

**ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ РФ
ИНСТИТУТ СОЦИАЛЬНЫХ И ГУМАНИТАРНЫХ ЗНАНИЙ
КАФЕДРА ИНОСТРАННЫХ И ГОСУДАРСТВЕННЫХ ЯЗЫКОВ**



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АНГЛИЙСКИЙ ЯЗЫК

**УЧЕБНОЕ ПОСОБИЕ
для всех специальностей всех форм обучения**

2-е издание



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Учебное пособие разработано в соответствии с требованиями
Государственного образовательного стандарта высшего профессионального
образования. Предназначено для студентов и преподавателей юридических,
экономических и психологических факультетов высших учебных заведений.

Дисциплина входит в федеральный компонент общих гуманитарных
дисциплин и является обязательной для изучения.

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РАБОЧАЯ ПРОГРАММА

Обучение английскому языку в неязыковом вузе входит в качестве обязательного компонента профессиональной подготовки специалиста любого профиля, а владение английским языком – как один из показателей степени общей образованности современного человека. Рабочая программа дисциплины составлена в соответствии с разделом ГСЭ.Ф.01 Государственного Образовательного стандарта.

Выписка из Государственного Образовательного Стандарта Иностранный язык (ГСЭ.Ф.01) Всего часов: 340

Специфика артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; основные особенности полного стиля произношения, характерные для сферы профессиональной коммуникации; чтение транскрипции;

Лексический минимум в объёме 4000 учебных лексических единиц общего и терминологического характера; понятие дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и другая); понятие о свободных и устойчивых словосочетаниях, фразеологических единицах, понятия об основных способах словообразования; грамматические навыки, обеспечивающие коммуникацию общего характера без искажения смысла при письменном и устном общении; основные грамматические явления, характерные для профессиональной речи; понятие об обиходно-литературном, официально-деловом, научном стилях, стиле художественной литературы; основные особенности научного стиля; культура и традиции стран изучаемого языка, правила речевого этикета; говорение; диалогическая и монологическая речь с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения; основы публичной речи (устное сообщение, доклад); аудирование; понимание диалогической и монологической речи в сфере бытовой и профессиональной коммуникации; чтение; виды текстов: несложные прагматические тексты и тексты по широкому и узкому профилю специальности; письмо; виды речевых произведений: аннотация, реферат, тезисы, сообщения, частное письмо, деловое письмо, биография.

Цель преподавания дисциплины

Цель данной программы - отразить важнейшие этапы обучения студентов специальности различным видам речевой деятельности (аудирование, чтение, говорение и письмо) в процессе приобретения англоязычной профессиональной компетенции. В основе учебных материалов лежат тексты, представляющие стиль научного изложения.

Программа рассчитана для I и II курсов на 340 часов.

Целью также является обучение студентов активному владению иностранным языком, т.е. умению адекватно намерению и ситуации общения выражать свои мысли на иностранном языке и понимать мысли, выраженные или выражаемые на данном языке, самостоятельно работать с иностранным языком после окончания вуза.

Важнейшими лингво-дидактическими принципами, отраженными в программе, являются:

- взаимосвязь и взаимозависимость видов речевой деятельности (РД);
- опора на наглядность (иллюстративную, языковую, графическую);
- стимулирование самостоятельной работы студентов;
- преобладающая роль коммуникативных заданий;
- тенденция к беспереводному использованию языка;
- функционально-тематический отбор учебных материалов;
- социокультурный, лингвокультуроведческий рост студентов в процессе обучения.

Задачи изучения дисциплины

I курс

Основная задача I курса обучения - научить студентов выражать свои мысли на иностранном языке в виде диалогических и монологических высказываний, состоящих из простых распространенных предложений в рамках повседневного общения.

Для этого студенты должны:

- усвоить принципиальное различие между членами предложения и частями речи;
- овладеть строем (структурой и интонацией) основных видов предложений данного иностранного языка;
- научиться пользоваться средствами выражения утверждения, отрицания;
- овладеть средствами выражения настоящего, прошедшего и будущего времен; модальности, а также пространственных и временных отношений, типичных для стилистически нейтрального повседневного общения на данном языке;
- усвоить основные контактоустанавливающие языковые формы и речевые формулы, принятые в повседневной области коммуникации нейтрального стилистического регистра.

Основными организационными формами обучения являются; аудиторные занятия с преподавателем, текущая внеаудиторная работа студентов дома, лингафонном кабинете, компьютерном классе, по тренировке и самоконтролю усвоения материала, самостоятельная работа студентов под руководством преподавателя как средство усиления индивидуализации обучения.

Требования к зачёту I курс 1 семестр

- Лексико-грамматический тест по пройденному материалу.
- Правильное фонетико-интонационное чтение фрагмента текста вслух (400 печ.зн.). Тематика – лингвострановедческая, повседневная.
- Внеаудиторное чтение (10 тыс. печ.зн.). Лексический минимум за 1 семестр обучения – 300 лексических единиц.

Требования к зачёту I курс 2 семестр

- Правильное фонетико-интонационное чтение фрагмента текста вслух.
- Перевод фрагмента текста на русский язык (400 печ.зн.).
- Монологическое высказывание по ситуациям, охватывающим тематику I курса.
- Обобщающий лексико-грамматический тест по изученной тематике.
- Внеаудиторное чтение (10 тыс. печ. зн. за семестр, лексический минимум за 2 семестр обучения - 200 лексических единиц).

Самостоятельная работа студента:

- Просмотр фильмов на изучаемом языке (1 раз в месяц).
- Прослушивание аудиозаписей (1 раз в 2-3 недели).
- Владение лексическим минимумом (не менее 50 л.ед. в месяц).
- Выполнение контрольных работ по пройденным грамматическим темам (словарный диктант, диктант-перевод, тексты-резюме, комментарии, сочинения, эссе, ролевые игры).

II курс

Основная задача II курса обучения – развить и закрепить способность студента выражать свои мысли на иностранном языке в ситуациях профессионального общения в виде распространенных устных высказываний и сформировать умения работать с иноязычными письменными текстами профессионально-ориентированной тематики.

Для этого студенты должны:

- овладеть всеми основными видами чтения: детализирующим, поисковым, просмотрным;
- овладеть нормативными клише, необходимыми для письменной речи профессионального характера;
- усвоить основные языковые формы и речевые формулы, служащие для выражения определенных видов намерений, оценок, отношений в профессиональной сфере;
- владеть формами профессиональной речи: строить аргументированные высказывания, презентации.

Требования к зачёту II курс 1 семестр

- Внеаудиторное чтение (20 000 печ. зн.; лексический минимум – 350 лексических единиц для продуктивного использования).

- Перевод с русского языка на иностранный 10 предложений (без словаря, на базе пройденной тематики).
- Обобщающий лексико-грамматический тест.

Требования к экзамену II курс 2 семестр

- Монологическое высказывание по ситуации профессионального характера (25 предложений).
- Детализирующее чтение, выборочный перевод, пересказ текста профессионального характера и спонтанные ответы на преподавателя по тексту.
- Комментирование текста по специальности.

Самостоятельная работа студента:

- Просмотр видеоматериалов на изучаемом языке (1 раз в месяц).
- Внеаудиторное чтение в объёме (4000 печ.зн.).
- Прослушивание аудиоматериалов на изучаемом языке (1 раз в 2-3 недели).

СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

I курс

Аудирование

Становление и развитие фонетических навыков:

- общая основа фонации и чтение гласных звуков;
- ритмика слова и особенности безударных гласных;
- синтагма и паузация;
- ударные слоги полных слов и ритмика;
- интонация предложений различных типов;
- фонетическое чтение написанного текста;
- различение звуков в потоке речи, восприятии на слух текстов культурно-бытовой тематики.

Говорение

- Инициировать и поддерживать вопросно-ответную беседу на общекультурные темы.
- Разыгрывать ролевые ситуации повседневного и профессионального характера.

Чтение

- Читать литературу общего характера на уровне изучающего и поискового видов чтения (публицистические, художественные, учебные тексты).
- Составлять резюме прочитанного текста.
- Восстанавливать содержание текста по самостоятельно составленному плану.
- Составлять собственные вопросы разного типа к прочитанному.
- Переводить с родного языка на иностранный и наоборот тексты профессиональной тематики.
- Распознавать в тексте значение многозначных слов.
- Классифицировать и группировать фактологическую информацию в звучащих и письменных текстах.

II курс

Чтение и говорение

Становление и развитие навыков

а) чтения:

- расширение словаря за счёт интернациональной лексики;
- использование изучающего детализированного, просмотрового, ознакомительного чтения;
- произвольное использование типа чтения в зависимости от внешней мотивации;

б) говорения:

- воспроизведение прочитанного;

- развертывание любого ключевого слова в текст (отбор, порядок и комбинация предложений в сверхфразовое единство СФ);
- построение текстов с опорой на ключевые слова;
- использование текстов для чтения как источника для построения собственных текстов (монологическая и квазидialogическая речь);
- строить устное высказывание в форме монолога, диалога, полилога;
- вести беседу, дискуссию; делать сообщения, обзор, аргументировать высказывание.

Умения:

- Инициировать и поддерживать беседу на профессиональные и общекультурные темы.
- Читать литературу по специальности на уровне изучающего, поискового, ознакомительного видов чтения.
- Составлять резюме на основе прочитанного текста.
- Составлять план прочитанного.
- Восстанавливать содержание текста по плану.
- Составлять вопросы разного типа к прочитанному тексту.
- Переводить с родного языка и наоборот типичные документы профессиональной тематики.
- Догадываться о значении однокорневых слов.
- Классифицировать и группировать тематические цепочки слов текстах устного и письменного характера.
- Использовать иностранный язык в ролевых ситуациях профессионального характера.
- Комментировать графики, схемы, диаграммы, символику юридического характера.
- Комментировать прочитанный текст.

ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ (СРС)

Методические рекомендации для преподавателей

Обучение иностранному языку в вузе осуществляется на протяжении двух этапов.

Первый этап начинается с корректирующего подэтапа, на котором осуществляется повторение и систематизация языковых знаний, навыков и речевых умений, а также закрепление страноведческих и культурологических знаний, приобретенных учащимися в процессе обучения в средней школе.

Указанные знания, навыки и умения являются базой для перехода к вузовскому курсу иностранного языка, что соответствует требованию преемственности подготовки по иностранному языку в средней и высшей школах.

Основным направлением последующего обучения (вторая часть первого этапа и весь второй этап) является достижение практических, образовательных, развивающих и воспитательных целей. При этом на протяжении всего курса обучения иностранному языку продолжается работа по усвоению языковых знаний (фонетических, лексических, грамматических и орфографических), формированию и совершенствованию языковых навыков и речевых умений, а также по углублению и расширению культурологических знаний. Наряду с этим в связи с ограниченной сеткой часов аудиторных занятий при реализации практической цели обучения – формировании способности и готовности будущего специалиста к межкультурной коммуникации – рекомендуется постепенное и последовательное усиление профессионально -деловой направленности обучения в строгом соответствии с реально необходимыми для будущей профессиональной деятельности специалиста адекватными умениями иноязычной речевой деятельности.

Главное различие между первым и вторым этапами состоит в том, что второй этап характеризуется прагматической ориентацией, увеличением объема приобретаемой студентами профессионально значимой информации, а также в расширении иноязычных навыков и умений в разных видах речевой деятельности. Учебное время, отводимое на каждый из указанных этапов, определяется в зависимости от стартового уровня подготовки студентов по иностранному языку.

Методика преподавания иностранных языков основывается на применении активных методов обучения.

Принципами организации учебного процесса являются:

- выбор метод преподавания в зависимости от различных факторов, влияющих на организации учебного процесса;
- объединение нескольких методов в единый преподавательский модуль в целях повышения эффективности процесса обучения;
- активное участие студентов в учебном процессе;
- проведение практических занятий, направленных на приобретение практических навыков владения языком.

С целью более эффективного усвоения студентами материала рекомендуется при проведении занятий использовать наглядные пособия и раздаточные материалы, а также технические средства обучения – прослушивание аудиотекстов, просмотр учебных видеофильмов, работа с учебными компьютерными программами.

Работая с лексикой, при объяснении значений отдельных слов кроме перевода как наиболее распространенного способа можно использовать анализ этимологии слов или их сопоставление с другими уже известными иностранными словами – синонимами и антонимами. Выявить значение незнакомого слова возможно через сочетаемость данного слова с другими словами изучаемого языка либо на основе контекста. При работе со специальными текстами незнакомые понятия можно семантизировать с помощью их определений на родном языке и одновременным толкованием на иностранном языке, что будет способствовать дальнейшему правильному употреблению учащимися данного слова в речи.

Программа предусматривает подготовку студентов быть способными участвовать в реальном общении. Такую задачу можно выполнить, если в качестве средства обучения на занятиях использовать элементы естественного общения. Коммуникативный подход нацелен на обучение учащихся коммуникативной компетенции, т.е. на приобретение умений пользоваться всеми видами речевой деятельности. Параллельно с изучением языка как системы отдельных лексических и грамматических структур студенты учатся использовать данные структуры в речи, приобретают навыки употребления их в реальных коммуникативных ситуациях.

Естественные ситуации общения могут создаваться на основе читаемых в аудитории текстов, когда определенные задания преподавателя по обсуждению содержания текстов провоцируют студентов к высказыванию своего оценочного отношения к рассматриваемой проблеме. Более активным такое обсуждение будет при использовании некоторой наглядности – рисунков, схем, диаграмм и т.п. Закреплению и активизации форм речевого общения в значительной степени способствует просмотр и обсуждение учебных видеопрограмм и видеофильмов. Задача преподавателя заключается в рациональном построении занятия, на котором применяются видеоматериалы, и умелой организации их обсуждения со студентами с использованием заранее определенных речевых образцов.

Одним из инновационных коммуникативных методов обучения иностранному языку является деловая игра. Деловая игра нацелена прежде всего на приобретение студентами навыков иноязычного общения, однако, если построить ее на материале, связанном с будущей профессиональной деятельностью студентов, то таким образом в процесс изучения иностранного языка будут включены элементы профессионального общения, что, несомненно, повысит интерес студентов к языку. В качестве модели деловой игры можно использовать микроконференции, на которых студенты выступают с подготовленными микродокладами, оппонируют друг другу, обсуждают доклады. Такой вид работы можно проводить в масштабах одной группы. Деловая игра способствует не только расширению лингвистических знаний

студентов, совершенствованию их как коммуникативных партнеров, но и повышает их интерес к профессиональному росту.

Для контроля знаний студентов необходимо проводить оперативный, рубежный и итоговый контроль.

Оперативный контроль осуществляется на каждом практическом занятии в виде фронтального или индивидуального устного опроса студентов. При проведении оперативного контроля могут также использоваться письменные самостоятельные работы, тестовые задания.

Рубежный контроль осуществляется в конце каждого семестра. Студенты выполняют контрольную работу, которая включает в себя письменный перевод общетехнического текста (1200 печ.знаков.) и перевод 10 предложений, содержащих грамматические структуры, изученные в данном семестре. Кроме того, в каждом семестре проводится контрольное тестирование с использованием компьютерных программ.

Итоговый контроль осуществляется в форме экзамена в конце 4 семестра по завершении обучения дисциплине «английский язык ».

Содержание экзамена

1. Чтение со словарем оригинального текста по специальности с точной передачей содержания прочитанного в форме письменного перевода. Объем текста: из расчета 1500 печ.знаков за 1 академический час.

2. Чтение без словаря оригинального текста по широкому профилю вуза с передачей содержания текста в форме изложения на иностранном языке. Объем текста - 2400 печ.знаков. Время на подготовку - 15 мин.

3. Беседа на английском языке согласно тематике, предусмотренной программой. Объем высказывания - 12-15 фраз.

Методические указания для студентов

Рабочей программой дисциплины «английский язык» предусмотрена самостоятельная работа студентов в объеме 170 часов. Самостоятельная работа проводится с целью углубления знаний по иностранному языку и предусматривает:

- подготовку к практическим занятиям
- индивидуальное чтение индивидуальных технических текстов
- работу с аудио- и видеоматериалами
- работу с Интернет-источниками
- подготовку к написанию контрольных работ, тестов, сдача зачетов и экзаменов.

По результатам осуществления СРС применяются следующие виды контроля:

- текущий (опрос, тесты, письменные работы);
- защита выполненных творческих работ;
- лексико-грамматический текст на основе чтения и аудирования текстов;

- составление делового письма;

При организации самостоятельной работы студентов необходимо нацеливать их на регулярные домашние занятия – повторение грамматики, лексики, чтение специальных текстов. На занятиях в аудитории преподаватель дает методическую установку, каким образом студенты могут добиться эффективных результатов в своей самостоятельной работе.

Домашние задания по самостоятельной работе должны носить творческий характер и предусматривать обязательное извлечение информации при чтении, использование полученной информации для составления плана прочитанного, написании аннотации, реферата.

Для повышения информативной значимости литературы для самостоятельного чтения следует использовать актуальные статьи из журналов, книг, а также Интернет-источники.

КОНТРОЛЬНЫЕ ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

1 вариант

Read the text and do the tasks

Teaching Jaws to act

Problem: You are making a film about a big shark and you have some famous actors in the film. How do you train a real shark to act without him eating all your actors? Answer: You build your own 'Jaws'. That is what the producers of the most successful film in movie history - Jaws - decided to do. They wanted a real shark but then realised that nobody could train a shark to act safely and do the things they needed for the film.' So they called Bob Mattey, and asked if he could help them. After forty years in the movie business, Mattey had a lot of experience. He had made the alligators for 'Tarzan' films and the giant squid for the Walt Disney film '20,000 Leagues Under the Sea'. He wanted to retire but he came back for this one 'special job. After month of work he made the first model of 'Jaws'. By the time the film was finished, he had built three life-size working models of a 25-foot (7.5 metres) white shark. The first model weighed 12 tons and needed 15 men to operate it. It was named 'Bruce1 by the film crew after the lawyer working for the film's director, Stephen Spielberg. All together, these three mechanical sharks cost over 11,000,000 to make. Everything about 'Bruce', the mechanical shark, was made as real as possible. He could swim fast, turn, dive and even bite. Special paint was put on him every day to make him look real. How good were these mechanical sharks? The producers decided to ask two experts to look at their film to find out. They invited Ron and Valeric Taylor, world experts on sharks, to see the film. The Taylors said later that they couldn't tell the difference between 'Bruce1 and films of real sharks. What does the ordinary film-goer think? Millions of people have seen this exciting film and even when they know the shark isn't real; it is still very frightening when it swims on the screen. 'Bruce' isn't real, but fear of 'Jaws' is.

I. Are the following sentences true or false?

Bob Mattey became very famous among film producers after he had made the mechanical sharks for "Jaws".

The world experts on sharks found a real shark and the mechanical one very like.

