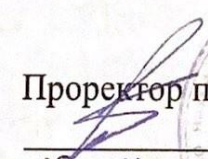


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**ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

Методические указания для подготовки к лабораторным занятиям
студентов направления подготовки 41.03.05 Международные
отношения

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Иностранный язык в сфере профессиональной деятельности : 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, 2023. – 62 с.: Библиогр. с. 62

Методические указания включают рекомендации для подготовки к лабораторным занятиям студентов в рамках изучения дисциплины «Иностранный язык в сфере профессиональной деятельности», материалы для изучения иностранного языка в ситуациях профессионального общения, а также лексико-грамматические упражнения.

Предназначены для студентов, обучающихся по направлению подготовки 41.03.05 Международные отношения, направленность (профиль) «Бизнес аналитика и деловое администрирование в международных отношениях».

Методические указания соответствуют требованиям программы, составленной в соответствии с Федеральным государственным образовательным стандартом высшего образования по направлению подготовки 41.03.05 Международные отношения, направленность (профиль) «Бизнес аналитика и деловое администрирование в международных отношениях».

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СОДЕРЖАНИЕ

| | |
|---|----|
| 1. Введение | 4 |
| 2. Иностранный язык для профессионального общения | 5 |
| 3. Особенности профессионального общения. Профессиональная этика | 7 |
| 4. Английский язык – язык дипломатии и международных отношений | 10 |
| 5. Теория международных отношений. Основные понятия международных отношений | 13 |
| 6. Из истории дипломатии. Выдающиеся дипломаты мира | 17 |
| 7. Дипломатическая служба. Дипломатия глав великих держав мира | 20 |
| 8. Роль дипломатии в укреплении доверия между странами | 23 |
| 9. Международные организации. Виды международных организаций и их роль | 27 |
| 10. Проблемы защиты окружающей среды в контексте международных отношений | 31 |
| 11. Международные конфликты и их урегулирование | 33 |
| 12. Внутренняя политика государств мира..... | 34 |
| 13. Внешняя политика государств мира. Межгосударственные отношения | 37 |
| 14. Внешняя политика России (политические, экономические, военные аспекты) | 39 |
| 15. Участие России в работе международных организаций | 40 |
| 16. Проблемы войны и мира, их решение на современном этапе | 42 |
| 17. Роль дипломатии в решении военных конфликтов | 44 |
| 18. Проблемы безопасности | 45 |
| 19. Проблемы борьбы с терроризмом | 47 |
| 20. Выбор профессии. Поиск работы. Устройство на работу | 49 |
| 21. Профессия – дипломат. Особенности дипломатической карьеры | 52 |
| 22. Личность дипломата в современном мире | 55 |
| 23. Изучение языка международных документов | 57 |
| 24. Дипломатическая переписка. Деловая переписка. Электронная переписка | 58 |
| 25. Приемы ораторского искусства и публичного выступления | 59 |
| 26. Список рекомендуемой литературы | 62 |

ВВЕДЕНИЕ

В настоящее время роль иностранного языка как средства общения и взаимопонимания становится 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, необходимые для осуществления профессиональной коммуникации.

В условиях реализации новой модели образования лабораторные занятия составляют важную часть теоретической и профессиональной практической подготовки обучающихся и позволяют углублять, расширять и систематизировать знания, полученные во время аудиторных занятий. Методические указания для подготовки к лабораторным занятиям по дисциплине «Иностранный язык в сфере профессиональной деятельности» 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 в сфере профессиональной деятельности».

Тема 1: Иностранный язык для профессионального общения (6 часов)

Особенности профессионального общения на иностранном языке.

Специализированная и общепрофессиональная лексика.

Образование и употребление форм страдательного залога.

I. Read the text

Today it is quite evident that everyone should know at least one foreign language. Knowing one or more foreign languages makes it possible to get to know different ways of thinking, to understand a new culture. Learning a foreign language stimulates mental abilities and gives you a chance to appreciate a new literature, a different culture and to broaden your outlook.

Besides, knowing foreign languages has a practical value. It makes it easier to choose a profession and helps to get a job promotion. It helps to improve the quality of your work, because it reduces the time lost on obtaining the necessary information. At present many professions require a working knowledge of at least one foreign language.

There are a lot of people who know several languages. They are called polyglots. The more languages a person knows, the easier he masters a new one. As polyglots say it is difficult to begin. But when you start learning third language “everything goes on smoothly”. It is within everyone’s power to know, read and speak a foreign language. But one should regard learning a foreign language as a very important and serious task. The knowledge of other languages is very useful, especially if you have to work abroad or if you must read foreign literature in the original. If you know the language of a foreign country, you can talk to its people and understand what they are speaking about without anybody’s help.

It’s a good idea to study English as a foreign language. It is not only the national or official language of some thirty states, which represent different cultures, but it is also the major international language of communication in such areas as science, technology, business and mass entertainment. English is one of the official languages of the United Nations Organization and other organizations. It is the language of literature, education, modern music, and international tourism.

Russian Federation is integrating into the world community and learning English for the purpose of communication is especially urgent today.

II. Answer the following questions:

1. Why is it important to learn a foreign language?
2. What things help you to improve your communicative skills?
3. Are foreign languages necessary for people nowadays?
4. Which foreign language is in demand?
5. How does language affect our life?
6. How does foreign language help to get a job?

III. You are to choose one extra course. Here are some options:

- a) New tendencies in your professional sphere
- b) Professional communication in your sphere
- c) Business communication in English

IV. Discuss with your partner the opportunities and decide which one you choose and why?

Grammar

I. Convert the sentences from Active into Passive Voice like in the example

Example: We investigated the structure of the atom.

The structure of the atom (the atom structure) was investigated.

- 1. The authors developed some theoretical models.
- 2. We found an approach to the problem.
- 3. The investigation deals with the problem of robots design.
- 4. The author has analyzed the material obtained.
- 5. The paper considered a series of standard programs.
- 6. The author gives the data which are concerned with computer design.

II. Translate the following sentences paying attention to predicate in passive form and the subject of the sentence.

- 1. On May 24, 1844 the first long-distance message was sent by telegraph for 64 kilometers.
- 2. The positive particle in the nucleus of the atom was given the name of "proton".
- 3. These machine parts are subjected to high loads.
- 4. Radioactive isotopes are used in science and industry for many purposes.
- 5. The vector is drawn perpendicular to the plane of the couple.
- 6. The relay was given its initial position.
- 7. He was asked to take part in the conference.
- 8. They were promised every support in their research work.
- 9. Since the end of the 19th 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.
- 12. Now architects are seldom asked to design buildings like wonderful churches and cathedrals of the Middle Ages.

