

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ
федеральное государственное автономное образовательное учреждение высшего
образования
"САНКТ-ПЕТЕРБУРГСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
АЭРОКОСМИЧЕСКОГО ПРИБОРОСТРОЕНИЯ"

Кафедра № 83

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«10» октября 2023 г

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

«Иностранный язык 1 (английский)»
(Наименование дисциплины)

| | |
|---|-------------------------|
| Код направления подготовки/ специальности | 41.03.05 |
| Наименование направления подготовки/ специальности | Международные отношения |
| Наименование направленности | Общая направленность |
| Форма обучения | очная |
| Год приема | 2024 |

Лист согласования рабочей программы дисциплины

Программу составил (а)

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(должность, уч. степень, звание)


(подпись, дата)

10.10.2023

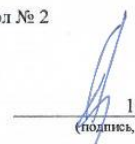
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«10» октября 2023 г, протокол № 2

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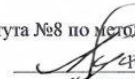

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Аннотация

Дисциплина «Иностранный язык 1 (английский)» входит в образовательную программу высшего образования – программу бакалавриата по направлению подготовки/ специальности 41.03.05 «Международные отношения» направленности «Общая направленность». Дисциплина реализуется кафедрой «№83».

Дисциплина нацелена на формирование у выпускника следующих компетенций:

УК-4 «Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)»

Содержание дисциплины охватывает круг вопросов, связанных с совершенствованием орфографической, орфоэпической, лексической и грамматической норм изучаемого иностранного английского языка в пределах программных требований и их правильным использованием во всех видах речевой коммуникации, представленных в научной сфере устного и письменного общения.

Преподавание дисциплины предусматривает следующие формы организации учебного процесса: практические занятия, самостоятельная работа обучающегося, консультации.

Программой дисциплины предусмотрены следующие виды контроля: текущий контроль успеваемости, промежуточная аттестация в форме дифференцированного зачета и экзамена.

Общая трудоемкость освоения дисциплины составляет 15 зачетных единиц, 540 часов.

Язык обучения по дисциплине «русский/английский»

1. Перечень планируемых результатов обучения по дисциплине

1.1 Цели преподавания дисциплины

Основной целью преподавания дисциплины является формирование и прогрессивное развитие языковой личности, обладающей межкультурной и иноязычной коммуникативной компетентностью, а также практическими навыками, необходимыми для органичного функционирования в рамках современных международных отношений: ведение деловой переписки по вопросам организации и проведения международных мероприятий, переговоров, проектов, конференций и семинаров, а также владение методами делового профессионального общения в международной среде.

1.2 Дисциплина входит в состав обязательной части образовательной программы высшего образования (далее – ОП ВО).

1.3 Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ОП ВО.

В результате изучения дисциплины обучающийся должен обладать следующими компетенциями или их частями. Компетенции и индикаторы их достижения приведены в таблице 1.

Таблица 1 – Перечень компетенций и индикаторов их достижения

| Категория (группа) компетенции | Код и наименование компетенции | Код и наименование индикатора достижения компетенции |
|--------------------------------|--|--|
| Универсальные компетенции | УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) | УК-4.3.1 знать принципы построения устного и письменного высказывания на государственном языке Российской Федерации и иностранном(ых) языке(ах); правила и закономерности деловой устной и письменной коммуникации, в том числе в цифровой среде УК-4.У.1 уметь осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах), в том числе с использованием цифровых средств УК-4.В.1 владеть навыками деловых коммуникаций в устной и письменной форме на русском и иностранном языке(ах), в том числе с использованием цифровых средств |

Место дисциплины в структуре ОП

Дисциплина может базироваться на знаниях, ранее приобретенных обучающимися при изучении следующих дисциплин:

- «Мировая экономика»,
- «Иностранный язык 1 (профессиональный английский)»,

Знания, полученные при изучении материала данной дисциплины, имеют как самостоятельное значение, так и используются при изучении других дисциплин:

- «Мировая экономика»,
- «Иностранный язык 1 (профессиональный английский)»

Объем и трудоемкость дисциплины

Данные об общем объеме дисциплины, трудоемкости отдельных видов учебной работы по дисциплине (и распределение этой трудоемкости по семестрам) представлены в таблице 2. Таблица 2 – Объем и трудоемкость дисциплины

| Вид учебной работы | Всего | Трудоемкость по семестрам | | |
|---|------------------------------|---------------------------|------------|------------|
| | | №1 | №2 | №3 |
| 1 | 2 | 3 | 4 | 5 |
| Общая трудоемкость дисциплины, ЗЕ/ (час) | 15/ 540 | 5/ 180 | 6/ 216 | 4/ 144 |
| Из них часов практической подготовки | | | | |
| Аудиторные занятия, всего час. | 238 | 102 | 68 | 68 |
| в том числе: | | | | |
| лекции (Л), (час) | | | | |
| практические/семинарские занятия (ПЗ), (час) | 238 | 102 | 68 | 68 |
| лабораторные работы (ЛР), (час) | | | | |
| курсовой проект (работа) (КП, КР), (час) | | | | |
| экзамен, (час) | 36 | 36 | | |
| Самостоятельная работа, всего (час) | 266 | 42 | 148 | 76 |
| Вид промежуточной аттестации: зачет, дифф. зачет, экзамен (Зачет, Дифф. зач, Экз.**) | Экз., Дифф. Зач., Дифф. Зач. | Экз. | Дифф. Зач. | Дифф. Зач. |

Примечание: ** кандидатский экзамен

Содержание дисциплины

Распределение трудоемкости дисциплины по разделам и видам занятий.

Разделы, темы дисциплины и их трудоемкость приведены в таблице 3.

Таблица 3 – Разделы, темы дисциплины, их трудоемкость

| Разделы, темы дисциплины | Лекции (час) | ПЗ (СЗ) | ЛР (час) | КП (час) | СРС (час) |
|--------------------------|--------------|---------|----------|----------|-----------|
| Семестр 1 | | | | | |
| Раздел 1. Бренды | | 20 | | | 8 |
| Раздел 2. Путешествие | | 20 | | | 8 |
| Раздел 3. Организация | | 20 | | | 8 |
| Раздел 4. Перемены | | 20 | | | 8 |
| Раздел 5. Деньги | | 22 | | | 10 |
| Итого в семестре: | | 102 | | | 42 |
| Семестр 2 | | | | | |
| Раздел 6. Реклама | | 12 | | | 30 |
| Раздел 7. Культура | | 12 | | | 30 |
| Раздел 8. Занятость | | 15 | | | 30 |
| Раздел 9. Торговля | 15 | 30 | | | |
| Раздел 10. Качество | | 14 | | | 28 |
| Итого в семестре | | 68 | | | 148 |
| Семестр 3 | | | | | |
| Раздел 11 Этика | | 17 | | | 19 |

| | | | | | |
|------------------------|---|-----|---|---|-----|
| Раздел 12. Лидерство | | 17 | | | 19 |
| Раздел 13. Инновации | | 17 | | | 19 |
| Раздел 14. Конкуренция | | 17 | | | 19 |
| Итого в семестре: | | 68 | | | 76 |
| Итого | 0 | 238 | 0 | 0 | 266 |

Практическая подготовка заключается в непосредственном выполнении обучающимися определенных трудовых функций, связанных с будущей профессиональной деятельностью.

Содержание разделов и тем лекционных занятий.

Содержание разделов и тем лекционных занятий приведено в таблице 4.

Таблица 4 – Содержание разделов и тем лекционного цикла

| Номер раздела | Название и содержание разделов и тем лекционных занятий |
|---------------|---|
| | Учебным планом не предусмотрено |

Практические (семинарские) занятия

Темы практических занятий и их трудоемкость приведены в таблице 5.

| № п/п | Темы практических занятий | Формы практических занятий | Трудоемкость, (час) | Из них практической подготовки, (час) | № раздел адисциплины |
|------------------|---------------------------|----------------------------|---------------------|---------------------------------------|----------------------|
| Семестр 1 | | | | | |

| | | | | | |
|------|--|--|---|-----|-----|
| | Бренды Вводные. Вокабуляр по теме: «Бренд менеджмент» Аудирование «Why brands matter» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 7 | | |
| 1.2. | Бренды Чтение “Outsourcing production” Грамматика повтор « Present Simple & Present Continuous» | Прослушивание учебных аудиозаписей | 7 | 5/1 | 5/1 |
| 1.3. | Бренды Дискуссия « Two promotions» Развитие разговорных навыков «Taking part in meetings» | Семинары в диалоговом режиме, ролевые игры, | 7 | 5/1 | 5/1 |
| 1.4. | Бренды Кейс “Saferoma” Practice file Writing p.6 | управляемая дискуссия и беседа разбор конкретных ситуаций, групповые и парные дискуссии, | 7 | 5/1 | 5/1 |
| 2.1. | Путешествие Вводные. Вокабуляр по теме: «Британский и Американский английский» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 7 | 5/2 | 5/2 |

| | | | | | |
|------|---|--|---|-----|-----|
| 2.2. | Путешествие Аудирование “A business traveller’s priorities” Грамматика Talking about the future Чтение “Air rage” | управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, | 7 | 5/2 | 5/2 |
| 2.3 | Путешествие Развитие навыков разговорной речи “Making arrangements on the telephone” | Прослушивание учебных аудиозаписей | 7 | 5/2 | 5/2 |
| 2.4. | Путешествие Кейс “Work Rest and Play” Writing p.10 | управляемая дискуссия и беседа | 7 | 5/2 | 5/2 |
| 3.1 | Организация Вводные Вокабуляр «Структура компании» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 7 | 5/3 | 5/3 |
| 3.2 | Организация Чтение “A successful organization” Грамматика Noun combinations | групповые и парные дискуссии, демонстрация учебных фильмов | 7 | 5/3 | 5/3 |
| 3.3 | Организация Аудирование “Advising companies” Развитие разговорных навыков “Socialising. Introductions and networking” | семинар в диалоговом режиме, ролевые игры | 7 | 5/3 | 5/3 |
| 3.4 | Организация Кейс “Auric Bank” Writing p.14 | управляемая дискуссия и беседа | 7 | 5/3 | 5/3 |

| | | | | | |
|------|---|---|---|-----|-----|
| 4.1. | Перемены Вводные Чтение “Change in retailing” Аудирование “Managing change” | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 7 | 5/4 | 5/4 |
| 4.2. | Перемены Вокабуляр «Перемены» Грамматика Past Simple and Present Perfect | управляемая дискуссия и беседа | 7 | 5/4 | 5/4 |
| 4.3 | Перемены Развитие разговорных навыков “Taking part in meetings” | управляемая дискуссия и беседа | 7 | 5/4 | 5/4 |
| 4.4. | Перемены Кейс “Acquiring Metrot” Writing. P. 18 | управляемая дискуссия и беседа, | 7 | 5/4 | 5/4 |
| 5.1. | Деньги Вводные Развитие разговорных навыков “Dealing with figures” | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 8 | 5/5 | 5/5 |
| 5.2 | Деньги Вокабуляр «Финансы» Аудирование “Raising business capital” | групповые и парные дискуссии, демонстрация учебных фильмов | 8 | 5/5 | 5/5 |

| | | | | | |
|----------------|--|--|------------|-----|---------------|
| 5.3. | Деньги Чтение “Reporting financial success” Грамматика “Trends” | управляемая дискуссия и беседа | 8 | 6/5 | 6/5 |
| 5.4. | Деньги Кейс “Angel investments” Writing.p.22 | групповые и парные дискуссии, демонстрация учебных фильмов | 8 | | 6/5 |
| Экзамен | | | 36 | | |
| Итого | | | 180 | | 102 ПЗ |

СЕМЕСТР 2

| | | | | | |
|------|--|---|----|--|-----|
| 6.1. | Реклама Вводные Развитие разговорных навыков “Good and bad advertisements” Вокабуляр «Реклама» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 10 | | 3/6 |
| 6.2. | Реклама Чтение “Successful advertising” Аудирование “Planning advertising campaigns” | разбор конкретных ситуаций, групповые и парные дискуссии, | 10 | | 3/6 |
| 6.3. | Реклама Развитие разговорных навыков “Starting presentations” | семинары в диалоговом режиме | 10 | | 3/6 |
| 6.4. | Реклама Кейс “Focus Advertising” Writing.p 26 | разбор конкретных ситуаций, групповые и парные дискуссии, | 12 | | 3/6 |

| | | | | | |
|------|---|---|----|--|-----|
| 7.1. | Культура Вводные Аудирование “Cultural awareness” | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 10 | | 3/7 |
| 7.2. | Культура Вокабуляр Идиомы Чтение “Cultural advice” | разбор конкретных ситуаций, групповые и парные дискуссии, | 10 | | 3/7 |
| 7.3. | Культура Грамматика “Advice. Obligation. Necessity” | семинары в диалоговом режиме | 10 | | 3/7 |
| 7.4. | Культура Кейс “Visitors from China” Writing.p.30 | разбор конкретных ситуаций, групповые и парные дискуссии, | 12 | | 3/7 |
| 8.1. | Занятость Вводные Вокабуляр «Занятость» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 11 | | 4/8 |
| 8.2. | Занятость Чтение “Retaining good staff” Аудирование “Headhunting” | семинары в диалоговом режиме | 11 | | 4/8 |

| | | | | | |
|------|--|---|----|--|-----|
| 8.3. | Занятость Развитие разговорных навыков “Managing meetings” Грамматика Indirect questions and statements | разбор конкретных ситуаций, групповые и парные дискуссии | 11 | | 4/8 |
| 8.4. | Занятость Кейс “Slim Gyms” Writing p.34 | семинары в диалоговом режиме | 12 | | 3/8 |
| 9.1. | Торговля Вводные Вокабуляр «Торговля» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 11 | | 4/9 |
| 9.2. | Торговля Чтение “Fair trade” Аудирование “Negotiating techniques” | семинары в диалоговом режиме | 11 | | 4,9 |
| 9.3. | Торговля Развитие разговорных навыков “Negotiating” | разбор конкретных ситуаций, групповые и парные дискуссии | 11 | | 4/9 |
| 9.4. | Торговля Кейс “Ashbury guitars” Writing p.38 | семинары в диалоговом режиме | 12 | | 3,9 |