II. Choose the correct answer:

1. Whose nickname is "Bruce"?
 - a) The nickname of the shark which acted in the film.
 - b) Stephen Spielberg's.
 - c) Of a built up shark.
 - d) Of the lawyer working for the film's director.
2. How did the producers of "Jaws" want the mechanical shark look ?
 - a) Be frightening on the screen.
 - b) Be fast to swim, dive and bite.
 - c) Be painted every day.
 - d) As if it was alive.

III. Find and correct 2 mistakes in the following sentences:

It is impossible to train sharks to act safely. The producers of "Jaws" faced the same problem. That's why they asked Bob Mattey, who had been well-known for making sharks long before this film, to help them. After a month he made his first model and named it "Bruce". In spite of being mechanical Bob's sharks looked very real on the screen.

2 вариант

Read the text and do the tasks

Lessons from overseas

As world travel increases, nations learn from each other. In the United States today there are many evidences of this fact. In the frozen food departments of a supermarket the shopper often finds packages of vegetables prepared in Danish and in Mexican style, among several other national varieties. Italian pizza is enjoyed by vast numbers of Americans, especially children and teenagers. American housewives watch a very popular TV program called "The French Chef" to learn how French people cook. Many also study the art of flower arrangement, using books from Japan. There is much interest in Eastern religions and in Eastern methods of self-defense.

One of the latest imports is acupuncture, 'the use of needles for treating disease. Although acupuncture has been practiced in China for 2,000 years, its use in the Western world is still very new. Several hospitals in the United States are now experimenting with acupuncture as a way of treating pain. An American journalist who stood behind a patient during an operation in Shanghai recently described the process and its effects. To keep the patient from feeling pain during the operation, four needles were used, each about an inch and a half long. Two needles were inserted under the skin on each side of the patient's neck. The tops of the needles were attached to wires which led to a small electrical device.

Throughout the operation the patient talked calmly to those standing around him, insisting that he felt perfectly normal. At one point he stretched out his hands

and moved his bare toes to show that only his chest and neck were affected. How does acupuncture work? How is it able to keep a patient from feeling pain? No very satisfactory answer has been given, but there are at least three theories. Some doctors believe that acupuncture somehow produces an effect upon the central nervous system.

Others believe that acupuncture produces a chemical change in the body's fluids. Still another theory' is that the needles make contact with an unknown system of energy in the body which travels along certain routes under the skin. The true explanation may be one of these or a combination of more than one. It may be something entirely different. Chinese doctors are now trying to unite older Eastern forms of medicine with newer Western forms. The sharing of knowledge should benefit people everywhere.

I. Are the following sentences true or false?

A lot of facts prove that people in the USA are interested in things from abroad. Eastern culture and medicine have a great effect on the West.

II. Choose the correct answer:

1. What does world travel contribute to?
 - a) Importing different kinds of goods from overseas.
 - b) The use of acupuncture.
 - c) Exchange of knowledge between nations.
 - d) The further development of the East.
2. Why were the needles used?
 - a) To keep the patient feeling pain.
 - b) To make the patient talk calmly during the operation.
 - c) To produce a special chemical change in the patient's body.
 - d) To stop the patient feeling pain.

III. Find and correct 2 mistakes in the following sentences:

The more people travel around the world the more they learn from each other. The latest interest is acupuncture. Some clinics in the USA today are trying to use this Chinese invention to treat pain. An American journalist agreed to be operated just to learn how acupuncture worked. Throughout the operation the doctors insisted that the patient felt perfectly normal. But the secret of acupuncture is still unknown.

3 вариант

Read the text and do the tasks

The Ugly Duckling

I realised how cruel life can be for an unattractive child when everybody in my class was invited to a tenth birthday barbecue on the beach. Everybody, that is, except for me. At first I thought there had been a mistake and that my invitation had been lost. But when I made inquiries to the hostess, she didn't beat about the bush: "Sorry, Susie. You're too fat to wear a swimsuit on the beach and you can't see without those horrible glasses anyway."

I went home and cried for hours. My mother was ready with comforting cuddles, yet even she couldn't bring herself to reassure me I was lovely. I used to

spend a long time staring at my brother and twin sisters and feeling extremely hard done by.

The chip that was developing on my shoulder became obvious in my aggressive manner. This, of course, only made things worse. Tea invitations stopped, I walked home from school alone and often found drawings that looked like me in the classroom wastepaper bin. I hated everyone because everyone seemed to hate me.

When I was 14, my mother decided that I should go to the church youth club. I stood alone watching the dancing, feeling embarrassed, ugly and awkward. Then a miracle happened. A skinny boy called Peter, with glasses and spots, asked me to dance. He also had a brace on his teeth. We didn't talk much but he asked if I would be there the following week. I have to credit Peter with changing my life. He stopped me feeling hideous.

Encouraged, I put myself on a diet, begged my mother for contact lenses and grew my hair. Then another miracle occurred. I grew taller and, as that happened, I started looking slimmer. The brace was finally removed and my teeth were even. I was never going to be a beautiful swan, but I was going to try.

I. Are the following statements true or false?

1. She didn't use to worry about her appearance when she was younger.
2. Growing up was a painful experience for her.

II. Choose the right answer.

1. What was the first "miracle" which increased Suizie's self-confidence?
 - a) She decided to go to church.
 - b) She saw there a lot of "ugly ducklings".
 - c) She stopped feeling herself unlucky and uncomfortable.
 - d) She ran away home crying because nobody wanted to dance with her.
2. What did her classmate answer when Suzie asked why she hadn't been invited to the party?
 - a) The hostess said she had forgotten to do that and promised to correct her mistake.
 - b) The hostess said she didn't do that because Suzie looked so horrible.
 - c) The hostess thought she was so busy looking after her brothers and twin sisters.
 - d) The hostess said the weather was very cold and Suzie would refuse to go because she had been ill for a long time.

III. Find one mistake.

Everything began when she wasn't invited to a party. Everybody in her class laughed at her and there was a lot of teasing. She hated her brothers and sisters thinking her mother loved them more. Once she met Peter who helped her to stop feeling ugly. After that "miracle" she did her best to look beautiful.

4 вариант

Read the text and do the tasks

Are today's teenagers victims of fashion?

A survey among the 1,300 pupils at Caldecott Comprehensive School, near Newport, Wales shows that teenage girls and boys are deeply affected by the images presented by the fashion industry in magazines.

When we asked whether super-slim fashion models influence anorexia - the eating disorder in which people go without food - 100 per cent of our sample replied "Yes".

It's not just our schoolmates who hold these views. We interviewed psychologist Dr Glenn Waller of London's Royal Holloway College, an expert on the influence of fashion on adolescents. He told us that fashion photographs in magazines make a huge impact on young people's self-image; particularly females aged 13-19.

"Young people are guided by media standards while they are looking around for an identity," he said. "Magazines provide ideas and these can affect vulnerable people." "If women look at supermodels that are beanpoles, they may imagine that they themselves are fatter than they really are. If the media used a wider range of female shapes it would be better."

Fortunately, many Caldecott students are not victims of the image-makers. Here's what some of them said:

"If you're constantly dieting, you can't enjoy life."

"Fashion is something kids can control. It is a path many teenagers take to break free and have fun." "I find nothing attractive about six-foot models that are two stone underweight; they just look ill." "Friends shouldn't write you off for wearing unfashionable clothes; if they do, they aren't very good friends."

I. Are the following statements true or false?

1. Fashion should be more practical than it really is.
2. Newspapers, magazines and TV show different shapes and sizes.

II. Choose the most suitable ending.

1. Image-makers make ordinary women feel...
 - a) they look like supermodels.
 - b) their body is worse than it really is.
 - c) they look smart.
 - d) they feel relaxed about their appearance.
2. According to the psychologist the fashion industry
 - a) allows teenagers to feel free and have fun.
 - b) makes all people buy sophisticated and very expensive clothes.
 - c) provides ideas helping teenagers to decide what sort of style to have.
 - d) provides an optimistic view of life.

III. Find one mistake.

The pupils of Caldecott Comprehensive School were interviewed about the role of fashion in their lives. The survey shows that fashion photographs have a big effect on the opinion young people have of their own looks. Less than half of their samples answered "No" to the question if we can blame the fashion business for anorexia. But

most of them think fashion magazines just provide them ideas, help to feel free and have fun. They are sure that true friends don't expect you to be fashionable.

**Тексты для самостоятельной работы студентов по курсу ESP
по экономическим специальностям**

1 вариант

Going to work abroad

1. What advice would you give someone who is going to work abroad? Make a list of the important things to do before you start working in a foreign country.

Example:

Learn the language of the country.

Buy a guidebook.

2. Now read the text. Can you find any of the points from your list in it?

Working abroad

With globalization, working abroad has never been easier, and many firms are now asking people to work in their overseas branches. It gives you a fantastic opportunity to live in lovely places, but what are the important things you need to think about before you move to another country for work?

First of all, the cost of living may be high in the country you are going to, and you may have to pay more tax. So, before accepting the job, find out from the human resources department about the relocation package. Will the company pay for your health care; the cost of moving to the country; as well as moving back home at the end of your stay? What about trips home to visit your family? And will they pay for language courses?

Once you accept the job, find out what the latest requirements are to allow you into the country, such as visas. It's also a good idea to take translated copies of important documents, such as your driving license, degree certificate, and your curriculum vitae. Different countries have their own ways of writing letters of application and CVs, so always write in the appropriate language.

Finally, knowing the language of the country you are going to work in is important, and will help you both professionally and personally, but before you go, learn as possible about the country, the people that live there, and their customs. It may prevent you from losing a business deal or insulting a client or colleague.

And for those of you who don't have the opportunity to work abroad with your company, you could try Monster.com's Global Gateway, which is a good place for information, or the EURES database online, which is a network of employment services that advertises jobs in Europe. You could also contact companies directly via their human resources department, write to a recruitment agency, or look at the job advertisements in the local newspapers of the country.

3. Complete these sentences

1) In social occasions in the UK, it is not _____ to ask someone how much they earn.

2) I think it is _____ when someone interrupts me when I am talking.

3) There are several _____ to work in this company. For example, you must have a driving license and you must be able to speak French.

4) The multinational company has _____ in the USA, Europe, and Asia.

5) Our company has a _____ of agents, located in different countries, who communicate with us by email.

6) I get a very good _____. The company pay for the cost of moving to Boston and for all my health care when I'm there.

4. Answer these questions.

1) Where can you get information on getting a job abroad on the Internet?

2) What are the disadvantages of working abroad?

3) What can you get in a relocation package?

4) What translated documents should you take with you?

5) Why should you know about the customs of the country you are going to work in?

6) Would you like to work in a foreign country? Why/why not?

7) Which country or region do you think is the best place to work? Why?

8) Which do you think is the best job to do in a foreign country? Why?

9) Do you think more people are working abroad now? Why/why not?

2 вариант

Company organization

1. How many different word combinations can you make with the words in the three columns? Use combinations of two or three words

A

Assistant

Head of

Junior

Deputy

B

sales

finance

production;

personnel

C

manager

director

2. This is a part of organization chart of a company. Put these titles into the chart.

Assistant head of production, Assistant Sales Manager, Finance Director, Head of Production, Junior Finance Director, Managing director, Personnel Manager, president, Sales Manager Vice-President

Sara Taipe

President

Simon Bordera

Julia Hanover

Finance Department Sales Department Production Personnel

Silvia Pons David Donner Felix Minova Jenny Underwood

Maria Gandini
Junior Finance Director

Paul Strachen

Ann Short
Assistant head of production

3. Complete this extract from the company presentation using the information in the chart

Taipe designs

The company board of directors has seven member: the president, vice president, Managing director, and the four heads of department. Sara Taipe is the president of the company and she has a vice president,..... . Julia Hanover is the and is responsible for four Departments: finance, sales, and..... . In the finance department, Silvia Pons is the and she has a junior Finance Director, Maria Gandini. David Donner is the in the sales department. And assistant sales manager,, reports to him. The head of production is..... and he has an assistant, Ann Short.

3 вариант

Recruitment and job hunting

1. Read the text. Give Russian equivalents to the underlined words and word combinations

Recruitment

There are many ways in which an organization can recruit personnel. Posting a list of vacancies on the company notice-board or publishing it in employee magazines is fairly common and gives current employees the opportunity of applying for a position. Similarly, a subordinate may be referred for a position by his or her superior.

Another means of recruiting internally is to search in the organization is existing files. Some companies have a database of their employees' skills and special interests. Reviewing their files periodically may reveal employees who are well-suited to a particular position.

Although recruiting people within the organization can have many advantages, it does have its limitations. If companies wish to be dynamic it is essential to inject new blood from time to time. Similarly, existing employees may not have the necessary skills that the position requires. Consequently, it is often necessary to recruit people from outside the organization.

Advertising is a commonly used technique for recruiting people from outside. The advertising medium should be chosen according to the type of public the organization is aiming at. If a highly specialized person is required, a specialty publication such as a trade magazine may be most appropriate. National newspapers and magazines sometimes carry a Senior Appointment section for less specialized personnel. Many national and local newspapers have a General Appointment section or a Classified Ads section for less specialized personnel. Radio and television advertising of vacancies is relatively underdeveloped in most countries.

Employment agencies may be another source of recruitment. State-backed agencies compete with private agencies in many countries. In general, private agencies charge a fee whereas public sector agencies offer their services free of charge. Another difference is that private agencies tend to offer more specific services; for example, they may specialize in a particular area of recruitment such as temporary secretaries, middle manager or senior executives. They may also include search services, otherwise known as headhunting, or provide management consulting.

Current employees are sometimes encouraged to refer friends, family and ex-colleagues to-fill a particular vacancy. This is particularly true in occupations such as nursing where there is a shortage of trained people.

Other valuable sources of recruitment may be university campuses, trade unions, professional organizations and unsolicited applications.

2. Answer the questions:

- 1) List of the forms of internal recruitment mentioned in the passage.
- 2) Why do companies often recruit from outside the organization?
- 3) Which kinds of organizations are most likely to recruit through referrals by existing employees?

4 вариант Business Talks

1. Read the text and do the tasks

Our company is one of the leading manufacturers of engines. We produce a wide range of engines for automobile industry. We produce 80% of engines for home industry and 20% of our products go to different countries of the world.

Our manufacturing plant has modern facilities to produce engines of different models. The products of our company are reliable in operation and customers are satisfied with their modern design and capacity. The company delivers engines to markets of Europe, to the North and America. We are also interested in selling our goods to the countries of the East. The company can guarantee shipment of the goods within 10 days.

We do business with many foreign companies interested in buying our engines. Our goods are in great demand because they are of high quality. When a representative of a foreign company gets instructions to buy engines from our company, he arrives in Minsk and contacts our manager to make an appointment. Usually our customers get in touch with our secretary on the phone and the manager invites them to come to his office.

Our manager and the representative of a foreign company who was instructed to sign a contract for buying the latest model of engines from our company have business talks in held in friendly atmosphere. As it is not polite to go straight to business the manager starts with some remarks about the weather and asks his partner about his trip, the hotel he stays in, the impressions our city makes on the foreigner. The manager may also ask him about his family or his health and after that they get down to business. The negotiating parties discuss prices and terms of payment and delivery, packing and guarantee period. When the agreement is reached on the business matters discussed the date of signing the contract is scheduled. We are punctual in business and never break the appointment. When the contract is signed we do our best not to make infringements¹⁶ in any of its clauses during the fulfillment of the contract. That's why our company enjoys high reputation and we have no claims on the part of our customers. We are always heavy with orders as many firms want to place orders with our company.

2. Read the words to the text. Pronounce them correctly.

Deliver – доставлять
Engine – мотор
% (per cent) – процент
Capacity – мощность
Representative – представитель
Talks – переговоры
Polite – вежливый
Payment – оплата
Schedule – график
Negotiate – вести переговоры
Party – сторона
Remark – реплика
Clause – пункт контракта
Terms – условия

3. Make the list of international words and expressions used in the text. Pronounce them correctly and learn their meanings.

4. Give the Russian equivalents to the word combinations:

to be reliable in operation; to be satisfied with; to do business with; to get in touch with; the negotiating parties; to go straight to business; to sign a contract; to break an appointment; to make infringements; to place an order with a company; to have claims; to come to (to reach) an agreement.

5. Give English equivalents to the word combinations.

Широкий ассортимент, национальная промышленность, иметь современные возможности для производства, быть надежным в работе, гарантировать поставку товара в течении....., купить товар у компании, остановиться в гостинице, перейти к обсуждению деловых вопросов, иметь хорошую репутацию, со стороны клиентов, быть загруженным заказами, назначить дату подписания контракта.

6. Answer the following questions to discuss the details of the text. Use the text for reference.

- 1) What kind of company is the text about?
- 2) What countries does the company do business with?
- 3) Are the goods of the company of high quality and in great demand?
- 4) Do many foreign firms want to place an order for engines with the company?

5 вариант

Internet shopping: Online vs. offline shopping

1. What do you think? Are these sentences true or false?

- 1) People usually buy music and films over the Internet
- 2) Men usually buy clothes online
- 3) 4% of online shoppers are aged 10-18 years
- 4) You can organize your holiday and get your ticket without going to a shop
- 5) 50% of shoppers buy their Christmas present online.

2. Now read the text and check your answers.

We know we can buy nearly everything over the Internet. But what do people usually buy? According to data from American Express 65% of Internet shoppers buy music and films 62% clothes and 58% toys and games. But men and women are different when they buy products online. Men usually buy music and films while women like buying clothes. And they quite young: 54% of Internet shoppers are 18-44. Christmas is an especially important time for online shopping. In fact over 25% of shoppers in the United States now use the Internet to buy their presents compared with 15% in 2000.

The internet is especially for services. For example, you cannot look for and compare travel information, book your holiday and get your ticket without going to a travel agency This is good for the Internet but bad for small shops. In fact, small shops now only have 47% of all shopping space in the UK, compared with 73% twenty years ago. But surveys also say that many people still need and want face-to-face contact, especially when they need somebody to explain all the information and make specific recommendations for them.

3. What do you think the underlined words and phrases mean?

4. Cover the text. What do these figures refer to? Can you remember?

- 1) 58%.....
- 2) 18-44%.....
- 3) 25%.....
- 4) 47%.....

5. Answer the questions.

- 1) What do men like buying over the Internet?
- 2) How is Christmas shopping different in the United States now?
- 3) Why is the Internet a problem for small shops?
- 4) What kind of products or services are good to buy online?
- 5) Why do some people prefer face-to-face contact?

Now look at the text and check your answers.

6. What do you think?

- 1) In your town/city, do people like shopping at small shops or big shopping centres?
- 2) Do you shop online? What do you usually buy?

6 вариант

The art of decision-making

1. You are going to read an article about making decision. Before you read, answer these questions.

- 1) What do you think about most when you make a decision?
- 2) For making a good decision, do you think it is important for the whole organization to feel responsible?
- 3) Do you think the best managers can make decision in all areas of business?
- 4) Do you think decisions made by senior managers are more important than those made by people in a junior position?

