

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Локтионова Оксана Геннадьевна
Должность: проректор по учебной работе
Дата подписания: 16.04.2024 09:33:30
Уникальный программный ключ:
0b817ca911e6668abb13a5d426d39e5f1c11eabfb73e943df4a4851fda56d089

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

Кафедра международных отношений и государственного
управления

УТВЕРЖДАЮ
Проректор по учебной работе
О.Г. Локтионова
« 30 » 11 2023 г.



**ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ**

Методические указания для организации самостоятельной работы
студентов направления подготовки 41.03.05 Международные
отношения

Курск 2023

УДК 811. 112.2(075.8)
Составитель Л.А. Чернышёва

Рецензент
Кандидат педагогических наук, доцент *А.В. Переверзев*

Иностранный язык в сфере профессиональной деятельности:
методические указания для организации самостоятельной работы 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. – 50 с.: Библиогр. с. 50

Методические указания включают рекомендации по организации самостоятельной работы студентов в рамках изучения дисциплины «Иностранный язык в сфере профессиональной деятельности», материалы для изучения иностранного языка, задания для самостоятельной работы, 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».

Текст печатается в авторской редакции

Подписано в печать _____ Формат 60x84 1/16.
Усл. печ 1,3л. Уч. - изд. 1,16 л. Тираж 100 экз. Заказ 1322 Бесплатно
Юго-Западный государственный университет
305040, г. Курск, ул. 50 лет Октября, 94

СОДЕРЖАНИЕ

1. Введение	4
2. Рекомендации по организации самостоятельной работы	5
3. Иностранный язык для профессионального общения	8
4. Особенности профессионального общения. Профессиональная этика	10
5. Английский язык – язык дипломатии и международных отношений	12
6. Теория международных отношений. Основные понятия международных отношений	14
7. Из истории дипломатии. Выдающиеся дипломаты мира	17
8. Дипломатическая служба. Дипломатия глав великих держав мира	19
9. Роль дипломатии в укреплении доверия между странами	21
10. Международные организации. Виды международных организаций и их роль	23
11. Проблемы защиты окружающей среды в контексте международных отношений	26
12. Международные конфликты и их урегулирование	28
13. Внутренняя политика государств мира.....	30
14. Внешняя политика государств мира. Межгосударственные отношения	32
15. Внешняя политика России (политические, экономические, военные аспекты)	33
16. Участие России в работе международных организаций	34
17. Проблемы войны и мира, их решение на современном этапе	36
18. Роль дипломатии в решении военных конфликтов	37
19. Проблемы безопасности	38
20. Проблемы борьбы с терроризмом	39
21. Выбор профессии. Поиск работы. Устройство на работу	41
22. Профессия – дипломат. Особенности дипломатической карьеры	42
23. Личность дипломата в современном мире	44
24. Изучение языка международных документов	45
25. Дипломатическая переписка. Деловая переписка. Электронная переписка	47
26. Приемы ораторского искусства и публичного выступления	48
27. Список рекомендуемой литературы	50

ВВЕДЕНИЕ

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

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

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

В условиях реализации новой модели образования самостоятельная работа студентов наряду с лабораторными занятиями составляют важную часть теоретической и профессиональной практической подготовки обучающихся. Она позволяет не только углублять, расширять, систематизировать знания, полученные во время аудиторных занятий, но и самостоятельно овладевать новым учебным материалом.

Методические указания для самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной деятельности» являются составной частью УМК для специальности 41.03.05 Международные отношения.

РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Для организации эффективной самостоятельной работы над иностранным языком необходимо научиться следующему:

- планировать собственную учебную деятельность;
- выбирать наиболее оптимальные средства решения поставленных учебных задач;
- использовать различные виды работ со справочной и учебной литературой в процессе выполнения учебной задачи;
- осуществлять самоконтроль в процессе учебной деятельности.

Работа над текстом – один из важнейших компонентов познавательной деятельности, который направлен на извлечение информации из письменного источника. Рекомендуется следующий порядок действий:

1. Просмотрите текст и постарайтесь понять, о чем идет речь.
2. При повторном чтении разделите сложносочиненные или сложноподчиненные предложения на самостоятельные и придаточные, выделите причастные обороты или другие конструкции.
3. Найдите подлежащее и сказуемое и, поняв их значение, переведите последовательно второстепенные члены предложения.
4. Если предложение длинное, определите слова и группы, которые можно временно опустить для выяснения основного содержания предложения. Не ищите в словаре сразу все незнакомые слова, попробуйте догадаться об их значении по контексту.
5. Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. При этом обратите внимание на то, какой частью речи являются такие слова.
6. Слова, оставшиеся непонятными, ищите в словаре.

Работа со словарем

1. Повторите английский алфавит. Это поможет находить слова не только по первой букве, но и по всем остальным.
2. Запомните обозначения частей речи:
n – noun – имя существительное
v – verb – глагол
adj. – adjective – имя прилагательное и т.д.
3. Из нескольких значений слова в словарной статье постарайтесь подобрать близкое по смыслу, связав с общим смыслом предложения.
4. Помимо словарей общеупотребительной лексики пользуйтесь терминологическими словарями по своей специальности.

Работа над лексикой

Запоминание лексики обычно бывает основной трудностью при изучении иностранного языка. Без знания слов не может быть знания языка. Нужно проделать большую и осознанную работу, прежде чем будет усвоен необходимый словарный минимум профессиональных терминов.

Встречая новое слово, всегда анализируйте его, обращая внимание на написание, произношение и значение. Часто можно найти сходство с аналогичным или сходным русским словом, например, *passenger* – пассажир и др. Важно также научиться подмечать родство новых слов с уже известными. Однако, есть слова, не поддающиеся никакому анализу. Их надо постараться запомнить, но механическое повторение не всегда эффективно. Попробуйте следующий порядок работы:

- произнесите новое слово сначала изолированно;
- произнесите словосочетание из текста с новым словом;
- подберите к новому слову синонимы или антонимы (если это возможно);
- выполните письменно лексические упражнения после текста.

Работа над грамматикой

Формирование речевого грамматического навыка предполагает воспроизведение различных грамматических явлений в ситуациях, типичных для профессиональной коммуникации и адекватное грамматическое оформление высказываний. Работая над грамматикой, следует придерживаться следующих действий:

- прочтите развернутый теоретический материал по изучаемой теме в учебнике по грамматике английского языка;
- изучите справочную таблицу в приложении к данному пособию;
- найдите в тексте урока изучаемую грамматическую структуру;
- обозначьте имеющиеся грамматические ориентиры;
- сделайте письменно упражнения;
- варьируйте содержание предложений в имеющихся моделях, заменяя слова в зависимости от меняющейся ситуации;
- сопоставьте / противопоставьте изучаемую структуру ранее изученным;

Переход от навыков к умениям обеспечивается посредством активации новых грамматических структур в составе диалогических и монологических высказываний по определенной теме. Включайте освоенный материал в беседы и высказывания по пройденным темам.

Таблица 4.3 – Самостоятельная работа студентов

№ раздела (темы)	Наименование раздела (темы) дисциплины	Срок выполнения	Время, затрачиваемое на выполнение СРС, час
1	2	3	4
3 семестр			
1	Иностранный язык для профессионального общения	1-4 неделя	8
2	Особенности профессионального общения. Профессиональная этика	5-9 неделя	8
3	Английский язык – язык дипломатии и международных отношений	10-14 неделя	11,9
4	Теория международных отношений. Основные понятия международных отношений	15-18 неделя	8
4 семестр			
5	Из истории дипломатии. Выдающиеся дипломаты мира	1-4 неделя	18
6	Дипломатическая служба. Дипломатия глав великих держав мира	5-9 неделя	18
7	Роль дипломатии в укреплении доверия между странами	10-14 неделя	16
8	Международные организации. Виды международных организаций и их роль	15-18 неделя	18,85
5 семестр			
9	Проблемы защиты окружающей среды в контексте международных отношений	1-4 неделя	28
10	Международные конфликты и их урегулирование	5-9 неделя	31,9
11	Внутренняя политика государств мира	10-14 неделя	32
12	Внешняя политика государств мира. Межгосударственные отношения	15-18 неделя	32
6 семестр			
13	Внешняя политика России (политические, экономические, военные аспекты)	1-4 неделя	11,9
14	Участие России в работе международных организаций	5-9 неделя	10
15	Проблемы войны и мира, их решение на современном этапе	10-14 неделя	12
16	Роль дипломатии в решении военных конфликтов	15-18 неделя	10
7 семестр			
17	Проблемы безопасности	1-4 неделя	16
18	Проблемы борьбы с терроризмом	5-9 неделя	20
19	Выбор профессии. Поиск работы. Устройство	10-14	17,9

	на работу	неделя	
20	Профессия – дипломат. Особенности дипломатической карьеры	15-18 неделя	18
8 семестр			
21	Личность дипломата в современном мире	1-4 неделя	11,85
22	Изучение языка международных документов	5-9 неделя	12
23	Дипломатическая переписка. Деловая переписка. Электронная переписка	6-7 неделя	10
24	Приемы ораторского искусства и публичного выступления	8-11 неделя	12
Итого:			392,3

Тема 1. Иностраный язык для профессионального общения (8 часов)

Особенности профессионального общения на иностранном языке.