| | | | | | |
|------------------|--|---|------------|--|--------------|
| 10.1. | Качество Вводные Вокабуляр «Качество» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 11 | | 4/10 |
| 10.2. | Качество Чтение "Old-fashioned quality" Аудирование "Quality management" | разбор конкретных ситуаций, групповые и парные дискуссии | 11 | | 4/10 |
| 10.3. | Качество Развитие разговорных навыков "Telephone complaints" Грамматика Gerunds and infinitives | семинары в диалоговом режиме | 11 | | 4/10 |
| 10.4. | Качество Кейс "Brookfiels Airport" Writing p 42 | семинары в диалоговом режиме | 9 | | 2/10 |
| ИТОГО | | | 216 | | 68 ПЗ |
| 3 семестр | | | | | |

| | | | | |
|--------|--|---|----|------|
| 11.1 | Этика Вводные Вокабуляр «Этика» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 8 | 4/11 |
| 11.2. | Этика Чтение “Responsible business” Аудирование “The cooperative bank” | семинары в диалоговом режиме | 8 | 4/11 |
| 11.3. | Этика Развитие разговорных навыков “Problem solving” “A question of ethics” Грамматика Narrative tenses | семинары в диалоговом режиме | 8 | 4/11 |
| 11.4. | Этика Кейс “Profit or principle”? Writing p.46 | разбор конкретных ситуаций, групповые и парные дискуссии | 12 | 5/11 |
| C12.1 | Лидерство Вводные Вокабуляр «Лидерство» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 8 | 4/12 |
| 12.2. | Лидерство Чтение “The founder of Ikea” Аудирование “Leadership qualities” | семинары в диалоговом режиме | 8 | 4/12 |
| 12..3. | Лидерство Развитие разговорных навыков “Decision-Making” Грамматика Relative clauses | разбор конкретных ситуаций, групповые и парные дискуссии | 8 | 4/12 |
| 12.4. | Лидерство Кейс “Orbit records” Writing p.50 | семинары в диалоговом режиме | 12 | 5/12 |

| | | | | |
|-------|--|---|----|------|
| 13.1. | Иновации Вводные Вокабуляр «Иновации» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 8 | 4/13 |
| 13.2. | Иновации Чтение “Innovation at Procter and agmble” Аудирование “Presentation techniques” | семинары в диалоговом режиме | 8 | 4/13 |
| 13.3. | Иновации Развитие разговорных навыков “Presenting” Грамматика Passives | разбор конкретных ситуаций, групповые и парные дискуссии | 8 | 4/13 |
| 13.4. | Иновации Кейс “Style is everything” Writing p.55 | управляемая дискуссия и беседа | 12 | 5/13 |
| 14.1. | Конкуренция Вводные Вокабуляр «Конкуренция» | Все темы практических занятий изучаются в интерактивной форме: управляемая дискуссия и беседа, семинары в диалоговом режиме, ролевые игры, разбор конкретных ситуаций, групповые и парные дискуссии, демонстрация учебных фильмов, Прослушивание учебных аудиозаписей | 8 | 4/13 |
| 14.2. | Конкуренция Чтение “Losing competitive edge” Аудирование “Staying competitive” | разбор конкретных ситуаций, групповые и парные дискуссии | 8 | 4/14 |
| 14.3. | Конкуренция Развитие разговорных навыков “Negotiating” Грамматика Modals of probability | управляемая дискуссия и беседа | 8 | 4/14 |
| 14.4. | Конкуренция Кейс “Beverley Watches” Writing p. 59 | управляемая дискуссия и беседа | 12 | 5/14 |

| | | | | |
|--|-------------------------|--|--------------------------|---------------|
| | Итого в семестре | | 144 | 68 ПЗ |
| | ИТОГО | | 540 (504+36 экз.) | 148 ПЗ |

Лабораторные занятия

Темы лабораторных занятий и их трудоемкость приведены в таблице 6.

Таблица 6 – Лабораторные занятия и их трудоемкость

| № п / п | Наименование лабораторных работ | Трудоемкость, (час) | Из них практической подготовки, (час) | № раздела дисциплины |
|---------------------------------|---------------------------------|------------------------|--|----------------------------|
| Учебным планом не предусмотрено | | | | |
| Всего | | | | |

Курсовое проектирование/ выполнение курсовой работы

Учебным планом не предусмотрено

Самостоятельная работа обучающихся

Виды самостоятельной работы и ее трудоемкость приведены в таблице 7.

Таблица 7 – Виды самостоятельной работы и ее трудоемкость

| Вид самостоятельной работы | Всего, час | Семестр 1, час | Семестр 2, час | Семестр 3, час |
|---|------------|----------------|----------------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Изучение теоретического материала дисциплины (ТО) | | 7 | 20 | 15 |
| Подготовка к текущему контролю успеваемости (ТКУ) | | 10 | 40 | 20 |
| Домашнее задание (ДЗ) | | 15 | 50 | 20 |
| Подготовка к промежуточной аттестации (ПА) | | 10 | 38 | 21 |
| Всего: | 266 | 42 | 148 | 76 |

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Учебно-методические материалы для самостоятельной работы обучающихся указаны в п.п. 7-11.

Перечень печатных и электронных учебных изданий

Перечень печатных и электронных учебных изданий приведен в таблице 8.

Таблица 8– Перечень печатных и электронных учебных изданий.

| Шифр/ URL адрес | Библиографическая ссылка | Количество экземпляров библиотеке (кроме электронных экземпляров) |
|--------------------|--------------------------|---|
|--------------------|--------------------------|---|

| | | |
|-----------------|--|----|
| 8А А39 | International Business Administration :учебно-методическое пособие / О. В. Акимова. - СПб. :Изд-во ГУАП, 2018 | 16 |
| 8А Р83 | International Business Administratio : учебно- методическое пособие. pt. 1. Language of BusinessAdministration / Е. А. Рудая ; С.-Петерб. гос. ун-т аэрокосм. приборостроения. - СПб. : Изд-во ГУАП, 2018. | 15 |
| 8А Р83 | English for a global trader: money and trade in retrospect and prospect : учебно-методическое пособие / Е. А. Рудая ; С.-Петербург. гос. ун-т аэрокосм. приборостроения. - Санкт-Петербург : Изд-во ГУАП, 2022. | 5 |
| 8=2 0 А39 | Особенности английской грамматики : учебное пособие / О. В. Акимова ; С.-Петербург. гос. ун-т аэрокосм. приборостроения. - Санкт-Петербург :Изд-во ГУАП, 2022. | 5 |
| 8А А 39 | Основы переводоведения. Текст и дискурс. Перевод и переводчик = Fundamentals of Text Translation : учебное пособие / О. В. Акимова ; С.- Петерб. гос. ун-т аэрокосм. приборостроения. - Санкт-Петербург : Изд-во ГУАП, 2020. | 5 |
| 8А А 39 | Основы переводоведения. Практика. Ключи : [Электронный ресурс] = Fundamentals of Text Translation. Practice. Keys : практикум / О. В. Акимова ; С.-Петерб. гос. ун-т аэрокосм. | 5 |

Перечень электронных образовательных ресурсов информационно-телекоммуникационной сети «Интернет»

Перечень электронных образовательных ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины приведен в таблице 9.

Таблица 9 – Перечень электронных образовательных ресурсов информационно-телекоммуникационной сети «Интернет»

| URL адрес | Наименование |
|-----------|--------------|
| | |

Перечень информационных технологий

Перечень программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине.

Перечень используемого программного обеспечения представлен в таблице 10.

Таблица 10– Перечень программного обеспечения

| | |
|---|--|
| 1 | Microsoft Windows 10, договор № 1303-3 от 30.12.2019 |
|---|--|

| | |
|---|---|
| 2 | Microsoft Office Standard, договор № 1303-3 от 30.12.2019 |
|---|---|

Перечень информационно-справочных систем, используемых при осуществлении образовательного процесса по дисциплине

Перечень используемых информационно-справочных систем представлен в таблице 11.

Таблица 11– Перечень информационно-справочных систем

| № п/п | Наименование |
|-------|------------------|
| | Не предусмотрено |

Материально-техническая база

Состав материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине, представлен в таблице 12.

Таблица 12 – Состав материально-технической базы

| №п/п | Наименование составной части материально-технической базы | Номер аудитории (при необходимости) |
|------|--|--|
| 1 | Учебная аудитории для проведения занятий семинарского типа - укомплектована специализированной (учебной) мебелью, техническими средствами обучения, служащими для представления учебной информации. | 11-08 (Ленсовета, 14), или другие в случае загруженности аудиторного фонда |
| 2 | Помещение для самостоятельной работы – укомплектовано специализированной (учебной) мебелью, оснащено компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечено доступом в электронную информационно-образовательную среду организации. | |
| 3 | Учебная аудитория для групповых и индивидуальных консультаций укомплектована специализированной (учебной) мебелью, техническими средствами обучения, служащими для представления учебной информации. | |
| 4 | Учебная аудитория для текущего контроля и промежуточной аттестации укомплектована специализированной (учебной) мебелью, техническими средствами обучения, служащими для представления учебной информации. | |

Оценочные средства для проведения промежуточной аттестации

Состав оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине приведен в таблице 13.

Таблица 13 – Состав оценочных средств для проведения промежуточной аттестации

| Вид промежуточной аттестации | Перечень оценочных средств |
|------------------------------|---------------------------------------|
| Экзамен | Список вопросов к экзамену; Тесты. |
| Дифференцированный зачёт | Список вопросов; |

В качестве критериев оценки уровня сформированности (освоения) компетенций обучающимися применяется 5-балльная шкала оценки сформированности компетенций, которая приведена в

таблице 14. В течение семестра может использоваться 100-балльная шкала модульно-рейтинговой системы Университета, правила использования которой, установлены соответствующим локальным нормативным актом ГУАП.

Таблица 14 –Критерии оценки уровня сформированности компетенций

| Оценка компетенции | Характеристика сформированных компетенций |
|---------------------------------------|---|
| 5-балльная шкала | |
| «отлично» «зачтено» | <ul style="list-style-type: none"> – обучающийся глубоко и всесторонне усвоил программный материал; – уверенно, логично, последовательно и грамотно его излагает; – опираясь на знания основной и дополнительной литературы, тесно привязывает усвоенные научные положения с практической деятельностью направления; – умело обосновывает и аргументирует выдвигаемые им идеи; – делает выводы и обобщения; – свободно владеет системой специализированных понятий. |
| «хорошо» «зачтено» | <ul style="list-style-type: none"> – обучающийся твердо усвоил программный материал, грамотно и по существу излагает его, опираясь на знания основной литературы; – не допускает существенных неточностей; – увязывает усвоенные знания с практической деятельностью направления; – аргументирует научные положения; – делает выводы и обобщения; – владеет системой специализированных понятий. |
| «удовлетворительно» «зачтено» | <ul style="list-style-type: none"> – обучающийся усвоил только основной программный материал, по существу излагает его, опираясь на знания только основной литературы; – допускает несущественные ошибки и неточности; – испытывает затруднения в практическом применении знаний направления; – слабо аргументирует научные положения; – затрудняется в формулировании выводов и обобщений; – частично владеет системой специализированных понятий. |
| «неудовлетворительно» «не зачтено» | <ul style="list-style-type: none"> – обучающийся не усвоил значительной части программного материала; – допускает существенные ошибки и неточности при рассмотрении проблем в конкретном направлении; – испытывает трудности в практическом применении знаний; – не может аргументировать научные положения; – не формулирует выводов и обобщений. |

Типовые контрольные задания или иные материалы.

Вопросы (задачи) для экзамена представлены в таблице 15.

Таблица 15 – Вопросы (задачи) для экзамена

| № п/п | Перечень вопросов (задач) для экзамена | Код индикатора |
|-------|--|-----------------------|
| 1 | Translate text into English. Make a commentary on the Russian newspaper article. | УК-4.3.1, УК-4.У.1 |
| 2 | What kind of choices do people have to make in their everyday life? Why do some people choose to do the same things every day? Are there any disadvantages in this? Do you think that people today have more choices to make than in the past? | УК-4.У.1 УК-4.В.1 |

| | | |
|---|---|----------------------|
| 3 | <p>Should people marry young? What is the best age for getting married? Should parents give their consent to their children's marriage? What are the responsibilities of husband and wife in a family? Who should be the head of the family? Whose responsibility is it to bring up the children? Many young people prefer to live together out of wedlock. How should responsibilities be shared? And if their relationship breaks — who should take care of the children? What kind of a person can become your husband/wife?</p> | YK-4.Y.1 |
| 4 | <p>Why do some people think that modern lifestyles are not healthy? Why do some people choose to lead unhealthy lives? Should individuals or governments be responsible for making people's lifestyle healthy? What could be done to encourage people to live a healthy way?</p> | YK-4.Y.1 YK-4.B.1 |
| 5 | <p>Where can people e in your country get information about genetic research? How do people in your country feel about genetic research? Should this research be funded by governments or private companies? Why?</p> | YK-4.Y.1 YK-4.B.1 |
| 6 | <p>What kinds of national celebration do you have in your country? Who tends to enjoy national celebrations more: young people or old people? Why? Why do you think some people think that national celebrations are a waste of government money? Would you agree or disagree with this view? Why?</p> | YK-4.Y.1 YK-4.B.1 |
| 7 | <p>Modern society is often called 'materialistic'. Why do you think this is? Do you think consumerism is a positive or a negative development? What is the role of advertising? How do you think the Internet will affect buying patterns in the future?</p> | YK-4.Y.1 YK-4.B.1 |
| 8 | <p>What do you think are the advantages of buying things from shops rather than markets? How does advertising influence what people choose to buy? Is this true for everyone? Do you think that any recent changes in the way people live have affected general shopping habits? Why is this?</p> | YK-4.Y.1 YK-4.B.1 |
| 9 | <p>What kind of techniques do advertisers use to persuade people to buy more? Who should be responsible for the quality of products: producers, shops or customers? How could governments protect consumers' rights?</p> | YK-4.Y.1 YK-4.B.1 |

| | | |
|----|--|----------------------|
| 10 | Why do you think some people use the Internet for shopping? Why doesn't everyone use it in this way? What kinds of things are easy to buy and sell online? Do you think shopping on the internet will be more or less popular in the future? | УК-4.У.1 УК-4.В.1 |
| 11 | The place of Russian culture in world cultural heritage. The place of art studies in school and university curricula. The role of arts in your future professional activities. | УК-4.У.1 УК-4.В.1 |

Вопросы (задачи) для зачета / дифф. зачета представлены в таблице 16.