2. Read the text written by a management consultant. Does he agree with you?

A good manager does not need to be a leader. Some of the most successful managers I've worked with were not stereotypical leaders. They were all different in terms of their personalities, the way they think, their strengths and weaknesses. What made them all successful was that they followed these eight practices.

Ask: What do we need to do?

Ask: What is right for the project?

Make action plans

Take responsibility for decisions

Take responsibility for communicating

Focus on opportunities, not problems

Have useful meetings

Think and say «we», not «I»

The first two practices give the knowledge needed to make a decision in the first place. That way, a poor decision can be corrected quickly. It also shows managers what their strengths are and what they lack knowledge or information. It also shows them what their weaknesses are, especially the areas in which they lack ability. In these areas, the best managers don't make decisions, they delegate.

Finally it is a mistake to think that only senior managers make decisions or that only high-level decisions are important. Decisions are made at every level of the organization, and making good decisions is therefore an essential skill at every level.

3. What do you think the underlined words and phrases mean?

4. Use the underlined words or phrases in the text to complete these sentences.

- Good managers often.....to their staff and give them responsibility
- She's a Sales person: She's got lots of energy and she makes decisions quickly.
- In most jobs nowadays an importantyou need is good computer knowledge
- It is company'sto pay bills at the end of the month.
- He was invited to ameeting with all the directors of the company.
- Unfortunately, Ithe experience for the job.

5. Answer the questions according to the text.

- 1) What makes a good manager?
- 2) What knowledge do you need to make a decision?
- 3) Why is it important to check the success of a decision?
- 4) When is it important to delegate a decision?
- 5) Why does everyone in an organization need the skill to make good decision?

6. Discuss with a partner

- 1) To have a strong company you must make decision on your own. You can't have a strong company if you have to consult a lot of people all the time.
- 2) You can only make a real decision if you've taken some new action. If you haven't taken any new action you haven't made a decision.
- 3) When you don't know what to do, you should do nothing.

7 вариант
The world at work

1. What do you think? Are these sentences true or false?

- 1) The British work more than the Germans.
- 2) Americans have more holiday than British.
- 3) The best time to telephone an office in Germany is early morning.

2. Now read the text and check your answers.

Why do British work so hard? The usual working week in Britain is 43.6 hours, compared with 40.3 hours in the rest of the European Union. Perhaps it is because Britain has a more American business culture. In the United States, people frequently have two jobs, often work more than 50 hours a week, and take only two weeks a year for their holydays.

Germans have a reputation of begin hard workers but a German politician, Wolfgang Clement, says that Germans don't work enough. In Germany, there is an official 35-hour week but German workers also enjoy between 11 and 13 public holidays a year, compared with eight in Britain. If you telephone a German office from late morning to early afternoon, people are often «at lunch». But if you call mid-afternoon, it is time for «coffee and cake break». Workers also frequently finish work early on Fridays. In fact, Germans have a special saying: Freitag nach eins, macht jeder Seins (After 1 p.m. on Friday, its me-time)

Now, thanks to new European regulations, the maximum working week is 48 hours and the minimum holiday per year is four weeks. Europeans say that quality of life is impotent time for their children, time to enjoy life. And the British agree. A recent study shows British workers want more free time and feel very stressed.

3. What do you think the underlined words and phrases mean?

4. Complete the information from the text.

	United States	Britain	Germany	Europe
Working week (hours)				
Public holidays per year (days)				
Holidays per year (weeks)				

5. Answer these questions. Read the article again, if necessary.

- 1) Is the British business more European or American? Why?
- 2) Are British workers happy with their situation? Why/Why not?
- 3) Why do some people say the Germans don't work enough?

6. Answer these questions about your country or country you know.

- a. What is the usual working week?
- b. How many public holidays do workers have every year?
- c. How many weeks do people have per year for holydays?
- d. When do workers usually have lunch?
- e. What time do people normally finish work on Fridays?
- f. Do people have a reputation as hard workers?

1. Answer the questions:

- 1) Is there a common opinion on the content and character of economics?
- 2) What definition of economics is referred to as “especially useless”?
- 3) With what sciences does the author compare economics? Why?
- 4) What similarities with economics have the following sciences: 1) psychology 2) astronomy 3) meteorology 4) particle physics and molecular biology 5) art, fantasy, writing, mathematics, metaphysics, cosmology, and the like.
- 5) What is the scope of economics? What does economics deal with?
- 6) What does the author refer to as “popular opinion”?
- 7) According to the text, can such problems as marriage and extramarital affairs be the subject of economists' attention? Is there a division between “economic” and “noneconomic” problems?
- 8) What fields have economists “invaded” in recent years?

2. Defining economics.

1) Use the text to fill in the spaces:

PERIOD OF TIME	PERSON	DEFINITION
19 th century		«a study of mankind in the ordinary business of life»
	I George Bernard Shaw	
1930s		«the science of choice among scarce means to accomplish unlimited ends»

2) What other two definitions could be found in the text? How does the author refer to each of them?

3. Similarities and differences:

SCIENCE(ES)	SIMILARITY	DIFFERENCE
Psychology		
astronomy		
meteorology		
particle physics and molecular biology		
art, fantasy writing, mathematics, metaphysics, cosmology, «and the like»		

4. Which of the following is not true about economics and economists:

- A. There is no brief description of the content and character of economics.
- B. Alfred Marshall and Lionel Robbins agreed that: “Economics is what economists do.”
- C. In the 19th century economics was called “the science of wealth”
- D. Economics is only a theoretical science.
- E. Einstein once said “One person's meat is another person's poison”.
- F. Economics deals with the problems of income, employment, and interest rates.
- G. Economics also deals with weather forecasting, psychology and fantasy writing.
- H. In recent years economists switched to the new fields, such as political science and sociology.

8 вариант **Business talks**

1. Read and translate the text using the vocabulary. Do the tasks

Our company is one of the leading. We produce engines for automobile industry. 80% of engines for home industry and 20% go to different countries.

Our manufactory plant produces engines of different models. The engines are reliable in operation and customers are satisfied. With their modern design and capacity. The company can guarantee shipment within 10 days.

We do business with many foreign companies. Our goods are in great demand because they are of high quality.

Our manager and the representative of foreign company have business talks. It's not polite to go straight to business; the manager starts with some remarks about the weather and asks his partner about his trip, the hotel he stays in. The manager may also ask him about his family or his health and after that they get down to business. The negotiating parties discuss prices and terms of payment and delivery, packing and guarantee period. When the agreement is reached, the date of signing the contract is scheduled. We are punctual in business and never break the appointment. Our company enjoys high reputation and we have no claims on the part of our customers. We are always heavy with order as many firms want to place orders with our company.

2. Answer the questions.

- 1) What kind of company is the text about?
- 2) What countries does the company do business with?
- 3) Are the goods of the company of high quality and in great demand?
- 4) Do many foreign firms want to place an order for engines with the company?
- 5) Does the manager of the company often have talks with representatives of foreign companies?
- 6) What problems are discussed during business talks?
- 7) How do business talks usually start?
- 8) Are business talks held before or after signing a contract? Why?

3. Write out all international words from the text.

4. Give English equivalents to the word combinations.

Широкий ассортимент; национальная промышленность; быть надежным в работе; гарантировать поставку товаров в течении ...; купить товар у компании; перейти к обсуждению деловых вопросов; иметь хорошую репутацию; быть загруженным заказами; назначить дату подписания контракта.

5. Give Russian equivalents to the word combinations.

To be reliable in operation; to be satisfied with; to do business with; the negotiating parties; to go straight to business; sign a contract; to break an appointment; to have claims; to come to (to reach) an agreement; to have business talks; terms of payment and delivery; to enjoy high reputation.

6. Open the brackets paying attention to the consequence of tenses.

- 1) I did not know that you already (to read) this book.

- 2) He did it better than I (to expect).
- 3) He said that the bus (to be) here soon.
- 4) I think it all happened soon after the meeting (to end).
- 5) They decided that they (to bring) us all the necessary books.
- 6) He said that he (can) not do it without my help.
- 7) He asked the students whether they ever) to see such a book.
- 8) It was decided that we (to start) our work at eight o'clock.
- 9) I told you that I (to leave) for Minsk on the following day.
- 10) The boy did not know that he already (receive) a good mark.

7. Translate into English.

- 1) Мы думаем, что они отменили лекцию вчера.
- 2) Мой друг сказал мне, что он навестит меня после нового года.
- 3) Секретарь сообщила мне, что декан ушел час тому назад.
- 4) Моя сестра пообещала, что она поможет нам подготовить презентацию.
- 5) Посетителям сказали, что он вернется через полчаса.
- 6) Она сказала, что я писал ей чаще раньше.
- 7) Преподаватели говорили, что нам нужно больше заниматься.
- 8) Мы думали, что она не сможет выполнить эту работу вовремя.

8. Rewrite the dialogue in indirect speech. Start with “ The person interviewed said that...”:

- Are you English?
- Yes? I am. I come from London.
- Is it your first to Moscow?
- No, I've been here once before. I visited Moscow and Kiev three years ago. I have come to Moscow on business.
- How long are you going to stay here?
- I shall be here a week.

Тексты для самостоятельной работы студентов по курсу ESP по специальности «Психология и реклама»

1 вариант About myself

1. Read and translate the text. Do the tasks.

Last year I finished an ordinary secondary school, not a specialized one. I always did well at school and studied with great interest. I also took an active part in school life, attended sport sections and subject circles. My favorite subjects were mathematics and English. Perhaps my love to these subjects influenced my choice. My parents encouraged me in my desire to become a psychologist. Now I'm a second-year student at the state University, the faculty of psychology and advertising. We attend lectures and classes. We take examinations at the end of each term of the academic year. I do my best to have good marks in my student's card for those who fail at the University. We receive instructions in different subjects and work on our own. We do our best to become good specialists.

2. Answer the questions.

- 1) When did you finish school?
- 2) Did you finish a specialized school?
- 3) What marks did you have in English?
- 4) At what institute do and, what influenced your choice you study?
- 5) What must you do to become a good specialist?
- 6) How often do you take examinations?

3. Translate into English.

- 1) Сдать экзамены
- 2) Провалиться на экзаменах
- 3) Делать всё возможное
- 4) Работать самостоятельно
- 5) Закончить институт
- 6) Быть исключенным из института
- 7) Иметь хорошие оценки в зачете
- 8) Повлиять на выбор
- 9) Два учебных семестра в академическом году
- 10) Посещать лекции и практические занятия

4. Fill in articles if necessary.

- 1) ... real friend is one who walks in when ... rest of the world walks out.
- 2) What ... friends! She does not remember when I have ... my birthday.
- 3) She is ... girl I told you about. She speaks ... English very well.
- 4) Biology and philosophy are ... my favorite subjects.
- 5) I am interested in ... Russian philosophy.
- 6) Let's go skiing ... next week. I will call ... the Youngs and we can meet and discuss this.
- 7) It is so cloudy. I have not seen ... sun in ... sky for ... month.
- 8) How much ... money do you have?
- 9) ... Time is ... money
- 10) Did you take ... pen from ... table?
- 11) ... Everest is ... highest mountain in Europe.
- 12) I have never been to ... Caucasus.

5. Put the words in the correct order.

- 1) capitol, the, United, Kingdom, London, is, of, the.
- 2) brightly, is shining, sun, the.
- 3) in, lives, my brother, Moscow.
- 4) sounds, that, interesting, very.
- 5) i, London, to, am, with, my, sister, today, flying.
- 6) you, help, should, him, the, difficult, most, with, sentences.
- 7) football, I, in, the, play, garden, Sunday, on.
- 8) always, out of the garage, in, the, morning, gets, his, car, he.

6. Put the sentences in plural form.

- 1) This is my computer.
- 2) He has a new suit.
- 3) This metal is very hard.

- 4) That ship is a Russian one.
- 5) I heard her voice.
- 6) His dog does not eat bread.
- 7) The plate was on the table.
- 8) This town is very large.
- 9) I was talking to her in the street yesterday.
- 10) Is that girl your sister?
- 11) I shall give you my book.
- 12) This story will be a good one.
- 13) Is this a good match?
- 14) The boy put his book on the desk.
- 15) She took off her hat.
- 16) That house is new.
- 17) The pupil put his book into the bag.
- 18) Is this student coming with us, too?
- 19) The woman didn't say anything.
- 20) Does she speak English?

7. Open the brackets using adjectives in correct form.

- 1) Winter is (cold) season of the year.
- 2) Moscow is (large) than Sochi.
- 3) Which is (long) day of the year?
- 4) The Alps are (high) mountains in Europe.
- 5) Even (long) day has an end.
- 6) It is one of (important) questions of our conference.
- 7) Your English is (good) now.
- 8) Who knows him (well) than you?
- 9) We have (little) interest in this work
- 10) Today you worked (slowly) than usually.

8. Make questions to the sentences.

- 1) She is a future psychologist.
- 2) We attend lectures everyday.
- 3) There are twenty-five students in our group.
- 4) I know English better than you.
- 5) My friend is going to visit his grandparents in January.
- 6) This writer's book is rather interesting.

2 вариант
My University

1. Read and translate the text. Do the tasks.

My university was founded in 1915 by the decree of the Tsar. The faculty of psychology was opened only in 1971. It was a major step in the development of psychology as a separate discipline. It is a regional center for research and teaching now.

There are several departments at our faculty: General Psychology, Psychology of Personality, Industrial Psychology, Social Psychology, Psychophysiology, and

Educational Psychology. One of the most important disciplines is foreign language. Knowledge of English is very important for international exchange and scientific work. Many students learn a second foreign language, such as German, French or Spanish.

Studying psychology is not easy. A psychologist has to be a universally prepared specialist with general university background and specific knowledge and skills in psychology.

Each student at our faculty has a choice of specialization. Students choose whether they will be clinical psychologist or research psychologist.

We also have a student psychological consultation centre. It is a good practice for us and great help for the community. Where do our graduates work? You can meet them in large firms and banks, in advertising agencies, psychological consultation centers, schools, kindergartens, hospitals and medical centers. All graduates can work as teachers of psychology.

2. Answer the questions.

- 1) When and by whom was the university founded?
- 2) When was the faculty of psychology opened?
- 3) What departments are there at your faculty?
- 4) What three blocks are disciplines at the department divided into?
- 5) Why is knowledge of English very important?
- 6) What does a psychologist have to be?
- 7) Is a student psychological consulting centre necessary?
- 8) Where do your graduates work?

3. Translate into Russian.

- 1) There are five departments at our faculty.
- 2) Departments of Psychology of Personality and Social Psychology are among the most popular.
- 3) The staff of the department of General Psychology is very friendly.
- 4) The laboratory of personality research in extreme conditions is the only one in the country.
- 5) Each professor of our department has a research laboratory and staff.
- 6) History of Psychology is the easiest of all psychological disciplines.
- 7) The English language is more popular at our department than French and Spanish.
- 8) Freud made a major step in the development of psychology as a separate discipline.
- 9) There are many opportunities for international exchange at our department.

4. Make up a story about your institute using the questions.

- 1) When was your university founded?
- 2) How many buildings does your institute have?
- 3) How many departments are there at your institute?
- 4) Who is the head of the institute?
- 5) Who is the head of your faculty?
- 6) Which is the largest faculty? Which is the smallest?
- 7) Which is the most popular? Which is the least popular?

8) Are there more female or male students? What faculty has the largest percentage of males? What faculty has the largest percentage of females?

5. Fill in question words to make correct special questions.

- 1) ... are we going to the cinema? – On Friday.
- 2) ... are you going to do on Friday? – I do not know.
- 3) ... textbooks do you have? – I have eight textbooks.
- 4) ... is Peter's birthday? – In March, I think.

6. Make tail-questions to the sentences.

- 1) You are from Kazan.
- 2) You like singing.
- 3) The weather is fantastic today.
- 4) Some of the students in our group speak English very well.
- 5) Your parents went to St. Petersburg last week.
- 6) Mrs. Smith isn't your teacher.
- 7) Natasha cannot swim.
- 8) You don't listen to Madonna.
- 9) You will help me with this text.
- 10) Mary did her homework last week.

7. Make alternative questions in order you could answer like these.

- 1) I prefer coffee.
- 2) We are going by bus. It is cheaper.
- 3) She is English.
- 4) This is my pencil.
- 5) We went to the cinema and watched a film.
- 6) I am more interested in Russian literature.
- 7) I have been to London.

8. Translate into English.

- 1) Сегодня тепло, не так ли?
- 2) Поздно, Пора спать.
- 3) Вчера весь день шел снег.
- 4) Какой милый день. Так солнечно.
- 5) Было приятно познакомиться с вашим другом.
- 6) Здесь так шумно. Пойдем в другое кафе.
- 7) Это далеко отсюда?
- 8) Очень близко.
- 9) Пять минут пешком.

3 вариант

My plans for future

1. Read and translate the text. Do the tasks

It would be honest to say that I don't have any yet. I often think about my goals in life.

One of the things I would like to do in the future is to do a research in medical psychology. After I finish my University I want to apply for a graduate school in Moscow. There are more opportunities for work. I also might want to study abroad.

But it is not as easy as it sounds. You have to know English well enough to pass the test of English. That education is not free. And it may be very expensive! You need to find a source of finance to pay the tuition fee. And, besides, you always need some money to support yourself.

But I don't want to leave the country forever. I believe that economy in our country will be better. As a psychologist I understand that there are more things in life than just being not hungry and have nice clothes. But traveling and living abroad broadens your horizons and gives you food thought. I am a practical person. So I think about the employment opportunities in my field. It is still difficult to find a well paid job in psychology. Most of people still don't realize the importance of psychology and hire them just because of a fashion. You can always start your own business and have your private practice. You only need a license and a working experience. Private psychologist and psychoanalysts are very popular and well-paid abroad!

I want to help people with their problems. University gives very good background knowledge of subject. But this knowledge is too general. Most graduates are only theoretically prepared for work. And need practical courses and those we have are very weak.

2. Answer the questions.

- 1) What branch of psychology interest you and why?
- 2) What opportunities for work are there in our country?
- 3) What does traveling and living abroad give you?
- 4) Is it easy to study abroad?
- 5) Don't you want to start your own business?
- 6) What is your paramount goal?
- 7) Give Russian equivalents to the following English word combinations.
- 8) A research in medical psychology
- 9) To apply for a graduate school
- 10) To pass the test of English
- 11) To find a source of finance
- 12) To pay the tuition fee
- 13) To support oneself
- 14) To give food for thought
- 15) Because of a fashion
- 16) Background knowledge of subject

3. Fill in somebody, anybody, nobody or everybody:

- 1) The question was so difficult that ... could answer it.
- 2) ... left his bag in our classroom yesterday.
- 3) Has ... in this group got a dictionary?
- 4) I am afraid there is ... in the office now.
- 5) ... knows that water is necessary for plants.
- 6) Is there ... here who knows English?
- 7) You must find ... who can help you.
- 8) ... can answer this question.
- 9) Is there ... in my group who lives in the hostel?