III. 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.

IV. Translate the predicate in the sentences, put the appropriate form of the verb given in brackets like in the example. Mind the sentence structure.

Example: Были получены (проанализированы) the results of the experiment (Past Ind.). The results of the experiment were analyzed

1. Изучалась (была проанализирована) the fine structure of films (Past Ind.).
2. Рассматривается (проверяется пригодность) a new method of integrating the equations (Past Ind.).
3. Исследуется (подробно) the development cycle of the phenomenon (Pr. Ind.).
4. Изучены blocking effects in scattering the particles (Pr. Perf.).
5. Обсуждается the electron creation rate (Past Ind.).
6. Был описан the design of this radio apparatus (Past Ind.).
7. Рассматривается (учитывается весь процесс) the role of the changed conditions (Pr. Ind.).
8. Уже обсуждался (был проанализирован) the method of integrating the equation (Pr. Perf.).
9. Была найдена (вычислена) the electron generation rate (Pr. Perf.).

Тема 2. Особенности профессионального общения.

Профессиональная этика (10 часов)

Специализированная и общепрофессиональная лексика. Профессиональная этика в аспекте межкультурной коммуникации. Инфинитив, его формы и употребление. Роль инфинитива в предложении. Образование сложных форм инфинитива.

I. Read the text

What is speech etiquette in all its variety of stylistic options? In a narrow sense, it is a formula which provides adoption in a particular field that ensure inclusion in the speech contact, maintenance of communication in the chosen style among people. In a broad sense, these are all rules of speech behavior, all speech permits and prohibitions related to the social characteristics of the speakers and the environment, on the one hand, and stylistic resources of the language on the other.

Speech etiquette sets the framework of speech rules within which meaningful communication should take place. However, even the use of conventional formulas requires sincere, friendly attention to the interlocutor. Speech etiquette is an important element of any national culture. In language, speech behavior, stable formulas of communication were made from a rich national experience, originality of customs, a way of life, conditions of life of each people.

Speech etiquette is a set of verbal forms of courtesy, which you simply cannot do without it. As a complex musical instrument we play, referring to their friends, relatives, colleagues, passers-by. We include one or another list of communication, choose one or another style in the diverse conditions of complex speech interactions. We use the inexhaustible riches of our language. The national specificity of speech etiquette in each country is extremely bright, because the unique features of the language are superimposed on the features of rituals, habits, everything accepted and not accepted in behavior, allowed and prohibited in social etiquette.

II. Answer the following questions:

1. Could you give examples of steady conversational formulas of greeting?
2. Is it polite to ignore the person you've just met?
3. Why is it important to seem interested in a new acquaintance?
4. How does an average person behave when someone is introduced to him / her at a party?
5. Where do young people usually get acquainted?

III. You are to choose one extra course. Here are some options:

- a) New tendencies in your professional sphere
- b) Professional communication in your sphere
- c) Business communication in English

VI. Discuss with your partner the opportunities and decide which one you choose and why?

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.
4. 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. Our sportsmen are proud (to win) the cup.
9. He is known (to work) on the problem for many years.
10. The representative of the firm asked for the documents (to send) by air mail.

II. Translate the sentences into Russian paying attention to the verb “must” and the form of the infinitive after it

1. The delegation must be at the airport two hours before the plane's departure.
2. You must be very careless if you forgot to warn them about it.
3. The conference must consider the problems of the Post-Cold War world.
4. They must be considering the question of resisting potential threats to peace now.
5. Their opinions must have coincided as both of them spoke for the resolution.
6. These consumer goods must be supplied to the hot spot without any delay.
7. They must have been extending the expiration day of my visa till I finally arrived.
8. The UN sanctions against Iraq must have been brought about by Iraq's annexation of Kuwait in 1990.
9. We must know that the existence of an external threat promotes internal cohesion and gives societies a sense of purpose and identity.
10. You must know nothing about it, if you say that the USA has no economic resources to sustain its globe role.

III. Paraphrase the following sentences using “must”

1. There is no doubt that the very idea of a new one-polar world is a piece of historical engineering aimed at safeguarding the USA interests.
2. There is no doubt that a bipolar world order had given way to a unipolar one by that time.

3. He is a well-known politician. He has obviously been dealing with questions of international politics for a long time.
4. Evidently they are getting ready for another supply of arms.
5. The reaction of the audience was surely far from warm. The suggestion didn't get any support.
6. Evidently the troops were resisting the enemy with all their might.
7. No doubt, they are still keeping the area under control.

Тема 3. Английский язык – язык дипломатии и международных отношений (8 часов)

Особенности английского языка на современном этапе. Язык дипломатии.

Сферы использования. Язык политкорректности.

Сочинительные и подчинительные союзы и союзные слова.

I. Read 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.

II. 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?

III. 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).

IV. 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?

V. Read, translate and reproduce the dialogue:

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

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

– Thank you. See you soon.

VI. Supply the English for the Russian words in the brackets

1. Since 1950s youth culture in (различными) ways has continued (вносить вклад) to the English language.
2. (Распространение) of the English language to other countries appears irreversible.
3. (Знание) one world language will be important to achieve success.
4. English is the main international language (используемый) in diplomacy.
5. The tendency is for English to spread (по всему миру).

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.
11. This girl says she can speak three languages.
12. As long as you are working here, we'll have a rest.

Тема 4. Теория международных отношений. Основные понятия международных отношений (12 часов)

Система международных отношений. Глобализация – история, аспекты, проглобализм, антиглобализм. Международные экономические и финансовые организации: ВТО, МВФ, Всемирный Банк, Европейский Союз. Участие России в работе БРИКС и «Большой двадцатки».

Косвенная речь. Согласование времен при переводе прямой речи в косвенную.

I. Read the text

International Relations

The world of the early 21st century is a global community of nations, all of which coexist in some measure of political and economic interdependence. By means of rapid communication systems – radio, television, and computers – much of what happens in one place is quickly known almost everywhere else. The speed of transportation in modern aircraft also makes it possible for people to get around the globe in hours instead of days or weeks.

The modern world community was not, however, created by communications and transportation alone. The present global situation is new to history and owes its origins to a variety of factors that include the great conflict of World War II, the post-war breakdown of colonial empires, the long rivalry between the former Soviet Union and the United States, and the fast-growing economic interrelationships of all nations, large and small.

The Conduct of International Relations

Each nation has three foreign-policy goals: physical security – the freedom from outside attack and internal revolution; political security – the freedom to run its own affairs without outside interference; and economic stability and development – the freedom to trade in world markets and to satisfy its own populations demands for goods and services.

Nations traditionally dealt with each other on a one-to-one basis or in strategic alliances in pursuing these 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.

Organizations

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.

