*Here are some last minutes tricks that negotiators often use at this time:*

- Walking out of the room
- Telling you to take it or leave it
- Giving an ultimatum
- Abrupt change in tone (used to shock the other party into submission)
- Introducing new requests (used at to get you to concede with little thought or consideration)
- Stating generalizations without evidence (dropped without significant statistics/proof)
- Adopting the Mr. Nice Guy persona (used to try to make it look like they are doing you a favour in hopes that you will lower your expectations).

*Language to use in closing*

- It sounds like we've found some common ground.
- I'm willing to leave things there if you are.
- Let's leave it this way for now.
- I'm willing to work with that.
- I think we both agree to these terms.
- I'm satisfied with this decision.
- I think we should get this in writing.
- I'd like to stop and think about this for a little while.
- You've given me a lot to think about/consider.
- Would you be willing to sign a contract right now?

- Let's meet again once we've had some time to think.

*Questions to discuss:*

1. What techniques and skills help people in the negotiating process?
2. What should you think over while preparing for negotiations?
3. What rules should you follow to conduct negotiations successfully?
4. How to indicate that negotiations are coming to a close?
5. What mistakes have you ever done while negotiating?
6. What gestures should you avoid in the negotiating process?
7. What body language should you use to seem confident?
8. What clothes are preferable to wear for a man/woman during a business meeting?

**Тема 35. Личность дипломата в современном мире**

**Ex.1 Read the text and answer the following questions:**

1. Who is a diplomat?
2. What are his functions?
3. What is his status and public image?
4. What psychological problems can a diplomat have?

A diplomat is a person appointed by a state to conduct diplomacy with another state or international organization. The main functions of diplomats are representation and protection of the interests and of the sending state, as well as the promotion of information and peaceful relations between states.

Diplomats in posts collect and report information that could affect national interests, often with advice about how the home country government should respond. Diplomats have the job of conveying, in the most persuasive way possible, the views of the home government to the governments to which they are accredited and, in doing so, to try to convince those governments to act in ways that suit home country interests. In this way, diplomats are part of the beginning and the end of each loop in the continuous process through which foreign policy is made.

In general, it has become harder for diplomats to act autonomously. Whereas in the past Thomas Jefferson could write to his Secretary of State, "We have not heard from our Ambassador in Spain for two years. If we do not hear from him this year, let us write him a letter", secure communication systems, emails and mobile telephones can track down and instruct the most reclusive head of mission. The same technology in reverse gives diplomats the capacity for more immediate input about the policy-making processes in the home capital.

Secure email has transformed the contact between diplomats and the ministry. It is less likely to be leaked, and enables more personal contact than the formal cablegram, with its wide distribution and impersonal style.

Diplomats have generally been considered members of an exclusive and prestigious profession. The public image of diplomats has been described as "a caricature of pinstriped men gliding their way around a neverending global cocktail party" J. W. Burton has noted that "despite the absence of any specific professional

training, diplomacy has a high professional status, due perhaps to a degree of secrecy and mystery that its practitioners self-consciously promote." The state supports the high status, privileges and self-esteem of its diplomats in order to support its own international status and position.

While posted overseas, there is a danger that diplomats may become disconnected from their own country and culture. Sir Harold Nicolson acknowledged that diplomats can become "denationalised, internationalised and therefore dehydrated, an elegant empty husk".

## Grammar

### I. Future Indefinite *or* Present Indefinite

1. I (*go*) and see Venice as soon as I (*reach*) Italy.
2. If the sun (*be*) red, it is a sign that we (*have*) a fine day tomorrow.
3. If you (*not be*) at home by six, I (*eat*) without you.
4. If Mother (*not go*) to the market early, she (*not get*) fresh fish.
5. If Adam (*sell*) his car, he (*afford*) a holiday in Florida.
6. Take some coins in case you (*need*) to phone.
7. If nothing (*go wrong*), they (*deliver*) the furniture today.
8. Unless you (*change*) your mind we (*not be able*) to help you.
9. I (*take*) an umbrella in case it (*rain*).
10. If your son (*not wear*) sensible shoes on those hikes, he (*get*) blisters.
11. If Martin (*not win*), it (*be*) the end of his sport career.
12. I (*be*) happy if my dream (*come*) true.
13. If the situation (*get*) worse, I (*lose*) my job.
14. Unless he (*hurry*), he (*miss*) the 5 30 train.
15. If your son (*not work*) hard enough, he (*forget*) what he (*know*).