4. Translate into English.

- 1) В стакане есть немного молока.
- 2) В тетради осталось мало чистых страниц.
- 3) У тебя много кофе? – Нет, очень мало.
- 4) Немногие из англичан говорят по-русски.
- 5) У них здесь очень мало друзей.
- 6) У меня очень мало времени для чтения.
- 7) У Пола много русских книг и мало английских книг.
- 8) У меня есть немного времени вечером, чтобы закончить эту работу.
- 9) Я провожу много времени в библиотеке, потому что я готовлюсь к экзамену.

5. Put the sentences in Past and Future Simple:

- 1) There is much snow in winter.
- 2) There are four theatres in our city.
- 3) There is no lift in our house.
- 4) There are many new books in our library.
- 5) There is little milk in the bottle.
- 6) There are three rooms in our flat.
- 7) There is a map on the wall.

6. Open the brackets.

- 1) He (know) several foreign languages.
- 2) I (learn) English at school.
- 3) Usually the train (leave) at 10 o'clock.
- 4) Our grandparents (live) now in Moscow.
- 5) He (visit) them regularly last year.
- 6) As a rule I (go) to my university by bus.
- 7) She (work) abroad next year.
- 8) What you (do) yesterday.
- 9) Soon we (leave) the school.
- 10) Who (take) his book yesterday?

4 вариант

What Is Psychology?

1. Read and translate the text. Do the tasks.

Psychology studies people: how they think, how they act, react and interact. Psychology is concerned with all aspects of behavior and the thoughts, feelings and motivations behind such behavior.

Studies in Psychology give you knowledge how to go from being an “amateur psychologist” to a professional one.

How can you learn the science about behavior? How can you use it to improve people’s quality of life? How can you put your knowledge to good use in a career?

To study psychology you have to learn scientific methods: observing, measuring, testing, using statistics to show that what you find is reliable evidence. But psychologists do not simply collect evidence to explain people’s behavior; they

use their understanding to help people with difficulties, to solve major problems in society.

For example, psychologists are concerned with practical problems such as:

How can we ease the effects of parental divorce on children?

How can we minimise accidents on roads, rails, in the air?

How can we help people overcome depression, stress or phobias?

2. Answer the questions.

1) What does psychology study?

2) What is psychology concerned with?

3) How does one become a professional psychologist?

4) What are some of the scientific methods in psychology?

5) Why do we need scientific methods in psychology?

6) How can psychologists help people?

3. Translate into Russian.

1) Psychology studies people's behavior: actions, reactions, interactions.

2) I am very concerned with my English. I read English books everyday.

3) Writers and psychologists are concerned with people's feelings and motivations.

4) Politicians are concerned with major problems in the society.

5) I have strong knowledge of mathematics and biology.

6) My mother is an amateur psychologist. She likes to talk about people's actions and motivations.

7) Psychology can improve people's quality of life.

8) To make their findings reliable scientists use observing, measuring and observations.

9) Psychologists collect reliable evidence about people's behavior.

4. Make sentences using the words and word combinations.

1) to act

2) to be concerned with

3) thoughts and feelings

4) to solve problems

5) knowledge

6) put knowledge to good use

7) measuring

8) to collect evidence

9) to explain people's behavior

10) to use understanding

11) parental divorce

12) depression

5. Translate into English.

Мы все – психологи-любители. Мы наблюдаем, как ведут себя люди. Но этого недостаточно, чтобы помогать людям. Психологическое образование дает знания, помогает стать профессионалами. Психологи изучают поведение людей. Для этого они используют разные научные методы: наблюдение, тестирование,

эксперименты. Ученые находят достоверные доказательства. Психологические теории помогают ответить на практические вопросы.

6. Translate into Russian.

- 1) All information can be found in this brochure.
- 2) Many interesting books are sold in this bookstore.
- 3) The German language is being taught in few schools nowadays.
- 4) I was not told about the new students in the group.
- 5) Germany was divided into two parts after the war.
- 6) All students were informed about the new department.
- 7) This poem was written by me.
- 8) The best essay was chosen by the committee.
- 9) There are a few old songs being written now.
- 10) His English can be easily understood.
- 11) This program has been seen by millions of people.
- 12) All my money is kept in the bank.

7. Fill in the verbs in the correct tense.

A (to send)

- 1) The letters ... yet.
- 2) ... you ... the letters already?
- 3) I ... them tomorrow.
- 4) Please, make sure that the letters... by tomorrow evening.
- 5) The letters ... not ... yesterday because we forgot to buy stamps.
- 6) Finally the letters

B (to translate)

- 7) The article ... when I came in the classroom.
- 8) The article ... not ... yet.
- 9) It ... not ... yesterday

8. Translate into English.

- 1) Письмо будет отправлено завтра.
- 2) Меня часто спрашивают о моих планах.
- 3) Ваша проблемы будет решена завтра.
- 4) Этот фильм показали вчера с двух до трех.
- 5) Работа только что завершена нами.
- 6) Эти статьи уже будут опубликованы к концу года.
- 7) О новой книге будут много говорить.
- 8) В Москве сейчас троятся новые станции метро.
- 9) Паспорт был утерян вчера.
- 10) Как вам сообщили об этом?
- 11) Пятая глава уже переведена?

9. Open the brackets using the verbs in correct tense.

- 1) If I (**to have**) time, I will help you with your translation.
- 2) I (**to come**) as soon as I can.
- 3) I (**not start**) watching the movie until you (**to come**).
- 4) I will not (**to eat**) dinner tomorrow until I finish my work.
- 5) My brother (**to go**) skiing if it isn't windy.

6) I (**to have**) to stay with my little sister after I (**to finish**) my homework.

7) My brother will not be able to drive a car until he (**to receive**) a driver's license.

10. Complete the sentences.

1) After I graduate from the University ...

2) If the weather is fine tomorrow ...

3) As soon as the rain stops ...

4) I will be very upset if ...

5) It will be bad if ...

6) It will be nice if ...

7) I will call you if ...

8) If I will not pass the exam, I ...

9) Unless she marries me, I ...

5 вариант

My work at the office

1. Read and translate the text. Do the tasks.

I'm the company manager (the director of the firm). Our company is very large. We've got offices in different cities. Our company sells goods to many foreign countries. We do business with French and British companies.

My office is very large and comfortable. I've got much work to do every day. I'm usually very busy till six o'clock and often stay in the office till late in the evening.

My office hours begin at 9 o'clock but I come earlier to get ready for work.

In the morning, my secretary brings me letters, cables and telexes. I read the mail and write business letters to foreign firms (companies). Every day I look through newspapers and journals. I'm interested in the latest political and business events. I receive customers in my office and discuss business problems with them: prices for different goods, terms of payment, shipment and delivery and some other contract terms.

I usually speak to our customers on the phone. They are interested in our advertising leaflets to study the main characteristics of our equipment. They'd like to have the latest catalogues on the phone. Sometimes I go abroad on business.

I finish my work at 6 o'clock but if there are some urgent problems I stay in the office later.

2. Make up questions to the text.

3. Translate into Russian.

To do business with; to have much work to do; to get ready for work; to look through the mail; to be interested in smth; the latest political and business events; to receive customers; to discuss different problems; to go abroad on business; to have talks; to discuss prices for goods; to buy a new model of equipment from a company; the latest catalogues and quotation.

4. Open the brackets using the verbs in correct tense.

1) Jason (to play) basketball at the moment.

2) We (to write) grammar tests every week.

- 3) The sun (to shine) brightly now.
- 4) I (to buy) his car a year ago.
- 5) I (to start) studying English five years ago.
- 6) I (to cook) the dinner. It is in the oven.
- 7) I (to do) all my homework before I met my friends.
- 8) When I came home, the program (to start) already.
- 9) I hope I (visit) my sister in July.
- 10) I think I (meet) with my friend tomorrow.
- 11) I (finish) this essay by tomorrow.

5. Make general questions to the sentences.

- 1) She needs some books.
- 2) Mary is going to become a psychologist.
- 3) Yesterday she had a lecture by famous psychologist.
- 4) She was listening very well.
- 5) Before she went to the lecture, she had visited her grandmother.
- 6) They talked for a long time.
- 7) Mary will be a good specialist.
- 8) She is going to write her diploma on psychoanalysis.
- 9) She will have finished her diploma by the end of May.

6. Translate into English.

- 1) Моя мама никогда не слышала об этом певце.
- 2) Вчера я плавал в бассейне. Сегодня я чувствую себя очень хорошо.
- 3) Мой друг переехал на новую квартиру.
- 4) Вы видели новую статью о нашем университете? – Да, но я ещё не прочитал её.

6 вариант

You and your friends

1. Read and translate the text. Do the tasks

Friends are important in your life because you spend a lot of time with them. You learn from them, and they learn from you. It is natural to listen and to learn from other people in your age group. Friends can have a positive influence on each other. Maybe one of your friends teaches you how to play the guitar or helps you to enter the university. You might admire a friend who is good at sports and try to be more like him or her.

The pressure to imitate your friends' behavior and earn their approval may be quite strong. Sometimes friends influence each other in negative ways. Anyone knows what negative peer pressure is. It can often be impossible to resist.

Experiments have shown that most people will answer a question incorrectly, even though they know the correct answer, if everyone else is answering incorrectly. Now you know why your parents advise you to choose your friends wisely; because your friends influence your life and the decisions you make.

No friends are perfect, and some may pick up bad habits that, through peer pressure, spread throughout your social group. You may even find that you are the only one in your social group not taking part in a negative behavior.

2. Answer the questions

1. Why are friends important in our life?
2. What are the examples of positive influence?
3. Is it difficult to resist peer pressure?
4. How would most people reply, if they know the correct answer, even if they know the right answer?
5. According to the text, is it possible to be the only in your social group not taking part in certain behavior?

3. Translate into English

Друзья очень важны в нашей жизни. От них мы получаем психологическую поддержку и советы. Мы учимся у них, они учатся у нас. Очень важно, чтобы друзья оказывали на нас положительное влияние. Нам не нужно стараться постоянно завоевывать одобрение друзей. Друзей нужно выбирать с умом (мудро), потому что друзья влияют на нашу жизнь и решения, которые мы принимаем.

4. Complete the sentences using prepositions of movement from the box

Along up down over under Past through out of in(to) across

This is the way you walk from Chesswood farm to the church. Put correct preposition into the gaps. You go ... the path, ... the pond, ... bridge, and ... the gate. Then you go ... the road and take the path ... the wood. When you come ... the wood you walk ... the path and ... the church. It takes five minutes.

5. Fill in correct prepositions

1. I'm waiting ... the postman to arrive.
2. Look ... that picture! Isn't it beautiful?
3. I'm looking ... Mary. Is she here?
4. She works ... BP, a big petrol company.
5. If you have a problem, ask ... help.
6. Are you interested ... modern art?
7. Did you know that Alan is married ... Barbara?
8. Can I speak ... you for a minute?
9. Your shirt is similar ... mine. Where did you buy it?
10. I agree ... you about most things, but not politics.
11. My daughter is afraid ... dogs.
12. Are you good ... tennis?

6. Translate into Russian

1. I cannot swim.
2. I can read and write very fast.
3. You must help your grandmother.
4. You do not have to help me.
5. I will not be able to come before six..
6. It is ok. It is ok. You may come later.
7. You are to have a test on modal verbs on Friday.
8. You look pale. You should consult a doctor.

7. Translate into English using modal verbs.:

1. Мне нужно было съездить на неделю домой.
2. Вчера мне пришлось ответить на шесть писем.
3. Мне нужно купить цветы на встречу? – Да, пожалуйста.
4. Он должен хорошо подготовиться к экзаменам.
5. Я не могла пойти вчера на день рождения. Я должна была готовиться к экзамену.
6. Не могли бы вы мне помочь? Я не могу найти почту.
7. Если ты сделал всю работу, ты можешь идти домой.
8. Поезд должен был прибыть в 8 вечера.
9. Вам не нужно делать это сейчас.

8. Paraphrase the sentences using modal verbs.

1. Your duty is to help your younger brother.
2. It is too late to go out.
3. It is necessary to postpone the meeting.
4. It was necessary for you to take care of health.
5. My advise to you is to stop thinking about her.
6. It is not necessary to water these flowers every day.
7. Allow me to consult you about my problem.
8. Will you let me ask you to explain the rule once more?

7 вариант

Family problems

1. Read and translate the text. Do the tasks

Family problems are unique, but problems that make people look for psychological help are common. Some family problems are temporary and easily managed, while others are more chronic and difficult. Some of them can cause illness and injury, changing jobs, changing schools, moving and financial difficulties.

Most common are parent-child problems. Sometimes there are constant battles between children, and the parents resolve the conflicts. Divorce, is a typical source of problems for all members of the family. Sometimes the couple relationship is the problem, with poor communication and constant conflicts.

Each family develops its own ways of resolving the problems. Poor communication occurs when family members avoid talking to each other and do not know how to listen cause family members avoid discussing problems or even avoid admitting that problem exist. Some families just have not learned the skills of negotiating. Children are likely to pattern their behavior after their parents' behavior and may learn to refuse to talk about feelings and problems.

There is no perfect family. Each family has its own strengths and weakness. If your family has serious problems in relationship, it is probably time for outside help. Psychological help from a professional may be necessary in these circumstances, depending on the nature of the problems and the willingness of family members of participate in therapy.

2. Answer the questions

- 1) Are family problems common in psychological practice?

- 2) What could be the result of problems in a family?
- 3) What is the most common problem?
- 4) What are the reasons of problems in couple relationship?
- 5) Why do some families cannot resolve their problems themselves?
- 6) When is it necessary to look for the outside help?

3. Translate into Russian

- 1) Each family is unique but all families have common problems.
- 2) Some family problems are easily managed, but some are difficult and chronic.
- 3) Injuries, financial difficulties and changing schools could be the result of family problems.
- 4) Constant battles between brothers and sisters are most common problems.
- 5) Medical problems in one person can cause the problem for the relationship.
- 6) Problems in a family can develop because of poor communication.
- 7) Poor communication takes place when family members avoid talking to each other.
- 8) Skills of negotiating are very important for conflict resolution.
- 9) Each of us has strengths and weaknesses. We do not like to talk about our weaknesses.
- 10) Results of therapy depend on the family's willingness to participate.

4. Translate into English

- 1) Люди с проблемами в семье часто ищут помощь у профессиональных психологов.
- 2) Некоторые психологические проблемы могут быть причиной травм и заболеваний.
- 3) Перемена места работы и переезд могут быть результатами конфликтов в семье.
- 4) Иногда слабая коммуникация в семье является причиной проблем в семье.
- 5) Медицинские или психологические проблемы у одного из супругов могут быть причиной проблем у всей семьи.
- 6) Некоторые семьи не имеют навыков ведения переговоров.
- 7) Многие семьи избегают разговоров о проблемах в семье.
- 8) У каждой семьи есть сильные и слабые стороны.
- 9) Профессиональная помощь со стороны должна быть своевременной.

5. Translate into Russian paying attention to the participles

- 1) The girl working in this shop is my sister.
- 2) The girl smiling at you is her friend.
- 3) Having worked together for a long time they can trust each other.
- 4) Having worked on Saturdays and Sundays the girls will go to the University on Monday.
- 5) The girls are good students interested in building their careers in sales.

6. Open the brackets using gerund and translate the sentences

- 1) Do you mind (to help) me?
- 2) Psychologists are tired after (to help) the patients.

- 3) After (to look) though the text, I understood that I needed a dictionary.
- 4) Instead of (to look) for the dictionary, I asked my brother to translate the word.
- 5) After (to say) a few words in English he knew that I was from Russia.
- 6) When I started (to translate) I understood that the text was easy.
- 7) Keep on (to read) the book with the dictionary.
- 8) Do you mind (to wash) dishes?
- 9) (To smoke) is bad for your health.
- 10) The grass is dry. It need (to water).
- 11) (To travel) is always fun.

7. Translate into English

- 1) Я знаю, что он честный человек.
- 2) Я слышал, как кто-то вошел.
- 3) Я почувствовал, что кто-то смотрит на меня.
- 4) Мы наблюдали, как Майкл покупал розы.
- 5) Вы хотите, чтобы пицца была готова через 15 минут?
- 6) Я думаю, ваша история очень интересная.
- 7) Я бы хотел, чтобы вы слушали меня внимательно.
- 8) Вы хотите, чтобы работа была сделана сегодня?
- 9) Мы видели, как она танцевала с Майклом.
- 10) Она ожидает, что они хорошо проведут время.
- 11) Известно, что старый друг лучше новых двух.
- 12) Он оказался веселым парнем.
- 13) Говорили, что он стал артистом.
- 14) Ожидается, что занятия начнутся через неделю.
- 15) Нас заставили долго ждать.
- 16) Считается, что он отлично знает английский.
- 17) Похоже, что ему понравилась эта девушка.
- 18) Думали, что он очень трудолюбивый.

8 вариант

Advertising and advertisement

1. Read and translate the text. Do the tasks

Advertising is one of the most important factors in accelerating the distribution of products and helping to raise the standard of living. In the eyes of the business world and of many economists, advertising serves an indispensable function. It helps consumers to choose among competing products. The three main objectives of advertising are:

1. to produce knowledge about the product of service;
2. to create preference for it;
3. to stimulate thought and action about it.

Advertising companies are called agencies. A variety of specialists are required in all advertising agency because it develops advertising programs, prepares advertisement in the media. Those interested in advertising research and fact gathering should know both statistics and consumer psychology.

Each agency sells a lot of different products. Marketing researchers get information in three ways: on the phone, in group discussion, from questionnaires. Advertisements can be seen in newspapers, magazines and on TV every day. Advertising plays a very important part in modern merchandising.

2. Answer the questions

- 1) What function does advertising serve in the eyes of many economists?
- 2) What does it help to choose?
- 3) What are the three objectives of advertising?
- 4) Why are a variety of specialists required in an advertising agency?
- 5) How do marketing researches get information?
- 6) Should people always rely on advertisements?
- 7) What's your opinion on advertising in your country?

3. Give Russian equivalents to the following English words

To serve an indispensable function; among competing products; in modern merchandising; to sell different products; marketing researchers; to stimulate thought and action; to place in the media; to create preference for; consumer psychology.

4. Comment the following proverbs

- A man without a smiling face must not open.
- It is hard sailing when there is no wind.
- First impressions are most lasting.

5. Explain the statements

- Good advertising is a key to successful trade.
- Mass media plays a decisive role in modern advertising.
- Wide advertising doesn't always mean high quality.

6. Fill in the gaps using adverbs from the box

Interested/interesting Bored/boring Tired/tiring Surprised/surprising Embarrassed/embarrassing
--

- 1) Your news was very _____. I'm pleased you're enjoying yourself.
- 2) I liked the book until the end. It had a _____ ending which I didn't like.
- 3) How was the journey?
- 4) Very _____. I think I'll go to bed.
- 5) The play was so _____ that I fell asleep.
- 6) He started to tell a joke about the director when the director came into the room. It was very _____.
- 7) You look _____. Have you had a busy day?
- 8) It's Sunday and don't know what to do. I'm _____.
- 9) Are you _____ in museums? I'm going to the National this afternoon – do you want to come?