Foreign Policy

All the complex devices and attitudes that a nation develops to use in its interactions with other nations make up its foreign policy. Policy formulation is the responsibility of specific government agencies – the United States Department of State or the British Foreign Office, for example.

In the United States the direction of foreign policy is the task of the president, though in many matters he must have the approval of the United States Senate. Other agencies also contribute to formulation of policy. Among them are the National Security Council, the Department of Defence, and the Central Intelligence Agency. Since foreign policy in the early 21st century can be quite complex, other agencies may also contribute information. The World Bank and the International Monetary Fund, for instance, keep abreast of economic conditions in most countries and play a major role in offering foreign aid.

Each national government operates worldwide through its embassies and consulates. An embassy is the highest official representation one nation maintains in another. Normal diplomacy is conducted by ambassadors and their subordinates. Consulates deal primarily with commercial issues and the protection of the economic interests of their nationals. A consul is not a diplomat and therefore cannot take up duties until the host nation grants

permission. A nation has only one embassy in a given country, but it may have several consulates.

II. Provide brief information on these points

1. What is the United Nations and its functions?
2. What is NATO and its functions?
3. What are the activities of the Central Intelligence Agency?
4. What do the World Bank and the International Monetary Fund deal with?

III. Comment on the quotations about international relations

- 1) “International politics, like all politics, is a struggle for power. Whatever the ultimate aims of international politics, power is always the immediate aim”. – *Hans Morgenthau*, 20th century German-American expert in international relations
- 2) “Law is the essential foundation of stability and order both within societies and in international relations.” – *James William Fulbright*, United States Senator (1945-1975)

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

1. He never won the respect of the people he controlled.
2. There has always been intense competition between these two countries.
3. We are working together to achieve common aims.
4. The council must now try to solve the problem of homelessness in the city.
5. Politicians must stay informed of the latest media technology.
6. We have signed a written agreement with neighbouring states to limit emissions of harmful gases.

V. Translate the sentences into English using active vocabulary

1. Центральное разведывательное управление (ЦРУ) США было основано в 1947 году.
2. Когда был подписан Варшавский договор?
3. Сегодня отношение к этому вопросу изменилось.
4. Что составляло внешнюю политику СССР и США во время холодной войны?
5. Деятельность органов власти должна отвечать потребностям общества.
6. Принимающая сторона заинтересована в обеспечении достойных условий жизни для мигрантов.
7. Какие существуют основания для отказа в предоставлении разрешения на иммиграцию?
8. Каковы отношения России с республиками бывшего СССР?

9. Посредством быстрых систем связи стало гораздо проще поддерживать контакт друг с другом.
10. Необходимо защищать страну от внешнего вмешательства.
11. Посольство возглавляется послом.
12. Иммигранты внесли значительный вклад в британскую культуру.
13. Район деятельности консула и местопребывания консульства определяются соглашением между обоими государствами.
14. Одна из целей Международного валютного фонда (МВФ) – способствовать международному сотрудничеству в валютно-финансовой сфере.
15. АНЗЮС, или Тихоокеанский пакт безопасности, – военный союз Австралии, Новой Зеландии и США.

VI. 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.

VII. 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. 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. Translate into English:

1. Преподаватель спросил, готовы ли мы к экзамену по экономической теории.
2. Менеджер сказал, что скидка на износ составляет 5 %.
3. Они не знали, каков был диапазон цен.
4. Газеты сообщали, что накануне был подписан еще один контракт с этой компанией.
5. В статье было сказано, что в связи с этими событиями стране будет предоставлен дополнительный кредит.

III. Complete these sentences:

1. The newspaper said the rate of unemployment ...
2. The author emphasized that official figures of ...
3. We knew that the stock market ...
4. The graph showed that wholesales had ...
5. Media experts believed that electronics ...
6. One of the students explained that ...

Тема 5. Из истории дипломатии. Выдающиеся дипломаты мира (20 часов)

История дипломатии. Народная дипломатия. Выдающиеся дипломаты и политические деятели.

Условные предложения I, II и III типов. Использование инверсии в условных предложениях. Предложения с would rather, had better.

I. 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.

II. 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 a 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?

III. 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.

IV. 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, претерпеть изменения, рост демократии, как следствие,

расширить задачи, защищать государственную политику, участие в дипломатических раутах

V. Suggest the Russian for the word combinations from the text

through authorized agents, commercial conventions, a game of wits, management of foreign affairs, resident mission, royal secretary, ceremonial duties, a threefold change, diplomatic agent

VI. 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.
5. Diplomats working both in Foreign offices and international organizations contribute to gathering information, laying the groundwork for new initiatives, reducing interstate friction, creating and amending international rules.

Grammar

I. 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
6. 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
7. ... 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
8. Tony wishes he ... enough money to buy a new car.
 a. would have had b. would had c. had had d. had
9. Mary wishes she ... harder for her exams.
 a. studied b. would studied c. had studied d. would have studied
10. 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

II. 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.

Тема 6. Дипломатическая служба. Дипломатия глав великих держав мира (16 часов)

Основные этапы становления и развития дипломатической службы. Профессиональная дипломатия, дипломатическая служба и международные отношения.

Организация дипломатической службы в ведущих державах Запада и Востока, в странах третьего мира.

I. Match the synonyms:

- | | |
|---------------|-------------|
| 1. a problem | a. a duty |
| 2. to endorse | b. an issue |

3. a perspective
4. a commitment
5. to reach
6. an alternative

- c. a choice
- d. a point of view
- e. to approve
- f. to come to

Diplomacy (from Latin diploma, meaning an official document, which in turn derives from the Greek δίπλωμα, meaning a folded paper/document) is the art and practice of conducting negotiations between representatives of groups or states. It usually refers to international diplomacy, the conduct of international relations through the intercession of professional diplomats with regard to issues of peace-making, trade, war, economics, culture, environment and human rights. International treaties are usually negotiated by diplomats prior to endorsement by national politicians. In an informal or social sense, diplomacy is the employment of tact to gain strategic advantage or to find mutually acceptable solutions to a common challenge, one set of tools being the phrasing of statements in a non-confrontational, or polite manner.

II. 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 keegjhem 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.

III. Read 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."

IV. 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.

V. Translate the sentences

1. Переговоры по контролю за вооружением были неожиданно прерваны и возобновились месяц спустя.
2. Переговоры происходили на уровне послов.
3. В ходе переговоров на высшем уровне участники обменялись мнениями по ряду важных вопросов.
5. Британия часто обращалась к дипломатии 'кнута и пряника.'
6. Этот конфликт можно уладить при помощи двусторонних переговоров.
7. Дипломатия 'без галстуков' часто бывает очень эффективной (fruitful).
8. Деятельность дипломатического сотрудника может быть приостановлена, если он не выполняет свои обязанности.
9. Многие дипломаты считают дипломатические рауты и мероприятия скучной, но неотъемлемой (unalienable) частью своих обязанностей.
10. Переговоры по прекращению огня откладывались несколько раз.
11. Вторая сторона отказывалась обсуждать условия заключения мира.
12. Во время войны союзники (allies) обменялись послами со всеми союзническими (allied) государствами.