Специализированная и общепрофессиональная лексика.

Характеристика группы простых времен глагола

I. a) Read and translate the text

The importance of developing a corporate culture

Culture can shape and influence almost all aspects of an organization, including organizational effectiveness, overall success and the bottom line.

Researchers have found that organizations that have well-conceived cultures supported with good policies that attract workers who fit well with the environment ultimately have more committed and productive employees.

Business partners, customers and the general public also often react to companies that are considered to have positive corporate cultures, which in turn helps organizations succeed over time.

On the other hand, research has found that organizations that lack a defined culture or that have fostered a toxic culture are at higher risk for poor economic results, higher employee turnover and even failure. In fact, experts have found that negative corporate cultures have caused or at least contributed to criminal corporate activity and other serious problems.

b) Ask questions

1. What is Corporate Culture?
2. What are characteristics of successful Corporate Cultures?
3. Why is Corporate Culture important?
4. What is the difference between corporate culture and organizational climate?
5. How important is corporate culture to an organization?
6. How to build and maintain a positive Corporate Culture?
7. What's your opinion on corporate culture?
8. Where did the concept of corporate culture come from?

Grammar

I. Remake the sentences using Passive Voice instead of Active:

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

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

II. Fill in the blanks with Present Perfect

1. She ... a letter to me. (write)
2. Their team ... the match. (win)
3. He always ... in the class. (top)
4. We ... our work. (finish)
5. Why you not ... the bill? (pay)
6. He ... his mistake. (realize)
7. I ... to this flat recently. (shift)
8. I ... not my pen. (find)
9. She ... her pen. (lose)

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

1. I (to go) to the gym at seven o'clock every day
2. I (to go) to the gym at seven o'clock yesterday.
3. John (to clean) his teeth every morning at 7.30 o'clock.
4. Yesterday John (to clean) his teeth at a half past seven in the morning.
5. Jane (not to do) English exercises every day.
6. Jane (not to do) English exercises yesterday.
7. His brother (to drink) coffee with milk every day.
8. His brother (to drink) coffee with milk yesterday.
9. Her husband (to like) his job. He (to go) to his office by bus. He (to go) to the office at 9 am every day.

10. Her husband usually (to go) to his office by bus. He (to come) to the office at 9.30 am yesterday.

IV. Fill in the gaps with appropriate verbs in Present or Past Simple

1. I (to study) English every day.
2. You (to come) to my place yesterday?
3. He (to live) in Dubai.
4. How long it (to take) you to get to the City Mall?
5. What you (to study) every Friday?
6. We (to have) dinner with my family yesterday.
7. His computer (to be) ready yesterday.
8. My friend (to like) running in the park every morning.

Тема 2. Особенности профессионального общения. Профессиональная этика (8 часов)

Специализированная и общепрофессиональная лексика. Профессиональная этика в аспекте межкультурной коммуникации. Профессиональная этика международных сообществ.

Инфинитивные обороты. Оборот «дополнение с инфинитивом». Оборот «подлежащее с инфинитивом».

I. Read and translate the text

The term “business etiquette” refers to the standards of behavior that are generally expected and often mandated in a given industry. As usual, it is sustained by the people who make up a group. A lack of respect for business norms is widely seen as rude behavior. When people act in this way, they risk the contempt of their colleagues.

It’s crucial to practice good business etiquette since doing so fosters an environment where all employees feel comfortable speaking openly and honestly with one another, which in turn boosts productivity. When employees are treated with dignity and respect, they exhibit greater pride in their work, which in turn improves their connections with clients.

What Is the Purpose of Business Etiquette?

Business etiquette improves job satisfaction and customer interactions.

What Are Basic Rules of Business Etiquette?

- When in uncertainty, connect to other individuals.
- A handshake remains the norm of professionalism.
- Continually use “Please” and “Thank you.”
- Don’t interfere.
- Observe your language.
- Double-check your work before sending.

- Do not enter someone's office without prior notice.
- Avoid gossiping.

II. Answer the following questions:

1. What Is Business Etiquette?
2. What Is the Most Important Aspect of Business Etiquette?

III. Choose the appropriate variant

1. I'd like to take this new book. Has your wife read it ... ?
a. doned b. just c. for d. yet
2. Ann writes her books very quickly. She's ... finished the last one.
a. already d. for c. been d. yet
3. Martin has ... to Greece five times. He loves this place.
a. gone b. been c. being d. be
4. Have you ... done any skiing?
a. never b. just c. ever d. for
5. – What are you going to do? I don't know. – I haven't decided ...
a. already b. just c. ever d. yet
6. My boyfriend hasn't rung ... week.
a. for b. since c. last d. this
7. I haven't seen that coat before. How ... have you had it?
a. already b. long c. for d. since
8. The girls have ... to the cinema. They aren't at home now.
a. been b. went c. gone d. going

Grammar

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

1. He seemed to know all about it. 2. He didn't like to be laughed at. 3. We are waiting for his new novel to be published in English. 4. It was pleasant to be driving the car again. 5. His music seems to have been influenced by the rock culture of the seventies. 6. Young children often ask to be taken to the zoo. 7. She pretended to have been eating for so long not to join us. 8. She seemed to have forgotten our quarrel. 9. I took the article to have been written by my brother. 10. The burglars must have come in through the window as the lock seems to have been forced. 11. "Tom appears to be overtaking Mike on the last lap. – Yes, he's passed him!" 12. Ann claimed to have been invited to tom cruise's wedding while she was in America. 13. I see that to be sent to prison for five years has taught you nothing.

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. Make infinitives (add "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch) 2. It was a nice day, so we decided ... for a walk. (go) 3. It's a nice day. Does anyone fancy ... for a walk? (go) 4. I'm not in a hurry. I don't mind ... (wait) 5. They don't have much money. They can't afford ... out very often. (go) 6. I wish that dog would stop ... It's driving me mad. (bark) 7. Our neighbour threatened ... the police if we didn't stop the noise. (call) 8. We were hungry, so I suggested ... dinner early. (have) 9. Hurry up! I don't want to risk ... the train. (miss) 10. I'm still looking for a job but I hope ... something soon. (find)

Тема 3. Английский язык – язык дипломатии и международных отношений (11,9 часов)

*Особенности английского языка на современном этапе. Язык дипломатии.
Сферы использования. Язык политкорректности.
Предлоги, употребляемые с герундием в функции обстоятельства.*

I. Read and translate the text

The English language is now the first or the second language of more sovereign states than any other language in the world. Today's search for information and need for global communication have already promoted English to being the international language. English is considered to be spoken now by 400 million people as the native language in twelve nations and approximately by 800 million people as an official or semi-official language of forty-four countries more. Modern English is the primary international language used in diplomacy, though it used to be French. In fact, approximately 80% of the information stored in computers is written in English or its variety, 75% of the mail, cables, and telexes sent around the world, and 90% of Internet content is in English. In its role as a global language, English has become one of the most important academic and professional tools and is accepted as the most important language for the international community to learn.

English for work has become ingrained as an integral part of today's corporate culture to such an extent that it is nearly indispensable. Almost all transactions, be it financial or otherwise are conducted exclusively in English. Contracts and agreements are drafted and signed in English. Transactions are recorded in English, and almost all meetings held in English.

The use of English for work environments has become prevalent to such a degree that English for Business or Business English has become a subject of study. The spread of English as a common language for trade and commercial purposes traces its origins back to the early 12th century when England began to develop overseas colonies. From the new world in America to Canada, India, Africa, the Middle-east, Hong Kong and Australia, English quickly became the common language in all these countries. All trade, shipping and commerce were being conducted in English.

II. Work in pairs. Discuss the following:

1. Why do people in many countries learn English? 2. What are the main features that make English so popular? 3. Why has English become an effective way of communication? 4. In what areas is the English language used?

III. Answer the questions:

1. Whether it is difficult for you to learn English?
2. What things help you to improve your communicative skills?
3. Your advice to those who begin to study English?
4. Why do we begin to study foreign languages?
5. Are foreign languages necessary for people nowadays?
6. What language do you learn?

Grammar

I. Complete the following sentences with infinitives (add "to") or gerunds (add "-ing") of the verbs below to make them grammatically correct. answer apply be be listen make see try use wash work write

1. He tried to avoid ... my question. 2. Could you please stop ... so much noise? 3. I enjoy ... to music. 4. I considered ... for the job but in the end I decided against it. 5. Have you finished ... your hair yet? 6. If you walk into the road without looking, you risk ... knocked down. 7. Jim is 65 but he isn't going to retire yet. He wants to carry on 8. I don't mind you the phone as long as you pay for all your calls. 9. Hello! Fancy ... you here! What a surprise! 10. I've put off ... the letter so many times. I really must do it today. 11. What a stupid thing to do! Can you imagine anybody ... so stupid? 12. Sarah gave up ... to find a job in this country and decided to go abroad.