7. Correct the mistakes in the sentences

- 1) It's very hot today – do you like something to drink?
- 2) Peter's got a lot of books because he'd like reading.
- 3) How many children do you got?
- 4) How many money has you got?
- 5) I'm go home now because it's late.

- 6) Last night I went to a café for to meet my friends.
- 7) We're going have a test next week.
- 8) What you doing tonight?
- 9) My sister is more old than me.
- 10) I think is going to rain.
- 11) Your house is bigger than me.
- 12) Who is the most rich person in the world?

8. Fill in the gaps using prepositions

- 1) I applied _____ the job that I saw advertised _____ the paper.
- 2) We hope to have a barbecue, but it depends _____ the weather.
- 3) I think you're quite right. I absolutely agree _____ you.
- 4) She got married _____ Peter last week.
- 5) They are arguing _____ who's going to win the World Cup.
- 6) The footballer was sent off because he shouted _____ the referee.
- 7) You can watch if you promise not to laugh _____ me.
- 8) Water consists _____ hydrogen and oxygen.
- 9) He died _____ a heart attack.
- 10) Don't worry _____ me. I'll be fine.

Тексты для самостоятельной работы студентов по курсу ESP по юридическим специальностям

1 вариант

Federal Bureau of Investigation, United States Department of Justice

1. Read and translate the text

General Investigation Division

The FBI, formally called the Bureau of Investigation, was created primarily to handle criminal investigations for the Department of Justice.

The FBI handles over 180 different investigations including Federal criminal violations, internal security matters and civil inquiries in which the Government has an interest.

Special Investigation Division

Organized crime is a lawless empire involved in gambling, narcotics, prostitution, extortion, etc. where easy money can be made. For years organized crime operated behind a nearly impenetrable wall built on fear, intimidation, bribery and force.

Squads of highly trained FBI Agents are devoting their full efforts to bringing the crime lords to justice. The objective is to collect sufficient evidence to build a strong prosecutive case so gang leaders can be brought to justice swiftly. Cooperation is vital in the fight against organized crime. The FBI works closely with state and local enforcement agencies.

This division also supervises investigations under the Security of Government Employees programme.

Identification division

The largest collection of fingerprints in the world is maintained in the Identification Division of the FBI. A dangerous fugitive, wanted in one state, may be located through fingerprint identification after his arrest on a minor charge under a different name by a police agency in another state. Fingerprints often are the only means of identifying victims of various crimes.

Laboratory Division

The FBI laboratory is the greatest criminological laboratory in the world. It is a large complex of scientific equipment, stuffed with over 300 employees most of whom have technical training. Included in this group are over 100 Special Agents with specialized training in a wide range of scientific fields. Many crimes are solved and many defendants convicted on the basis of material evidence submitted to the laboratory for examination.

Files and Communication Division

Often some of the most valuable leads in an investigating results from information already contained in the files of law enforcement agencies. A teletype network provides constant twenty-four-hour contact between FBI headquarters and all Field Division. In addition, the FBI has a radio network, completely independent of commercial facilities.

Training Division

All FBI Agents are trained at facilities in Washington, D.C., and at the FBI Academy in Quantico, Virginia. Today, the new Agents receive fourteen weeks of instruction. Two weeks retraining courses are held periodically for all Agents. Although the theory of the various Law enforcement arts and sciences is taught, the greater emphasis is placed on those practical skills and techniques demanded day-to-day investigations.

The courses range from the Constitution and Federal Criminal Procedure to Investigate Techniques and the Collection, Identification and Preservation of Physical Evidence. Thorough training is given firearms and defensive tactics in order that an agent may defend himself in those extreme situations where life may be in danger.

Administrative Division

The Administrative Division's major responsibilities are to see that the operations of the Bureau run smoothly and expenditures are kept within the limits of the annual appropriation granted by the Congress. Another duty of this Division is to recruit and assign the personnel necessary to fulfill the various functions of the FBI.

Jurisdiction

Following are the matters within the FBI jurisdiction:

Anti-Racketeering; Atomic Energy Act; Bank Robbery and Embezzlement; Bankruptcy; Bribery; Espionage; Extortion; Fraud Against the Government; Internal Security; Theft of Government Property, etc.

2. Answer the questions on the text:

- 1) What does the FBI handle?
- 2) What are the main divisions of the FBI?
- 3) Where are the largest collections of fingerprints in the world?
- 4) What are the matters within the FBI jurisdiction?

5) What is the value of fingerprints in a number of crimes?

6) Where can valuable leads in an investigation be found very often?

3. Write out only the words which are the names of crimes:

Defendant, racketeering, embezzlement, extortion, deserter, victim, fugitive, fraud, prisoner, espionage, employee, theft, field officer, FBI agent, bribery, conviction, innocence.

2 вариант
Scotland Yard

1. Read and translate the text

Scotland Yard is the headquarter of the Metropolitan Police in London. Scotland Yard is situated on the Thames Embankment close to the Houses of Parliament and the familiar clock tower of Big Ben. The area supervised by the London Metropolitan Police includes all of Greater London with the exception of the City of London, which has its own separate police force. The Metropolitan Police's duties are the detection and prevention of crime, the preservation of public order, the supervision of road traffic and the licensing of public vehicles, and the organization of civil defense in case of emergency.

The administrative head of Scotland Yard is the commissioner, who is appointed by the Crown on the recommendation of the Home Secretary. Beneath the commissioner, are a deputy commissioner and four assistant commissioners, each of the latter being in charge of one of Scotland Yard's four departments: administration, traffic and transport, criminal investigation (the CID), and the police recruitment and training. The CID deals with all aspects of criminal investigation and comprises the criminal records office, fingerprint and photography sections, the company fraud squad, a highly mobile police unit known as the flying squad, the metropolitan police laboratory, and the detective-training school.

Scotland Yard keeps extensive files on all known criminals in the United Kingdom. It also has a special branch of police who guard visiting dignitaries, royalty, and statesmen. Finally, Scotland Yard is responsible for maintaining links between British law-enforcement agencies and Interpol. The Yard is also assists in the training of police personnel in the countries of the Commonwealth.

One of the most successful developments in Scotland Yard's crime detection and emergency service has been the "999 system". On receipt of a call the 999 Room operator ascertains by electronic device the position of the nearest available police car, which is contacted by radio. Almost instantly, a message is also sent by teleprinter to the police stations concerned, so that within seconds of a call for assistance being received, a police car is on its way to the scene and all neighboring police stations have been notified.

Apart from the 999 Room, one of the most interesting places in Scotland Yard is the Map Room. Here is the Central Crime Map, the Deaths by Violence Map, the Accidents Map and the Vehicles Recovered Map.

The name "Scotland Yard" originates from the plot of land adjoining Whitehall Palace where, in about the 14th century, the royalty and nobility of Scotland stayed when visiting the English Court. The popular nickname of the London policeman

'bobby' is a tribute to Sir Robert Peel, and whose Christian name attached itself to members of the force.

2. Answer the questions to the text:

- 1) Which part of London is covered by the Metropolitan Police?
- 2) What are the Metropolitan Police's duties?
- 3) Who is the administrative head of Scotland Yard?
- 4) What is the structure of the CID?
- 5) Why do they call the London Policeman 'bobby'?
- 6) What did 'Scotland Yard' take the name after?

3 вариант The British Police

1. Read and translate the text

The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets ("walking the beat") or driving specially marked police cars. Once known as a 'panda cars' because of their distinctive markings, these are now often jokingly referred to as 'jam sandwiches' because of the pink fluorescent stripe running horizontally around the bodywork. In the past, policemen were known as 'bobbies' after Sir Robert Peel, the founder of the police force.

The police in Britain are organized very differently from many other countries. Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each 52 areas into which the country is divided. Each has a police authority – a committee of local country councilors and magistrates.

The forces co-operate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London' police force, based at New Scotland Yard – known simply as 'the Yard'.

In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, armed robberies, etc. The only policemen who routinely carry weapons are assigned to guard politicians and diplomats, or special officers who patrol airports.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like in the army, there are a number of ranks: after the Chief Constable come the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable.

Each police force has its own Criminal Investigation Department (CID). Members of CIDs are detectives and they do not wear uniforms. The other uniformed people you see in Britain towns are traffic wardens. Their job is to make sure that

drivers obey the parking regulations. They have no the powers – it is the police who are responsible for controlling offences like speeding, careless driving and drunken driving.

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals and would-be criminals.

2. Answer the following questions:

- 1) Who was the founder of the British police?
- 2) What does “walking the beat” mean?
- 3) What is the major difference in police organization between Britain and some other countries?
- 4) What is the name of London’s police headquarters?
- 5) In what situations can the policemen carry arms?
- 6) What are the ranks of policemen?
- 7) What are the duties of traffic wardens?

4 вариант Police powers

1. Read and translate the text

The powers of a police officer in England and Wales to stop and search, arrest and place the person under the detention are contained in the Police and Criminal Evidence Act 1984. The legislation and the code of practice set out the powers and responsibilities of officers in the investigation of offences, and the rights of citizens.

Stop and Search

A police officer in England and Wales has the power to stop and search people and vehicles if there are reasonable grounds for suspecting that he or she will find stolen goods, offensive weapons or implements that could be used for theft, burglary or other offences. The officer must, however, state and record the grounds for taking this action and what, if anything was found.

The Criminal Justice and Public Order act 1994 enables a senior police officer to authorize uniformed officers to stop and search people or vehicles for offensive weapons, dangerous implements where he or she has reasonable grounds for believing that serious incidents of violence may take place. The officer must specify the time-scale and area in which the powers are to be exercised.

Arrest

In England and Wales the police have wide powers to arrest people suspected of having committed an offence with or without a warrant issued by a court. For serious offences, known as ‘arrestable offences’, a suspect can be arrested without a warrant. Arrestable offences are those for which five or more years’ imprisonment can be imposed. This category also includes ‘serious arrestable offences’ such as murder, rape and kidnapping.

Detention, Treatment and Questioning

An arrested person must be taken to a police station as soon as practicable after arrest. At the station he or she will be seen by the custody officer who will consider the reasons for the arrest and whether there are sufficient grounds for the person to be

detained. Most police stations should have a detention room for those juveniles who need to be detained. The suspect has a right to speak to an independent solicitor free of charge and to have a relative or other person told of his or her arrest.

A suspect may refuse to answer police questions or to give evidence in court. Changes to this so-called 'right to silence' have been made by the Criminal Justice and Public Order act 1994 to allow courts in England and Wales to draw inferences from a defendant's refusal to answer police questions or to give information during the trial. Reflecting this change in the law, a new form of police caution is intended to ensure that people understand the possible consequences if they answer questions or stay silent. The length of time a suspect is held in police custody before charge is strictly regulated.

Interviews with suspected offenders at police stations must be tape-recorded when the police are investigating indictable offenders and in certain other cases. The police are not precluded from taping interviews for other types of offences.

Charging

Once there is sufficient evidence, the police have to decide whether a detained person should be charged with the offence. If there is insufficient evidence to charge, the person may be released on bail pending further enquires by the police. If charged with an offence. A person can be kept in custody if there is a risk that he or she might fail to appear in court or might interfere with the administration of justice.

2. Answer the following questions:

- 1) What are the main police powers in England and Wales?
- 2) In what cases can a police officer stop and search the suspect?
- 3) When can a person be arrested without a warrant?
- 4) What rights does the arrested person have?
- 5) What does the "right of silence" consist of?

5 вариант Fingerprints

1. Read and translate the text

The study of fingerprints is the best means for identifying individuals. Fingerprinting is a simple and inexpensive means of recording an unchanging characteristic of an individual. Fingerprint records are consulted to determine if there is any prior criminal record. They help in determining the identity of the dead or injured. First the anthropometrical system introduced by Alphonse Bertillon in 1882 was used as the means of individual identification. But in 1896 Argentina become the first country to introduce dactyloscopy with the formation of a fingerprint classification system developed by Dr. Juan Vucetich. In 1897 in India Inspector Edward Henry worked out his fingerprint classification system. And by the beginning of World War I England and practically all of Europe were using dactyloscopy. This method is still used today through it has been further improved.

Fingerprints are perhaps the most common form of physical evidence and certainly one of the most valuable. They relate directly to the final aim of every criminal investigation – the identification of an offender. Fingerprints of the offender are often found at the scene of a crime. However, the prints can be easily destroyed

by the first careless act . They are also, in many cases, difficult to find, especially latent prints.

So it's necessary that the crime investigator make thorough search of all surfaces in and around the scene of a crime. Particular attention should be paid to such places as the backs of chairs, table tops, telephone, etc. Valuable help in obtaining latent prints may be given from a person who knows the usual layout of the crime scene. He may point out articles that are out of place or identify objects that may have been brought by the criminal. The possibility that the weapons of science can be turned against itself by the forging of fingerprints cannot be ignored.

At least forgery is of theoretical importance. To make a facsimile of a fingerprint for some purpose would be no difficult, but it becomes a very different matter when it is put into practical use as a forgery. It is certainly possible to make a fingerprint and get from it a visible print, but the forged fingerprint does not stand up to expert examination. Even, if it were possible, it is easily detectable with the use of a good hand-lens. The best weapon against such forgeries is, basically, the photographic enlargement.

2. Find the answers in the text:

- 1) What was the first system of identification?
- 2) Who introduced dactyloscopy?
- 3) When was the first fingerprint classification worked out?
- 4) Why is fingerprinting the best means of identification?
- 5) Who may give help in obtaining latent prints?
- 6) Is forgery of fingerprints possible?
- 7) How can a forgery of fingerprint be detected?

6 вариант

The Government of the United States of America

1. Read and translate the text

By the Constitution of 1787 (and the amendments to it) the government of the USA is composed of three branches: the executive one, the legislative one, and the judicial one.

The highest executive power in the United States is vested in the President of the United States, who is elected for a term of 4 years by electors of each state. The President election is held every four years in November. The President of the United States must be a native-born citizen, resident of the country for 14 years and at least 35 years old.

The President is to carry out the programmes of the Government, to recommend much of the legislation to the Congress. He is to appoint Federal Judges, ambassadors to other countries and heads of various government departments, called secretaries.

The legislative power belongs to the Congress of the United States consisting of two chambers: the Senate and the House of Representatives. The Senate is composed of two members from each state elected for a term of 6 years, one third being elected every two years. The number of representatives from each state to the House of Representatives depends of the number of people in each particular state.

In order to become a law all bills and resolutions must pass both the Houses and must be sign by the President.

An important role in the American legislation is played by so-called “lobbyists”. They are often more influential than Congressmen themselves.

The Supreme Court is the highest judicial organ of the United States and the head of the judicial branch of power. The Supreme Court consists of the Chief Justice of the USA and a number of Associate Justices.

The United States is divided into 11 judicial circuits, each one being served with a Federal Court of Appeals. There are about 90 district courts in different parts of the United States. The districts courts are the lowest ones in the Federal court system. Most of the criminal and civil cases are tried by these courts.

Each state has a constitution similar to the Constitution of the entire nation and all the power in each state is divided into executive, legislative and judicial. The head of each state is the governor of the state.

Each state has each own system of courts similar to that of the Federal courts.

2. Answer the following questions:

1. What branches is the government of the USA composed of?
2. What kind of person must the President of the USA be?
3. What are some functions of the President?
4. Who is the legislative power vested in?
5. How many chambers does the Congress consist of?
6. What can you say about lobbyists?
7. Who does the Supreme Court of the United States consist of?

3. Speak about:

1. The executive branch of power in the USA.
2. The Congress of the USA.
3. The judiciary in the USA.

7 вариант

Criminal justice process in the USA

1. Read and translate the text

Basically, the steps in the criminal court processes are as follows: arrest and booking, arraignment, trial and appeals (if any).

A person who comes into contact with the criminal courts must initially be arrested. The arrest may take place with or without using a warrant (e.g. when an offense takes place in the presence of the officer, or when there is probable or reasonable cause to believe that a felony or misdemeanor has been committed. A felony is a serious offense punishable by death or imprisonment. A misdemeanor is a less serious offense punishable by a fine or up to one year in jail, or both). Even after an arrest the suspect may be released without being prosecuted for a variety of reasons: mistaken identity, lack of proper evidence, etc.

After the arrest is made, the suspect is booked. The booking card of the law enforcement agency contains information such as the date and time of arrest, the charge or crime for which the person was arrested, the name of the arrested person, the name of the arresting officer. Here the accused is photographed, fingerprinted,

and temporarily released on bail, if possible. The record or booking card is permanently kept in the files of the police department. On important cases, the prosecutor may be present at the booking, but usually he will enter the case during the arraignment or initial appearance of the suspect before a magistrate or other judicial officer. Before turning to the prosecution of the suspect, it must be remembered that the investigative work of the police may continue even though the accused is involved with the prosecution or court phases of the criminal justice system.

At arraignment, summary trials can be held for petty offenses without further processing. During the initial appearance before a magistrate, judge or justice of the peace, the accused is to answer the charges against him. During the arraignment procedure, the charge may be dismissed by the court for a legal reason or the prosecutor may request to have the charges dropped. The initial appearance may also serve as the trial for minor offenses that have payment of a fine or a relatively short time in jail as punishment. Once the judge finds a verdict of guilt, the accused is sentenced to jail or payment of a fine. The defendant may also be placed on probation for a specified length of time. If sentenced to jail, he may be granted parole.

The purpose of preliminary hearing in the lower court is to determine whether there is a reasonable cause to believe that a felony was committed and whether there is a reasonable cause to believe that the accused committed the crime. It is here that a preliminary testing of the evidence takes place. As a result the accused may be released because of having been arrested not for probable cause, or he may be placed on bail or moved back to jail until his case is tried by the higher court.

If there is a reasonable belief that a crime has been committed the accused, the prosecutor is given statutorily defined number of days to file formal charges against the defendant. The charge is filed on the basis of information from citizen complaints and police investigations.

Then another arraignment is held. If the defendant pleads guilty a date for him to be sentenced is set by the judge. If the defendant pleads not guilty, he may request to have a jury trial or be tried by the court without a jury. At the trial, If the defendant is convicted, a date for sentencing is set.

Before imposing the actual sentence an investigation by the probation officer takes place to assist the judge in deciding on a penalty. The defendant may be fined, sentenced to jail, or placed on probation. During this period the defendant can appeal his conviction. As a rule, the appeal stays the execution of the sentence. If the appeal is unsuccessful or the defendant decides not to appeal, the penalty is imposed.

The defendant is then involved in the corrections of the criminal justice system. It is here that rehabilitation of offenders is supposed to occur. This is the purpose of correctional establishments.

To reduce the risk of convicting an innocent person, there are checks and reviews at all stages of the criminal justice system.