Тема 7. Роль дипломатии в укреплении доверия между странами (14 часов)

Современная дипломатия как средство укрепления доверия между странами. Меры укрепления доверия и безопасности. Укрепление доверия как одна из форм сотрудничества в духе доброй воли.

Модальные глаголы и их эквиваленты: can/could, be able to, may/might, must, need, be to, shall, should.

I. 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.
- So 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?

Grammar

I. 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.

7. An opposing force must be applied to stop a moving body.
8. The flow of electrical charge can be used to great advantage for power distribution because power can be generated wherever suitable and used wherever required, even hundreds of kilometers away from the point of generation.

II. Choose an appropriate variant

1. The bus didn't come and we ... go on foot.
a) must b) had to c) should
2. I ... go and see the doctor at 11 o'clock tomorrow.
a) must b) have to c) am to
3. The children ... play in the street.
a) must not b) don't have to c) needn't
4. You ... buy this book. I have it.
a) needn't b) mustn't c) may
5. We ... speak English very well.
a) may b) can c) have to
6. ... you pass me the salt, please?
7. You ... knock before entering.
a) ought to b) are to c) have to

III. Choose the appropriate verb

1. The bus didn't come and we ... go on foot. a) must b) had to c) should
2. I ... go and see the doctor at 11 o'clock tomorrow.
a) must b) have to c) am to
3. The children ... play in the street.
a) must not b) don't have to c) needn't
4. You ... buy this book. I have it.
a) needn't b) mustn't c) may
5. We ... speak English very well.
a) may b) can c) have to

Тема 8. Международные организации. Виды международных организаций и их роль (22 часа)

Международные политические, экономические и военные организации (НАТО, ООН, Европейский Союз). История создания, цели и задачи. Структура организаций. Работа Генеральной Ассамблеи ООН. Роль ООН в решении международных конфликтов. Политические и экономические ассоциации развивающихся государств (БРИКС, АСЕАН) и их роль на международной арене.

Модальный глагол ought to.

I. 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.

II. 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?

III. 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 favourite 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 9. Проблемы защиты окружающей среды в контексте международных отношений (14 часов)

Природоохранное движение. Пропаганда сохранения природы: лесов, водоёмов, заповедников и национальных парков. Международное экологическое сотрудничество в области охраны окружающей среды. Международные природоохранные декларации и международные договоры. Сочинительные и подчинительные союзы и союзные слова.

I. 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.

II. 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?

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

1. If we _____ (can) solve ecological problems, we _____ (safe) 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 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.

III. Say in what forms the verbs are used in the following sentences

A lot of public money has been used to save the company. Many companies have been saved from bankruptcy. Analogous monopolies have long been in public ownership. Nationalization has been used as a form of regulating monopolies. A few more companies have been taken into public ownership. This company has gone bankrupt this year. The business has been sold off early this month.

Тема 10. Международные конфликты и их урегулирование (12 часов)

Общие понятия и характеристика современных конфликтов. Сущность конфликта как общественного явления. Особенности международных конфликтов современности, основные проблемы и причины их распространения. Методы и пути урегулирования международных конфликтов.

Модальный глагол to have to (to have got to)

I. 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 районе.
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 разьяснять и проводить политику своего государства.
6. Мы должны содействовать соблюдению основных прав человека для всех, без различия расы, пола и религии.

Grammar

I. 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.
7. An opposing force must be applied to stop a moving body.
8. The flow of electrical charge can be used to great advantage for power distribution because power can be generated wherever suitable and used wherever required, even hundreds of kilometers away from the point of generation.

II. Fill in the gaps with the following modal verbs *must, should, have to* or their forms:

1. Your aunt is ill. I'm sure you _____ visit her!
2. I'm going to buy a car, so I _____ get a driving license.
3. The secretary _____ answer lots of emails.
4. We _____ leave at 6 a.m. to catch the train.
5. Perhaps, you _____ be more careful.
6. We _____ buy a present for Sam's birthday!
7. I think you _____ go and see your dentist.
8. Yesterday he _____ sit up late with the project.
9. I think you _____ go to Russia in January. It's too cold there!
10. We _____ call on our Granny. We haven't seen her for ages!
11. We can go to a café. I _____ work this Saturday.

III. Choose an appropriate variant

1. The bus didn't come and we ... go on foot.
a) must b) had to c) should
2. I ... go and see the doctor at 11 o'clock tomorrow.
a) must b) have to c) am to
3. The children ... play in the street.
a) must not b) don't have to c) needn't
4. You ... buy this book. I have it.
a) needn't b) mustn't c) may
5. We ... speak English very well.
a) may b) can c) have to
6. ... you pass me the salt, please?
a) should b) could c) might
7. You ... knock before entering.
a) ought to b) are to c) have to

Тема 11. Внутренняя политика государств мира (16 часов)

Внутренняя политика как совокупность направлений деятельности государства в экономической, социальной, научной, образовательной, демографической, правоохранительной, военной и других важнейших сферах общественной жизни.

Герундий. Грамматические категории герундия. Синтаксические функции герундия.

I. 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 100 meter 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 12. Внешняя политика государств мира. Межгосударственные отношения (14 часов)

Внешняя политика государств в системе международных отношений. Межгосударственные отношения, их место и роль в мировой политике. Динамика межгосударственных отношений в XX веке. Основные тенденции межгосударственных отношений. Противоречия и баланс в международных отношениях.

Причастие. Грамматические категории Причастия I и Причастия II. Причастии I и герундий.

I. 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.

II. 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 13. Внешняя политика России (политические, экономические, военные аспекты) (8 часов)

Место России в современном мире. Новый мировой порядок. Усиление национальной безопасности. Принципы внешней политики РФ. Региональные аспекты внешней политики.

Времена группы Perfect Continuous: Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous.

I. Read the Concept of the Foreign Policy of the Russian Federation

The Concept of the Foreign Policy of the Russian Federation is based on the Constitution of the Russian Federation, federal laws, the universally recognized principles and rules of international law, international treaties to which the Russian Federation is a party, the Decree by the President of the Russian Federation on measures to implement the foreign policy of the Russian Federation (No. 605 of 7 May 2012), as well as the National Security Strategy of the Russian Federation for the period up to 2020, the Military Doctrine of the Russian Federation, statutory acts of the Russian Federation regulating activities of federal authorities in the area of foreign policy, and other similar instruments.