II. 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).

III. Make infinitives (add "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch) 2. It was a nice day, so we decided ... for a walk. (go) 3. It's a nice day. Does anyone fancy ... for a walk? (go) 4. I'm not in a hurry. I don't mind ... (wait) 5. They don't have much money. They can't afford ... out very often. (go) 6. I wish that dog would stop ... It's driving me mad. (bark) 7. Our neighbour threatened ... the police if we didn't stop the noise. (call) 8. We were hungry, so I suggested ... dinner early. (have) 9. Hurry up! I don't want to risk ... the train. (miss) 10. I'm still looking for a job but I hope ... something soon. (find)

Тема 4. Теория международных отношений. Основные понятия международных отношений (8 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. Глаголы, используемые для передачи косвенной речи.

I. Read and answer the following questions:

1. What is International Relations?
2. What does the term "International Relations" mean?
3. What was the first important international organization?
4. What is meant by "high politics" and "low politics"?

International Relations is a branch of Political Science dealing with interactions between actors (typically states) in the international system. There are several schools of thought which claim to provide a theoretical model for International Relations, and therefore understand or even predict the behavior of actors on the world stage. Theories of International Relations can be broadly classified into Rationalist and Constructivist groups.

The term "International Relations" is used to describe a phenomenon in its

broader sense and therefore is wider than "International Politics" which as a term describes exclusively military and political relations.

The term "International Relations" came to existence at a time when "nation" was considered identical with "state". This identification became much more visible during the second part of the 19th century, when the right of every nation to acquire its own government emerged. This right was particularly outlined at the beginning of the 20th century in the League of Nations Charter, in which the term "state" was actually replaced by "nation". Because of the fact that the League of Nations was the first important international organization this connection between "state" and "nation" was

instituted. From this point on and despite the fact that "International Relations" literally refer to relations between nations, the term is widely used to describe the relations between states.

With the creation of international/multinational organizations came the transformation of the international environment which changed the role of the state. At this point the international organizations are thought to be one of the international actors along with the states. Because of the shift of influence described above, the term "International Relations" may refer to the relations between international organizations. In this context "International Relations" reflect a more limited view as they are mainly about political and military relations known as "high politics" and economic relations known as "low politics".

I. a) Read and translate the text

The theory of International Relations

International Relations (IR) is a branch of political science. It represents the study of foreign affairs and global issues among states within the international system, including the roles of states, inter-governmental organisations (IGOs), non-governmental organisations (NGOs), and multinational corporations (MNCs). It is both an academic and public policy field, and can be either positive or normative as it both seeks to analyse as well as formulate the foreign policy of particular states.

Apart from political science, IR draws upon such diverse fields as economics, history, law, philosophy, geography, sociology, anthropology, psychology, and cultural studies. It involves a diverse range of issues, from globalisation and its impacts on societies and state sovereignty to ecological sustainability, nuclear proliferation, nationalism, economic development, terrorism, organised crime, human security, and human rights.

b) Classify the aspects of IR given below according to which branch of science they belong to:

foreign affairs	organised crime
culture	human rights
public policy	globalisation
economic policy	nuclear proliferation
state sovereignty	independence
human security	territorial conflicts
philosophy	international trade
ecology	marketing
terrorism	negotiations
oil security	

c) Say which of the aspects mentioned above belong to the academic discipline you study.

VOCABULARY FOCUS

Relations between two states are called **bilateral relations**. Thus, relations between more than two states are **multilateral relations**.

Negotiations are talks and a **treaty** is an agreement usually arrived at as a result of the talks.

Proliferation suggests some multiplication, causing to increase in number. **Nonproliferation** is opposite in meaning and is usually associated with **nonproliferation of nuclear weapons**.

Sovereignty is a country's independence. **Sovereign** states **pursue/conduct** both **internal** (home/domestic) **policy** and **external** (foreign) **policy** which is usually government concern in **foreign affairs** (relations).

Use the above words to complete the following sentences:

1. A state is considered to be _____ if its _____ is recognized by other states.
2. The _____ relations between Russia and Belarus are extending.
3. In its _____ policy the Republic of Belarus maintains friendly _____ relations in Europe, Asia and Latin America.
4. Sensible politicians are concerned about _____ of nuclear weapons.
5. The Ministry of Foreign Affairs is responsible for the outcome of _____ with other countries on political issues.

6. The _____ on nonproliferation of nuclear weapons was signed by the countries that possessed them.

Grammar

I. Turn the following sentences into indirect speech

1. He told her: "I am going to the fish market."
2. Betty said: "I found my passport."
3. Mr. Ford said: "I don't like pork."
4. The policeman said: "Keep the silence, please."
5. Mother said: "Kids, you should wash your hands before lunch."
6. The dentist told me: "Don't eat nuts anymore."
7. Tom: "Could you lend me 20 dollars, please?"
8. Mr. Walters told his sons: "You must stay away from the lake."
9. Fred said: "I have invented a new computer program".

10. John said: "You should see a lawyer, Ted."
11. The teacher told the students: "Don't talk during the test."
12. The judge said: "Mr. Brown, you must pay a big fine."

II. Put the nouns in plural.

1. The woman liked the story.
2. The policeman is an American.
3. His wife is a secretary.
4. This is a sandwich with butter and cheese.
5. He is my favourite actor.
6. My friend is a student.
7. There is a big fish in the river.
8. The bookshelf is between the mirror and the sofa.

Тема 5. Из истории дипломатии. Выдающиеся дипломаты мира (18 часов)

Выдающиеся дипломаты мира. История дипломатии. Народная дипломатия. Выдающиеся дипломаты и политические деятели. Условное наклонение (повторение).

I. Read the text

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".

II. 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?

III. Make a report

Martin Luther King was a Baptist minister, who believed in the principles of nonviolent protest and all his life struggled for racial equality. King, who won the Nobel Peace Prize in 1964, was assassinated in 1968 in Memphis.

Find information about M. L. King and present it in class.

Grammar

I. Fill in the blanks with prepositions where necessary

1. It was a complicated matter, but she felt it effectively. 2. In the end, the regiment had to surrender the enemy. 3. Did you benefit your business trip? 4. All our hopes hinged the firm's success. 5. Every citizen must obey the law. 6. The committee adopted a programme aimed reducing pollution. 7. There is not much demand goods of this sort. 8. The country depend heavily its tourist trade.

II. Translate sentences into Russian paying attention to different forms of the infinitive

1. He seemed to know all about it. 2. He didn't like to be laughed at. 3. We are waiting for his new novel to be published in English. 4. It was pleasant to be driving the car again. 5. His music seems to have been influenced by the rock culture of the seventies. 6. Young children often ask to be taken to the zoo. 7. She pretended to have been eating for so long not to join us. 8. She seemed to have forgotten our quarrel. 9. I took the article to have been written by my brother. 10. The burglars must have come in through the window as the lock seems to have been forced. 11. "Tom appears to be overtaking Mike on the last lap. – Yes, he's passed him!" 12. Ann claimed to have been invited to tom cruise's wedding while she was in America. 13. I see that to be sent to prison for five years has taught you nothing.

Тема 6. Дипломатическая служба. Дипломатия глав великих держав мира (18 часов)

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

I. Read the text

His Majesty's Diplomatic Service (HMDS) is the diplomatic service of the United Kingdom of Great Britain and Northern Ireland, dealing with foreign affairs and representing British interests overseas, as opposed to the Home Civil Service, which deals with domestic affairs. It employs around 14,000 people, roughly one-third of whom are crown servants working directly for the Foreign, Commonwealth and Development Office, either in London or abroad. The remaining two-thirds are employed locally by one of nearly 270 British diplomatic missions abroad (such as embassies, consulates and high commissions). The Permanent Under-Secretary of State for Foreign Affairs is also the Head of the Diplomatic Service.

Entry into the Diplomatic Service is highly competitive. In 2018, 12,266 applicants sought to join the Diplomatic Service fast stream. Seventy-one were successful, representing 0.6% of those who applied. This compares to the general civil service faststream, also highly competitive, in which 9.1% of candidates were

successful. Until around 2009 members of the Diplomatic Service could also formally receive a Royal Commission, signed by the Foreign Secretary and by the monarch, as members of a Crown service.

II. Put 4-5 questions to the text

II. Translate into English using the active vocabulary:

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

Grammar

I. Fill in the blanks with prepositions

1. The Chairman can't be here today, so I'm going to speak his behalf. 2. Unfortunately, the travel agent hasn't responded our complaint so far. 3. In answer your question, I'll show you another diagram. 4. There're no easy answers today's environmental problems. 5. Has he answered all your questions? 6. How do you answer the criticism that your government has done nothing to help the refugees. 7. The Minister couldn't account the fact that the inflation rate was still very high. 8. The new law doesn't refer land used for farming.

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. “what” or “that”

1. He wasn't surprised at he saw because I told him to expect.
2. I did I could though I think was my mistake.
3. You did everything you had to do. Is ... you mean?
4. – Show me you've got in your hand. – is a secret.
5. I didn't know you had told the children to expect.
6. I don't want to know they are talking about.
7. I didn't buy anything because I didn't see I wanted.
8. ... is I've always been telling you about.
9. Don't you know he is leaving on Friday morning?