2. Make 10 questions of different types according to the content of the text.

3. Find Russian equivalents to the following English word combinations.

Criminal courts, to convict an innocent person, decide on a penalty, criminal justice system, to appeal the conviction, to be sentenced to jail, to commit the crime.

8 вариант

Phases of investigation

1. Read and translate the text

The objectives of the investigator provide a convenient division of the investigation into three phases: (1) the criminal is identified; (2) he is traced and located; (3) the facts proving his guilt are gathered for court presentation. This division is made for convenience of discussion, since the three phases are not necessarily separated in time but are usually fused throughout the investigation. The same evidence moreover can often be used for all three objectives.

Identifying the criminal

In the first stage the criminal is identified, i.e., some person is identified as the perpetrator of the criminal acts. Ordinary identify of the criminal is discovered in one or more of the following ways: confession, eyewitness testimony, or circumstantial evidence

Tracing and locating the criminal

The second phase of the investigation is concerned with locating the offender. Obviously many of the steps previously suggested for identifying the suspect will also lead to his location. Usually the criminal is not hiding; he is simply unknown. In those cases, then, the problem is primarily one of identification. In many cases, however, it is necessary to trace a fugitive who is hiding.

Proving the guilt

It is assumed that the criminal has been identified and is now in custody. The investigation, however, is far from complete; it has entered the third and often the most difficult phase, namely, gathering the facts necessary in the trial to prove the guilt of the accused.

The final test of a criminal investigation is in the presentation of the evidence in court. The fact of the existence of the crime must be established; the defendant must be identified and associated with crime scene; competent and credible witness must be available; the physical evidence must be appropriately identified, its connection with the case shown; and the whole must be presented in an orderly and logical fashion.

2. Answer the questions:

- 1) Name three phases of investigation.
- 2) What happens on each stage?
- 3) How is the criminal identified?
- 4) Which phase is the most difficult to carry out? Give grounds.
- 5) Where must the evidences presented?

3. Find English equivalents to the following Russian words and word combinations.

Преступник, расследование преступления, доказать вину обвиняемого, представить доказательства виновности на суде, выследить преступника.

9 вариант Tracing

1. Read and translate the text

A great part of investigative work is devoted to “finding” missing or wanted persons. The solving of a case frequently depends upon locating the perpetrator. The proper presentation of a case in court involves the discovery and identification of witnesses. The search for a person is frequently a simple matter of a few telephone calls or a visit to a house. At other times, however, the hunt can become a lengthy and complicated ordeal.

The search for persons commonly requires a search of records and an application of various sources of information. The term “tracing” is used here to describe all of these procedures. A patient study of records and the information from officials are often necessary to obtain additional evidence and to locate or to identify a person.

Unofficial sources of information such as confidential information are often used by investigating officers.

2. Answer the questions:

- 1) What phases is the investigation usually divided into?
- 2) What does the identification of the criminal mean?
- 3) In what way is the identity of the criminal ordinarily discovered?
- 4) What does primarily the problem lie in if the criminal is unknown?
- 5) What must be done to prove the guilt of the accused?
- 6) What is the greatest part of investigations devoted to?
- 7) Are unofficial sources of information used by investigations officers?

3. Find English equivalents to the following Russian words and word combinations.

Пропавшие без вести, неофициальные источники, розыск людей, конфиденциальная информация, находить улики, опознать человека, расследования, раскрытие дела.

10 вариант Interpol

1. Read and translate the text

Interpol is an international corporation founded in 1923 as a service organization devoted to coordinating actions against international criminals. Its clients are 174 agencies throughout the world. This organization is not under the control or supervision of any government.

Interpol is a recognized intergovernmental police force whose task is to hunt down the international criminal. A multinational force, much like the United Nations, Interpol is made up of police of the Free World and a bona fide law enforcement agency in its own right. Among the first to fight international terrorism and sky-jackings, Interpol still leads the war on narcotics, assists of a number of nations in the continuing search for wanted Nazi war criminals. One of the most highly respected groups in the world, Interpol, like any other police force is under governmental

control to safeguard the basic rights of every citizen. It operates according to a strict code of behaviour.

Interpol members are, for the most part, police and not governmental representatives, although certain governments have sent observers from their military, intelligence, customs, post office, and immigration departments.

Interpol has no powers of arrest or any investigate rights. Its function is to disseminate information. It is much like any large corporation with bureaus in various countries and with representatives from these offices also stationed at the main office. Information is exchanged between the many national bureaus, but the police forces themselves are subject to the laws and policies of their respective nations.

Interpol is divided into four main bodies – the General Assembly, the Executive Committee, the General Secretariat and the National Central Bureaus.

The General Assembly is composed of the delegates from each member country. It is “the Supreme Authority”. The General Assembly controls the policy of the organization.

The Executive Committee is a nine-member board made-up of the president, two vice-presidents, and six delegates chosen by the General Assembly.

The General Secretariat, the permanent body, located in Lion, is Interpol’s business division. It contains the “permanent departments” four of which specialize in certain crimes: one handles murder, burglary, assault, larceny, car theft, and missing persons; another deals with bank frauds and other types of embezzlement; a third with drug traffic and moral offenses; and a fourth deals with forgery and counterfeiting.

Other divisions are the general records department, where files are kept and a special records department where fingerprints and other methods of identification are used.

The National Central Bureaus are the Interpol offices in various countries. Each NCB communicates directly with and exchange information with any other NCB.

2. Answer the questions

- 1) What kind of organization is Interpol?
- 2) When was it founded?
- 3) What are the functions of Interpol?
- 4) What is the structure of Interpol?
- 5) Describe duties of Interpol’s departments.
- 6) What connects Interpol and NCB?

3. Give Russian equivalents to the following word combinations:

An international corporation; actions against international criminals; to be the control or supervision of any government; to lead the war on narcotics; to safeguard the basic rights of every citizen; a strict code of behaviour; to be empowered; to safeguard the basic rights of every citizen; to disseminate information; the permanent body; murder; burglary; , assault; larceny; car theft; missing persons; bank frauds; drug traffic; moral offenses; forgery and counterfeiting; fingerprints; methods of identification.

КОНТРОЛЬ

Тесты для промежуточной аттестации студентов всех специальностей

Test A

Уровень: **intermediate**

1. Underline which answer A, B, C or D best fits each space

Yesterday, after twenty-one days and 29,000 miles in a balloon, Brian Jones (1)to do two things when his balloon finally (2)in the Egyptian desert: first to (3)a wash and second to (4)..... some time with his family.

Jones, a fifty-one-year-old Englishman and grandfather, and Bertrand Piccard who (5) from Switzerland, are the first people to fly round the world non-stop in a balloon. Yesterday they tried to land the balloon twice before it eventually (6).....to the ground at 05.52. An Egyptian helicopter (7) for them in the desert and immediately (8).....them back to Cairo.

'We have had a (9)time', said Piccard. 'We were in another world in our balloon and we had no problems at all.' The two (10).....are now going to have a big party with their colleagues before they make any new plans for future adventures.

- 1) A wanted B would like C was wanting D liked
- 2) A was landing B came C landed D was coming
- 3) A do B have got C have D take
- 4) A make B pass C do D spend
- 5) A comes B was coming C came D is coming
- 6) A felt B felled C fallen D fell
- 7) A waiting B was waiting C waited D waits
- 8) A brought B bought C was taking D taking
- 9) A big B excellent C great D terrible
- 10) A relatives B acquaintances C partners D strangers

2. Read the text and think of a word which best fits each space. Use only one word in each space. A contracted form {doesn't, I'm, can't, etc.) counts as one word.

Name: Ben Harris **Profession:** Actor **Date of Birth:** 11th March 1972

Parents: My father (0) was teacher and my mother worked in a shop.
Education: I started school when I was five and I (1).....school when I was fourteen.

First Job: When I was a boy my father sold vegetables in an outdoor market at the weekends. On Saturdays, I (2).....to go and help him because I wanted to earn some money. It was hard work because you couldn't sit down, but I really (3).....it. It was a fantastic way to meet girls!

Free time: I don't have much free time, but I'm very interested (4).....motor bikes. I know quite a lot (5)..... them and I collect them. I (6).....got about thirty different models. At the moment I'm (7)a course in motorbike maintenance and repairs.

Favourite food: I can't cook and my wife, Sheila, (8).....like cooking, so we usually eat (9)at a little French restaurant near our house.

What next?: Well, after I finish the new TV shows, Sheila and I are going to (10)..... a break. We're going to Italy for a couple of weeks to do nothing, just sit in the sun and eat good food.

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You are given the exact number of words needed in each case. Contracted forms (isn't, doesn't, can't, I'm) count as one word.

- 1) Is English the only language you speak? **apart**
Do you speak any other.....English?
- 2) I think differently from you. **agree**
I.....you.
- 3) My English is improving. **getting**
My English.....
- 4) I play tennis well. **good**
I'm..... tennis.
- 5) It's impossible to find time to practise the piano. **enough**
I don't.....to practise the piano.
- 6) Jenny looks like my sister. **reminds**
Jenny.....my sister.
- 7) Rosie's hair was very long when she was a child. **used**
Rosie.....
.....hair when she was a child.
- 8) Mr. Todd was my driving instructor. **how**
Mr. Todd.....to drive.
- 9) My father last went to the cinema three years ago. **time**
The went to the cinema was three years ago.
- 10) Alastair and Susie are going to Africa three weeks from now I think. **time**
Alastair and Susie are going to Africa, I think.

4. Read the text and look carefully at each line. Five of the lines are correct and five have a word which should not be there. Tick the correct lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

- 0 Dear Sophia, correct
- 00 Do you remember me? I was your a student four- years ago a
- 1 in Riyadh. Last week I found a photograph of our intermediate
- 2 English class and it reminded me of you and all my classmates
- 3 I got married one. year after I was arrived back home in Libya
- 4 For us marriage it is very important and I was very happy to
- 5 find a good husband. His name is Ahmed and he's a doctor.
- 6 I am work very hard at home.. I've got two boys and a new baby
- 7 girl called Kedra. She's very beautiful, she's got big brown
- 8 eyes and a black curly hair. I try to speak to my children in
- 9 English sometimes. I used to go to classes in Tripoli but I don't
- 10 used any more, so I decided to write to you to practise!
- 11 Please write back and tell we how you are.

With best wishes, Nagait

5. Read the text below. In each space, put the verb in capitals at the end of each line into the past tense. There is an example at the beginning (0).

MY FIRST BOOTS

I (0) got my first pair of football boots when I was ten. GET
They (1).....me almost £100 and I remember COST
it (2).....me almost one year to save up enough TAKE
money to buy them. I remember I (3).....on TRY
twenty different styles before I (4).....the ones I CHOOSE
wanted. They were HIKE System 2000. I (5)..... PAY
for them and (6).....the bus home. The next CATCH
day I (7).....them for the first time in a match WEAR
against a local school. We (8), 3-0. That WIN
night I didn't want to take them off and I (9)..... SLEEP
in them! After one year my feet (10).....too big GROW
for them, but I still keep those first, lucky boots.

Test B

1. Underline which answer - A, B, C or D - best fits each gap.

Peter and Maria in their lovely home with baby Emilia – a People Magazine exclusive!
Maria Bertolucci and Peter Simone are this year's golden couple. They (1) two years ago when Peter (2) the part of Don Jose in the film Conquistador, and Maria (3) a singer and dancer in the same film They (4) married for eighteen months. Yesterday I (5).....them in their new home in Tuscany, Italy. They (6)..... in this house for only two months, but already it (7).....a family home And now(8) a new member of the family, baby Emilia who (9)only one month old. 'I'm (10).....woman alive ' says twenty -three-year-old Maria 'I(11).....a wonderful husband, a beautiful baby and now this fantastic house.' Peter (12)two wives before Maria. Is he worried about the future? 'No. This is the

1. A 've met	B met
C meet	D 're meeting
2. A plays	B 's played
C played	D will play
3. A been	B 's been
C is	D was
4. A 've been	B 've got
C were	D are
5. A meet	B 've visited
C saw	D 've met
6. A are	B 've lived
C. lived	D. are living
7. A feels	B is feeling
C felt	D feels like
8. A she is	B this is
C there's	D is
9. A has	B is
C has got	D appears
10. A the happiest	B happiest
C happy	D happier
11. A married	B like
C has	D 've got
12. A got married	B married
C 's had	D wanted
13. A 'm planning	B would like
C want	D 'm not planning

real thing. I(13).....to get married again I know it (14).....easy but I (15).....work hard at it this time.'

Maria (16).....talk about her new house than about her husband. 'The week after next we (17)a new bedroom for Emilia in pink and white. I (18)..... working on the house.'

14. A will be
C is being

15. A going to
C 'm planning

16. A wants
C would prefer to

17. A are making
C make

18. A look forward
C 'm looking forward

B is going to be
D won't be
B 'm going to
D planning to
B would like
D would
B 'd prefer to make
D paint
B 'm looking forward to
D looked forward to

2. Complete the sentences with a comparative or superlative form

- 1 New York is (exciting) than Washington.
- 2 A one-star (*) hotel is(bad) than a four-star hotel.
- 3 Concorde is (fast) passenger aeroplane in the world.
- 4 I'm sure you're (slim) than you were last week.
- 5 Kyoto is (peaceful) than Tokyo.
- 6 Travelling by train is(comfortable) than travelling by car.
- 7 Spain is much (hot) than Denmark in the summer.
- 8 Which takes (much) time, sending an e-mail or sending a fax?
- 9 Victoria Station is (far) from here than King's Cross Station.
- 10 My new apartment is ,(quiet) than my previous one.

3. Write the missing letters to make words about holidays

Suzanne: I had a lot of problems on my holiday.

The plane was d_____.

The food was d_____.

The staff were r_____.

The water was p_____.

The weather was w__ and w_____.

The holiday was a_____!

Jenny: I had a wonderful holiday.

The nightlife was l_____.

The staff were h_____.

The weather was b_____.

4. Is the pronunciation the same (S) or different (D)?

- 1 pretty/little
- 2 beard/hair
- 3 famous/argue
- 4 overweight/middle-aged
- 5 culture/colour
- 6 crowded/know

5. Write the complete sentences to make a conversation.

Sharon is asking Paulette about her new boyfriend.

Sharon: old/be/he?

(1).....

Paulette: I/not/know exactly. He/be/twenties.

- (2).....
Sharon: he/look/like?
- (3).....
Paulette: He/be/tall/good-looking.
- (4).....
He/long blond hair.
- (5).....
Sharon: tall/be/he?
- (6).....
Paulette: He/tall/me!
- (7).....
Sharon: colour/be/eyes?
- (8).....
Paulette: Blue.

6. Pronunciation: write three words under each stress pattern.

Organized attractive delayed modern interesting completely relaxing
pretty gorgeous replied sightseeing abroad

O o	o O	o O o	O o o

7. Complete the sentences with one word in each gap.

Jayne is talking to Miranda on the phone.

Jayne: I'm really looking forward to going to South Africa next month.

Miranda: Yes, you'll be (1).....to visit all those fantastic safari parks!

Jayne: Mm, I'll (2).....to be careful because I haven't
(3).....much money. Do you think it (4).....be very hot there?

Miranda: Yes. You (5).....take lots of summer clothes – tee-shirts and shorts.

Jayne: I can't wait!

Miranda: I'm sure you (6).....have a wonderful time. Phone me when you come back.

Test C

1. Present Simple/Continuous and Past Simple: Complete the gaps in the following sentences with the correct form (Present Simple/Continuous or Past Simple) of the verb in brackets.

1. I.....(send) Stuart a card last Tuesday.
2. Josh normally.....(practise) tennis for about four hours a day.
3. I'm sorry, I can't send you an e-mail now because my brother.....(use) the computer.
4. All of the students.....(take) the exam next week.
5. Anna isn't here. She.....(go) out about an hour ago.
6. A good teacher always.....(correct) our mistakes.
7. Joan Lloyd.....(have) lunch with the Korean President the day after tomorrow.

8. David.....(live) with some friends this month, but next month he's going to move into his new flat.

2. Vocabulary: Circle correct verb in the following sentences

- 1 do/make a mistake
- 2 go / do shopping
- 3 miss / lose a bus
- 4 pass / succeed an exam
- 5 say / tell a story
- 6 have /go a party
- 7 lose /miss your wallet
- 8 earn/ win competition

3. Comparing things. Four of the sentences below are correct. Tick the correct ones and correct the others.

- 1 It's the biggest city of the world.
- 2 Ruth's more organised than me.
- 3 My English is badder than Paolo's.
- 4 Vanessa's friendlyer now than she was a year ago.
- 5 That man looks as Tom Cruise!
- 6 German is very different from Italian.
- 7 Her computer is the same like mine.
- 8 I'm going to spend more time with my children.
- 9 Which is better, video or DVD?
- 10 My surname's similar than yours.

4. Prepositions. Complete the gaps in the following sentences with a preposition from the box.

is with with out at on off Down At

- 1 It happened.....Thursday afternoon.
- 2 Rachel spends a lot of time.....her new boyfriend.
- 3 Jim had three weeks..... work last month because he broke his leg.
- 4 I'm sure I wrote.....Sally's telephone number, but now I can't find it.
- 5 Your driving test will be.....the beginning of June.
- 6 You shouldn't stay.....late during the week because you have to get up to go to school.
- 7 Carmen and Hans communicate.....each other by e-mail.
- 8 I'll be home.....about seven o'clock tonight.

5. Questions. Look at the answer and write the question in the correct tense. Pay attention to the underlined part of the answer and use a question word given below.

Where Which When How often Why How many What kind How long What... like?

- 1 I like rock and jazz music.
- 2 Karen goes to Spain once a month.
- 3 Nicolai speaks three languages.
- 4 I prefer the black boots.
- 5 Sylvie's going home because it's late.
- 6 It will take about five minutes to find the information.
- 7 It was very snowy.

8 I last used my credit card yesterday.

6. Pronunciation. Put the words below in the correct column of the table according to their word stress.

Improve enjoy appearance relaxed Internet crowded prefer embarrassed frightened
relative ambition foreign photograph surprised attractive scenery happened

o O	O o	O o o	o O o
Improve			

7. Vocabulary. Complete the gaps with the missing word.

1 I haven't got a pen. Can I _____ yours?

2 A: Who's your _____ actor? B: Tom Hanks. What about you?

3 A: Did you do much _____ while you were in Moscow? B: Yes, we went to Red Square and we visited lots of museums.

4 A: What's the matter? B: I feel really _____ because I've got a history exam this afternoon.

5 I'm sorry I can't hear you because the baby is _____.

6 A: How was your flight? B: Terrible. The plane was _____ by five hours and we didn't leave the airport until 2.00 in the morning.

7 Could you _____ the phone Pat? I'm in the bath.

8 I'm so sorry. I feel really _____, but I can't remember your name.

8. Will/ won't / going to /planning to / would like to / would prefer to. Complete the gaps in the following sentences with of a phrase given below.