Rapid acceleration of global processes in the first decade of the 21st century and growing new trends in global development require new approaches to key aspects of the rapidly changing situation in the world and a new vision of priorities in Russia's foreign policy, taking into account Russia's increased responsibility for setting the international agenda and shaping the system of international relations.

II. 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. 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. Marija goes/is going to the University every week.

II. Fill in the blanks with Present Perfect Continuous

1. She ... a letter to me since her childhood. (write)
2. Their team ... the match since last four years. (win)
3. We ... here since 1990. (live)
4. How long ... you for the bus. (wait)
5. I ... not anything since last four hours. (eat)
6. He ... for half an hour. (sleep)

III. Choose the appropriate form

1. Where _____ you _____ on holiday last year?
A) did / went B) go / did C) did / go D) do / go
2. A: _____ you _____ Jane last month?
B: No, I _____ .
A) * / saw / didn't B) Did / see / didn't C) Did / saw / didn't D) Did / see / did
3. A: _____ did she _____ a job?
B: In the car factory.
A) When / get B) Where / got C) Who / get D) Where / get
4. Max didn't _____ yesterday afternoon; he _____ at home.
A) go out / stayed B) go out / stay C) went out / stayed D) went out / stay
5. A: Where _____ you last week?
B: I _____ in Alabama.
A) were / were B) was / is C) were / was D) was / were

Тема 14. Участие России в работе международных организаций (6 часов)

Участие России в деятельности международных организаций. Членство России в международных организациях.

Времена группы Perfect: Present Perfect, Past Perfect, Future Perfect

I. Read Tips for researching issues

Once you have learned about the country you represent and its government, people, and economy, you should develop an understanding of the issues that will be debated at your committee. Many conferences send out background materials or issue briefs, which can help jump start your research. You may want to look at the sources cited in these materials for more in-depth information. If the conference background materials pose questions, you should answer them with your country information in mind.

Here are some additional questions to help guide your research:

- What is the problem? How does it affect your country?
- What has your country done to combat the problem?

- What are the various "sides" in the debate?
- Which aspects of the issue are most important to your country?
- If your country is not involved with the issue, how can it become involved?
- How will your country shape the debate at the conference?
- What arguments will other countries make?
- How do the positions of other countries affect your country's position?
- Is there evidence or statistics that might help to back up your country's position?

Tips for Researching Issues

Check out news and media for up-to-date developments on an issue.

Google Alerts is a great resource for finding up-to-date news on your topic. Google Alerts are email updates of the latest relevant Google results (web, news, etc.) based on your queries. Just enter terms relevant to your topic, and a digest of relevant web pages and news articles will be sent to your free Gmail account on a daily, weekly, or even instantaneous basis.

Ask your community, school or university librarian if you can get access to LexisNexis Academic Universe. LexisNexis is a system that searches thousands of periodicals. Another service is Questia. This service costs about \$15.00 per month, but allows you to access thousands of documents from your personal computer. Ask if your school already has access.

Look at the UN Global Issues page, which has an index to some prominent issues as well as a list of UN agencies that work in various issue-areas. Also, through the United Nations Documentation Center, you can find resolutions and voting records from the current and previous years.

Visit non-governmental organization (NGO) websites. NGOs are an important part of the UN system, in part due to the valuable research and information they generate. Look for NGOs that address your topic.

Read academic publications. Although they can be complex, they provide in-depth information on many issues. Professors, students and researchers are constantly conducting studies and publishing papers.

Grammar

I. Choose the correct tense: Past Simple, Past Continuous, Past Perfect Continuous, Past Perfect

1. I (talk) over the phone when they brought me the letter.
a. talked b. had talked c. had been talking d. was talking
2. They (sit) in the room when the taxi arrived.
a. sat b. had sat c. had been sitting d. were sitting
3. He quickly forgot everything he (learn) at school.
a. learnt b. had learnt c. had been learning d. was learning
4. I visited Brazil in April. I (stay) at a nice hotel for a fortnight.
a. stayed b. had stayed c. had been staying d. was staying
5. I (stay) at the hotel for a fortnight when I received your letter.
a. stayed b. had stayed c. had been staying d. was staying

6. The musician (play) the piano for a whole hour when we came in.
a. played b. had played c. had been playing d. was playing
7. We (walk) along a forest road for two hours when we saw a house.
a. walked b. had walked c. had been walking d. were walking
8. I hardly (finish) speaking with a porter when the phone rang again.
a. finished b. had hardly finished c. had been finishing d. was finishing
9. First I (answer) the phone, and then I read your letter.
a. answered b. had answered c. had been answering d. was answering
10. And I began writing to you instead of going to the seaside, as I (plan) before
a. planned b. had planned c. had been planning d. was planning

II. Fill in the gaps with appropriate verbs in Past Simple

hurt teach spend sell throw fall catch buy cost

Example: I was hungry, so I bought something to eat in the shop.

1. Tom's father ... him how to drive when he was 18.
2. Don ... down the stairs this morning and ... his leg.
3. We needed some money so we ... our car.
4. Ann ... a lot of money yesterday. She ... a dress which ... \$50.
5. Jim ... the ball to Sue who ... it.

III. Fill in the gaps with appropriate verbs in Past Simple

be (2), feed, take, start, visit, listen

The children went to London. The Tour _____ at Hyde Park in the morning. The children _____ the ducks and squirrels there. Then they _____ photos of Trafalgar Square. The next stop _____ the British Museum. They also _____ the Tower of London. The children _____ to the famous bell Big Ben. In the evening they _____ very tired.

Тема 15. Проблемы войны и мира, их решение на современном этапе (10 часов)

Революции и войны. Роль дипломатии в I и II мировых войнах.

Условное наклонение. Условные предложения I, II и III типов.

Использование инверсии в условных предложениях. Предложения с would rather, had better. Согласование времен в главном и придаточном предложениях

I. 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

II. Translate the sentences into English using active vocabulary

1. Политика холодной войны была направлена на обострение и сохранение состояния международной напряженности.
2. В ситуации вооруженного конфликта и в период военных действий для защиты прав человека применяется гуманитарное право.
3. Во время Великой Отечественной Войны (1939-1945) погибло равное количество гражданских лиц и военнослужащих.
4. Гаагские Конвенции 1899 и 1904 ограничили средства, с помощью которых воюющие государства могут вести самостоятельные боевые действия.
5. Гуманитарное право стремится ограничить страдания, вызванные войной, регулируя способ проведения военных операций.

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.