Тема 7. Роль дипломатии в укреплении доверия между странами (16 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 text

Diplomacy is the art, the science, and the means by which nations, groups, or individuals conduct their affairs, in ways to safeguard their interests and promote their political, economic, cultural or scientific relations, while maintaining peaceful relationships.

Diplomacy is important in establishing and maintaining relationships with other countries, addressing existing problems, and obtaining maximum gain in line with a country's interests.

Diplomacy is the main instrument of foreign policy which represents the broader goals and strategies that guide a state's interactions with the rest of the world. International treaties, agreements, alliances, and other manifestations of international relations are usually the result of diplomatic negotiations and processes. Diplomats may also help shape a state by advising government officials.

Modern diplomatic methods, practices, and principles originated largely from 17th-century European custom. Beginning in the early 20th century, diplomacy became professionalized; the 1961 Vienna Convention on Diplomatic Relations, ratified by most of the world's sovereign states, provides a framework for diplomatic procedures, methods, and conduct. Most diplomacy is now conducted by accredited officials, such as envoys and ambassadors, through a

dedicated foreign affairs office. Diplomats operate through diplomatic missions, most commonly consulates and embassies, and rely on a number of support staff; the term diplomat is thus sometimes applied broadly to diplomatic and consular personnel and foreign ministry officials.

II. Answer the questions:

1. What is the simple definition of diplomacy?
2. Why is diplomacy important?
3. What is an example of diplomacy?
4. What issues should be taken into account while preparing an international meeting?
5. What is the importance of international meetings?

Grammar

I. Put “must” or “mustn’t”

1. Before you board a plane, you put your luggage on the scale, and you pass the passport control.
2. Before getting on a plane, you show your boarding card.
3. You fasten your seat-belt during take-off and landing.
4. Passengers use radio-sets on board a plane.
5. You use the toilet during take-off or landing.
6. You smoke in the toilet on board the plane at any time.
7. Passengers smoke in the no-smoking area.
8. After landing, you stay in your seat until the plane has come to a standstill.
9. You follow the signs during the flight.
10. You block the aisle during the flight.
11. He realized that he do it. It was dangerous.
12. You stop sleeping at your work.
13. I send the fax today?
14. You speak to your children in such a way. It’s bad.

II. 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.

III. Choose the appropriate verb

1. I ... go and see the doctor at 11 o'clock tomorrow.
a) must b) have to c) am to
2. You ... buy this book. I have it.
a) needn't b) mustn't c) may
3. We ... speak English very well.
a) may b) can c) have to
4. ... you pass me the salt, please?
a) should b) could c) might
5. You ... knock before entering.
a) ought to b) are to c) have to

IV. Translate these sentences into Russian paying attention to the modal equivalent have to:

1. They would have to search high and low to find a better speaker.
2. They had to search high and low to find a better lecturer.
3. They had to search for a replacement.
4. You will have to keep your word. Though I understand it is next to impossible.
5. The government had to introduce this law to curb un-employment.
6. They had to increase the price by 1 per cent to maintain the profit.
7. To economize on the electricity they have to reduce the working hours.

Тема 8. Международные организации. Виды международных организаций и их роль (18,85)

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.

I. Read the text

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.

II. Translate into English

Европейский союз – это межправительственное и наднациональное объединение, созданное в 1992 году Маастрихтским соглашением о Европейском союзе.

Деятельность Евросоюза касается всех сфер государственной деятельности: здравоохранения, экономики, внешней политики, обороны. Ключом всего существования Евросоюза является создание и управление единым рынком, который объединяет таможенный союз, единую валюту, единую сельскохозяйственную, торговую и рыбоохранную политику.

Самыми важными учреждениями Евросоюза являются Совет Евросоюза, Еврокомиссия, Парламент Евросоюза и Европейский судебный орган.

Чтобы присоединиться к Евросоюзу, государство должно выполнить ряд экономических и политических условий, известных как Копенгагенский критерий. К тому же в соответствии с соглашением Евросоюза каждый нынешний член Евросоюза должен одобрить это вступление.

III. Answer the questions:

1. What is the European Union?
2. When was the European Union established?
3. What were the purposes of the European Union creation?
4. What countries joined the European Union in 2004?
5. Do you want Ukraine to join the European Union?
6. What was the largest enlargement of the EU?
7. How many enlargements were there?
8. Is the EU a federation or confederation?
9. What should a state do in order to join the EU?
10. Does Greenland enter the EU?
11. What is the area of the European Union?

12. What is the population of the EU?

IV. Read the text

Interpol, the International Criminal Police Organization, was created in 1923 to assist international criminal police cooperation. The organization's new name was adopted in 1956, prior to which it was known as the International Criminal Police Commission.

Interpol was founded in Austria in 1923 as the International Criminal Police Commission. The organization came under control of Nazi Germany when Germany declared the Anschluss, political union between Germany and Austria. The staff and facilities of Interpol were utilised as an information gathering unit for the Gestapo, until the Nazi regime fell to Allied forces.

Senior military officials from Britain, France, Belgium and Scandinavia reorganized Interpol into today's organization.

The United States, after a period of isolationism, joined Interpol in 1961.

Interpol is the world's second largest international organization, after the United Nations; it currently has 184 member countries. It is financed by annual contributions from its member countries. The Organization is headquartered in Lyon, France, formerly headquartered in Saint Cloud, a town located in the vicinity of Paris.

Because of the politically neutral role Interpol must play, its Constitution forbids any involvement in any political, military, religious, or racial crimes. Its work concentrates primarily on public safety and terrorism, organized crime, illicit drug production and drug trafficking, weapons smuggling, trafficking in human beings, money laundering, child pornography, financial and hightech crime and corruption.

In October 2001, the Interpol General Secretariat employed a staff of 384, representing 54 different countries. That same month, Interpol began to change from a 9-to-5 agency to a 24-hour agency, making its work more efficient.

V. Answer the questions:

1. What is Interpol?
2. When was Interpol established?
3. What were the main purposes of Interpol creation?
4. What activity limitations does Interpol have?
5. When did the United States join Interpol?
6. How many member countries are there in the organization at the moment?
7. What is forbidden for Interpol?
8. Where is the Organization headquartered?

VI. Translate into English

Международная организация криминальной полиции (Интерпол) была создана в 1923 году для того, чтобы помогать в работе международной криминальной полиции.

Когда Германия объявила Аншлюс (политическое объединение Германии и Австрии), организация попала под нацистский контроль. Персонал и инфраструктура Интерпола использовались в целях сбора информации для гестапо до тех пор, пока нацистский режим не пал под натиском союзников. Высокопоставленные офицеры из Британии, Франции, Бельгии и Скандинавских стран реорганизовали Интерпол в ту организацию, которую мы знаем сегодня.

Интерпол является второй по величине международной организацией после Организации Объединенных Наций. Сейчас организация насчитывает более 180 стран-членов организации. Финансируется Интерпол путем ежегодных взносов стран-членов этой организации. Штаб-квартира организации расположена в Лионе, Франция.

Основной закон Интерпола запрещает вмешиваться в преступления на почве политики, религии, расовой нетерпимости и в военные преступления. Его работа в основном сконцентрирована на обеспечении социальной безопасности и предотвращении угрозы терроризма, на преследовании организованной преступности, незаконного производства и оборота наркотиков, контрабанды оружия, торговли людьми, отмывания денег, детской порнографии, финансовых преступлений и преступлений в сфере хай-тек, а также коррупции.

Тема 9. Проблемы защиты окружающей среды в контексте международных отношений (28 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 the text

The contemporary ecological problems are created by all of us and we are the beings who have to deal with them. This is an axiom. It is an illusion that science and technology, no matter how powerful, can save the world from ecological disasters. The idea of scientific and technological “miracles” creates a distorted image of human power that we are the beings who possess nature and our ability to transform and model will help us to deal successfully with the ecological crisis. Such an attitude is totally wrong because it considers human beings at a particular position outside nature, imposing their decisions and actions upon it. The way we relate to nature is of critical importance for our survival.

The Darwinian model, together with the contemporary humanistic philosophy reinforces the idea that human beings are elevated above any other

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

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

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

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

III. Answer the questions:

1. Why environmental issues are important?
2. What is the most important environmental issue and why?
3. How do environmental issues affect our life?
4. How is environment helpful to humans?
5. How can protect our environment?
6. What are the environmental problems and solutions?
7. How can we prevent environmental health problems?
8. What is the air pollution?
9. What contaminates the atmosphere?
10. What is smoke?
11. What do the industrial facilities do to the atmosphere?
12. Why do you think water pollution is dangerous?
13. What are the most destructive consequences of this kind of pollution?
14. What is the purpose of environmental health?
15. Who is responsible for environmental issues?