### II. Fill in the gaps with the verbs in *the Future Simple*

1. They \_\_\_\_\_ (to play) football at the institute.
2. She \_\_\_\_\_ (not / to write) emails.
3. \_\_\_\_\_ you \_\_\_\_\_ (to speak) English?
4. My mother \_\_\_\_\_ (not / to like) fish.
5. \_\_\_\_\_ Ann \_\_\_\_\_ (to have) any friends?
6. His brother \_\_\_\_\_ (to work) in an office.
7. \_\_\_\_\_ they \_\_\_\_\_ (to water) the flowers every 3 days?
8. His wife \_\_\_\_\_ (not / to ride) a motorbike.
9. \_\_\_\_\_ Elizabeth \_\_\_\_\_ (to drink) coffee?

## Тема 36. Приемы ораторского искусства и публичного выступления

### Ex.1 Read the text

Public speaking has played an important cultural role in human history. Confucius, an ancient Chinese philosopher and prominent public-speaking scholar, believed that a good speech should impact individual lives, regardless of whether

they were in the audience. He believed that someone in power could influence the world through words and actions

Public speaking is, simply, an oral presentation or speech delivered to a live audience. It is generally a formal or staged event – although impromptu speeches are a common occurrence – and can be a defining career moment.

There are 4 types of public speaking:

1. Ceremonial Speaking is when you give a speech on a special occasion
2. Demonstrative Speaking
3. Informative Speaking
4. Persuasive Speaking

There are 3 reasons why public speaking is important. It allows us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible. Public speaking is one of the most important and most dreaded forms of communication.

Here are tips for public speaking:

- Organize your material in the most effective manner to attain your purpose
- Watch for feedback and adapt to it
- Let your personality come through
- Use humor, tell stories, and use effective language
- Don't read unless you have to

Today, public speaking has been transformed by digital technologies, such as video conferencing, multimedia presentations, and other non-traditional forms of presentation.

### **Ex.2 Work in pairs. Discuss the following:**

1. Good ways to start a speech
2. Good sentence to start a speech
3. Advantages and disadvantages of public speaking
4. Problems with public speaking

## **Grammar**

### **I. Translate into Russian paying attention to the different forms of Participle I and Participle II**

1. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.  
b) He saw some people in the post office sending telegrams.  
c) When sending the telegram, she forgot to write her name.
2. a) Some of the questions put to the lecturer yesterday were very important.  
b) The girl putting the book on the shelf is the new librarian.  
c) While putting the eggs into the basket, she broke one of them.
3. a) A fish taken out of the water cannot live.  
b) A person taking a sunbath must be very careful.  
c) Taking a dictionary, he began to translate the text.
4. a) A line seen through this crystal looks double.  
b) A teacher seeing a mistake in a student's dictation always corrects it.

- c) Seeing clouds of smoke over the house, the girl cried, "Fire! Fire!"
- 5. a) The word said by the student was not correct,
  - b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
  - c) Standing at the window, she was waving her hand.
- 6. a) A word spoken in time may have very important results.
  - b) The students speaking good English must help their classmates.
  - c) The speaking doll interested the child very much.
  - d) While speaking to Nick some days ago, I forgot to ask him about his sister.

## **II. Translate into Russian paying attention to the objective participial construction**

1. I watched him standing at door of his shop. 2. They spent last Friday listening to the Ministers telling the trade union leaders that it is right for workers to hold back on wage claims. 3. We hope to see this issue raised in all trade councils, in every union conference. 4. They saw their view point being taken increasingly into account by the White House. 5. We have observed bodies being charged by friction. 6. I felt him looking at me now and again. 7. I noticed the doctor frowning. 8. I had never before seen the game played.

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