Таблица 16 – Вопросы (задачи) для зачета / дифф. Зачета

| № п/п | Перечень вопросов (задач) для зачета / дифф. зачета | Код индикатора |
|-------|---|------------------------|
| 1 | Виды компании и факторы, влияющие на развитие и успех компаний | УК-4.3.1, УК-4.У.1, |
| 2 | Профессии и должностные обязанности | УК-4.3.1, УК-4.У.1, |
| 3 | Карьера и факторы, способствующие продвижению по карьерной лестнице | УК-4.3.1, УК-4.У.1, |
| 4 | Рынок труда и проблема безработицы | УК-4.3.1, УК-4.У.1, |
| 5 | Качества, необходимые специалисту-международнику | УК-4.3.1, УК-4.У.1, |
| 6 | Деловой этикет в различных культурах | УК-4.3.1, УК-4.У.1, |
| 7 | Организация отдыха деловых партнеров | УК-4.3.1, УК-4.У.1, |
| 8 | Создание успешной команды и разрешение конфликтов в группе | УК-4.3.1, УК-4.У.1, |
| 9 | Повышение квалификации | УК-4.3.1, УК-4.У.1, |
| 10 | Стрессовые и конфликтные ситуации | УК-4.3.1, УК-4.У.1, |
| 11 | Поведение в кризисной ситуации | УК-4.3.1, УК-4.У.1, |
| 12 | Техники эффективного управления временем | УК-4.3.1, УК-4.У.1, |
| 13 | Организация рабочего пространства | УК-4.3.1, УК-4.У.1, |

Перечень тем для курсового проектирования/выполнения курсовой работы представлены в таблице 17.

Таблица 17 – Перечень тем для курсового проектирования/выполнения курсовой работы

| № п/п | Примерный перечень тем для курсового проектирования/выполнения курсовой работы |
|-------|--|
| | Учебным планом не предусмотрено |

Вопросы для проведения промежуточной аттестации в виде тестирования представлены в таблице 18.

Таблица 18 – Примерный перечень вопросов для тестов

| № п/п | Примерный перечень вопросов для тестов | Код индикатора |
|--|--|----------------|
| Задание 1. Прочитайте текст, выберите правильный вариант ответа и запишите аргументы, обосновывающий выбор ответа: | | |
| 1 | <p>The British conquest of Quebec in 1759 brought a large francophone population under British rule, creating a need for compromise and accommodation. In Quebec, cultural identity is strong, and many Quebecois commentators speak of a Quebec culture as distinguished from English Canadian culture, but some also see Canada as a collection of several regional, aboriginal, and ethnic subcultures. Canada’s historical ties to British culture help raise the profile of Canadians in the area of literature and theatre, however.</p> <p>The British conquest of Quebec in ... brought a large francophone population under British rule.</p> <p>a) 1669 b) 1759 c) 1879</p> <p>Ответ : b) 1759 (The British conquest of Quebec in 1759 brought a large francophone population under British rule, creating a need for compromise and accommodation.)</p> | УК-4.3.1 |
| Задание 2. Прочитайте текст, выберите правильные варианты ответа и запишите аргументы, обосновывающий выбор ответа: | | |
| 1 | <p>French Canada’s early development was relatively cohesive during the 17th and 18th centuries, and this was preserved by the Quebec Act of 1774, which allowed francophone culture to survive and thrive within Canada. Canadian television, especially supported by the Canadian Broadcasting Corporation, is the home of a variety of locally-produced shows. French-language television, like French Canadian film, is buffered from excessive American influence by the fact of language, and likewise supports a host of home-grown productions.</p> <p>... Canada’s early development was relatively cohesive during the 17th and 18th centuries, and this was preserved by the Quebec Act of 1774.</p> <p>French American British</p> <p>Ответ: a) French French Canada’s early development was relatively cohesive during the 17th and 18th centuries, and this was preserved by the Quebec Act of 1774, which allowed francophone culture to survive and thrive within Canada.</p> | УК-4.В.1 |
| Задание 3. Прочитайте текст и установите соответствие. К каждой позиции, данной в левом столбце, подберите соответствующую позицию в правом столбце: | | |
| 1 | <p>Match the words to their meanings.</p> <p>busker a) shop live-statue b) demonstration rap c) motionless figure</p> | УК-4.У.1 |

| | | |
|--|--|----------|
| | graffiti d) street musician mural e) tape-recorder poster f) tall building supermarket g) spraying wall-painting rally h) billboard skyscraper i) large-scale wall artistry boom box g) talking/singing | |
| Задание 4. Прочитайте текст и установите последовательность. Запишите соответствующую последовательность букв слева направо: | | |
| 1 | <p>3. <i>Re-arrange the sentences according to the text.</i></p> <p>Over the course of time, the shape of skates and the fastenings have changed, as has the material used to make them.</p> <p>It was later the public rinks began to appear.</p> <p>The Russian word for a skate (konek) is the diminutive form of the old word for a horse (kon).</p> <p>Even the date when the first skates were invented still remains a mystery. This is because the front part of the skate was, as a rule, decorated with a horse's head.</p> <p>In 1967 archeologists near Odessa discovered the earliest skates belonged to the Kimerians – a nomadic tribe that lived 3200 years ago!</p> <p>6. Ponds were cleared and fenced off, music played, a small fee was charged for going on to the ice and crowds gathered at the fence.</p> <p>It is now difficult to say when skating gained such a mass appeal.</p> <p>From the 13-th to the mid-18-th centuries, they were made with a wooden base, with a runner initially of bronze or iron, but later of steel.</p> <p>It is only known that several thousands of years ago our ancestors were already using skates made from the ribs or tubular bones of large mammals.</p> | УК-4.У.1 |
| Задание 5. Прочитайте текст и запишите развернутый обоснованный ответ: | | |
| 1 | <p><i>True or False?</i></p> <p>Like the USA Canada is a hotchpotch of immigrant groups.</p> <p>Canada's concerted multicultural approach has done more to acknowledge the origins of its people, creating an ethnic mosaic as opposed to America's "melting pot".</p> <p>The relative success of English-language domestic television and movies in Canada often exceed that of its French-language counterpart.</p> <p>Multiculturalism affirmed English and French as two official languages of Canada.</p> <p>Easy access to American media has allowed many Canadian performers and entertainers to succeed internationally in the areas of music, comedy, movies, and television.</p> <p>Ответ: 1. T. (Like its neighbour to the south Canada is a spectrum of cultures, a hotchpotch of immigrant groups who supplanted the continent's many native peoples).</p> <p>2.T. (Whereas citizens of the United States are encouraged to perceive themselves as Americans above all else, Canada's concertedly multicultural approach has done more to acknowledge the origins of its people, creating an ethnic mosaic as opposed to America's "melting pot").</p> | УК-4.В.1 |

| | | |
|--|--|--|
| | <p>3. F. (The relative success of French-language domestic television and movies in Canada often exceeds that of its English-language counterpart.)</p> <p>4. T. (When Policy was first announced, it was one of multiculturalism within a bilingual framework. Multiculturalism affirmed English and French as two official languages of Canada.)</p> <p>5. T. (Easy access to American media has brought many American influences into Canadian culture since the mid-20th century. Therefore, such access has allowed many Canadian performers and entertainers to succeed internationally in the areas of music, comedy, movies, and television.)</p> | |
|--|--|--|

Примечание: Задание 1 считается верным, если правильно указана цифра и приведены конкретные аргументы, используемые при выборе ответа. Полное совпадение с верным ответом оценивается 1 баллом, неверный ответ или его отсутствие – 0 баллов.

Задание 2 считается верным, если правильно указаны цифры и приведены конкретные аргументы, используемые при выборе ответов. Полное совпадение с верным ответом оценивается 1 баллом, если допущены ошибки или ответ отсутствует – 0 баллов.

Задание 3 верным, если установлены все соответствия (позиции из одного столбца верно сопоставлены с позициями другого столбца). Полное совпадение с верным ответом оценивается 1 баллом, неверный ответ или его отсутствие – 0 баллов.

Задание 4 считается верным, если правильно указана вся последовательность цифр. Полное совпадение с верным ответом оценивается 1 баллом, если допущены ошибки или ответ отсутствует – 0 баллов.

Задание 5 считается верным, если ответ совпадает с эталонным по содержанию и полноте. Правильный ответ за задание оценивается в 3 балла, если допущена одна ошибка \ неточность \ ответ правильный, но не полный - 1 балл, если допущено более 1 ошибки \ ответ неправильный \ ответ отсутствует – 0 баллов.

Перечень тем контрольных работ по дисциплине обучающихся заочной формы обучения, представлены в таблице 19.

Таблица 19 – Перечень контрольных работ

| | |
|-------|----------------------------|
| № п/п | Перечень контрольных работ |
| | Не предусмотрено |

Методические материалы, определяющие процедуры оценивания индикаторов, характеризующих этапы формирования компетенций, содержатся в локальных нормативных актах ГУАП, регламентирующих порядок и процедуру проведения текущего контроля успеваемости и промежуточной аттестации обучающихся ГУАП.

Методические указания для обучающихся по освоению дисциплины

(Ниже приводятся рекомендации по составлению данного раздела)

Методические указания для обучающихся по освоению лекционного материала *(не предусмотрено учебным планом по данной дисциплине)*.

Методические указания для обучающихся по участию в семинарах *(не предусмотрено учебным планом по данной дисциплине)*

Методические указания для обучающихся по прохождению практических занятий

Практическое занятие является одной из основных форм организации учебного процесса, заключающаяся в выполнении обучающимися под руководством преподавателя комплекса учебных заданий с целью усвоения научно-теоретических основ учебной дисциплины, приобретения умений и навыков, опыта творческой деятельности.

Целью практического занятия для обучающегося является привитие обучающимся умений и навыков практической деятельности по изучаемой дисциплине.

Планируемые результаты при освоении обучающимся практических занятий:
закрепление, углубление, расширение и детализация знаний при решении конкретных задач;
развитие познавательных способностей, самостоятельности мышления, творческой активности;
овладение новыми методами и методиками изучения конкретной учебной дисциплины;
выработка способности логического осмысления полученных знаний для выполнения заданий;
обеспечение рационального сочетания коллективной и индивидуальной форм обучения.

Требования к проведению практических занятий

Все практические занятия проводятся в интерактивной форме в соответствии со следующими темами и их содержанием:

Раздел 1. РАБОТА И КАРЬЕРА

Тема 1.1: ВИДЫ КОМПАНИИ И ФАКТОРЫ, ВЛИЯЮЩИЕ НА РАЗВИТИЕ И УСПЕХ КОМПАНИЙ

Лексический материал по теме «Как представить компанию». Разговорная практика: монолог «презентация одной из наиболее влиятельных компаний мира», диалог «факторы, влияющие на развитие и успех компании», диалог «плюсы и минусы работы в различных типах компаний». Обзор новостей по теме (лингфонный кабинет). Аудирование: записи телевизионных программ BBC World. Письмо: письмо другу с рассказом о компании, в которой я работаю (хотел бы работать). Чтение текстов по теме. Грамматика: настоящее простое время.

Тема 1.2: ПРОФЕССИИ И ДОЛЖНОСТНЫЕ ОБЯЗАННОСТИ

Лексический материал по темам «Работа», «Профессии», «Должностные обязанности». Разговорная практика: диалог «интервью между работодателем и соискателем». Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: резюме и сопроводительное письмо. Чтение текстов по теме (объявления о работе). Грамматика: настоящее продолженное время, описание темпоральных ситуаций и действий, происходящих в момент речи. Тема 1.3: КАРЬЕРА И ФАКТОРЫ, СПОСОБСТВУЮЩИЕ ПРОДВИЖЕНИЮ ПО КАРЬЕРНОЙ ЛЕСТНИЦЕ.

Чтение текстов по теме. Грамматика: простое прошедшее время, описание повторяющихся действий, перманентных ситуаций в настоящем и прошлом. Лексический материал по темам: «Выбор профессии», «Карьера», «Карьерная лестница». Разговорная практика: монолог «Факторы, способствующие продвижению по карьерной лестнице», диалог: разговор по телефону (как представиться, установить контакт, попросить к-л к телефону, соединить к-л, оставить и принять сообщение), диалог «Обсуждение карьерных амбиций». Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: письмо-рассуждение: «Моя будущая карьера». Тема 1.4: РЫНОК ТРУДА И ПРОБЛЕМА БЕЗРАБОТИЦЫ

Лексический материал по темам «Рынок труда», «Безработица». Аудирование по интернет подкастам, записям новостных программ. Разговорная практика: монолог: «Основные трудности, с которыми сталкиваются выпускники при поиске работы». Презентация «Как работают службы занятости в России»; диалог «звонок в службу занятости». Монолог: «Безработица и пути решения проблемы в разных странах». Полилог: ТВ программа «Как решить проблему безработицы среди молодежи» / «Социальные программы для безработных». Обзор новостей по теме (лингфонный кабинет). Письмо: статья в студенческую газету «Знания, умения и навыки, необходимые в работе специалиста-международника». Переводческая практика: тексты социально-экономического содержания. Грамматика: повторение изученных в данном модуле времен.