Grammar

I. Choose the correct pronoun.

1. She is a person for ... very few people feel much sympathy.
a) who b) whom c) which d) why

2. The moment ... the heroine suddenly appears at the ball is the most exciting moment in the whole film.
a) which b) what c) when d) where
3. We met a woman ... had a dog with only three legs.
a) whose b) whom c) which d) who
4. Our new flat, ... we moved in about a month ago, seems like quite a cosy place.
a) which b) what c) when d) where
5. Microsoft has a lot of power in the world of computers, ... annoys some people.
a) who b) which c) where d) what
6. «1984» was written by George Orwell ... real name was Eric Blair.
a) whose b) whom c) which d) who
7. Parts of Buckingham Palace, ... the Queen lives, are open to the public.
a) who b) which c) where d) what
8. I will arrange an interview with someone ... can help you.
a) whose b) whom c) which d) who

II. Put the right preposition where it is necessary:

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

Тема 10. Международные конфликты и их урегулирование (31,9 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)

Grammar

I. Choose the correct modal verb

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (may/must) finish the article as soon as possible.
9. Liz doesn't ... (ought to/have to) keep to a diet anymore.

10. Lara ... (can/might) get a playstation for her birthday.
11. You ... (must not/needn't) read in the dark.
12. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
13. The fridge is full, so we ... (must not/needn't) go shopping.
14. Our employees ... (can/must) sign this agreement.
15. We ... (may/ought to) reserve a table in advance if we want to have dinner there.
16. I ... (can't/needn't) believe it! You ... (have to/must) be joking.
17. Ann ... (must/is to) finish school next year.
18. Sorry, I'm late. I ... (needed to/had to) wait for the plumber.
19. What time do we ... (should/have to) be at the railway station?
20. Don't wait for me tonight. I ... (might/must) be late.
21. I ... (maynot/can't) watch this film. It's too boring.
22. We've got a dishwasher, so you ... (couldn't/needn't) wash-up.
23. You look very pale, I think you ... (need/should) stay at home.
24. ... (Could/Might) you, please, pass me the mustard?

II. Make sentences with modal verbs

1. a party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.
11. better / we / find / a / should / job.
12. too much / you / salt / and / eat / sugar / shouldn't.
13. do / get / to / Turkey / I / have to / a visa ?
14. he / manners / improve / his / needs to.
15. needn't / you / complain.

III. Напишите модальные глаголы, имеющие следующие значения:

- a) должен обязательно, неизбежность;
- b) вынужденность (в силу непредвиденных обстоятельств);
- c) обусловленность планом, договоренностью;
- d) должен (следует по моему мнению, совету);
- f) следует, должен (это твой моральный долг)
- e) нет необходимости (нужды);
- g) реальная возможность, способность, умение;
- h) разрешение

IV. Какие модальные глаголы имеют форму будущего времени? Укажите их.

V. Какой модальный глагол употребляется только в настоящем времени в отрицательной и вопросительной форме?

Тема 11. Внутренняя политика государств мира (32 часа)

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. Read the text

Domestic policy is a type of public policy the set of strategies and actions implemented by a government to manage its own economy within its borders.

Domestic policy refers to government plans and actions with regard to people, institutions, laws, and events within a nation's own borders. In the United States, the domestic policy for the nation as a whole is the joint responsibility of the executive and legislative branches of the federal government. State governments make domestic policy within their own states. Domestic at both the federal and state levels is important because it is the basis of how the government carries out its activities.

The executive branch of government is the branch of government that administers the laws. In the United States, the executive branch is headed by the president. Beneath him are the various cabinet secretaries. The president's approach to running the country is usually discussed and debated during his election campaign and is usually the basis upon which people chose the president.

II. Answer the following questions:

1. What action is an example of domestic policy?
2. How is domestic policy defined?
3. What is the purpose of a domestic policy?

III. Find information and write an essay

1. Compare rights and freedoms granted to the people by the U.S. Constitution and by the Constitution of the Russian Federation. Which document is more democratic?
2. Many constitutions guarantee numerous rights and liberties. Explore a number of them, define and distinguish civil liberties and civil rights.

Grammar

I. Complete the following sentences with infinitives (add “to”) or gerunds (add “-ing”) of the verbs below to make them grammatically correct

answer apply be be listen make see try use wash work write

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on
8. I don't mind you the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I've put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?
12. Sarah gave up ... to find a job in this country and decided to go abroad.

II. 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)

III. Make infinitives (add "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind ... (wait)
5. They don't have much money. They can't afford ... out very often. (go)
6. I wish that dog would stop ... It's driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

IV. Choose the correct word

1. We really like the **landscape** / **peace** and quiet in this village.
2. There is a low rate of **unemployment** / **living** in big cities.
3. I miss the hustle and **noise** / **bustle** of Los Angeles.
4. You are **hometown** / **homesick** when you miss home.
5. I hate the **constant** / **crowded** noise in Paris.

6. Everything is **close / easy** at hand in big cities.

Тема 12. Внешняя политика государств мира. Межгосударственные отношения (32 часа)

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. Read the text

Foreign policy, also known as external policy, is the set of strategies and actions a state employs in its interactions with other states, unions, and international entities. It encompasses a wide range of objectives, including defense and security, economic benefits, and humanitarian assistance. The formulation of foreign policy is influenced by various factors such as domestic considerations, the behavior of other states, and geopolitical strategies. Historically, the practice of foreign policy has evolved from managing short-term crises to addressing long-term international relations, with diplomatic corps playing a crucial role in its development.

The objectives of foreign policy are diverse and interconnected, contributing to a comprehensive approach for each state. Defense and security are often primary goals, with states forming military alliances and employing soft power to combat threats. Economic interests, including trade agreements and foreign aid, are central to a country's role in the global economy. Additionally, many states have developed humanitarian programs based on the responsibility to protect, supporting less powerful countries through various forms of assistance.

II. Provide brief information on these points

1. How much should elected officials follow the public on foreign policy issues?
2. What is a preemptive war? Can a preemptive war ever be justified?
3. Some scholars have argued that we have transitioned from a unipolar world to a multipolar world. Does that seem reasonable to you?
4. One of the sources of modern conflict with Russia deals with the NATO alliance. Should the United States maintain the alliance?

III. Choose one translation option for multi-valued words

1. Important official **records** in the UN are issued in the five official languages: Chinese, English, French, Russian and Spanish.

a) характеристики b) отчеты c) рекорды

2. New **patterns** of economic development have brought material affluence to the oil-rich states of the Middle East.

- a) стиль b) образцы; c) пути
3. The urgency with which the Americans are pressing the **case** for seaborne deterrent is explicable in terms of the coming Presidential election campaign.
- a) случай b) дело c) вопрос
4. Sheffield has a proud **record** of progressive politics. There is no doubt that this is the reason behind the progressive rehousing ideas.
- a) точная запись b) гордый рекорд c) послужной список

Тема 13. Внешняя политика России (политические, экономические, военные аспекты) (11,9 часа)

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 text and translate it using the dictionary

Foreign Policy of the Russian Federation and the Modern World

The current stage of the world development is characterized by profound changes in the geopolitical landscape largely provoked or accelerated by the global financial and economic crisis. International relations are in the process of transition, the essence of which is the creation of a polycentric system of international relations. That process is not an easy one. It is accompanied by increased economic and political turbulence at the global and regional levels. International relations become increasingly complex and unpredictable.

The ability of the West to dominate world economy and politics continues to diminish. The global power and development potential is now more dispersed and is shifting to the East, primarily to the Asia-Pacific region. The emergence of new global economic and political actors with Western countries trying to preserve their traditional positions enhances global competition, which is manifested in growing instability in international relations.

With the reduced risk of a large-scale war, including a nuclear one, the balance of military power between states and groups of states is changing. Efforts to build up or modernize offensive potentials, to create and deploy new types of weapons erode the global security architecture based on international treaties and agreements in the area of arms control.

II. Provide brief information on these points

1. What countries are friendly with Russia?
2. What is the Russian policy on foreign investment?
3. What is the Ukraine vs Russia agreement?

Grammar

I. Complete the sentences. Put the verbs in the present perfect simple or continuous

1. I _____ already _____ (answer) all the questions.
2. She _____ (not/ see) her mother for a long time.
3. How long _____ she _____ (wait) for us?
4. We _____ (know) each other since we were children.
5. _____ you _____ (find) the type of coat you wanted?
6. He is sunburnt. He _____ (sit) in the sun too long.
7. They _____ (be) to India twice since they got married.
8. Your clothes smell bad. _____ you _____ (smoke)?
9. Michael Phelps _____ (swim) for three hours.

II. Choose the most suitable verb tense to complete the sentences

1. It has snowed/ has been snowing since I arrived.
2. I have never travelled/ have never been travelling by plane.
3. Have you ever seen / have you ever been seeing this movie?
4. We have toured / have been touring England. Now we are in Birmingham.
5. I have had/ have been having this car for more than ten years.
6. He has worked / has been working for hours

III. Choose the correct word

1. A *journey/voyage* from London to Paris can now be completed in under 3 hours.
2. During our holiday we took a boat *cruise/trip* to the islands.
3. The idea of going on a sea *voyage/tour* fascinated him.
4. His second *trip/voyage* (1493-96) led to the discovery of several Caribbean islands.
5. *Air journey/travel* is much faster and cheaper nowadays compared to fifty or sixty years ago.
6. I've got to pick up the tickets from the *tour/ travel* agent.
7. He was a young sailor on his first sea *voyage/journey*.

Тема 14. Участие России в работе международных организаций (10 часов)

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

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

I. Choose the correct version

1. The working language(s) of the UNESCO is/are:

A English and French	B English, French and Russian
C English only	D French only
2. Which organ of UNO is considered as world parliament?