'd like to 'm going to 'll have to 'd prefer to won't 'm planning to 'll be able to

1 I speak to Miss Stacey please.

2 I'm sure you find a hotel easily.

3 I to travel the world after university.

4 Just a minute. I be long!

5 A: Would you like to go out for a drink? B: Actually, I go for a meal.

6 I'm afraid you wait. There are ten people before you.

9. Phrases with articles. Complete the following phrases with a, an, the or nothing.

Jenny started playing.....piano when she was very young.

Wayne generally goes swimming three times week.

You should never look directly at sun.

Laurence is slim and has got dark hair.

There was beautiful beach right outside the apartment.

The children stayed with their grandmother last week.

..... first time Pablo went to a football match was when he was seven.

What kind of entertainment was there in the hotel?

10. Can / have to / should / shouldn't. Circle the correct form in the following sentences.

I'm sorry, Sir, but you don't have to / can't / should go through that door. It's private.

A: I've got a terrible headache and I feel sick. B: I think you should / can I have to go to bed.

You don't have to / can / have to wear jeans or trousers at work if you want to.

You shouldn't / can't / don't have to speak English for this job, but it's very useful when you're travelling.

You shouldn't / don't have to / can smoke if you want to be healthy.

Passengers can / have to / should go through security before they get on the plane.

11. Irregular verbs: Write the Past Simple tense of the following irregular verbs.

Meet Cost Think Ride Buy Lose Wear Feel Steal Tell

12. Opposites: Complete the gaps with the opposite word.

1 a dry day a.....day

2 a polite woman a.....woman

3 I'm interested I'm.....

4 to spend money to.....money

5 to have an awful time to have a.....time

6 to be tidy to be.....

13. Pronunciation: Look at the underlined sounds in these words. Match a word in column A to a word with the same sound in column B.

A	B
1 <u>norm</u> ally	a <u>typ</u> ical
2 <u>gu</u> ess	b <u>hair</u>
3 <u>w</u> indy	c <u>c</u> ourse
4 <u>f</u> amous	d <u>h</u> ealthy
5 <u>h</u> eight	e <u>entert</u> ainment
6 <u>w</u> ear	f <u>y</u> ear
7 <u>ch</u> ees!	g <u>p</u> rimary school

Test D

1. Making questions: Look at the answer and write the question in the correct tense from the prompts given.

1 How much / the train to Edinburgh / cost?

.....?

It depends. Do you want a single or a return?

Where / Sebastian / born?

.....?

In Uruguay.

3 How long / you / know / your teacher?

.....?

Since the beginning of September.

4 What / you / look for?

.....?

My dictionary. I think I left it here yesterday.

5 all your classmates / go / to the party yesterday?

.....?

Yes, and everyone was late for class today!

6 anyone / see / Mrs Pearson this morning?

..... ?
 No, but she doesn't usually come in until 12.00.
 7 you / use to speak / Japanese when you were young?
?
 Yes, but I've forgotten it all now.
 8 it / rain / when you arrived?
?
 I don't think so.
 9 How long / Sarah and Eduardo / be / married?
?
 Only for a few months before he died.
 10 Paul / work / on anything special at the moment?
?
 Yes, he's got an idea for a new book.

2. Vocabulary: collocations: Cross out the word or phrase which is incorrect

1. Go to swimming / festival / bed
2. I've got a good idea /fun / a strange feeling.
3. Get help /worse / divorce
4. Leave work/ job / home
5. Have a meal/ twenty years old/ a break
6. Start work / university / career

3. Prepositions: Complete the gaps in the following sentences with the correct preposition (to, by etc.).

- 1 Juan's not very good.....spelling.
- 2 The supermarket's.....the way to the station.
- 3 Kevin gets.....very well with all his colleagues.
- 4 The children's grandmother looked.....them while I was in France.
- 5 Does this photo remind you.....anyone?
- 6 Deborah brought her children.....as Buddhists.
- 7 Stratford-on-Avon is famousbeing Shakespeare's birthplace.
- 8 Tim's very interested.....motorcycles.
- 9 The new model's very similar the old one, but it goes much faster.
- 10 Hurry up! Uncle Pat will be herehalf an hour.

4. Tense review: Complete the gaps in the following sentences with the correct form of the verb in brackets

- 1 Before you moved to Washington, how long(you / be) in Toronto?
- 2 'Dear Fernando, I(write) to say thank you for the present you sent me.'
- 3 Beth(have) her car for over eight years, and she's still very happy with it.
- 4 I'm sorry, I(not / agree) with you.
- 5 Delgar(spend) his holiday in France when he produced his first great painting.
- 6 Kim and I (grow up) in the south of India in the 1950s.

7 My mother.....(get) much better now - the doctor says she can probably get up next week.

8 (you / speak) to Liz this week? Jan told me she has decided to look for another job.

9 My grandfather's feeling very nervous because he(never / fly) before.

10 I'm so tired. I couldn't sleep last night because our neighbour's baby (cry).

5. Short questions: Respond to the following statements with an appropriate short question.

A: The children weren't very interested in the programme.

B:..... ? Why not?

A: Bill Denton came to the office today. B:..... ? Why?

A: Oh no! There aren't any clean knives. B:..... ? Try looking in that cupboard.

A: My arm really hurts since I fell off my bike. B:..... ? Let me have a look.

A: Anna's got black hair. B:..... ? It was red last week!

A: I'm not going to Lorenzo's party tonight. B:..... ? Why not?

6. Vocabulary: word stress: Put the words below in the correct column of the table according to their word stress.

Recognise achieved travelled retire courageous relative polluted parent colleague arrived festival old-fashioned

O o	o O	O o o	o O o
Famous			

7. Comparatives and superlatives: Complete the gaps with the correct comparative / superlative form of the adjective in brackets.

1 My partner's cooking is far.....(bad) than mine.

2 This winter's definitely.....(wet) than last year.

3 Prague's one of the..... (pretty) cities I've ever been to.

4 Most of my classmates live a lot.....(far) away from school than I do.

5 The city centre is much..... (polluted) this winter than it used to be.

8. Complete the gaps with one word.

1. The exam was terrible! Everyone thought it was amore difficult than last year's.

2. A: These shoes are slightly too big.

3. B: Try these. They're a.....smaller.

4. It's.....far the best house we've seen.

5. I've done some crazy things in my life, but going parachuting was the worst of.....!

6. New York isn't as dangerous.....we thought it would be.

7. Maria found living alone was completely differentliving with her parents.

8. Lisa's more or.....the same size as me.

9. Vocabulary: word building. Complete each sentence with the correct form of the word in capitals.

- 1 Lake Como is very at night. PEACE
- 2 Einstein will be remembered for his scientific ACHIEVE
- 3 The village is very beautiful, but it's rather TOURIST
- 4 Have you got a good for names? REMEMBER
- 5 is getting less popular in the West. MARRY

10. for / since / ago / just: Complete the gaps in the following sentences with for, since, ago or just.

- 1 I've known my best friend Louise..... 1987.
- 2 My boss has had a bad cold..... a week
- 3 Your mum and I used to play together years.
- 4 I've been working here..... last summer.
- 5 The President's..... arrived at the airport.
- 6 Jane's been doing aerobics classes she first came to Warsaw.
- 7 A: Would you like a sandwich?
B: No, thank you. I've eaten.
- 8 How long did we last see each other?
- 9 My flatmate's been living here a long time.
- 10 Tolstoy worked on War and Peace several years.

11. Vocabulary: definitions: Write the missing word to complete the definitions

- 1 Your father has just married again. His new wife is your..... .
- 2 Your sister's husband is your..... .
- 3 You have never met or seen the woman who has just entered your office. She's a to you.
- 4 You used to go out with Maria, but you don't any longer. She's your
- 5 When you stop work, usually at about sixty-five, you..... .

12. Phrases: Complete the following sentences with a, an, the or nothing.

- 1 Have you got time? I've forgotten my watch.
- 2 Oh no! I've left my homework at home.
- 3 Ukraine is second largest country in Europe.
- 4 Meg phoned. She says she's having great time in Minorca.
- 5 The whole family had.....fun looking at our old holiday photographs.
- 6 Miss Stone's by far.....most popular teacher in the school.
- 7 You can have.....breakfast any time between 8.00 and 9.30.
- 8 Did you speak to Beryl.....last week?
- 9 Did you know that my step-brother is.....actor?
- 10 Do you know.....good place to eat round here?

13. Verb patterns: Circle the correct form in the following sentences.

- 1 I spend a lot of time sleeping / to sleep / sleep.
- 2 Joseph wanted to learn how playing/ to play /play the piano.
- 3 I really enjoy eating out / to eat out / eat out.
- 4 They know quite a lot about programming / to programme /programme computers.

- 5 Mr Benson reminded us all bringing / to bring / bring sandwiches for the trip.
 6 The Winter Palace is really worth seeing / to see / see.
 7 Don't forget inviting / to invite / invite your husband to the office party.
 8 Has Abdul found a place staying / to stay / stay yet?
 9 I don't have enough time for reading / to read / read much at the moment, unfortunately.
 10 You should definitely going / to go / go to Lisbon - it's a great city!

**ВОПРОСЫ ДЛЯ КОНТРОЛЯ
 НАВЫКОВ МОНОЛОГИЧЕСКОЙ РЕЧИ СТУДЕНТОВ**

1. Describing Yourself and People
2. Appearance
3. Character
4. Behaviour
5. Feelings
6. Lifestyle and everyday routines
7. Personal background (family, career history, education)
8. Life experiences (leave home, start work, move house, etc.)
9. Occupation
10. Dreams, plans and ambitions
11. Geography. Climate. Landscape.
12. Training and work (describing jobs)
13. Travel and tourism
14. The media. Describing types of television and radio programmes.
15. Society: history, economy fashion, traditions and trends
16. Holidays
17. Sport, health and fitness. Medical care.
18. Laws, accidents crimes and punishment
19. Money
20. Food and cooking
21. Science and technology
22. To clone or not to clone? What's your opinion?
23. Love. Marriage. Divorce: pros and cons.
24. Church and religion.
25. To be or not to be a veggie.
26. Generation gap.
27. Do clothes make a man?
28. Turn off and turn the life.
29. Safety and danger.
30. Do you see any advantages of watching TV?
31. What's the price of fame?
32. Traveling in the modern world.
33. The necessity of economic reforms in Russia.
34. Teenagers: What are their problems?
35. Russian justice or Russian roulette.

36. Does global warming lead to the environmental crisis?
37. What does the future hold?
38. Tourism as an organized type of traveling.
39. Is international cooperation necessary to create a system of ecological security?
Why do you think so?
40. Fashion: advantages and disadvantages.
41. Environmental protection
42. Scientific progress
43. What is love for you?
44. Are you for or against cloning people?
45. Are you optimistic about the future?

ДЕЛОВЫЕ ИГРЫ

ДЛЯ КОНТРОЛЯ НАВЫКОВ ДИАЛОГИЧЕСКОЙ РЕЧИ СТУДЕНТОВ

1. Interview your partner where she lives. How similar are your homes?
2. Do you have an idea of you own dream home? Share it with your friend and ask her to describe her dream home.
3. You and you partner are going to cook dinner for some friends. Decide what to cook and how much as you are waiting for 15 people to come.
4. Your partner is staying with an English family for a month, and wants to take a present. Make suggestions.
5. Discuss with your groupmate the qualities that people need as a family doctor, a receptionist, a waiter, a driving instructor.
6. You're trying to decide what to wear for a special occasion. Your partner makes suggestions.
7. You learnt that your former classmates are going for a picnic in the country by the river. Phone one of them, ask more details about their plans, the way of traveling, the length of a journey, things you should take with you etc. You're two sisters planning to take your three nephews and nieces (aged 4, 6, and 8) to a nearby city for the day. Discuss your route, a list of important things etc.
8. You're planning your holidays. You come to the travel agency and try to book a holiday.
9. Two or three hundred years ago most people didn't live as long as we do. Discuss with your partner reasons why.
10. What are the most popular hobbies and interests in Russia? Do you have any special interests yourself? Do you know anyone who is mad about a sport, shopping, collecting smth? Share your ideas with a partner and learn what she thinks of these points?
11. Do you have any unusual likes or dislikes? Discuss this with your groupmate.
12. You've just arrived in the hotel and would like to check in. Your partner is the hotel receptionist.
13. You're having dinner in the new city restaurant. Make an order yourself or ask the waiter to help you. Your partner is a waiter who is ready to give you recommendations.

КОНТРОЛЬНЫЕ ЗАДАНИЯ
ДЛЯ ПОДГОТОВКИ СТУДЕНТОВ К ЗАЧЕТАМ И ЭКЗАМЕНАМ

Вариант 1

I. Find a mistake in each sentence

1. If water freezes, it has become a solid.
2. If they have god sale, I would have stopped by on my way home.
3. If Mr. Hunt is single, I could introduce him to my sister.
4. If I had more time, I would checked my paper again.
5. We wish that you will change your mind about leaving tomorrow.
6. If Diana didn't drink so much coffee, she wouldn't have been so nervous.
7. We will wait if you wanted to leave.
8. Jerry wishes that she is more interested in his work.

II. Complete the replies

1. S. _____
 T. Yes, May I speak to Mr. John Connors?
 S. _____
 T. Yes? Please tell him that Victor Smirnov called.
2. O. He is busy at the moment. Can you ring back later?
 P. _____
 O. Yes, that's perfect, thank you. Goodbye.
3. M. _____
 N. Yes, who is calling?
 M. _____
 N. Good morning, Mr. Ivanov. What can I do for you?
4. I. _____
 J. Just a moment. I'll find out if he is in.
 I. _____
 J. This is a John Smith, from Continental Equipment. I'd like some information.

III. Match English equivalents with Russian ones:

A	B
To have a positive influence	Обеспечивать эмоциональную поддержку
To enjoy high reputation	Тестировать ум и характер
To include research and practice	Сильные и слабые стороны
To pick up habits	Улучшить результативность
To test intelligence and personality	Подражать чьему-либо поведению
To improve performance	Перенимать привычки
To pattern somebody's behavior	Пользоваться хорошей репутацией
To provide emotional support	Положительно влиять
Strengths and weaknesses	Видеть собственными глазами
To see with one's own eyes	Включать теорию и практику

IV. Подберите соответствующие определения черт характерных американцам:

The major American values described by director of the ISO.

1. Americans are encouraged at an early age to be independent and to develop their own goals in life.
2. Americans enjoy spending time alone. To ask the question “What is on your mind?” may be considered by some to be rude.
3. Americans believe that everyone “is created equal” and has the same rights.
4. Americans try to make the best use of their time. In the business world, “time is money”. Being “on time” for class, an appointment or for dinner with your family is important.
5. The American lifestyle is generally casual. Greetings and farewells are usually short and friendly.
6. A competitive spirit is often the motivating factor to work much. Americans often compete with themselves as well as others. Sitting quietly doing nothing seems like a waste of time.
7. Americans try to discuss their differences face-to-face and without a mediator. They are encouraged to speak up and give their opinions.

Equality

Time

Informality

Individuality

Privacy

Direct and assertive

Achievement and hard work

Вариант 2

I. Choose the best translation of the word combination:

1. Менеджер высшего звена
 - 1) top officer
 - 2) top foremen
 - 3) higher manager
2. Канцелярская работа
 - 1) red-tape
 - 2) paper work
 - 3) cancelled work
3. Ставить цели
 - 1) stand points
 - 2) set objectives
 - 3) set aims
4. Компетентный
 - 1) compatible
 - 2) competent
5. Принимать решения
 - 1) make decisions

- 2) do decisions
- 3) make solutions
- 6. Распределять обязанности
 - 1) delegate authorities
 - 2) delegate abilities
 - 3) distribute authorities

II. Put the words in correct order to make a sentence

- 1. Careful, the basis, management, decisions, making, is, of, good
- 2. Learn, can, I, a lot of, boss, very, is, because, competent, my
- 3. Called, administrators, offices, in, the, are, company, my
- 4. An executive, objectives, work, coordinates, authorities, sets, delegates
- 5. Accustomed, work, tape, lots of, I, paper, red, and

III. Answer the questions

- 1. Which management function includes guiding, teaching, motivating?
 - 1) controlling
 - 2) staffing
 - 3) directing
- 2. Managers need the following main skills most:
 - 1) organizational
 - 2) writing
 - 3) telephone
 - 4) technical
- 3. Which function of management is the process of putting the plan into action?
 - 1) planning
 - 2) organizing
 - 3) directing
- 4. In which functions of management do managers evaluate how well company's objectives are being met?
 - 1) controlling
 - 2) guiding
 - 3) staffing

Вариант 3

I. Translate from Russian into English

- 1. Экономика – важная наука.
- 2. Мы студенты экономического факультета.
- 3. В мире много экономических проблем.
- 4. Я стараюсь тратить время и деньги экономно.
- 5. В школе они изучали экономику России.
- 6. Адам Смит был великим учёным, который внёс большой вклад в экономическую науку.
- 7. Смит написал свой замечательный труд и издал его в 1776 г.
- 8. Лондон – столица Великобритании.
- 9. Он считается автором этой теории.
- 10. Способы ведения бизнеса в разных странах различны.

II. Choose the correct word

1. 10 years (is, was, were) devoted to writing this work.
2. Adam Smith's father (is, was, were) a customs (officer, writer, worker, scientist).
3. Aristotle (am, is, was) a Greek philosopher who (made, make, makes) great contributions (on, of, in) ethics and politics.
4. This (are, is, were) a figure (showing, show) the (interrelations, predictions, observations) (between, among, of) models, theories and reality.
5. Economics (doesn't, don't, weren't) make assumptions and predictions.
6. (Do, does, did) they deduce implications?

III. Make all possible questions to the sentences

1. The predictions of the models form the basis of economic theories.
2. Smith's work was published in 1776.

IV. What are the second and the third form of these verbs?

Be	read	Take	have	Study	buy
Live	build	Let	drink	Find	sit
Spend	like	Get	fight	Look	stand
Send	watch	Give	put	Go	keep

Вариант 4

I. Choose the correct variant

1. There (were, is, are) many Higher Educational Institutions in our city.
2. There (were, is, are) due coordination between these two industries.
3. We (were, is, are) to develop the vast territories of Siberia.
4. My sister is (old, older, the oldest) than me.
5. You certainly look (happy, happier, the happiest) today.
6. Our classes begin (in, at on) 8.00.
7. (in, at on) July I'm going to the Crimea.
8. (in, at on) a week we will return home.
9. The Spasskaya tower and the famous falling Siyumbike Tower are the architectural symbols of (Kazan, Moscow, Paris).
10. (some, any, no)body wants to ask you a question.
11. Do you want to tell me (some, any, no)thing?
12. There is (some, any, no)body at home.
13. Most people dream of their own small, but (one-person, solid, non-profit) business.
14. The (manager, president, supervisor) is the head of the Government.
15. The tax holiday of a joint venture begins (in 2 years, from the moment profits are first made).
16. Consumer goods are products bought by (corporations, individual consumers, institutions).
17. Product, price, place, promotion are (consumer goods, industrial goods, the 4 Ps).
18. The art of finding out what the other person wants and then manufacturing it for him is (salesmanship, marketing, management).