Раздел 2. ПОВЕДЕНИЕ В ДЕЛОВОЙ СРЕДЕ

Тема 2.1: КАЧЕСТВА, НЕОБХОДИМЫЕ УСПЕШНОМУ МЕЖДУНАРОДНИКУ

Чтение текстов по теме. Грамматика: глаголы, существительные и прилагательные с зависимыми предложениями (теория). Лексический материал по теме «Личность, личностные качества». Разговорная практика: монолог-описание «Сильная личность» / «Качества, необходимые специалисту-международнику», монолог-рассуждение «Лидер vs менеджер», диалог «Возможно ли научиться лидерским качествам?» Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: ответ на вопрос анкеты «Почему я соответствую выбранной профессии».

Тема 2.2: ДЕЛОВОЙ ЭТИКЕТ В РАЗЛИЧНЫХ КУЛЬТУРАХ

Чтение текстов по теме. Грамматика: практическое применение списка глаголов, существительных и прилагательных и употребляемых с ними «зависимых» предлогов. Лексический материал по темам «Хорошие и плохие манеры», «Этикет». «Правила поведения». Разговорная практика: монолог-рассуждение «Типы руководителей: какой предпочитаю я». Диалог «Какие качества нас раздражают в людях (коллегах)». Презентация: «Деловой этикет в различных культурах». Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: «Идеальный руководитель. Какой он?»

Тема 2.3: ОРГАНИЗАЦИЯ ОТДЫХА ДЕЛОВЫХ ПАРТНЕРОВ

Чтение текстов по теме. Лексический материал: тема «Развлечение и отдых», «Корпоративный отдых». Разговорная практика: диалог «Обсуждение наиболее и наименее подходящих тем для установления социальных контактов». Монолог «Корпоративные праздники: за и против». Диалог: телефонный разговор «Планирование визита иностранных партнеров». Обзор новостей по теме (лингфонный кабинет). Письмо: письмо официального стиля иностранному гостю с изложением программы его визита. Письмо: письмо официального стиля с поздравлением иностранных партнеров с праздником (Рождеством).

Тема 2.4: СОЗДАНИЕ УСПЕШНОЙ КОМАНДЫ И РАЗРЕШЕНИЕ КОНФЛИКТОВ В ГРУППЕ.

Чтение текстов по теме. Лексический материал по темам «Конфликт», «Разрешение конфликта»,

«Тимбилдинг». Разговорная практика: диалог «Первая неофициальная встреча деловых партнеров: поддержание разговора». Диалог: «Как сплотить команду сотрудников» / диалог «Эффективные способы решения конфликта в группе». Обзор новостей по теме (лингфонный кабинет). Грамматика: модальные глаголы, выражающие долженствование, совет. Письмо: «Список действий, способствующих процессу тимбилдинга (Do's and Don'ts)». Тема 2.5: **ПОВЫШЕНИЕ КВАЛИФИКАЦИИ**

Чтение текстов по теме (виды тренингов, необходимых для развития карьеры). Лексический материал по темам «Мотивация», «Квалификация», «Профессиональные умения», «Способности». Грамматика: настоящее продолженное время для описания договоренностей в будущем. Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Разговорная практика: монолог: «Мотивация сотрудников на повышение квалификации». Диалог: «Выбор курсов повышения квалификации для сотрудников». Письмо: мотивационная речь для сотрудников.

Раздел 3. СТРЕСС И ПРОБЛЕМА ЭФФЕКТИВНОГО УПРАВЛЕНИЯ ВРЕМЕНЕМ

Тема 3.1: СТРЕССОВЫЕ И КОНФЛИКТНЫЕ СИТУАЦИИ.

Чтение текстов по теме. Лексический материал по темам «Стресс», «Состояние здоровья», «Конфликт». Грамматика: простое прошедшее время. Разговорная практика: монолог «Факторы, вызывающие стресс», диалог «Как справиться со стрессом», диалог «Проблема-совет в конфликтной ситуации», презентация «Управление конфликтными ситуациями». Обзор новостей по теме (лингфонный кабинет). Аудирование: тексты по теме. Письмо: письмо другу с описанием советов по борьбе со стрессом.

Тема 3.2: ПОВЕДЕНИЕ В КРИЗИСНОЙ СИТУАЦИИ

Чтение текстов по теме. Грамматика: простое продолженное время. Лексический материал: «Кризис», «Кризисные ситуации». Разговорная практика: полилог «Проведение деловой встречи для решения кризисной ситуации» (умение прервать собеседника, уточнить полученную информацию, как представить предложение и отказаться от предложения). Обзор новостей по теме (лингфонный кабинет). Аудирование: тексты по теме. Письмо: письмо-жалоба.

Тема 3.3: ТЕХНИКИ ЭФФЕКТИВНОГО УПРАВЛЕНИЯ ВРЕМЕНЕМ.

Чтение текстов по теме. Лексический материал: «Время», «Тайм-менеджмент». Грамматика: Простое прошедшее время и настоящее совершенное время. Описание действий в прошлом в указанное и не указанное время, действий, закончившихся к моменту речи и продолжающихся в настоящем. Разговорная практика: Монолог-рассуждение «Почему люди тратят время впустую». Диалог «Наиболее эффективные техники тайм-менеджмента». Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: письмо-рекомендация (коллеге, другу): Как эффективно организовать рабочий (учебный) процесс.

Тема 3.4: ОРГАНИЗАЦИЯ РАБОЧЕГО ПРОСТРАНСТВА.

Чтение текстов по теме. Лексический материал: «Современный офис», «Предметы / оборудование в офисе». Грамматика: Повторение простого прошедшего времени и изучение прошедшего продолженного времени: описание действий в процессе и в определенное время в прошлом. Разговорная практика: монолог «Плюсы и минусы работы в офисе и дома», диалог «Эффективная организация рабочего пространства». Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: письмо-отчет: решение проблемы хот-дескинга в офисе.

Раздел 4. ОБРАЗОВАНИЕ В РОССИИ И ЗА РУБЕЖОМ

Тема 4.1: СТРУКТУРА ОБРАЗОВАНИЯ В РОССИИ.

Чтение текстов по теме. Лексический материал: «Образование», «Учебные заведения», «Учебные предметы». Грамматический материал: Придаточные предложения условия и времени. Разговорная практика: презентация «Структура образования в РФ» (описание различных этапов дошкольное, школьное, СПО, ВПО, послевузовское образование). Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Переводческая практика: тексты по теме. Письмо: «Почему я хочу получить высшее образование?»

Тема 4.2: СИСТЕМА ОБРАЗОВАНИЯ В ВЕЛИКОБРИТАНИИ И США.

Чтение текстов по теме. Лексический материал: «Образование в США», «Образование в Великобритании». Грамматика: Относительные придаточные предложения. Аудирование: тексты по теме. Переводческая практика: тексты по теме. Разговорная практика: монолог «Плюсы и минусы обучения за рубежом». Диалог «Выбор учебного заведения за рубежом». Обзор новостей по теме (лингфонный кабинет). Письмо: заполнение анкеты при поступлении в высшее учебное заведение за рубежом.

Тема 4.3: МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО В ОБЛАСТИ ОБРАЗОВАНИЯ (на примере взаимодействия РФ и ЮНЕСКО).

Чтение текстов по теме. Лексический материал: «Международное сотрудничество в области образования». Аудирование: тексты по теме. Переводческая практика: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Грамматика: повторение структур придаточных предложений разных видов. Письмо: Описание графиков, схем, диаграмм. Практика описания графиков, таблиц.

Раздел 5. КУЛЬТУРА.

Тема 5.1: ПОНЯТИЕ «КУЛЬТУРА».

Чтение текстов по теме. Лексический материал: «Культура». Грамматика: английские имена прилагательные и степени их сравнения. Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Разговорная практика: монолог «Что включает в себя понятие культура», презентация культуры страны (на выбор): «Мои представления о (России)» (обсуждение «как делать презентацию, как представиться, представить тему, структуру презентации, сменить тему, сделать отсылку к визуальной информации, суммировать и подвести итог, завершить презентацию»). Письмо: журнальная заметка «Что нужно знать иностранцу, приезжающему в Россию».

Тема 5.2: «КУЛЬТУРНЫЙ ШОК».

Чтение текстов по теме. Лексика: тема «Культура», «Культурный шок». Грамматика: практика использования степеней сравнения «правильных и неправильных» прилагательных. Аудирование: тексты по теме. Разговорные навыки: монолог «Этапы развития культурного шока», диалог

«Обсуждение поездки за границу». Переводческая практика: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: сочинение «Мое путешествие за рубеж».

Тема 5.3: НАЦИОНАЛЬНЫЕ СТЕРЕОТИПЫ

Чтение текстов по теме. Лексический материал: «Национальные стереотипы» (описание характера типичных представителей нации). Разговорные навыки: диалог-полемика «Насколько оправданы стереотипичные представления о различных культурах». Грамматика: модальные слова и выражения. Выражение совета, необходимости, долженствования, отсутствия долженствования, необходимости, волеизъявления, разрешения, запрета и т.д. Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Письмо: сочинение «Типичные британцы (на примере произведений А.К. Дойля)».

Раздел 6. ИСКУССТВО.

Тема 6.1: ЖИВОПИСЬ.

Чтение текстов по теме. Лексический материал: тема «Искусство», тема «Художники». Грамматика: пассивный залог. Аудирование: тексты по теме. Переводческая практика: тексты культурологического характера. Разговорная практика: монолог «Жизнь и творчество одного из известных художников». Презентация на тему «Одно из направлений в живописи». Обзор новостей по теме (лингфонный кабинет). Письмо: журнальная статья «Лучшая картина на выставке».

ема 6.2: ЛИТЕРАТУРА.

Чтение текстов по теме. Лексика: «Литература», «Литературные жанры». Грамматика: практика использования пассивного залога во всех временах и употреблении с модальными глаголами. Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Разговорная практика: монолог «Жизнь и творчество одного из известных писателей». презентация на тему «Одно из направлений в литературе. Его представители». Письмо: сочинение «Моя любимая (детская) книга» / «Мой любимый литературный герой».

Тема 6.3: АРХИТЕКТУРА И ИЗВЕСТНЫЕ АРХИТЕКТУРНЫЕ СООРУЖЕНИЯ

Чтение текстов по теме. Лексический материал: тема «Архитектура». Грамматика: Артикли. Изучение и практика использования артиклей в английском языке. Аудирование: тексты по теме. Обзор новостей по теме (лингфонный кабинет). Разговорные навыки: монолог: «Архитектура Санкт-Петербурга (Москвы)». Презентация: «Известные современные архитектурные сооружения» / «Необычные архитектурные решения». Переводческая практика: тексты культурологического характера. Письмо: Описание одного из известнейших мостов, зданий.

Методические указания для обучающихся по выполнению лабораторных работ *(не предусмотрено учебным планом по данной дисциплине)*

Методические указания для обучающихся по прохождению курсового проектирования/выполнения курсовой работы *(не предусмотрено учебным планом по данной дисциплине)*

Методические указания для обучающихся по прохождению самостоятельной работы

В ходе выполнения самостоятельной работы, обучающийся выполняет работу по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Для обучающихся по заочной форме обучения, самостоятельная работа может включать в себя контрольную работу.

В процессе выполнения самостоятельной работы, у обучающегося формируется целесообразное планирование рабочего времени, которое позволяет им развивать умения и навыки в усвоении и систематизации приобретаемых знаний, обеспечивает высокий уровень успеваемости в период обучения, помогает получить навыки повышения профессионального уровня.

Методическими материалами, направляющими самостоятельную работу обучающихся являются:

учебно-методический материал по дисциплине;

методические указания по выполнению контрольных работ (для обучающихся по заочной форме обучения).

Методические указания для обучающихся по прохождению текущего контроля успеваемости.

Текущий контроль успеваемости предусматривает контроль качества знаний обучающихся, осуществляемого в течение семестра с целью оценивания хода освоения дисциплины.

Методические указания для обучающихся по прохождению промежуточной аттестации.

Промежуточная аттестация обучающихся предусматривает оценивание промежуточных и окончательных результатов обучения по дисциплине. Она включает в себя:

экзамен – форма оценки знаний, полученных обучающимся в процессе изучения всей дисциплины или ее части, навыков самостоятельной работы, способности применять их для решения практических задач. Экзамен, как правило, проводится в период экзаменационной сессии и

завершается аттестационной оценкой «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

зачет – это форма оценки знаний, полученных обучающимся в ходе изучения учебной дисциплины в целом или промежуточная (по окончании семестра) оценка знаний обучающимся по отдельным разделам дисциплины с аттестационной оценкой «зачтено» или «не зачтено».

дифференцированный зачет – это форма оценки знаний, полученных обучающимся при изучении дисциплины, при выполнении курсовых проектов, курсовых работ, научно-исследовательских работ и прохождении практик с аттестационной оценкой «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

ЭКЗАМЕН

БИЛЕТЫБИЛЕТ 1

Reading ‘Saxon or Dane or Norman we,
Teuton or Celt or whatever we be.’
W. Tennyson

MULTICULTURAL BRITAINI

The British Government’s general arts policy is the responsibility of the Department of **National Heritage**. The arts budget is set for a three-year period so that **arts bodies** can plan ahead. Funds are distributed to arts organizations indirectly through bodies such as the **Arts Council** of Great Britain. Sixty- four companies receive subsidies from the Arts Council. Moreover, the Government also encourages arts bodies to seek funds from the private sector, including business sponsorship.

The **broad range** of cultural interests, including theatres, museums, art galleries, opera, ballet and concert **venues** can be found in all major cities of the UK. There are about 2500 museums and art galleries in Britain. The major national museums, many of which are in London, have world-famous artistic, archeological, scientific and historical collections. They include the British Museum, the Natural History Museum, the Victoria and Albert Museum, the Science Museum, the National Gallery and the Tate Gallery (Modern Tate). Scotland possesses excellent collection of the **fine and applied arts**, notably in the National Galleries, **associated Art Galleries**, Royal Museums. Northern Ireland’s heritage is displayed by the Ulster Museum and the Ulster Folk and Transport Museum.