A International Court of Justice	B Trusteeship Council
C General Assembly	D Security Council
3. Who amongst the following leaders took the major initiative in the formation of the League of Nations?

- A Abraham Lincoln B Woodrow Wilson C Franklin Roosevelt
D George Washington
4. What was the first generally recognized international organization?
A Organization of American States
B League of Nations
C Central Commission for Navigation on the Rhine
D World Trade Organization
 5. What organization is made up of mostly former British colonies?
A Organization for African Unity B North Atlantic Treaty Organization
C League of Nations D Commonwealth of Nation
 6. What two security organizations dominated the Cold War Era?
A The Security Council and the North Atlantic Treaty Organization
B The North Atlantic Treaty Organization and the Committee
C The North Atlantic Treaty Organization and the Warsaw Pact
D The Anti Comintern Axis Organization and the League of Nations

Grammar

I. Fill in the gaps with the verbs in the Past Simple or the Past Continuous

1. A: What you _____ (do) when the accident occurred?
B: I _____ (try) to change a light bulb that had burnt out.
2. After I _____ (find) the wallet full of money, I immediately _____ (go) to the police.
3. The doctor _____ (say) that Tom _____ (be) too sick to go to work and that he _____ (need) to stay at home for a couple of days.
4. Sebastian _____ (arrive) at Susan's house a little before 9:00 PM, but she _____ (be, not) there. She _____ (study) at the library for her final examination in French.
5. Sandy is in the living room watching television. At this time yesterday, she also _____ (watch) television. That's all she ever does!
6. A: I _____ (call) you last night after dinner, but you _____ (be, not) there. Where were you?
B: I _____ (work) out at the fitness center.

II. Fill in the gaps with the verbs in the Past Simple, the Past Perfect or the Present Perfect to complete the sentences

1. When I _____ (arrive) home last night, I discovered that Jane _____ (prepare) a beautiful candlelight dinner.
2. Since I began acting, I _____ (perform) in two plays, a television commercial and a TV drama. However, I _____ never even _____ (speak) publicly before I came to Hollywood in 1985.
3. By the time I got to the office, the meeting _____ already _____ (begin) without me. My boss _____ (be) furious with me and I _____ (be) fired.

4. When I _____ (turn) the radio on yesterday, I _____ (hear) a song that was popular when I was in high school. I _____ (hear, not) the song in years, and it _____ (bring) back some great memories.
5. Last week, I _____ (run) into an ex-girlfriend of mine. We _____ (see, not) each other in years, and both of us _____ (change) a great deal. I _____ (enjoy) talking to her so much that I _____ (ask) her out on a date. We are getting together tonight for dinner.
6. When Jack _____ (enter) the room, I _____ (recognize, not) him because he _____ (lose) so much weight and _____ (grow) a beard. He looked totally different!
7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture _____ virtually _____ (disappear) by the time Europeans first _____ (arrive) in the New World.
8. I _____ (visit) so many beautiful places since I _____ (come) to Utah. Before moving here, I _____ never _____ (hear) of Bryce Canyon, Zion, Arches or Canyonlands.

Тема 15. Проблемы войны и мира, их решение на современном этапе (12 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. 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.

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

1. If he ... (practice) every day, he ... (become) a champion.
2. She ... (help) us if we ... (ask).
3. If they ... (have) enough money, they ... (open) a restaurant next year.
4. I ... (not talk) to you anymore if you ... (insult) me.
5. If Bob ... (not keep) his word, Anna ... (be angry) with him.
6. If it ... (rain), we ... (stay) at home.

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

1. If you ... (have) a driving license, you ... (get) this job.
2. My dog ... (be) 20 years old today if it ... (be) alive.
3. I ... (go) to the police if I ... (be) you.
4. If people ... (not buy) guns, the world ... (become) safer.

5. Tom ... (not eat) much “fast food” if his wife ... (cook) at home.
6. If Susan ... (move) to Tokyo, she ... (live) near her sister.

IV. Translate into English

1. Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.
2. Я посмотрю этот фильм, если он понравится тебе.
3. Если бы ты подписал документы вчера, мы бы отослали их сегодня.
4. Если бы Джон не потерял номер телефона, он бы позвонил ей.
5. Марк был бы здоровым мужчиной, если бы не курил.
6. Если я пойду в магазин, я куплю новый телефон.

Тема 16. Роль дипломатии в решении военных конфликтов (10 часов)

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).

Grammar

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

1. We're staying at _____ hotel in the town. (cheap)
2. Our hotel is _____ than all the others in the town. (cheap)
3. The United States is very large, but Russia is _____. (large)
4. What's _____ country in the world? (small)
5. I wasn't feeling very well yesterday, but I feel a bit _____ today. (good)

II. Rewrite the sentences with as... as or not as... as

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

1. Jill's more intelligent than Bill. → Bill's _____ Jill.
2. Spain's hotter than England. → England is _____ Spain.
3. Are you and Pete the same age? → Are you _____ Pete?
4. You can read more quickly than I can. → I can't _____ you can.
5. She speaks good French and good Italian. → Her French is _____ her Italian.
6. Come and see me at the first moment you can. → Come and see me _____ possible.

III. Correct the mistakes

1. I have been though about a solution.
2. They haven't been finishing the exerci.
3. My friend Lara have been giving me a lot of support.
4. Look at them. They have dancing all night long.
5. David and Ann have been knowing each other for years.
6. I have been a teacher since eight years.

IV. Rewrite the following sentences in the negative and interrogative forms

1. They have done all the work.
2. The baby has been crying for a long time.
3. The doctor has prescribed me an antibiotic.
4. She has been speaking on the phone for half an hour.
5. I have been cleaning the house all day.

V. Put the verbs into the correct form: the Past Perfect, Past Perfect Continuous, Past Simple, Past Continuous

The workers ... (to be) on a strike for three weeks when the agreement on pay ... (to be reached). When she got the results of her medical tests, she realized that she ... (to be feeling) ill since she ... (to be) on holiday. The door was unlocked. She ... (to wonder) who ... (to leave) the door open. He (to play) football when the ball (to hit) his head. He ... (to drive) to work for half an hour when suddenly his car ... (to break) down. When he arrived at the office he ... (to discover) that he ... (to leave) all the necessary papers at home. Susan ... (to type) some letters when the boss ... (to ask) her into his office. She looked tired. She ... (to type) letters all morning. Yesterday afternoon it ... (still to rain) when I ... (to get) home. He ... (to clean) the car when the phone rang, so he ... (not to answer) it. When I ... (to be) little, my mother ... (to use) to feed me. Jane's clothes were wet. She ... (to wash) her dog. Jerry ... (to be) nervous, for he ... (never to flow) in an aeroplane before. I ... (never to like) going to the cinema on my own when I was a teenager. Kate ... (to dance), but when she saw a newcomer she ... (to stop).

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 is the difference between alliance and collective security?

Traditional alliances were directed against specific threats and defined precise obligations for specific groups of countries linked by shared national interests or mutual security concerns. Collective security defines no particular threat, guarantees no individual nation, and discriminates against none.

What is the difference between collective security and collective defense?

Allies of collective defence generally move synchronously or at least in the same direction. However, collective security partners could compete or have diametrically opposing priorities and actions in certain domains while still collaborating in other domains.

What are the advantages of collective security?

There are so many advantages of collective security -

1. Admits the presence of international organisations
2. Global preponderance of power
3. It is a deterrent power war
4. A device of power management

What is the role of the UN in collective security?

The UN accomplishes this by working to prevent conflict, helping parties in conflict make peace, deploying peacekeepers, and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective.

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

Grammar

I. Choose the correct variant

1. I have found a good job. It's in Brazil. I ... to go to Brazil. I don't like living in cold climates.
a. have always wanted b. always wanted c. is wanting
2. He came in and saw Nelly who
a strange picture. a. drew b. is drawing c. was drawing
3. Before Adam got married, he ... to the mountains every summer.
a. went b. goes c. had gone
4. A group of scientists are travelling around Africa. How many countries ... already, I wonder?
a. have they visited b. they have visited c. do they visit
5. When I first ... to England in 1998, I spoke good English.
a. came b. had come c. was coming
6. I didn't see Linda last month because she ... around Europe at that time.
a. travelled b. was travelling c. had travelled
7. By the time I come home, the children won't have gone to bed, they ... for me.
a. waited b. wait c. will be waiting
8. Linda's apartment looks nice and tidy because she ... it this week.
a. redecorates b. is redecorating c. has redecorated
9. I looked everywhere for my car keys and then I remembered that my son ... the car to work.
a. was taking b. had taken c. took
10. While I ... a robber climbed into the room through the window.
a. had slept b. was sleeping c. slept
11. After Jerry enters a Medical school, he ... Chemistry for more than four years.
a. will study b. study c. studies

Тема 18. Проблемы борьбы с терроризмом (20 часов)

Исторические и социальные предпосылки терроризма. Цели и средства

современного терроризма. Террористические организации. Международная борьба с терроризмом.

Безличные и неопределённо-личные предложения

I. Read the text and translate it using the dictionary

What Is Terrorism?