III. Put the verbs in brackets in the appropriate tense form:

1. John ... (not have) a car accident if he ... (choose) another road.

2. I ... (visit) Sarah yesterday if I ... (know) that she was ill.
3. If you ... (go) with me to Paris last month, you ... (see) the Eifel Tower too.
4. We ... (not get wet) if you ... (take) an umbrella.
5. If Mum ... (not open) the windows, our room ... (not be) full of mosquitoes.
6. Nick ... (not be) so tired this morning if he ... (go to bed) early last night.

IV. 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.

Тема 16. Роль дипломатии в решении военных конфликтов (4 часа)

Причины возникновения конфликтов. Типы военных конфликтов.

Имя прилагательное. Наречие. Степени сравнения имен прилагательных и наречий. Синтетические и аналитические формы сравнительной и превосходной степеней сравнения. Сочетаемость с союзами в сравнительных конструкциях (as...as; not so /as ...as; ...than)

I. 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 17. Проблемы безопасности (16 часов)

Международная коллективная безопасность, разоружение; мирные средства разрешения споров. Меры по ослаблению международной напряженности и прекращению гонки вооружений. Меры по предотвращению ядерной войны, неприсоединение и нейтралитет.

Виды придаточных предложений: дополнительное, определительное, обстоятельственные (условия, времени). Союзное и бессоюзное подчинение.

I. Read the information

What are the security issues in the world?

A variety of challenges, including terrorism, the trafficking of humans, narcotics and firearms, and the proliferation of weapons of mass destruction, threaten the security of the United States and of its allies. The United States has invested tens of billions of dollars to counter such threats during the past decade.

What is international collective security?

The premise of a collective security arrangement is that it serves as a deterrent to aggression by committing an international coalition against any aggressor. While collective security is an idea with a long history, its implementation in practice has proved problematic.

What is collective defense in international relations?

Collective defence means that an attack against one Ally is considered as an attack against all Allies. The principle of collective defence is enshrined in Article 5 of the North Atlantic Treaty.

Why is international collective security important?

The concept of collective security replaces the one of military alliances between States, which prevailed until World War II, to ensure the collective defense of a State by its allies in case of aggression by another State. Collective security refers to a system put in place by the United Nations Charter in 1945.

What are the requirements for collective security?

The system of collective security must be able to muster at all time such overwhelming strength against the potential aggressor that the later should not repeat the aggression. The collective system must be able to meet any situation.

II. Summarize the information about 'Security concerns' in about 80 words

III. Discuss the information in pairs making use of your questions to the text

Grammar

I. Choose the correct variant

1. If I ... money I shall buy the book.
a. have b. shall have
2. If we get the tickets, we ... on Monday.
a. leave b. shall leave
3. When the delegation ... you will have to work with them.
a. arrives b. will arrive
4. If I ... you, I should choose the profession of an engineer.
a. am b. was c. were
5. If he were in Moscow he ... us.
a. will visit b. would visit c. would have visited
6. If I ... Chinese I should go to China.
a. know b. knew c. had known
7. If I had had time I ... the translation.
a. should finish b. shall have finished c. would have finished
8. If you had taken my address you ... my house easily.

- a. would find b. would have found
9. If he ... at the concert he would have enjoyed it.
a. had been b. were
10. If we ... that present she would have liked it.
a. had bought b. bought
11. If Bill hadn't stolen that car, he ... in prison now.
a. wasn't b. hadn't c. wouldn't be d. won't be
12. He turned out to be such a liar! I wish I ... him.
a. have never met b. had never met c. had never meet

Тема 18. Проблемы борьбы с терроризмом (18 часов)

Исторические и социальные предпосылки терроризма. Цели и средства современного терроризма. Террористические организации. Международная борьба с терроризмом.

Безличные и неопределённо-личные предложения

I. a) Read the text

Where does the word "terrorism" come from? It was coined during France's Reign of Terror in 1793-94. Originally, the leaders of this systematized attempt to weed out "traitors" among the revolutionary ranks praised terror as the best way to defend liberty, but as the French Revolution soured, the word soon took on grim echoes of state violence and guillotines.

Is terrorism a new phenomenon? No. The oldest terrorists were holy warriors who killed civilians. For instance, in first-century Palestine, Jewish Zealots would publicly slit the throats of Romans and their collaborators; in seventeenth-century India, the Thuggee cult would ritually strangle passersby as sacrifices to the Hindu deity Kali; and in the eleventh-century Middle East, the Shiite sect known as the Assassins would eat hashish before murdering civilian foes. Historians can trace recognizably modern forms of terrorism back to such late-nineteenth-century organizations as Narodnaya Volya ("People's Will"), an anti-tsarist group in Russia. One particularly successful early case of terrorism was the 1914 assassination of Austrian Archduke Franz Ferdinand by a Serb extremist, an event that helped trigger World War I. Even more familiar forms of terrorism often custom-made for TV cameras – first appeared on July 22, 1968, when the Popular Front for the Liberation of Palestine undertook the first terrorist hijacking of a commercial airplane.

Is terrorism aimed at an audience? Usually, yes. Terrorist acts are often deliberately spectacular, designed to rattle and influence a wide audience, beyond the victims of the violence itself. The point is to use the psychological impact of violence or of the threat of violence to effect political change. As the terrorism expert Brian Jenkins bluntly put it in 1974, "Terrorism is theatre."

b) Answer the questions

1. Is terrorism just brutal, unthinking violence?

2. Does it take the form of bombing, shooting, hijacking or assassinations?
3. Is it a deliberate use of violence against civilians for political or religious ends?
4. Is there a definition of terrorism?
5. What is terrorism?
6. What are some key elements of terrorism?
7. Where does the term “terrorism” come from?
8. Is terrorism a new phenomenon?
9. Is it aimed at an audience? Why?

c) What word is odd out?

- 1) violence – brutality – justice – cruelty – fierceness
- 2) victim – martyr – wickedness – sufferer – sacrifice
- 3) terrible – outrageous – vicious – terrific – audacious – essential

II. Questions for discussion:

1. Children and terrorism
2. Terrorism in modern Europe
3. Can you give advice how to deal with terrorists?

III. Complete the sentences

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.

Grammar

I. Fill in the gaps with the correct word:

1. Never s _____ a contract before you read it.
2. In the late 1990s, there were a lot of politicians against a u _____ Germany.
3. The Red Cross connects people s _____ by war.
4. He was a s _____ lawyer, but he decided to change his career.
5. They spared no e _____ to learn the languages.
6. Mountain areas shows _____ of global warming.

II. Put the verbs in brackets in the appropriate tense form:

1. When Margaret Thatcher (resign) in 1991, she (serve) as prime minister for twelve years.

2. By the time he (come) to power, he (be) seventy.
3. By the time Rudyard Kipling (return) to England in 1896, he (publish) many children's stories.
4. Sam (drive) all day, so he felt that he needed some rest.
5. I remember clearly the day we (buy) our first car.