Britain has about 300 theatres intended for professional use, of which about 100 are in London, including the Royal Opera, Covent Garden, and the English National Opera. “The Globe” Theatre on the Bank-side of the River Thames, is one of the greatest **tourist attractions** in London. The theatre was built in the sixteenth century. That was a great idea – to build a **prolific theatre** where the actors could work. The playhouse was called “The Globe”, because the building was round. The galleries and the stage have a roof over them to be protected from rains and hot sun. But the **pit** is open to the sky. All the performances continue whatever the weather, though “The Globe” is an Open Air Theatre. Nowadays Shakespeare’s Theatre produces the new **crafts** in acting and costuming to **suit** Shakespeare’s playhouse, to create the unique atmosphere of those times.

Not far from “The Globe”, on the South Bank of the River Thames, opposite Big Ben, is located British Airways London Eye – the world’s tallest **observation wheel**. London Eye offers **unrivalled** views of the City’s most famous landmarks. Its gradual 30 minute 360 degrees **rotation** gives passengers a **bird-eye view** usually **accessible** only by helicopter or plane. Spectacular, **unencumbered** panoramic views are enjoyed from 32 fully enclosed, high-tech capsules, each **accommodating up** to 25 people.

The other tourist attractions in England **charging for admission** are the Tower of London, and **Madame Tussaud's Waxworks** in London. In the 1770s Madame Tussaud (Marie Grosholtz) began making her wax portrait figures, and since then many wax exhibitions have appeared around the world, but none compare with the original Madame Tussaud's. Employing the best sculptors to create the most **lifelike reproduction**, Madame Tussaud's is particularly famous for its attention to detail – you won't, for instance, find a **37elcro** fastening on a dress worn by Queen Victoria. Most figures are sculpted **from sittings with the actual person**, and each takes about six months to complete. All the historic characters have been created after **meticulous** study of old portraits and sculptures, the costumes are re-created as accurately as possible. For example, Oscar Wilde, Irish writer who was famed for his **flamboyant** style is dressed in a green smoking jacket, **knee breeches** and evening shoes. The figure's pose is based on photographs taken during his lecture tour of the USA in 1882. The figure was **unveiled** on 16th October 1997 – the date of Oscar's birth 143 years earlier and the UK premiere of the film "Wilde".

For more than 200 years Madame Tussaud's has entertained and amazed people of all ages, nationalities and from all **walks of life**. After all, where else can you **mingle with** movie stars, be **counted amongst** world leaders, or **line up** alongside your sporting heroes. Getting close to the stars has never been easier or more fun. Today, a place in Madame Tussaud's is one of the **ultimate accolades of fame**, and the current **celebrity** list includes around 400 **stunningly** lifelike figures. Add to this the **dazzling** "Spirit of London" time travel ride and **chillingly eerie** Chamber of Horrors, and you have a truly original and memorable experience, enjoyed by over 2 million visitors every year.

Vocabulary

National Heritage – национальное достояние

arts bodies – культурные организации **Arts Council** – совет по культуре **broad range** – широкий ассортимент **venue** – место проведения

fine and applied art – изящно-прикладное искусство

associated – связанный, объединенный

tourist attractions – достопримечательности **prolific theatre** – плодовитый (зд. Доходный) театр **pit** – яма (оркестровая)

craft – ремесло, искусство

to suit – соответствовать

observation wheel – колесо обозрения **unrivalled** – непревзойденный **rotation** – вращение

bird-eye view – с высоты птичьего полета

accessible – доступный

unencumbered – необремененный (зд. Необъятный)

accommodating up – вмещающий
charging for admission – платный вход
Madame Tussaud's Waxworks – музей восковых фигур мадам Тюссо
lifelike reproduction – точные копии
38elcro - «липучка» (материал)
from sittings with the actual person – с натуры
meticulous – тщательный
flamboyant – яркий **knee breeches** – бриджи **to unveil** – открывать
walk of life – стиль жизни
to mingle with – смешиваться с...
to be counted amongst – быть в числе
to line up – присоединяться, выстраиваться **ultimate accolades of fame** – предел желаемого **celebrity** – знаменитость
stunningly – великолепно
dazzling – ослепительный
chillingly eerie – холодящий душу, жуткий. Мрачный

II

Artistic and cultural activity in Britain ranges from the highest professional standards to a wide variety of **amateur involvement**. Some 650 professional arts festivals take place each year. The biggest street Carnival in England is Notting Hill area of London come from the West Indies – a group of islands in the Caribbean. And for two days in August, Notting Hill is the West Indies.

There's also a big parade and people dance day and night.

Special festivals, known as **Eisteddfods**, encourage Welsh literature and music. People sing and read their poetry in the Welsh language. The Welsh name for these poets is "bards". People also play music. **The harp** is very popular in Wales. You can hear harp music at an Eisteddfod. But Eisteddfods aren't just festivals. They're also competitions to find the best singers, musicians and poets in Wales. The largest is the annual Royal National Eisteddfod, consisting of competitions in music, singing, prose and poetry **entirely** in Welsh. The town Llangollen attracts International Musical Eisteddfod. The Welsh people also have strong musical traditions; the country is well known for its **choral singing** and the Welsh National Opera has an international reputation.

Local festivals in the Northern Ireland are an important feature of the arts calendar, for example, the Belfast Festival is based at Queen's University. The land is strong and rich in music. The harp, a national emblem of Ireland, was very popular in the seventeenth century. One very famous Irish harper was Turlough O'Carolan, who was blind, and who for fifty years went round the country and played the harp for a living. He also wrote poetry and music for the harp, and harpers in Ireland still play O'Carolan's beautiful songs. Harpers in Ireland used to be as popular as **bagpipers** in Scotland. However, nowadays harp is not the main musical instrument in Ireland. Irish **pipes** and **violin** have taken its place. Irish people play them for dances like the **jig**, the **hornpipe** and the **reel**. Today there are many fine Irish musicians known all over the world, for instance, the **flute player** James Galway, the singer Bernadette Gillen, the pianist John O'Connor. Ireland also has its great pop and rock musicians. A very popular rock group from Ireland is U2. The group started in Dublin in 1979. They sing about the feelings and wishes of the young people. But the leading cultural event in Britain is the annual Edinburgh International Festival. Moreover, it is the largest of its kind in the world. Every August, Edinburgh in Scotland has the biggest art festival in Europe. There are plays, concerts and exhibitions from countries all over the world. That's the "official" festival. But there's an "unofficial" festival too. This is called the Edinburgh "**Fringe**". At the Fringe, visitors can see cheaper concerts and plays by students. Every day in August for three weeks, visitors and Edinburgh people can enjoy the events. They listen to music and watch the fireworks in the sky above the Edinburgh castle. On other evenings there is the **Tattoo** – a military parade. Soldiers from different countries march inside the castle. There is music from Scottish pipers and other bands. Soldiers, seamen and airmen show their different skills. At the end of the evening, one piper plays his pipes on the walls of the castle. The piper blows air into a bag. He holds this bag under his arm and presses the air into the other pipes. In this way the music never stops. The bagpipes make a very loud noise sound and you can hear the pipes a long way away.

Vocabulary

amateur involvement – художественная самодеятельность

Eisteddfods – название фестиваля в Уэльсе

harp – арфа

entirely – всецело

choral singing - хоровое пение

bagpipers – волынщик

pipes – волынка **violin** – скрипка **jig** – джигга

hornpipe – народный танец (сольный) **reel** – рил (быстрый шотландский танец) **flute player** – флейтист

"Fringe" – «Окраина»

Tattoo – название военного парада, проходящего в Эдинбурге в рамках международного фестиваля в августе каждого года

III

Numerous literary events, such as Summer Reading Festivals, meetings with modern prolific novelists, poets and playwrights are held in England (in the British Museum, British Library, London), in Scotland (in the Writers' Museum, National Library, Edinburgh). In Wales Summer Reading Festivals are also popularized.

Today the British Library holds a wide range of books, relating to modern literature. There are free "Meet the Author" events specially organized in the British Museum in London. No tickets are required for attendance. Derek Wilson has recently presented his new book about the story of six men, all called Thomas, whose ambitions brought them face to face with the violent death in the court of Henry VIII. The book "In Lion's Court" shows how dangerous life and career can be. Myths and mysteries of the

Celtic countries attract the writers' attention to a great extent. The Welsh writer Rhiannon Ifans produced his "Tales from the Celtic Countries", Wales, Brittany, Scotland, Ireland, Man and Cornwall. The tales **revolve around** the fair, folk, **mermaids**, ghosts and giants.

One of the big names of modern Scottish literature is Stewart Conn, a poet and playwright who has been actively and significantly involved in Scotland's cultural life for several decades. A number of his essays are character studies of writers and their work. The main themes of his "Distances: A Personal Evocation of People and Places" are devoted to communication of different people, cultures and continents. The Writers' Museum in Edinburgh also holds a series of literary events with the authors. All sessions are held at the Writers' Museum Lady Stair's Close Lawnmarket, built in 1622 for Sir William Grey of Pittendrum, an Edinburgh merchant. The house had many subsequent owners, including Elizabeth, Countess of Stair, after whom the house was named. In 1907 the building became a museum.

A series of small **temporary** exhibitions allows the Writers' Museum to celebrate the anniversaries and work of the writers who have contributed to the development and diversity of Scottish Literature, as well as to promote literary organizations and literary themes.

Nowadays all the Scottish writers **keep in touch with** all aspects of social life. The authors participate in "The Writer Events". The programme consists of talks, interviews, and discussion, book presentation, poetry and song. Dumfries and Galloway in Southwest Scotland is a culturally **diverse** region with a fascinating and extraordinary literary story to tell. Modern Scottish writers are influenced by great writers, such as Sir Walter Scott and R. L. Stevenson. The literary life of Scotland is reflected in one of the intelligent and **outspoken** Quality Literary Magazine "Chapman", founded in 1970.

The UK is a multicultural country. Today only about ten percent of people in England speak standard English. The Irish people speak English in their special way. Their accent is strong, but musical. Many fine writers have come from Ireland: James Joyce and W. B. Yeats, Oscar Wilde and G. B. Shaw. English is one of the two official languages not only in the Northern Ireland, but also in Scotland and Wales, where people have their own manners and purposes, language and traditions. The Secretaries of State for Wales, Scotland and Northern Ireland are responsible for many cultural matters in their countries. Local government authorities support the arts by maintaining more than 1000 local museums and art galleries and some 5000 free public libraries. Their support is **estimated at** around hundreds million pounds a year. Furthermore, the British Council promotes knowledge of British culture overseas and maintains libraries in many of the 95 countries in which it is represented. It initiates and supports tours by British arts companies and artists.

Vocabulary

to revolve around – вращаться

mermaid – наяда

temporary – временный

to keep in touch with – соприкасаться, быть в курсе

diverse – разнообразный **outspoken** – откровенный **estimated at** – оценивать(ся) в...

After-reading tasks

1. Translate into English.

В течение трех недель в августе в Эдинбурге проходит международный фестиваль искусств, в котором участвуют не только профессиональные коллективы со всего мира, но и любительские, выступающие на «Окраине» Эдинбурга.

В конце военного парада волынщик взбирается на стену замка и начинает играть на волынке, издающей громкие, протяжные звуки, разносящиеся по всей округе.

Летние чтения в рамках фестиваля проводятся во всех частях страны: в Лондоне – в Британском музее, в Британской библиотеке, в Эдинбурге – в Писательском музее, в Национальной библиотеке, а также на территории Уэльса и Северной Ирландии. Вход на «Встречи с писателями» бесплатный.

Арфисты в Ирландии были когда-то также популярны, как волынщики в Шотландии. Однако сегодня арфу заменили волынка и скрипка, сопровождающие и сольный народный танец, и быстрый шотландский танец (рил) и джигу.

Постепенно вращающиеся 32 кабины – капсулы, вмещающие до 25 человек, позволяют обозреть всю панораму лондонского Сити с высоты птичьего полета.

Все исторические персонажи музея восковых фигур мадам Тюссо создаются после тщательного изучения их портретов и скульптур. Восковые фигуры современных знаменитостей делают, как правило, с натуры – на это уходит, приблизительно, полгода.

2. Complete the sentences with the words given below:

estimated at, responsible for, keep in touch with, mingle with, line up, revolve around, relating to, counted amongst, accommodating up

Today the British Library holds a wide range of books, ____ modern literature.

The tales ____ the fair, folk, mermaids, ghosts and giants.

After all, where else can you _ movie stars, be _____ world leaders, or ____ alongside your sporting heroes. Spectacular, unencumbered panoramic views are enjoyed from 32 fully enclosed, high-tech capsules, each _____ to 25 people.

Their support is _____ around hundreds million pounds a year.

Nowadays all the Scottish writers ____ all aspects of social life.

The Secretaries of State for Wales, Scotland and Northern Ireland are ____ many cultural matters in their countries.

Tick the correct item in the questionnaire.

| | England | Scotland | Wales | N. Ireland |
|-------------------|----------------|-----------------|--------------|-------------------|
| The Globe | | | | |
| Writers' Museum | | | | |
| Ulster Museum | | | | |
| harp | | | | |
| Eisteddfod | | | | |
| The Tower | | | | |
| Dublin | | | | |
| bagpiper | | | | |
| Oscar Wilde | | | | |
| Edinburgh | | | | |
| Waxw. Tussaud's | | | | |
| The British Libr. | | | | |
| Walter Scott | | | | |
| hornpipe | | | | |
| choral singing | | | | |
| Covernt Garden | | | | |
| Tattoo | | | | |
| "Chapman" | | | | |
| U2 | | | | |
| Phiannon Ifans | | | | |
| Llangollen | | | | |
| "Fringe" | | | | |
| London Eye | | | | |
| Dumfries | | | | |
| Notting Hill | | | | |
| Belfast Festival | | | | |
| reel | | | | |

Intellectual Quiz

Match 1. 2. 3. To a. b. c.