Terrorism is the sustained, clandestine use of violence, including murder, kidnapping, hijacking, and bombings, to achieve a political purpose. In popular usage, however, as influenced by politicians and the media, – terrorism is now increasingly used as a generic term for all kinds of political violence, especially as manifested in revolutionary and guerilla wars. The deliberate killing of civilians to intimidate the civilian population or government is one of the worst features of modern terrorism. One important characteristic of modern terrorism is its quest for spectacular horror effects in order to attract media. Terrorism of today is internationally dimensioned. Terrorists can slip across national frontiers and are given support by a few countries. Prevention of domestic terrorism is in general the problem of local law enforcement agencies or security forces. Such countries as the USA, France, Germany, Great Britain, Italy, Canada, France, and Japan promised to deny terrorist suspects entry into their countries to bring about close cooperation between the police and security forces in their countries, to place severe restrictions on diplomatic missions suspected of being involved in terrorism, and to cooperate in a number of other ways.

II. Answer the following questions:

1. Why do terrorists take hostages?
2. Why do some governments always refuse to agree to terrorist demands?
3. Why is terrorism of today internationally dimensioned?

III. Comment on the following

1. “Everyone’s worried about stopping terrorism. Well, there’s really an easy way: Stop participating in it.” – Noam Chomsky, American linguist (1928)
2. “How can you have a war on terrorism when war itself is terrorism?” – Howard Zinn, American historian (1922-2010)

Grammar

I. Find in the text above sentences with the Participles and define their forms and functions.

II. Find in the text above sentences with the Gerund and define their forms and functions.

III. Find in the text above sentences with the Infinitive and define their forms and functions.

IV. Translate the sentences into English using active vocabulary

1. Кто является, как правило, основными жертвами терактов?

2. Стратегия террористов – это совершение насильственных актов.
3. Каждая страна делает что-то, чтобы убить терроризм, но по-прежнему отряды комбатантов не удается ликвидировать до конца.
4. США пострадало от ряда террористических актов. Самый ужасный случился 11 сентября 2001.
5. Особенно печально, когда дети становятся мишенью террористов.
6. Почему терроризм – это огромная угроза для всего человечества?
7. Отдельные личности, определенные группы или даже правительства могут совершить террористические действия.
8. Требуются большие усилия, чтобы захватывать террористов и предотвращать их действия.

Тема 19. Выбор профессии. Поиск работы. Устройство на работу (17,9 часов)

Профессиональная деятельность в жизни человека. Моя будущая профессия. Собеседование. Типы собеседований и часто задаваемые вопросы. Исследование рынка труда. Анализ предлагаемых вакансий. Квалификация и опыт работы. Актуальность профессиональной сферы деятельности. Правила написания резюме, формы-заявления о приеме на работу. Правила прохождения интервью в зарубежную компанию. Написание инструкции для кандидата, участвующего в собеседовании.

I. Read and translate the text

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

There are several factors that influence the decision of young people to make their choice; they concern material and spiritual aspects of the future profession. They generally believe that professions should be both prestigious and interesting. Everybody wants to benefit from the social privileges provided by the profession. At the same time other factors are important. Much depends on the inclinations and interests of the person. Another important factor is social environment. The profession of the parents often in this or that way influences the future profession of their children. Today we have dynasties of physicians, historians, lawyers, economists, pilots and military officers. It is impossible to forget about the material aspect of the future profession. It indicates the level of the society's values. Today

all professions can be classified as prestigious or not prestigious. The problem of prestige is subjective. All the professions are very useful.

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

II. Are the sentences true or false? Correct the false statements:

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

Grammar

I. Look through the text once again and fill in the blanks with prepositions where necessary

1. The press treated the story in a sensational way. 2. His salary is very low European standards. 3. The government is firmly committed maintaining its social programme. 4. The local authorities conducted a long search the lost expedition. 5. The committee objected our proposal. 6. You should take account, that high production rates are often achieved the expense quality of work. 7. I like her approach the problem. 8. In the former Soviet Union, there was a great demand consumer goods.

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

Язык профессии дипломата. Установление дипломатических отношений. Сложное предложение: сложносочиненное и сложноподчиненное. Преобразование прямой речи в косвенную.

I. Read the text and make up 10 questions

Foreign Offices or Ministries of Foreign Affairs in national capitals are staffed with officers of different ranks exercising their duties in various departments. They analyze and report to their seniors on political matters that may affect the national interests of their country. They communicate their government views on political issues to foreign officials, negotiate agreements and maintain contact with political leaders, third country diplomats and other influential people.

Among the challenges that service in a ministry of foreign affairs offers are being able to report and interpret events and trends in a variety of cultures and political systems. Foreign officers must also be able to communicate rapidly and concisely, and be flexible in handling various responsibilities, especially in smaller posts. In more specialized areas they are expected to know the language, history, culture and politics of a nation or a region in which they specialize.

As distinct from those who work in a foreign office, a diplomat working abroad is on duty in the front line all the time. He must be committed to promote and defend his country's policy abroad in various ways. His first and foremost duty is to keep the authorities in his country constantly informed about the current events taking place in the country of his residence related to not only political but also economic and cultural issues. His job may involve reporting and analyzing the events and changes in the host country, briefing and suggesting remarks for a visiting senior official, and perhaps, escorting the official, while handling the daily flow of cables and correspondence relating to the visit.

II. Discuss the text in pairs. Make use of your questions

III. Say what you think of the following:

1. Why are reporting and interpreting events and trends in the world political systems referred to as challenges for a political officer?
2. What do various responsibilities in smaller posts involve?
3. What are the ways in which a diplomat may promote his country's interests?
4. Why is it necessary for a diplomat to have a strong command of the mother tongue as well as a foreign language?
5. How important is good knowledge of the history and culture of the country a diplomat specializes in?

Grammar

I. Supply an appropriate word from the active vocabulary in the brackets

1. A diplomat (призван) to influence political leaders.
2. The head of the country offered his (добрые услуги) in settling the conflict.
3. The tasks of a diplomat (включают в себя) presentation of credentials, protocol and participation in diplomatic circuits.
4. Political, (экономические) and social issues have pushed diplomats toward increased (участие) in external affairs of domestic ministries.
5. Multilateral diplomacy (передача ответственность) of managing the increasingly complex national system to the diplomats traditional function of (защищать государственную политику).

6. Among others a Foreign Service officer's duty is (работа с) correspondence.
7. Arabic, Chinese and Russian cannot (обрабатываться) by most computers.
8. It is undesirable for the country (ввязываться) in this conflict.
9. (Готовность) to defend the interests of his country is the most important quality of a diplomat.
10. (Участие) in diplomatic circuits is one of the duties of a diplomat.

Тема 21. Личность дипломата в современном мире (11,85 часов)

Качества, необходимые дипломату. Выдающиеся дипломаты и политики истории и современности.

Способы выражения действий в будущем.

I. Read the text

One of the chief functions of the head of the mission is to train the junior members of the service in the right performance of their duties,, especially in the preparation of reports on subjects of interest in drafting dispatches and paraphrasing the text of ciphered telegrams. Serving in various countries abroad diplomats and their families may face various challenges ranging from harsh climates to lack of jobs for the spouses and schools for the children.

In the international organizations diplomatic work is distinguished by the fact that diplomats serve not only as representatives and promoters of their country's interests guided by the instructions of national authorities and as their political advisers but also as contributors to the interests of the global community.

In diplomatic life at home and abroad success in the Foreign Service requires a strong command of the mother tongue as well as of a foreign language since language problems crop up at every step. All F.S. officers must be able to speak and write clearly, concisely, persuasively and correctly.

II. Replace the underlined words by the words from the active vocabulary list and from the texts

1. Many career diplomats say that their job is too difficult.
2. The president is facing a threat to his leadership from his deputy.
3. He devoted himself to the idea of improving the economy.
4. A dutiful diplomat cannot be dependent on his feelings.
5. The government is not always the highest power in a state.
6. The task is to cany out the election campaign successfully.
7. He has no formal position in the party.
8. Who is expected to investigate these complaints?
9. The imposed mobility of the profession brings a lot of hardships.
10. Foreign Service staff is supposed to support their country's line.
11. The protocol of meetings is dealt with by secretaries
12. Nobody questioned his influence and power.
13. The task is too complicated for us to manage.
14. He devoted his life to the cause of peace.

Grammar

I. Future Indefinite or Present Indefinite

1. He (*become*) an architect after he (*graduate*) from the University.
2. I (*have*) to stop my daughter before she (*get*) into trouble.
3. The new President (*make*) any changes in the country's policy when he (*come*) to power?
4. Mum (*visit*) you when the baby-sitter (*arrive*).
5. She (*relax*) after she (*hear*) the results of the interview.
6. My elder sister often (*develop*) a strong headache when the weather (*change*).
7. Tonight the old man (*go*) to bed as soon as the sun (*set*).
8. He (*not buy*) a new car until the company (*pay*) him all the money it (*owe*) him.
9. The refugees (*be able*) to stay here till some urgent measures (*take*).
10. The information (*study*) carefully as soon as it (*deliver*).
11. Many people (*be happy*) when this ugly war (*come*) to an end.
12. Little Fred (*not be able*) to leave the house till his mother (*come*) back and (*unlock*) the door.
13. Life (*seem*) wonderful to you again as soon as all your worries (*be over*).
14. The weather certainly (*change*) for the better after the rain (*stop*) and the sky (*clear up*).
15. He (*not recover*) soon unless he (*take*) the prescribed medicine.