19. The most important responsibility of a manager at any level is (proper management of staff, looking at the business as a whole, decision making).

20. Management, planning, organizing, controlling, staffing, innovating are functions of (,management, marketing, education).

21. The United Kingdom of Great Britain and Northern Ireland is (incomplete name of the country, the most official name of the state, a geographical name denoting a group of islands).

II. Переведите предложения:

Какую статью вы сейчас переводите?

Вчера в 8 часов я переводил статью.

Сколько статей вы перевели в этом году?

Он переводит статьи очень хорошо.

Завтра в 7 часов вечера я буду переводить статью.

Скоро я переведу эту статью.

Вчера я перевел одну статью.

Я уже перевел половину статьи до того, как вы пришли.

III. Вставьте нужные предлоги или союзы из приведенных в списке:

Except	For	Up	By	At	From
in	when	with	on	as	to

1. I would like to ask _____ an appointment.

2. I can come any day _____ Thursday.

3. Please, fill _____ this application form.

4. Have you written _____ an employment agency?

5. Were you interviewed _____ Mr. Cooper.

6. Did you change your appointment _____ Monday to Tuesday?

7. Did you put your signature _____ this application form?

8. Did you glance _____ the application form before you signed it?

9. Please make an appointment _____ you come.

10. Please lock _____ the office when you leave.

11. Please call before you come; _____ we might not be home.

12. I was forced to cancel my appointment _____ Mr. Cooper.

IV. Соедините линиями соответствующих друг другу первую, вторую и третью форму неправильных глаголов

sew	bring	sowed	thought	found
find	sell	taught	brought	bought
buy	bear	sewed	bound	learnt
learn	learn	bore	saw	bound
seek	saw	learnt	sewn	taught
think	lie	found	born	seen
bind	sow	bought	laid	leant
teach	sawed	leant	sought	brought
see	sold	laid	thought	sold
lay	lay	sought	sawn	lain
				sown

V. Найдите и исправьте ошибку в каждом из следующих предложений:

1. If water freezes, it has become a solid.
2. If they have a good sale, I would have stopped by on my way home.
3. If Mr. Hunt is single, I could introduce him to my sister.
4. If had more time, I would checked my paper again.
5. We wish that you will change your mind about leaving tomorrow.
6. If Diana didn't drink so much coffee, she wouldn't have been so nervous.
7. We will wait if you wanted to leave.
8. Jerry wishes that she is more interested in his work.

VI. Соотнесите английские и русские эквиваленты:

To interact, observing and testing, to conduct research, extreme conditions, knowledge and skills, to overcome depression, to encourage the desire, to work on one's own, to make appointment, to discuss different problems.

Экстремальные ситуации, взаимодействовать, поощрить желание, работать самостоятельно, обсуждать разные проблемы, назначать деловые встречи, проводить исследования, знания и навыки, преодолеть угнетенное состояние, наблюдение и тестирование.

VII. Подберите соответствующие подлежащие к данным предложениям:

Psychologist specialize in different areas within the field of psychology.

1. diagnose and treat mental, emotional, and behavior disorders.
 2. help people recognize their strengths and resources to fight with their problems.
 3. concentrate on how effective teaching and learning take place.
 4. apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life.
 5. work with accident victims, people with mental retardation.
 6. work directly with public and private schools. They consult with parents and school staff.
- Educational psychologists, rehabilitation psychologists, clinical psychologists, school psychologists, counseling psychologists, industrial/organizational psychologists

**ТЕКСТЫ ДЛЯ КОНТРОЛЯ
НАВЫКОВ ЧТЕНИЯ И ПЕРЕВОДА**

Physical Evidence

Read and translate the text

The finding, collecting and preservation of physical evidence are the most important phases in a criminal investigation.

Physical evidence is of value only if it helps prove a case or clear a suspect. The most valuable evidence may be worthless if inefficiently handled.

In general, the term "chain of evidence" may be defined as the documentation of every article of evidence, from the point of initial discovery at a crime scene, to its collection and transport to a laboratory, its temporary custody and its final disposition. Within this context, it is natural that:

- the admissibility of the information derived from any article of evidence be directly proportional to and fully dependent on the manner and precautions taken to ensure that the evidence presented to a court has been protected;

- there be no viable alternative to a strong chain of evidence.

It is not always possible to know whether or not an object has evidential value until it is analyzed. For example, one is generally unable to see all the details in a shoe imprint until a cast has been made and that cast compared with the shoe.

In collecting any object of possible evidential value an officer should keep in mind the importance of the following:

1. The possibilities of fingerprints being found on it.

2. The chances of certain pieces of microscopic debris, such as hair, blood, paint, fibers, etc., adhering to it.

3. How that article should be removed, marked, packaged and transported.

Physical evidence is something that is concrete, something that can generally be measured, photographed, analyzed, and presented as a physical object in court. Circumstantial evidence is a specific circumstance. For example, a suspect might be accused of burglary, and the shoes he is wearing are proved to have made certain impressions found at the scene of a crime. The shoes and the imprint are physical evidence, while the fact that the suspect was wearing the shoes when arrested is circumstantial evidence. Someone else could have worn the shoes at the time the burglary was committed, therefore that type of evidence is circumstantial.

If there are witnesses, the investigator needs corroborative evidence; if there are no witnesses, the entire case must often be proved through physical evidence alone.

A lone piece of evidence, because of its great intrinsic value and the impossibility of being duplicated, may be sufficiently important to warrant a conviction - for example, a fingerprint. At other times it may be a combination of a number of articles of physical evidence, none of which are conclusive, that proves the case.

The intrinsic value of physical evidence often depends on its location. A hat on one's head has little significance but if it is found beside a murder victim it might become of great importance.

There is no such thing as a perfect crime, a crime that leaves no traces - there is only the inability to find the evidence.

When the investigating officer arrives at a crime scene it is necessary that he should first protect the scene and prevent anybody from touching any object.

The preliminary survey is to acquaint the investigating officer with the entire scene and its important details. After he has completed his preliminary survey the photographer may go to work. It is important that the investigator should accompany the photographer, pointing out various objects of possible evidential value. He should note possible location of latent prints (invisible prints), and guard against contamination of such objects and surfaces.

After the general scene has been completely photographed, the officer with casting equipment casts all possible imprints, if such are present, and then the fingerprint man should work on various objects. He should also note movable objects

where fingerprints may be found, and should carefully remove them to a safe place for dusting and developing later.

As the fingerprint man completes his work, the investigator may go to work thoroughly searching the scene of possible evidential value. As evidence is found, it should be marked, carefully packaged, each article separately, and placed in some locality where it will not be destroyed or contaminated, until it is transported to a laboratory.

Careers in Psychology

Read and translate the text

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behavior, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultations, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation, and analysis. But psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research. As they collect new information, these findings can be used by practitioners in their work with clients and patients.

As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons, and corporate offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Most psychologists say they love their work. They say that they have variety of daily tasks and the flexibility of their schedules.

The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing, and interpreting data.

Psychology is a very diverse field with hundreds of career paths.

Economics as a Science

Read and translate the text

Although the content and character of economics cannot be described briefly, numerous writers have attempted that. An especially useless, though once popular, example is: «Economics is what economists do».

Similarly, a notable economist of the last century Alfred Marshall called economics «a study of mankind in the ordinary business of life». Lionel Robbins in the 1930s described economics as «the science of choice among scarce means to accomplish unlimited ends».

During much of modern history, especially in the nineteenth century, economics was called simply «the science of wealth». Less seriously, George Bernard Shaw was credited in the early 1900s with the witticism that economics is the science whose practitioners, even if all were laid end to end, would not reach agreements».

We may make better progress by comparing economies with other subjects. Like every other discipline that attempts to explain observed facts (e.g., physics, astronomy, meteorology), economics comprises a vast collection of descriptive material organized around a central core of theoretical principles. The manner in which theoretical principles are formulated and used in applications varies greatly from one science to another. Like psychology, economics draws much of its theoretical core from intuition, casual observation, and «common knowledge about human nature” Like astronomy economics is largely nonexperimental. Like meteorology, economics is relatively inexact as is weather forecasting. Like particle physics and molecular biology, economics deals with an array of closely interrelated phenomena (as do sociology and social psychology).

Like such disciplines as art; fantasy writing, mathematics, metaphysics, cosmology, and the like, economics attracts different people for different reasons: “One person's meat is another person's poison.” Though all disciplines differ, all are remarkably similar in one respect: all are meant to convey an interesting, persuasive, and intellectually satisfying story about selected aspects of experience. As Einstein once put it: “Science is the attempt to make the chaotic diversity of our sense-experience correspond to a logically uniform system of thought.”

Economics deals with data on income employment, expenditure, interest rates, prices and individual activities of production, consumption, transportation, and trade. Economics deals directly with only a tiny fraction of the whole spectrum of human behavior, and so the range of problems considered by economists is relatively narrow. Contrary to popular opinion, economics does not normally include such things as personal finance, ways to start a small business, etc.; in relation to everyday life, the economist is more like an astronomer than a weather forecaster, more like a physical chemist than a pharmacist, more like a professor of hydrodynamics than a plumber.

In principle almost any conceivable problem, from carriage, suicide, capital punishment, and religious observance to tooth brushing, drug abuse, extramarital affairs, and mall shopping, might serve (and, in the case of each of these examples has served) as an object for some economist's attention. There is, after all, no clear division between «economic» and «noneconomic» phenomena. In practice, however, economists have generally found it expedient to leave the physical and life sciences to those groups that first claimed them, though not always. In recent years economists have invaded territory once claimed exclusively by political scientists and sociologists, not to mention territories claimed by physical anthropologists, experimental psychologists, and paleontologists.

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**КОМПОЗИЦИОННО-РЕЧЕВАЯ МОДЕЛЬ ПУБЛИЧНОГО
ВЫСТУПЛЕНИЯ (ДОКЛАДА)**

SPEECH-MAKING

I. Introduction/Opening Phrases

Dear friends (colleagues, associates, ladies and gentlemen)!

I'm honoured to speak to you today.

It's a great honour for me to speak to you today.

It's a pleasure for me to be addressing you today.

II. Subject/Intermediary Phrases

I'm going to speak about ...

I'm going to discuss the point of ...

I'd like to clear up the point of ...

I'd like to clear up one more point, that is ...

As you probably know (understand, realize) ...

The fact is ...

The thing is ...

The point is ...

As you can see ...

It's common knowledge that ...

It goes without saying that ...

I must state here that ...

I must stress the point that ...

I must point out that ...

It should be pointed out that ...

It should be noted that ...

In the first place ..., in the second place ..., in the third place ...

On the one hand ..., on the other hand ...

For one thing, ... for another ...

Finally ...

Thus ...

III. Conclusion/Closing Phrases

In conclusion I would like to say that ...

To conclude I'd like to say that ...

To finish it up I'd like to say that ...

Let me sum up what I have said.

Let me stop here.

I appreciate your attention.

Let me thank you now for your kind attention.
Many thanks for your kind attention.

IIIa. Questions

You are welcome with your questions now.
You are welcome to ask me questions now.
Don't hesitate to ask me questions now, if you have any.

Приложение 2

КОМПОЗИЦИОННО-РЕЧЕВАЯ МОДЕЛЬ ВЫСТУПЛЕНИЯ ЗА «КРУГЛЫМ СТОЛОМ» (В ПРЕНИЯХ, НА СЕМИНАРЕ)

PANEL DISCUSSION

I. Initial Phrases

I personally think ...
In my opinion ...
In my understanding ...
From my point of view ...
From my viewpoint ...
From my standpoint ...
To my mind ...
As far as I'm concerned ...
If you do want to know what I (we) think on this subject, let me put you in the picture.

II. Reference Phrases

According to Mr. X (Mrs. Y) ...
According to your statement ...
We've (I've) thoroughly considered the point of ...
We've (I've) deeply studied the issue of ...
We've (I've) done a serious research of the subject of ...
We've (I've) given a thorough thinking to the topic of ...

III. Developing the Subject

We'd (I'd) like to focus your attention on the point of ...
We'd (I'd) like to highlight the point of ...
We'd (I'd) like to stress/to underline/to point out the idea of ...

IV. Expressing a Viewpoint

We (I) share your (Mr. X's) opinion/standpoint/views/ideas/ feelings.
We're (I'm) of the same opinion.
On behalf of my group I would like to say that we are of the same opinion.
Your (Mr. X's) statement deserves our thorough consideration.

We can't simply reject your (Mr. X's) statement (proposal/suggestion).
This statement is really significant/urgent/thought-provoking.
This issue is of vital/global/universal importance.

V. Making Judgements and Conclusions

We (I) want to make it clear that ...
You could be right but don't forget that ...
You might be right but don't you think that ...
We (I) totally (partly) agree (disagree) with you.
We (I) can't but agree with you.
We (I) respect your ideas and feelings concerning ... but ...

Приложение 3

КОМПОЗИЦИОННО-РЕЧЕВАЯ МОДЕЛЬ КОНФЕРЕНЦИИ

CONFERENCE

Presenter:

- I. Ladies and gentlemen! Dear colleagues! Dear associates! Dear friends!
Are we ready to begin?
Perhaps we could make a start.
If everybody is ready, maybe we could make a start.
Shall we get things started?
- II. As you all know, we are here today to discuss (to speak about ...)
As you probably know, we are meeting today to ...
The reason we are here is to ...
The subject of today's meeting is ...
Today we will be dealing with ...
Today we intend to speak about (to express our views about, to discuss, to share our ideas about ...)
- III. I propose the following agenda: ...
Now I'm going to read the agenda.
Let's take the first item on the agenda.
Another important item is ...
- IV. Here is Mr. (Mrs.) ... to speak about ...
Mr. (Mrs.) ... will start our discussion.
Mr. (Mrs.) ... will speak on the first/second item.
Would you like to start, Mr. (Mrs.) ...?
Could I ask you for your comments, Mr. (Mrs.) ...?
Perhaps you would like to share your ideas with us, Mr. (Mrs.) ...
Now let me give the floor to Mr. (Mrs.) ...
Now a few words from Mr. (Mrs.) ...

Participants:

- V. It's a pleasure to address you, ladies and gentlemen.
It's an honour to speak to you.
It's a great honour for me to share my views with you.
I'm honoured to speak to you today.
To begin with I'd like to say that ...
I hope you do realize that ...
I think I should mention that ...
As you probably know (understand, realize) ...
I believe you are aware of the fact that ...

Presenter:

- VI. I think we can stop here.
Let's sum up the discussion.
Shall we summarize the main points?
We have come up to the conclusion that ...
In conclusion I'd like to ...

Приложение 4

КОМПОЗИЦИОННО-РЕЧЕВАЯ МОДЕЛЬ АННОТАЦИИ (РЕФЕРАТА)

COMMENTING ON AN ARTICLE (BOOK, TEXT)

1. The title of the article (book, text) I'm going to speak (to write) about is
2. As the title presumes, the article is about
3. The article deals with
4. The author of the article touches upon the problem(s) of
5. The author of the article raises such urgent (acute, important, serious, complicated, vital) problems (questions, issues) as ...
6. The prime objective/target of the author is to attract the attention of the reader to the problem of ...
7. The author starts with the statement of the problem and then logically passes over to its possible solutions.
8. The author begins his article with the statement (comment, idea, question, remark) on/about
9. The author continues with the idea(s) (views, facts, figures) about
10. The author concludes with the idea(s) (statement) that
11. In the first place, the author deals with the problem of
In the second place, the author dwells upon the problem of
In the third place, the author touches upon the problem of
12. The article says: «.....».
The article runs: «.....».
13. The author refers to the data/the results of the research/ the fact(s) that ...
14. The idea (point of view, viewpoint, standpoint) of the author is the following ...

15. The author is of the opinion that ...
16. The article is informative (significant, profound, thought-provoking, captivating, urgent, acute, ...).
17. The message of the article is that ...
18. The main idea of the article is the following ...
19. In my understanding ...
 - In my opinion ...
 - From my point of view
 - To my mind ...
 - It seems to me ...

Приложение 5

КОМПОЗИЦИОННО-РЕЧЕВАЯ МОДЕЛЬ РЕЗЮМЕ (АВТОБИОГРАФИИ)

RESUME

PERSONAL INFORMATION:

Julia Smirnova
12 Zorge Street
Kazan, Russia 420000
Tel.: (843)256-78-90
e-mail: Julia@mail.ru
Age: 25

PROFESSIONAL OBJECTIVES:

To obtain a position as Supplies Manager – leading to a position of increased responsibility.

EDUCATION:

9/02 to 6/07 – Institute of social sciences and humanities; specialty: Management of organisation;
9/92 to 6/02 – Kazan High (Secondary) School № 122

KEY SUBJECTS STUDIED:

Management, Marketing, Theory of economics, Accounting, Psychology.

WORK EXPERIENCE:

04/08- present – “Planet” restaurant, Manager
10/06 – 03/08 – an Assistant Manager:
10/05 – 9/06 – a maitre-de-hotel;
6/05 – 9/05 — started as a waitress;

EXTRACURRICULAR ACTIVITIES:

Conversational Spanish Course – 2, 3, 4; Student Scientific Society – 3, 4; Student Excursions Agency – 1, 2, 3, 4.
Also enjoy skiing, tennis, swimming, and playing the guitar.

SKILLS:

Fluent English and Spanish,

Good at dealing with people,
Advanced user of MS Office and Internet.

REFERENCES:

Available upon request.

Приложение 6

**КОМПОЗИЦИОННО-РЕЧЕВАЯ МОДЕЛЬ ИНТЕРВЬЮ
(СОБЕСЕДОВАНИЯ)**

**JOB INTERVIEW
(question-answer format)**

Interviewer: What college (university) do (did) you attend?

You: I'm a fourth-year student of the Institute of social sciences and humanities.

Interviewer: What are (were) your favourite courses (subjects) and why?

You: Management and Marketing. They were well-done by the Institute professors and teachers combining theoretical knowledge and practical skills.

Interviewer: How well do you know PC?

You: I use all kinds of word processors and work in Word and Excel.

Interviewer: How fluent are you in languages?

You: I am fluent in English and speak conversational Spanish.

Interviewer: What are your career objectives?

You: I want to rise to a top managerial position in travel business.

Interviewer: What are your major strengths?

You: I can work long hours. I'm quick in learning. I'm enthusiastic.

Interviewer: What are your major weaknesses?

You: I often try to do too many things at once. I'm too talkative sometimes.

Interviewer: Do you get on well with people?

You: I'm sure, I do. I am tolerant and friendly.

Interviewer: Do you consider yourself creative?

You: I think so. I'm creative and inventive.

Interviewer: What do you do as a leisure time activity?

You: I enjoy reading, dancing and keeping fit.

Interviewer: Do you like to travel?

You: Travelling for pleasure is my greatest hobby. I guess I'm going to like travelling on business, too.

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