Then Robin Hood put his horn to mouth,

And blew out blasts two or three; Then four-and-twenty bowmen bold
Came leaping over the lea.
«Я знаю, что хозяин твой Великий
Саладин – герой.

Он оказал услугу мне.

И вот я снова на коне!»
Так Ричард восхвалял всегда
Когда-то своего
врага.

Он постоянно говорил, Как благороден
Саладин.
«Thy master's kingly heart I know; My
thanks to Saladin the Great,

In sooth he is a noble foe!»
And when the weary war was o'er, And Richard
feasted with his kin, He loved to tell the tale,
and praise The chivalry of Saladin.

б. О, если б жизнь, любовь и ты
Все время были молоды,
То жил бы я с тобой вдвоем, Движимый страстью и огнем.
If all the world and love were young And truth in every shepherd's tongue,
These pretty pleasures might me move To live with thee and be thy love.

С. Потом Робин Гуд дунул раз или два
В свой рог. И тут же на зов его рога
Все двадцать четыре отважных стрелка
Явились в мгновение ока.

Writing

Write a descriptive essay on the topic “Multicultural Britain”.

Make up a brochure on a guided tour round Britain.

Promote one of the tourist attractions.

Advertise the International Edinburgh Festival.

BIJET 2

Reading “Before Elvis there was nothing.” (John Lennon)

FROM AMERICANIZATION TO GLOBALIZATION

The USA, the country which had been an importer of influences has become in the twentieth century a major exporter of them. The whole world imports products and services from the USA. The majority of the world's best known **celebrities** are from the USA. In many areas of life, American popular tastes and attitudes have conquered the world. The United States became the first nation in history to build its way of life. Culturally, Americans are in between “**affective**” and “neutral” cultures – in some ways they are more open and in other ways they are more **reserved**. However, the Americans tend to show feelings more, they show how they feel quite openly – when they are happy, or when they are angry. Over 60% would express anger openly in a work or formal situations. The USA is a big democratic country, where the way of life is fast, the food is fast, and thus, the trademark features of America are the Statue of Liberty, McDonalds and Coca-Cola. Most people spend their holiday in the USA, because it's so big, and there are so many spectacular places to visit. Besides, the Americans go to the **movies** a lot. In the 1920s American movies filled the cinema screens of the world. Most were made in Hollywood. By the 1920s it had become the film-making capital of the world. Hollywood movies were made by large companies called studios. The men who ran these studios were businessmen and their main aim was to make as much money as possible. They soon found that one way to do this was to **standardize** their films. The actors were turned into “stars”. A famous star could make any movie a certain success, so the studios went to great lengths to make their actors into stars. They encouraged fan magazines. The movies of the 1920s were silent. They spoke in pictures, not words, and so their language was international. All over the world, from Berlin to Tokyo, from London to Buenos Aires, tens of millions of people **lined up** every night of the week to see their favourite Hollywood stars – and, without realizing, to be Americanized.

After the World War II the spreading of American influence was continued by a powerful new force – television. In 1947 around 170000 American families had television sets **flickering** in their living rooms. Comedy, fiction, westerns – all these were popular. Nowadays, the Americans watch a lot of TV – there are hundreds of channels on 24 hours a day. By the 1960s filmed television programmes had become an important American export. Other countries found it cheaper to buy American television production than to make their own. Soon such exported programmes were being watched by viewers all over the world. Most TV shows were concerned with **entertainment**. The global appeal of big entertainment events is gained by “reality shows”, which combine the drama of life performance with **interactive participation**. One of such shows is “American Idol” – the US version of the huge British TV hit, “Pop Idol”.

Vocabulary celebrity – знаменитость

affective – эмоциональный **reserved** – сдержанный **movies** – кино

to standardize – стандартизировать **to line up** – стоять в очереди **flickering** – светящийся

entertainment – развлечение

interactive participation – непосредственное участие II

The USA has had the enormous influence on popular music in the last hundred years. It all started with the “blues”. Things really began in a big way at the beginning of the twentieth century, when the blues developed from black folk music into popular music.

George Gershwin’s “Rhapsody in Blue”, first performed in 1924, was very **innovative** and succeeded in being both serious and extremely popular. Bluesingers like Bessie Smith were popular with both blacks and whites. It was also big business. The 1920s was known as the “Jazz Age”, and jazz music was popularized by such great performers as the **trumpet player** Louis Armstrong,

and late the Duke Ellington Orchestra and singer Ella Fitzgerald. Side by side with the blues was early “country and western” music, aimed at white audiences in the south. Songs in both styles shared the same themes – poverty, homelessness and hardships.

In music, the process of Americanization could be seen most clearly in the huge international popularity of rock. In the middle of the 1950s pop music returned to its black roots with the “rock-and-rollrevolution”. Rock began as a music that was first played in the American South and combined black blueswith the country music of working class whites to produce a heavily rhythmic – “rocking sound” that appealed especially to young people. Many of rock-and-roll first stars were black performers such as Chuck Berry and Little Richard. But the unchallenged “king” of rock-and-roll was a young southern white namedElvis Presley. The major exhibition of Elvis Presley’s personal belongings outside of the USA has been organized in Liverpool, “the UK’s Capital of Pop”. A **fascinating** exhibition “Fingerprints of Elvis” bringsyou closer to the man who has been the biggest influence on popular music. At the “Fingerprints of Elvis”you can see many of the “king’s” personal items including his 1976 Harley Davidson which he was actuallyriding two days before his death and his unique Gold Mercedes SEL, wonderful Stage Suits, Guitars and personal Jewellery as worn and owned by Elvis. His private collection of **Deputy Sheriff** badges, Elvis’s sporting **paraphernalia** and many more items including the actual set of Elvis’ fingerprints taken for his gun license application are also on show. To rock-and-roll enthusiasts, Presley came to symbolize a new culture of youth.

After Elvis Presley, American music rapidly **splintered** into a variety of mixtures of styles. For example, there was a **revival** in American folk music, popularized by Bob Dylan, which in turn led to a new style called “folk-rock”. Since then we’ve had “hard rock”, “soft rock”, “country rock” and even rockoperas and musicals.

By the 1970s rock-and-roll had **blended** with the protest songs of the 1960s to become rock, a harder music than rock-and-roll. However, rock became an international as well as American phenomenon, one that millions of younger people worldwide saw as their natural cultural language. A larger part of its appealwas that it symbolized opposition to officially approved ideas and standards even more strongly than its **ancestor** (rock-and-roll) had done in the 1950s.

A **phenomenon** of the 1940s and 1950s was the “musical”. Composers wrote songs for Broadway theatres which were often adapted for Hollywood. A classical composer who turned his hand to musicals was Leonard Bernstein. Nowadays, “Chicago” is the most popular one. Music can be a powerful weapon. In 1966, a song “Banana Boat Song” recorded by a truck driver from Buffalo, New York, helped force a Dutch retailer, (the CEO of Royal Dutch Ahold, the largest supermarket chain in the Easter United States)to the **negotiating table** over a dispute with U.S. workers. The song managed to **pressure** the company tosign a profitable contract. Many more well-known musicians are also working to raise **consciousness of globalization**. In 2003, a group of **diverse** stars including country singer Steve Earle, performed in thirteen U.S. cities to **expose** the negative impacts of free trade and media concentration.

Vocabulary

innovative – новый, новаторский, инновационный

trumpet player – трубач, саксофонист

fascinating – очаровательный

Deputy Sheriff – помощник шерифа

paraphernalia – личное имущество, принадлежности

to splint – распадаться

revival – возрождение

to blend – смешивать(ся)

ancestor – предок

phenomenon – явление

negotiating table – стол переговоров

to pressure – оказывать давление

consciousness of globalization – значение глобализации

diverse – разнообразный

to expose – обличать

III

The Americanization of popular taste and habits was not **restricted** to entertainment. Not only did “fast food” and blue jeans earn the popularity, but also supermarkets and **skyscrapers**. The first supermarkets appeared in the United States in the 1950s. They gave shoppers a much wider range of choices of foods and other **consumer goods**. They were the visible proof of the superiority of the American way of organizing a nation’s economic life. When supermarkets proved a commercial success in the USA they quickly spread to other **prosperous** countries, first in Europe and then in other parts of the world. So did another feature of American cities in these years – groups of tall, narrow buildings – “skyscrapers”. First skyscrapers appeared in Chicago in 1880s. One of the earliest examples of the skyscrapers in New York was Seagram Building, designed by Mies van der Rohe and Philip Johnson’s – architects working in the USA. By the 1980s skyscrapers became office and apartment buildings in cities all over the world.

In the early 1980s there was a real **craze** for **graffiti** art, which was no longer found only in the **subway** and poor **ghetto** areas of the city as it used to be in the 1970s. Graffiti came back with hip-hop music. “Hip-hop” culture grew up in the black ghettos of big American cities in the early 1980s. When hip-hop music suddenly got to the top of the American **music charts**, hip-hop culture was spread, bringing graffiti with it. Hip-hop music is linked with “rap”, which is a style of talking/singing that is very popular. Today companies are starting to realize the appeal of graffiti in advertising. Kel Rodriguez, who used to **spray** New York subway trains, was the artist to design the Wall Street Journal’s website and it is obviously, done in graffiti-style. Another artist, Blade has his own website devoted only to the world of graffiti. This website has a “**merchandise page**” where Blade sells things with his own original designs all over the world. Leonardo McGurr, a street artist for 25 years, when from painting subway trains to designing and marketing graffiti-inspired clothes for young people, says: “Graffiti has been a story of **survival**”. Nowadays, it has the status of “street art” and you get graffiti in advertisements, on clothes, on toys. Other examples of street art are street musicians, known as “buskers”, “live-statues” – people who stand motionless like a statue and pavement artists, chalking on pavements, often reproducing famous works of art. **Visual artistry** and street theatre have helped globalization activists reach new audiences and transformed demonstrations into festivals of colourful and creative expression. Art can be powerful. On the eve of a major protest against the World Bank in 2000, Washington, DC, police took actions and confiscated gigantic **papier-mache puppets**, including a massive smiling sun that had been constructed for the **rally**. Since 2000 a decentralized group of graphic artists and educators, the Maine-based Beehive Collective has designed and distributed 45000 educational posters on globalization and other issues through “**pollination tours**” on college **campuses**, high schools, at major demonstrations. In 2003 their featured work was a portable sixteen-foot **mural** depicting images related to the proposed **Free Trade Area** of the Americas. Presenters explain the mural’s details and facts, helping to break down complex issues into smaller, **digestible chunks**. American Mike Alewitz was the principle artist on a mural entitled “**Trade Unionism without Borders**”, the mural depicts workers tearing up borders imposed by bosses and feature heroes from both the U.S. and Mexican labour movements. **Cartoonists** have lent their artistic skills to support educational efforts on globalization throughout the world.

Vocabulary

to restrict – ограничивать

skyscraper – небоскреб

consumer goods – товары широкого потребления

prosperous – процветающий

craze – мода, повальное увлечение

graffiti – граффити (рисунки и надписи на стенах)

subway – метро

ghetto – гетто (бедный квартал) **music charts** – музыкальные рейтинги **spray** – распылять

merchandise page – торговая реклама

survival – выживание

visual artistry – наглядное мастерство

papier-mache puppet – кукла из папье-маше **rally** – массовый митинг, сбор, собрание **pollination tour** – агитационная кампания (акция) **campus** – общежитие
mural – настенная живопись, фреска
Free Trade Area – свободная торговая зона
digestible chunk – удобоваримый кусок
“**Trade Unionism without Borders**” – «Профсоюзы без границ»
cartoonist – карикатурист

IV

Another phenomenon – “political theatre” is an effective way of educating and mobilizing people around globalization issues, particularly in **rural** areas and where **literacy** rates are low. For example, Nepali villagers gather around **boom boxes** in tea shops to listen to a tape of a play about hydroelectric power, featuring one of Nepal’s most famous comedians. Although the World Bank cancelled a large-scaledam project (Arun III) in 1995 in response to opposition from Nepali and other nation’s nongovernmental organizations, the debate over such projects continues. The play satirizes the World Bank’s **comedy of errors** over Arun III, enabling the audience to laugh at the projects absurdities while raising important questions about the rights of Nepali citizens in determining the country’s future development path. The tapes and complementary comic books were produced by a U.S. group “Media for International Development”. They have distributed 5000 tapes and 3000 comic books throughout the country.

A lot of people have emigrated from Europe to the USA, looking for jobs and career opportunities. As the USA has become a “**melting pot**” and cultures mix more and more, it’s necessary to become not only culturally sensitive and tolerant, but also to make English, the official language of the United States, the global language – the language of international communication, peace talks and government negotiations. English is certainly a useful language to learn. So many websites are in English, that it wouldbe difficult to **surf the net** properly if you didn’t know some English. More than 1000 universities and programmes in the USA use the TOEFL exam to evaluate the English proficiency of applicants who are not native speakers of English. Over 800000 applicants take the Test of English as a Foreign Language (TOEFL) each year. American institutions want to be sure that these candidates can read, write and comprehend spoken English so that they can succeed in the USA.

English has become a global language. The world has become a “global village”. The USA is the epicentre of the global world. Therefore, Americanization of the world gradually leads to its Globalizationin all spheres of social and cultural life.

Vocabulary **rural** – сельский
literacy – грамотность
boom box (ghetto blaster) – переносной магнитофон

comedy of errors – «комедия ошибок»

“**melting pot**” – «котел» (прозвище получено из-за большого количества наций и национальностей, проживающих на территории США)

to surf the net – «бороздить» Интернет, просматривать сайты

After-reading tasks

1. Translate into English.

1920-е годы в Америке назывались «Эпохой джаза», яркими представителями которой были саксофонист Луи Армстронг, джазовая певица Элла Фитцджеральд и немного позднее оркестр Дюка Эллингтона.