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 (12 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 B

The Union shall set itself these objectives:

- to promote economic and social progress which is balanced and sustainable, in particular through the creation of an area without internal frontiers, through the strengthening of economic and social cohesion and through the establishment of economic and monetary union, ultimately including a single currency in accordance with the provisions of this Treaty;
- to assert its identity on the international scene, in particular through the implementation of a common foreign and security policy including the eventual framing of a common defence policy, which might in time lead to a common defence;
- to strengthen the protection of the rights and interests of the nationals of its Member States through the introduction of a citizenship of the Union;
- to develop close cooperation on justice and home affairs;
- to maintain in full the 'acquis communautaire' and build on it with a view to considering, through the procedure referred to in Article N(2), to what extent the policies and forms of cooperation introduced by this Treaty may need to be revised with the aim of ensuring the effectiveness of the mechanisms and the institutions of the Community.

The objectives of the Union shall be achieved as provided in this Treaty and in accordance with the conditions and the timetable set out therein while respecting the principle of subsidiarity as defined in Article 3b of the Treaty establishing the European Community.

II. Study Article 43 of the United Nations. Comment on its main points and stylistic features

Article 43

1. All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security.
2. Such agreement or agreements shall govern the numbers and types of forces, their degree of readiness and general location, and the nature of the facilities and assistance to be provided.
3. The agreement or agreements shall be negotiated as soon as possible on the initiative of the Security Council. They shall be concluded between the Security Council and Members or between the Security Council and groups of Members and shall be subject to ratification by the signatory states in accordance with their respective constitutional processes.

III. Replace the underlined phrases with the words and expressions from the list and translate the sentences into Russian

1. He is an official member in Parliament
2. The country was controlled by the British until very recently.
3. Over 500,000 18-year-olds will have the official right to vote this year.

4. He is due to stop working next year.
5. The governments have stopped diplomatic relations.
6. 63 members voted in favour, 39 opposed and 5 decided not to vote.
7. A person officially chosen to speak for the government denied the rumours.

Тема 23. Дипломатическая переписка. Деловая переписка. Электронная переписка (10 часов)

I. Read the text

Political correctness seems to have originated with US college students in the late 1980s and early 1990s. A set of values has come to dominate university campuses which are called politically correct: that is to say one has to have a single attitude towards certain sensitive issues such as the Third World, the situation of women, etc. "Politically correct" describes those who are ecologically sensitive, vegetarian, feminist, multicultural, sandal-wearing, etc. PC - things include ethnic pride (especially Afrocentrism), recyclable products, saying 'people of colour (never coloured people), 'women' (not girls) and 'Ms' (not Mrs or Miss), sensitivity to unconscious racism, and 'diversity' in all things. Non-PC things include polystyrene cups, saying 'businessmen' or '% congressmen' (as opposed to 'persons'), etc. The roots of political correctness go back a long way. In the U.S. A diplomats, journalists, and others such as university teachers have been increasingly asked not to use certain words and expressions because they are politically incorrect and might cause offence, and to use other, politically correct or PC, words. Where organizations such as universities have rules about words to be avoided in conversation and elsewhere, these rules constitute a speech code. There are a lot of arguments supporting it, and still there are some who dismiss it as an irrelevance. The opponents say that 'political correctness' is a lacking sense but dangerous thought and speech code that threatens the free speech and intellectual curiosity' of so many students and their teachers at colleges across the USA.

II. Discuss the following:

1. What is referred to as 'political correctness'?
2. Which issues and why are included in PC-things?
3. What is considered to be politically incorrect?
4. In what spheres of life is it recommended to be politically correct?
5. Does political incorrectness always cause trouble?
6. Is it true that the language fuss distract people's attention from painful facts? Why?
7. Is there anything in common between euphemism and political correctness?

III. Summarize the text about 'political correctness' in about 80 words

Grammar

I. Choose the correct preposition

1. I do the gardening **at / on** Sundays.
2. John is crazy **with / about** skating.
3. There are so many activities to choose **from / in**.
4. Paula went to a ride **on / in** the carousel.
5. We are going **to / at** the beach on Saturday.
6. Where can I shop **for / about** surfing gear?
7. Do you like hanging **out / from** at the shopping centre?

II. Fill in the gaps with the verbs in *the Future Simple* either positive or negative. Use contracted forms

1. Lucy was born in 1995. In 2007 she _____ be 12.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It _____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.

Тема 24. Приемы ораторского искусства и публичного выступления (12 часов)

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

Абсолютный причастный оборот. Простые и десятичные дроби, проценты.

I. The project manager of a construction company is giving a presentation to his colleagues. Put the sentences in the right order. Then listen and check

- a) This morning I'd like to update you on the current status of work at the construction site. The information I give you today should help you with planning your next steps
- b) For those of you who don't know me, my name is Gordon Selfridge. Let me just write that down for you. OK. I'm the project manager in charge of the Bak Tower building project in Dubai.
- c) I've divided my presentation into three parts.
- d) Hello, everyone.
- e) Then I'll move on to the problems we're facing with our local suppliers.
- f) First of all, let me thank you for coming here today. I'm aware that you're all busy preparing for the annual meeting this week, so I really appreciate you taking the time to be here.
- g) I'll start off by showing you some photos of the building site and discussing the progress we've made since January.

h) My talk should take about 30 minutes. Please feel free to interrupt me at any time with questions.

i) I'll end with some ideas for reducing labour costs that we've been looking into.

j) Oh, and don't worry about taking notes. I'll be handing out copies of the PowerPoint slides.

Grammar

I. Translate into Russian paying attention to the function of the participle

1. Keeping in mind the topography, the weather, and the length of the hike, decide what you need to take.

2. You shouldn't waste time analyzing that old matter.

3. Looking at her, we decided to say nothing for the moment.

4. On the way back home she talked about other things, wishing to distract her sister from the current troubles.

5. Yesterday I racked my brains, trying to remember the title of the book Kate recommended me.

6. She noticed a handsome young man standing near her door.

7. He sat for a long time thinking about his future journey.

8. Nigeria is a living zoo.

9. Let sleeping dogs lie.

10. People ran in and out of the house, shouting and crying.

11. Sally spends all her time going to parties.

12. Maxim gave the photographs a last lingering glance before running to the door. Picking up his suitcase, he took a deep breath and went out.

13. The conference taking place at the university is devoted to problems of nuclear physics.

14. The man standing at the time table was our teacher last year.

15. The people having waited for you have just gone.

16. Being asked what he thought of the innovation, the engineer said he approved of it.

17. Having been examined by the customs, the goods were let through.

18. Changed into his uniform, he looked younger and slimmer.

19. Arrived at the ship, the passengers were shown their cabins.

20. Finished with his breakfast, he remained for some time at the table, looking through the newspapers.

21. The book referred to in this paper was published last year. The data obtained can be relied upon.

22. The experiment followed by a lecture was carried out by our professor's assistant.

23. His report followed by a paper on the same subject dealt with many problems of importance.

24. The session attended by foreign delegates was held on the first of November.

Список рекомендуемой литературы

1. Леонова, Е. П. Английский язык в сфере международных отношений : учебное пособие / Е. П. Леонова, Ю. С. Барышникова. – Екатеринбург: Издательство Уральского университета, 2012. – 281 с. URL: <http://biblioclub.ru/index.php?page=book&id=239709>. – Режим доступа: по подписке. – Текст : электронный.
2. Агабекян, И. П. Английский для бакалавров=A Course of English for Bachelor's Degree Students. Intermediatelevel [Текст] : учебное пособие / И. П. Агабекян. – Изд. 4-е. – Ростов н/Д.: Феникс, 2015. – 379 с. - Текст : непосредственный.
3. Селифонова, Е. Д. Mind your pronunciation : учебное пособие по практической фонетике английского языка для студентов 1-2 курсов отделения «Международные отношения» / Е. Д. Селифонова. – М.; Берлин: Директ-Медиа, 2015. – 27 с. – URL: <http://biblioclub.ru/index.php?page=book&id=276795>. – Режим доступа: по подписке. – Текст : электронный.
4. Селифонова, Е. Д. English for International Relations : пособие по английскому языку для студентов 4 курса, обучающихся по специальности «Международные отношения» / Е. Д. Селифонова. – М.; Берлин: Директ-Медиа, 2015. – 177 с. - URL: <http://biblioclub.ru/index.php?page=book&id=275274>. – Режим доступа: по подписке. – Текст : электронный.
5. Гришаева, Е. Б. Деловой иностранный язык : учебное пособие / Е. Б. Гришаева, И. А. Машукова. – Красноярск : Сибирский федеральный университет, 2015. – 192 с. - URL: <http://biblioclub.ru/index.php?page=book&id=435604>. – Режим доступа: по подписке. – Текст : электронный.