Тема 19. Выбор профессии. Поиск работы. Устройство на работу (20 часов)

Исследование рынка труда. Анализ предлагаемых вакансий.

Правила написания резюме, формы-заявления о приёме на работу.

Правила прохождения интервью в зарубежную компанию.

I. a) Read the short note which shows that the contents of a resume can be roughly categorized as:

| |
|-----------------------------------|
| PERSONAL INFORMATION |
| JOB OBJECTIVE |
| EDUCATION |
| EXPERIENCE |
| SKILLS |
| EXTRACURRICULAR ACTIVITIES |
| REFERENCES |

b) Read the article to learn some useful things you need to write a resume. Comment on each part of it

Ideally resume should not be longer than one page. The resume begins with PERSONAL INFORMATION centered at the top page. Then a statement of intent or JOB OBJECTIVE should be written. This objective should be well thought out from the very beginning since it will influence the way you will write the rest of the resume. After the statement of intent describe your EDUCATION. List the universities, institutes, colleges you have attended in reverse chronological order. Your working EXPERIENCE is the next section. List your experience starting with your most recent place of employment and work backwards. Following experience you should list your special SKILLS. These include your language skills, computer abilities and any other talent that relates to your statement of intent. EXTRACURRICULAR ACTIVITIES should be included in the next section. Student or professional organizations you belong to, travel, sports and hobbies should be listed here. The last section of your resume is the REFERENCE section. List at least two people, not related to you, who can describe your qualification for the job. Their names, titles, places of work and telephone numbers should be included.

c) Role-play. You are looking for a job and need to write a good resume. Your partner is a specialist in recruiting employees. Ask the

specialist different questions about writing a resume. Answer the candidate's questions and give him/her useful recommendations.

What should I start with when looking for a job? What makes a good resume?

What items should my resume include?

The content of your resume should be well thought.

There are some items which are obligatory for your resume. They are ...

II. a) Read the example of a resume

| |
|--|
| Lauren Elizabeth Weston |
| 5 Circus Street |
| Liverpool. L 22 5 EG |
| <u>Laurenweston@mailme.net</u> |
| Date of Birth: 5.11.1988 |
| Nationality: British |
| 1 |
| 2004-2005 Northampton College, |
| Hospitality and Catering course |
| This course included work on: |
| * preparation of meat, vegetables |
| * food presentation |
| * menu preparation |
| 1999-2004 Liverpool High School for Girls |
| Including Mathematics, English and French |
| 2 |
| Summer 2002 Le Moulin, Chantonnay, France |
| Trainee chef experience including vegetable preparation |
| Summer 2001 The Fox Public House, Speke |
| Bar work serving food and drinks to customers |
| 3..... |
| 2003 Winner of Liverpool Young Chef of the Year |
| 4 |
| * Computers – word processing and spreadsheets |
| * Fluent speaker of French |
| REFEREE* |
| Mrs. M. James |
| Hospitality and Catering course |
| Northampton College |

b) Write the correct information in a) –f)

a) Her full name Lauren Elizabeth Weston

b) Her email address _____

c) The year she was born _____

d) The name of her school _____

e) A restaurant she worked at in France _____

f) A prize she won _____

c) Look at the organization of the resume. Fill in gaps 1-4 in the resume with headings a)-d).

- a) WORK EXPERIENCE
- b) ADDITIONAL INFORMATION
- c) ACTIVITIES AND INTERESTS
- d) EDUCATION AND QUALIFICATIONS

III. Make notes for your resume. You can invent details if necessary

- a) Courses and qualifications;
- b) Work experience;
- c) Include other skills you have.

IV. Translate from Russian into English using a dictionary

1. Что вы знаете об этой вакансии?
2. На какую зарплату вы рассчитываете?
3. Что вы могли бы рассказать о себе?
4. Какого типа работу вы предпочитаете?
5. Какие результаты доставляют вам наибольшее удовлетворение?
6. Почему вы оставили свою прежнюю работу?
7. Бывали ли у вас конфликты производственного характера?
8. Каковы ваши цели в жизни?
9. Каким вы представляете свое будущее через 5-10 лет?

Grammar

1. Put the verbs into the correct form

AN INTERVIEW FOR A JOB

On Wednesday I had an important interview for a job. I (get up)_____ at 7 o'clock in the morning and (shave)_____ carefully. I (put on)_____ my best jacket and trousers. I (must, travel)_____ by train, so I (walk)_____ to the station. On my way I (see)_____ a man who (paint)_____ his fence with red paint.

The man (notice, not) _____ me: he (look)_____ at the fence. Then he (turn)_____ suddenly and (splash) _____ my beautiful trousers! The man (apologise)_____ to me, but the damage (already, do)_____. "If I (go) home, I (be late)_____ for the interview", I (think) _____. There (be) a department store not far from the station, so I (decide)_____ to buy a new pair.

I (find) _____ a nice pair of trousers and since I (be) _____ in a hurry, I (decide) _____ to change on the train. The shop (be)_____ full, so I (pay) _____ quickly for my trousers, (take)_____ my shopping bag and (leave)_____.

I (arrive)_____ at the station just in time to catch the train. Now I (be sure) _____ that I (be late, not)_____ for the interview. I (smile)

_____ happily at an elderly lady who (watch)_____ at my trousers and (go)_____ to the toilet to change. I (throw)_____ my discoloured trousers out of the window. Then I (open)_____ the bag to get my new ones, but all I (find) _____ was a pink woolen sweater!

Тема 20. Профессия – дипломат. Особенности дипломатической карьеры (18 часов)

Становление карьеры и перспективы карьерного роста. Способы преодоления трудностей для построения успешной карьеры молодого специалиста.

I. a) Read the texts paying attention to the underlined words

1. The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been recruited is a **recruit** or a **hire** in American English. The company **employs** them; they **join** the company. A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be called to **headhunt** people for very important jobs persuading them to leave the organizations they already work in. The process is called **headhunting**.

2. Fred is a van driver but he was fed up with long trips. He looked in the **situations vacant** pages of his local newspaper where a local supermarket was advertising for van drivers for a new delivery service. He **applied for** the job by completing an **application form** and sending it in.

Harry is a building engineer. He saw a job in the **appointment pages** of one of the national papers. He made an application, sending in his **CV** (**curriculum vitae** – the –story of his working life) and a **covering letter** explaining why he wanted the job and why he is the right person for it.