В 1960-е годы «король» рок-н-ролла Элвис Пресли стал символом новой молодежной культуры. Однако уже к середине 60-х, с появлением «Битлс» в Британии в Ливерпуле, США потеряли монополию на поп-музыку.

После Элвиса Пресли рок распался на «хард-рок», «софт рок», «кантри рок», что привело к появлению многочисленных рок опер и мюзиклов.

К 1970 годам ритмы рок-н-ролла, смешавшись с очень популярными в 1960-е годы песнями протеста, превратили «хард-рок» в международное явление – музыку, в которой молодежь той эпохи выражала свое отношение к действительности, протест против всего традиционного и общепринятого.

Процесс «американизации» понятий и вкусов не ограничился рамками шоу-бизнеса, – он проник во все сферы общественной жизни и превратил Америку из страны, импортирующей зарубежную моду и влияние в страну, экспортирующую свою моду, товары и услуги.

Супермаркеты, появившиеся в Америке в середине прошлого века и небоскребы, построенные в Чикаго еще в 80-х годах девятнадцатого века и завоевавшие мировое признание, доказали превосходство американского пути развития общества.

«Американизация» общественной жизни постепенно становится примером для подражания во всем мире и, таким образом, приводит к глобализации, стандартизации вкусов и понятий.

Граффити зародилось в недрах беднейших кварталов в 1970-е годы. Однако уже в 1980-е годы «искусство настенной живописи» вышло не только на центральные улицы городов, но и стало модой в рекламе, одежде и игрушках.

Городская живопись, реклама, уличные музыканты и многие другие виды «городского искусства» помогают активистам-глобалистам привлекать внимание публики и превращать обыкновенные демонстрации в яркие, красочные манифестации и фестивали.

Такое явление, как «политический театр», стало еще одним эффективным способом воспитания масс, привлечения их внимания и консолидации усилий в интересах глобализации.

Divide the following words into two columns.

murals, blues, soft rock, posters, rap, musicals, live-statues, studios, graphic artists, jazz, rock-and- roll, pavement artists, chalk, hard rock, buskers, country rock, folk-rock, musicians, singers, advertisements, composers, papier-mache puppets, political theatre, street theatre, graffiti, visual artistry, rock operas, trumpet player, protest songs, hip-hop music, boom box, music charts, festivals

| MUSIC | STREET ART |
|-------|------------|
| | |

Match the words to their meanings.

- busker a) shop
- live-statue b) demonstration
- rap c) motionless figure
- graffiti d) street musician
- mural e) tape-recorder
- poster f) tall building
- supermarket g) spraying wall-painting
- rally h) billboard
- skyscraper i) large-scale wall artistry
- boom box g) talking/singing

Expand on the following.

street art political theatre hip-hop culture affective cultures

neutral culturesreality show
 rock-and-roll revolutionjazz age
 rocking sound pollination toursvisual artistry melting pot
 surf the net merchandise page global village interactive participation

Tick the correct item.

| | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | 1980 | 1990 | 2000 |
|---------------|------|------|------|------|------|------|------|------|------|
| rock-and-roll | | | | | | | | | |
| graffiti | | | | | | | | | |
| murals | | | | | | | | | |
| rap | | | | | | | | | |
| jazz | | | | | | | | | |
| rock | | | | | | | | | |
| musical | | | | | | | | | |
| movies | | | | | | | | | |
| TV | | | | | | | | | |
| super-markets | | | | | | | | | |

American or British? movies – films underground – subway campus – hostel apartment – flat

lorry – track queue at – line up
epicentre – epicenter programme – program labor – labour favourite - favorite

Match A to B.

- | | |
|------------------------------|-------------------------|
| A. “American Idol” | B. song |
| A. “The UK’s Capital of Pop” | B. mural |
| A. “Fingerprints of Elvis” | B. car |
| A. “Chicago” | B. reality show |
| A. “Banana Boat Song” | B. musical |
| A. Media for International | B. exhibition |
| A. Arum III | B. dam project |
| A. Meine-based Beehive | B. Liverpool Collective |
| A. “Trade Unionism without | B. U.S. media group |
| A. Harley Davidson | B. graphic artists |

Writing

A chronological essay on the topic “American Culture”.

A discursive essay on the topic “The USA is the epicentre of the global world”. Do you agree or disagree?

A discursive essay to prove the fact that “Americanization” has enhanced “Globalization”.

БИЛЕТ 3

Reading _____ “The government will support and encourage the various cultures and ethnic groups that give structure and vitality to our society.”

(Pierre Elliot Trudeau)

CROSS-CULTURAL CANADA

Like its neighbour to the south Canada is a spectrum of cultures, a **hotchpotch** of immigrant groups who **supplanted** the continent's many native peoples. There is a crucial difference, though. Whereas citizens of the United States are encouraged to **perceive** themselves as Americans above all else, Canada's **concertedly** multicultural approach has done more to acknowledge the origins of its people, creating an ethnic mosaic as opposed to America's "melting pot". Alongside the French and British majorities live a host of communities who maintain the traditions of their homelands – Chinese, Ukrainians, Portuguese, Indians, Dutch, Polish, Greek and Spanish, to name just the most numerous.

Canadian culture is a product of Canada's history and geography. Most of Canada's territory was inhabited and developed later than other European colonies in the Americas, with the result that themes and symbols of pioneers, **trappers**, and traders were important in the early development of Canadian culture. Hence, it has historically been heavily influenced by British, French, and Aboriginal cultures and traditions, and over time has been greatly influenced by American culture.

The British conquest of Quebec in 1759 brought a large **francophone population** under British rule, creating a need for compromise and accommodation. In Quebec, **cultural identity** is strong, and many Quebecois commentators speak of a Quebec culture as distinguished from English Canadian culture, but some also see Canada as a collection of several regional, aboriginal, and ethnic subcultures. Canada's historical ties to British culture help raise the **profile** of Canadians in the area of literature and theatre, however.

French Canada's early development was relatively **cohesive** during the 17th and 18th centuries, and this was preserved by the Quebec Act of 1774, which allowed francophone culture to survive and **thrive** within Canada. Canadian television, especially supported by the Canadian Broadcasting Corporation, is the home of a variety of locally-produced shows. French-language television, like French Canadian film, is **buffered** from **excessive** American influence by the fact of language, and likewise supports a host of home-grown productions. The relative success of French-language domestic television and movies in Canada often **exceeds** that of its English-language counterpart. The mid-1960s were marked by increasing troubled English-French relations in Canada. The government appointed a Royal Commission to study this problem and recommend solutions to these problems. **The Royal Commission on Bilingualism and Biculturalism** held hearings across Canada. In 1969 the Bicultural and Bilingual act became a law. The Royal Commission presented the government with this idea and recommendations which would acknowledge the value of cultural pluralism to Canadian identity and encourage Canadian institutions to reflect this pluralism in their policies and programmes. The policy was accepted in 1971 while Pierre Elliot Trudeau was Prime Minister. When Policy was first announced, it was one of multiculturalism within a bilingual **framework**. Multiculturalism affirmed English and French as two official languages of Canada. But ethnic pluralism was declared to be a positive feature of Canadian society worthy of preservation and development. Many other provinces followed the federal lead by introducing multiculturalism policies in their areas of authority. In 1982 it became a law and later in 1988 Bill-C-93 was passed as the Multicultural Act. This broke the final barriers of any racial laws and any ethnic problems.

Vocabulary hotchpotch – смесь

to supplant - вытеснить

to perceive – чувствовать, ощущать **concertedly** - согласованный **trapper** – охотник-браконьер

francophone population – франкоговорящее население **cultural identity** – национальная

принадлежность **profile** - акцент

cohesive - сплоченный

to thrive - процветать

to buffer – амортизировать, смягчать, тормозить

excessive - чрезмерный

to exceed - превышать

The Royal Commission on Bilingualism and Biculturalism framework – схема, структура

II

Loyalists from the Thirteen Colonies brought in strong British and American influences, combined with a sense of anti-Americanism that **survives** to this day. In 1867, the British North America Act was designed to meet the growing calls for Canadian autonomy while avoiding the overly-strong decentralization that contributed to the Civil War in the United States. However, the compromises made by MacDonal and Cartier set Canada on a path to bilingualism, and this in turn contributed to an **acceptance** of **diversity** than later led to both multiculturalism and **tolerance** of First Nations culture and customs. Easy access to American media has brought many American influences into Canadian culture since the mid-20th century. Therefore, such access has allowed many Canadian performers and entertainers to succeed internationally in the areas of music, comedy, movies, and television. The Canadian film market was dominated by the American film industry for decades, although that film industry has since **inception** seen a prominent role for actors, directors, producers and technicians of Canadian origin. In the 1960s Michel Brault, Pierre Perrault and other filmmakers from Quebec began to **challenge** Hollywood by making innovative documentary and feature films. Among the important English-speaking producers from nowadays are Allan King and Robin Spry. Canadian filmmakers have been very successful in the field of science fiction since the mid-1990s with such shows as *The X-Files* and *The Outer Limits*, both filmed in Vancouver. As with its southern counterpart in California, USA, many Canadians are employed in the film industry. Montreal has served in a great variety of mainstream movies, attracting the loyalty of industry people such as Bruce Wills; there are plans to build the world's biggest film studio

Multicultural heritage is **enshrined** in Section 27 of the Canadian Charter of Rights and Freedoms. It has a large influence on Canadian culture, which is post-ethnic and transnational in character. In parts of Canada, especially the major cities of Montreal, Vancouver, and Toronto multiculturalism itself is the cultural norm and diversity is the force that unites the community.

While French Canadian culture is the most obvious example, Celtic influences have allowed survival of non-English dialects in Nova Scotia and Newfoundland; however, the influence of Ulster immigrants to Toronto has had the effect of minimizing Irish influences in Ontario's culture, and highlighting British influences instead, until the 1980s. Canada's Pacific trade has also brought a large Chinese influence into British Columbia and other areas.

Vocabulary

to survive - выживать **acceptance** – принятие **diversity** – разнообразие **tolerance** – терпимость

inception - начало

to challenge – оспаривать, бороться

to enshrine - хранить, лелеять

III

There were, and are, many distinct Aboriginal peoples across Canada, each with its own culture, beliefs, values, language, and history. However, Canada's early **interactions** with native populations were relatively peaceful (compared to the experience of native peoples in the United States). Combined with relatively late economic development in many regions, this peaceful history has allowed Canadian native peoples to have a relatively strong influence on the national culture while preserving their own identity. Much of this **legacy remains** celebrated artistically, and in other ways, in Canada to this day. Part of the emblem of the Vancouver 2010 Winter Olympics is an **inukshuk**, a **stack of rocks** in human form that is part of **Inuit culture**, although this is seen as inappropriate by many Vancouverites.

The multicultural Policy states that under Canadian law, these equalities are the rights and privileges of any person, any ensure that they may participate as a member of the society, regardless of racial, ethnic, cultural, or religious background. Multiculturalism promotes gaining an understanding of people from all cultures, despite language, religious beliefs, political and social views, or national origins. It does not require people to **shed** their own values and beliefs, in order to accept one another. Instead, multiculturalism acknowledges there are many ways in which the world can be viewed and lived in.

Since 1972 the federal government has supported a multicultural policy to reflect the varied influences that make up the mosaic of Canadian life, including the culture of aboriginal peoples. The National Museum Policy has encouraged and supported the growth of regional museums. Of Canada's more than 2100 museums, archives, and historic sites, the most important are in the National Capital Region. These include, in Hull, Quebec, the Canadian Museum of Civilization, which celebrates Canada's multicultural heritage; in Ottawa, the Canadian Museum of Nature and the National Gallery of Canada; and in Toronto the Royal Ontario Museum. The performing arts in Canada are supported by government and private grants. The National Arts Centre, in Ottawa, opened in 1969, has a resident symphony orchestra and theatre companies in French and English. A number of major theatre, opera, dance, and musical groups are found in the large cities; these groups also tour the provinces and travel abroad. The chief theatrical centres are the cities of Quebec, Montreal, and Toronto. Canadians and visitors also enjoy summer festivals, such as the Stratford Shakespeare Festival in Ontario; the Shaw Festival at Niagara-on-the-Lake, Ontario; and Cultures Canada, a series of multicultural events in Ottawa. Local traditions are preserved in the Highland Games on Cape Breton Island, Nova Scotia; the Sherbrooke Festival de Cantons (Quebec), celebrating French-Canadian culture and **cuisine**; and the Ukrainian Festival in Dauphin, Manitoba. Discovery Day in Dawson, Yukon Territory, marks the 1896 discovery of gold. A large variety of smaller festivals are held throughout the country.

For the visitor, the mix that results from the country's **exemplary** tolerance is an **exhilarating** experience, offering such widely differing environments as Vancouver's huge Chinatown and the **austere** religious **enclaves** of Manitoba. Canada embraces its own clichés with an energy that's **irresistible**, promoting everything from the Calgary Stampede to maple-syrup festivals and **lumberjacking** contests with an extraordinary **zeal** and **openness**.

The typical Canadian might be an **elusive** concept, but you'll find there's a distinctive feel to the country. There's the overwhelming sense of Canadian pride in their history and pleasure in the beauty of their land.