3. Dagmar Schmidt is the head of recruitment at a German telecommunication company. She talks about the **selection process** and the methods that the company uses to recruit people. —We advertise in national newspapers. We look at the **backgrounds** of **applicants**: their **experience** of different jobs and their educational **qualifications**. We don't ask for handwritten **letters of application** as people usually apply by e-mail; **handwriting analysis** belongs to the 19th century. We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. We also ask the candidates to do written **psychometric tests** to assess their intelligence and personality. After this, we **shortlist** three or four candidates. We check their **references** by writing their **referees** and we ask the candidates to come back for more interviews. Finally, we **offer** the job to someone and if they **turn it down** we have to think again. If they **accept** it, we hire them. We only **appoint** someone if we find the right person.

b) Find the English equivalents for the following words and word-combinations

Подбор кадров, нанимать, агентства по найму (2), вакансии, заявка, начать работу в компании, резюме, процесс выбора кандидатов.

c) Replace the underlined phrases with correct forms of words and expressions from 1, 2, 3.

Fred had already (1) refused two job offers when he went for (2) a discussion to see if he was suitable for the job. They looked at his driving licence and contacted (3) previous employers Fred had mentioned in his application. A few days later, the supermarket (4) asked him if he would like the job and Fred (5) said yes.

Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of (6) requests for the job. After looking at the (7) life stories of the (8) people asking for the job and looking at (9) what exams they had passed during their education, the company (10) had chosen six people to interview, done tests on their personality and intelligence and they had then given someone the job.

II. a) Think of two people you know with jobs. Work in pairs. Tell your partner what these people do in their jobs using the words from Lesson

b) Which person has the best job, do you think?

III. a) Do you know the following phrases?

| | |
|-----------------------------|--------------------|
| find a job | be unemployed |
| write a CV | apply for a job |
| go for an interview | unemployment |
| lose your job | get a lot of money |
| look for a job | |
| fill in an application form | |

b) Put these phrases in order. There is more than one possible order. Work in pairs. Compare answers. Are they the same?

IV. a) Study the list of words and word-combinations given below

Looking for a job, assess, vacancies, place ads, be consistent with, set the level, indispensable, demands, imply, visualize

b) Fill in the gaps.

1. There are several ways of
2. First you should ... your own chances.
3. He studied the ads of ... being published.
4. Solid companies in prestigious expensive publications.
5. Your main task is to understand whether the position ... your skills and education
6. Such special demands ... of the candidate's qualification.
7. Remember that the demands enumerated in the ads
8. Carefully read made of the given position.

9. There is a need to understand that the word does not ... secretarial functions.
 10. There is a need ... at least in general outline the personnel structure of Western companies.

Project

V. Make a list of suitable jobs for you using the sites below. Explain your choices and get all the necessary papers ready to apply for 2-3 jobs from your list

<http://www.headhunter.com/> <http://www.jobsearch.az/> <http://www.monster.com/>

Grammar

I. a) Look at the verb forms in bold. Which are in the Present Simple and which are in the Present Continuous? Make negatives and questions in the Present Simple and in the Present Continuous

THE PRESENT CONTINUOUS AND PRESENT SIMPLE

| | |
|--|--|
| <p><u>Present Continuous (I am doing)</u> some action which is happening at <u>or around</u> the time of speaking: -The wind is blowing hard. Shut the window, please. -I can't understand him. What language is he speaking? -It's too late. What are you writing? We use the Present Continuous for a <u>temporary situation</u>. -They are staying at the hotel until their house is ready.</p> | <p><u>Present Simple (I do)</u> actions in general or those which happen <u>repeatedly</u>: -Strong wind often blows here in winter. -What language do they speak in Switzerland? -I write letters to my mother twice a month. We use the Present Simple for a <u>permanent situation</u>. -In summer they usually go to the South and stay at a hotel near the sea.</p> |
|--|--|

b) 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

c) Put the verbs in George's email in the Present Simple or Present Continuous

d) Work in pairs. Compare answers. Explain why you choose each verb form

e) Choose the correct answers

FIND SOMEONE WHO....

1. ... looks \ is looking for a job at the moment.
2. ... has \ is having an interesting job.
3. ... studies \ is studying for an exam.
4. ... usually gets up \ is getting up before seven o'clock.
5. ... wants \ is wanting to live in a different country.
6. ... tries \ is trying to stop smoking.
7. ... reads \ is reading a newspaper every day.
8. ... reads \ is reading a good book at the moment.

f) Make questions with *you* for each sentence

Are you looking for a job at the moment?

Тема 21. Личность дипломата в современном мире (8 часов)

Качества, необходимые дипломату.

Способы выражения действий в будущем.

I. 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 22. Изучение языка международных документов (8 часов)

Изучение языка международных документов на примере Устава ООН.

Повелительное наклонение глагола. Письменный перевод официальных документов

I. 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.

II. 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.

III. 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 персонал – 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 23. Дипломатическая переписка. Деловая переписка. Электронная переписка (10 часов)

Правила дипломатической переписки. Латинские термины в дипломатической переписке. Правила оформления деловой документации. Синонимичные конструкции для выражения времени с предлогами

I. Read the text

Electronic communications have affected, and will continue to affect language in three distinct ways. They change the way language is used. They have created a need for global language – and English will fill that slot.

What is the way English is used in electronic converse? The vocabulary of electronic communication is different from ordinary English. The language of electronic chat is splattered with abbreviations, broken sentences and vocabulary of its own.

Electronic media have created another novelty – the written conversation. A written conversation has great advantage over the spoken word.

II. What do you think? Share your ideas with the class

1. Is the effect of the electronic means of communication the English language positive or negative? Explain why
2. Is it true that electronic communication encourages speakers to be more open?

3. What advantages and disadvantages does the author find in a written conversation? Do you share his opinion?
4. What effect will further development of the Internet make on the English language?
5. What may be the consequences of the fact that the English language is no longer the property of its native speakers?

Grammar

I. Translate into Russian paying attention to the absolute participial construction

1. My colleague being away, I had to take the decision myself.
 2. Weather permitting, the astronomer will proceed with his observation.
 3. The signal given, the rocket starts immediately.
 4. The astronomer proceeded with this observation, the sky having cleared.
 5. They walked in the cold night, fresh snow crunching noisily underfoot.
1. There being many people in the conference hall, we could not enter it.
 2. The sodium atom has eleven electrons, the eleventh one occupying a position outside the second shell.
 3. Bans of trade lifted, political atmosphere in the world will improve at once.
 4. She ran up the stairs, her heart thumping painfully.
 5. With the experiments having been carried out, we started new investigations.

Тема 24. Приемы ораторского искусства и публичного выступления (8 часов)

Ораторское искусство. Красноречие. Риторика. Основные правила подготовки публичного выступления. Выступления выдающихся политических деятелей.

Абсолютный причастный оборот. Простые и десятичные дроби, проценты.

I. 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.

II. 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 trades 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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