Vocabulary interaction – общение **legacy** – наследство **remains** – останки **inukshuk** – б/перевода **stack of rocks** – куча камней, нагромождение

Inuit culture – эскимосская культура

to shed – распространять

cuisine – кухня (стиль приготовления) **exemplary** – образец (для подражания) **exhilarating** – возбуждающий, вдохновляющий **austere** – аскетический, суровый

enclave – анклав (клан)

irresistible – невыносимый

lumberjacking – вырубка лесов **zeal** – пристрастие, фанатизм **openness** - открытость
elusive - неуловимый

After-reading tasks

Translate into English

Современная Канада — страна не просто многонациональная, а очень многонациональная

Канада, возможно, самая многонациональная страна в мире, если принять во внимание ее либеральную иммиграционную политику. США — тоже страна иммигрантов, но там всех и вся стремятся «свести к общему знаменателю» (“*melting pot*”), а в Канаде взят курс на создание поликультурного общества. Причем это отнюдь не пустая декларация. «Поликультурность» старательно насаждается и культивируется всеми возможными способами. Например, существует государственная программа поддержки национальных школ. Действует масса самых разных религиозных общин, землячеств, клубов, кружков, а на одном из канадских телеканалов по воскресеньям идут национальные программы: один час — русская, другой — индийская, третий — арабская и так далее.

Если на фотографии в журнале или на картинке в детской книжке изображена группа людей, среди них непременно будут представители разных рас и национальностей. А самыми страшными грехами считаются национализм, расизм и сексизм, то есть дискриминация и/или преследование по признаку принадлежности к определенной национальности, расе или полу. Причем борьба с ними идет не на словах, а на деле: любые проявления чего-либо подобного пресекаются немедленно и очень решительно.

True or False?

Like the USA Canada is a hotchpotch of immigrant groups.

Canada’s concerted multicultural approach has done more to acknowledge the origins of its people, creating an ethnic mosaic as opposed to America’s “melting pot”.

The relative success of English-language domestic television and movies in Canada often exceeds that of its French-language counterpart.

Multiculturalism affirmed English and French as two official languages of Canada.

Easy access to American media has allowed many Canadian performers and entertainers to succeed internationally in the areas of music, comedy, movies, and television.

In Montreal, Vancouver, and Toronto multiculturalism itself is the cultural norm and diversity is the force that unites the community.

Canada's early interactions with native populations were hostile. (compared to the experience of native peoples in the United States).

The federal government has supported a multicultural policy, the rights and privileges of any person, regardless of racial, ethnic, cultural, or religious background.

Choose the correct answer.

The British conquest of Quebec in ... brought a large francophone population under British rule. a) 1669
b) 1759
c) 1879

... Canada's early development was relatively **cohesive** during the 17th and 18th centuries, and this was preserved by the Quebec Act of 1774.

French

American

British

The ... were marked by increasing troubled English-French relations in Canada.

early 1960-s

mid- 1960-s

late 1960-s

In ... the British North America Act was designed to meet the growing calls for Canadian autonomy.

a) 1876

b) 1867

c) 1766

Multicultural heritage is enshrined in Section ... of the Canadian Charter of Rights and Freedoms.

2

7

27

Part of the emblem of the Vancouver ... Winter Olympics is an inukshuk, a stack of rocks in humanform that is part of Inuit culture.

- a) 2010
- b) 2012
- c) 2014

Derive the name of the country.

British – Britain French - ... Chinese - ... Ukrainians - ... Portuguese - ... Indians - ... Dutch - ... Polish - ... Greek - ...
Americans - ... Spanish - ... Canadians - ... English - ...

What do the following figures mean?

- 2100 –
- 2010 –
- 21 –

Match the words with their Russian equivalents.

- 1/hotchpotch – а. охотник-браконьер
- 2/profile – б. акцент

- 3/framework – в. смесь
4/acceptance – г. общение
5/diversity – д. разнообразие
6/tolerance – е. схема
7/inception - ж. принятие
8/interaction – з. начало
9/legacy – и. терпимость
10/remains – к. кухня
11/inukshuk – л. б/названия
12/cuisine – м. останки
13/exemplary – н. анклав
14/enclave – о. фанатизм
15/lumberjacking – п. открытость
16/zeal – р. вырубка лесов
17/openness – с. образец для подражания

Translate into Russian.

The British conquest of Quebec, under British rule,
cultural identity is strong, English Canadian culture,
help raise the profile of Canadians, the Quebec Act of 1774,
the Canadian Broadcasting Corporation, French Canadian film, excessive American influence,
the relative success of French-language domestic television, the Royal Commission on Bilingualism and Biculturalism, the
Bicultural and Bilingual act become a law,
in 1988 Bill-C-93 was passed as the Multicultural Act, tolerance of First Nations culture and customs,

multicultural heritage is enshrined in Section 27 of the Canadian Charter of Rights and Freedoms, Canada's Pacific trade has also brought a large Chinese influence into British Columbia and other areas, a stack of rocks in human form, Inuit culture, Canada embraces its own clichés, maple-syrup festivals, extraordinary zeal and openness.

БИЈЕТ 4

Reading *“All people think that New Zealand is close to Australia, or Asia, or somewhere, and that you cross it on a bridge. It is not close to anything but lies by itself out in the water.” (Mark Twain)*

NEW ZEALAND CULTURE I

Distance from other land masses and isolation from other human communities have shaped New Zealand's human culture. It was the last major habitable land area anywhere in the world to be reached by people. The first Polynesian seafarers stepped ashore on a New Zealand beach about 1000 years ago, by which time many other countries already had long histories.

The people who call themselves New Zealanders came from a great variety of ethnic backgrounds: the **indigenous** Maori; European, mostly British but also Dalmatians who arrived last century and Dutch who came afterwards; Chinese, who came to work the goldfields in the XIX th century; Pacific Islanders, who have come in sufficient numbers in recent decades to make

Auckland the city with the largest number of Polynesians of any city in the world, and, finally, the representatives of a great number of other races – Indians, Vietnamese, Poles, Chileans, North Americans, Greeks, Cypriots. What the Maori first-comers share with those who descended from the XIX th century immigrants from Europe, is that their **ancestors**, to reach New Zealand, undertook long and often **perilous** voyages.

Today, New Zealanders are largely **sophisticated** and highly educated **urban dwellers**. Members of a unique and **vibrant** multicultural society, New Zealanders are embracing 21st century technology and culture in record numbers. But New Zealanders also have a background of quiet but **rugged** individualism, **self-reliance**, and a genius for invention. The relatively isolated South Pacific location and rugged landscapes still make many New Zealanders quiet and independent, yet **resourceful**. Their isolation and exposure to the elements forced these early New Zealanders to become **hardy** and multi-skilled. This resourcefulness and **ingenuity** has greatly contributed to the New Zealand character. The same qualities can be seen today in the new pioneers – a generation of young Kiwi business executives, computer softwarebuilders, film-makers, fashion designers, and sportspeople making waves around the world. New Zealanders are also responsible for the tranquilliser gun, seismic ‘base’ isolators (rubber and lead blocks which minimize **earthquake** damage), electric fences, the fastest motorbike in the world, freezer vacuum **pumps**, stamp vending machines and electronic petrol pump.

New Zealand has a low population **density** and spectacular scenery. As a result, many New Zealanders have a love of their landscape and the outdoors. Hiking, mountaineering, and **kayaking** are enjoyed by many New Zealanders, while many more will explore their landscape with a trip to the beach or a **bush walk**. They are following in the footsteps of perhaps the most adventurous Kiwi, Sir Edmund Hillary, who conquered Mount Everest, the world’s highest mountain, in 1953. With so much coastline, it is little wonder New Zealanders love the water. They have a passion for ocean-going craft, and they were at the forefront of yacht design and racing during much of the 20th century. New Zealanders have also won many Olympic medals for yachting, windsurfing, kayaking, and rowing.

Vocabulary indigenous - местный **ancestor** – предок

perilous – рискованный, опасный

sophisticated – опытный, искусный, изощренный

urban dweller – городской житель **vibrant** – сильный, будоражащий. яркий **rugged** – грубый

self-reliance – самостоятельность **resourceful** – изобретательный **hardy** – сильный, выносливый

ingenuity - находчивость, ловкость, умение

earthquake – землетрясение

pump - насос **density** – плотность **kayaking** – каноэ

to bush walk – прокладывать путь

II

The first New Zealanders, the Maori, voyaged thousands of miles across the vast unknown Pacific Ocean in small ocean-going canoes. The Maori people are the indigenous people of New Zealand (Aotearoa) and first arrived there in voyaging canoes (waka hourua) from their homeland of Hawaiki over 1000 years ago. Today, Maori make up over 14% of the population.

They live throughout New Zealand, and many are actively involved with keeping their culture and language alive. Maori people define themselves by their tribe (iwi), sub-tribe (hapu), mountain (maunga) and river (awa). In recent years, the introduction of Maori language nests (kohanga reo) has revived the Maori language. At kohanga reo, preschool children are encouraged to speak in Maori. Primary and secondary schools build on this early **immersion** by including Maori in the curriculum.

Maori culture is a rich and varied one, and includes traditional and contemporary arts. Traditional arts such as carving, **weaving**, group performance (kapa haka), oratory (whaikorero) and tattoo (moko) are practiced throughout the country. Practitioners following in the footsteps of their ancestors (tipuna) **replicate** the techniques used hundreds of years ago, yet also develop exciting new techniques and forms. Traditional carvers also help to keep Maori culture alive by creating **intricate** works that pay respect to the past. Every piece carved tells a story, which can be read by those who know how. The shape of the heads, position of the body as well as the surface patterns work together to record and remember events.

The ancient beliefs of Maori culture are recognized and respected by New Zealand's leaders today. Recently, a North Island road project was modified to avoid disturbing a water monster (taniwha). In its original form, the road project would have **encroached on a swamp** which is the home of a one-eyed taniwha, Karutahi. The local tribe, Ngati Naho, believes the taniwha spends half the year in the swamp. It has a second home in the Waikato River, to which it swims during floods. To ensure that the swamp is undisturbed, Transit New Zealand has altered its plans so that this historic site is preserved. Today Maori culture also includes art, film, television, poetry, theatre and hip-hop.

Vocabulary

immersion – погружение

to weave – ткать

to replicate – дублировать, повторять

intricate – сложный, запутанный

to encroach on a swamp – вторгаться, захватывать

III

The arts in New Zealand reflect an exciting blend of cultural influences including Maori and Pacific Island, as well as European and Asian. From haka to hip-hop, fashion to film-making, New Zealand artists are making their mark at home and around the world. Whether you are interested in Maori carving or abstract painting, you'll find lots of art in New Zealand. Traditional Maori arts such as carving and weaving are alive and well. You'll find excellent examples in museums, shops, and on meeting groups (marae) throughout the country.

New Zealand has a fine tradition of painting. C. F. Goldie (1870 – 1947) and Gottfried Lindauer (1839 – 1926) were two early artists who painted portraits of Maori subjects. Frances Hodgkins (1869 – 1947) is one of New Zealand's most acclaimed and influential painters. She was associated with a number of avant-garde British movements including Neo Romanticism. Rita Angus (1908 – 1970) is a much-loved New Zealand artist who painted beautiful New Zealand landscapes and a large number of self-portraits. Colin McCahon (1919 – 1987) painted a large number of landscapes and used text, often of a religious nature, in many of his works.

New Zealand has a vibrant contemporary art scene and most New Zealand towns have interesting art galleries and shops. Maori and Pacific, as well as feminist influences, are strong in contemporary New Zealand art. Artists such as Ralph Hotere, John Pule, Michael Parekowhai and Robyn Kahukiwa, not only create striking and dramatic images, but also provoke reactions from their audience. Katherine Mansfield (1888 – 1923) is the giant of early New Zealand literature. Regarded as being one of the finest short-story writers in English, she is the first in a long line of excellent New Zealand short-story writers. Stories such as "The Doll's House", "At the Bay", and "The Garden Party" are superb examples of Mansfield's depiction of turn-of-the-century colonial New Zealand.

The twentieth century saw the **emergence** of many fine New Zealand novelists including John Mulgan ("Man Alone"), Robert Hyde ("The Godwits Fly") and Janet Frame ("Owls do Cry"). Born in 1924, Janet Frame is one of New Zealand's mostly highly regarded novelists. Frame's books include **devastating** accounts of the treatment of mental patients in New Zealand during the 1950's and 60's. Her best-selling three-part autobiography was made into a top-rating television series and film "An Angel at my Table".

It should come as no surprise that much of New Zealand's best poetry is about the country's landscape. However, major New Zealand poets including James K. Baxter, Denis Glover and Sam Hunt also reveal a keen social conscience and wry sense of humour. As well as supporting a **thriving** local theatre scene, New Zealand performers regularly appear at festivals abroad, including the Edinburgh and Adelaide Festivals. Maori and Pacific Island writers and performers have had a big impact on the New Zealand theatre, giving it a unique and colourful Polynesian-influenced identity. Then, a competitive exchange rate, excellent scenery, and highly skilled workforce make New Zealand the perfect place to shoot a movie. New Zealand has produced many top directors, including Roger Donaldson ("Cocktail"), Jane Campion ("The Piano"), and Peter Jackson, who filmed his massive "Lord of the Rings" trilogy in New Zealand. These movies have proved that New Zealand can produce unique and intelligent movies equal to the best in the world.

New Zealand fashion has come of age in the last few years. Exciting designers such as Karen Walker, World, and Zambesi have put the country on the fashion map, frequently exhibiting in London and Sydney. New Zealand fashion used to be largely a copy of European styles. Now it is a vibrant and dynamic industry with a range of influences, including those of Maori and Pacific Islands.

New Zealand has three professional symphony orchestras, including the highly acclaimed NZSO (New Zealand Symphony Orchestra). There are also a large number of excellent choirs, such as the National Youth Choir, which recently won a number of prestigious international events. Recent co-productions between European-style groups, such as the Royal New Zealand Ballet and the NZSO, and Maori music and dance groups, are currently making waves.

On top of everything, New Zealand is not just a distinctive country. It is also one of the strange contrasts and contradictions. It is an inland nation, but its geology and many of its landscapes are continental rather than **insular**. The country has an international image as one of the “greenest” countries on earth, yet in the past 1000 years, people have caused enormous changes in the New Zealand environment. To come to understand New Zealand you will have to learn that New Zealand is “something different, something nobody counted on.”

Vocabulary

emergence – появление, выход **devastating** – разрушительный **thriving** – процветающий **insular** – островной

After-reading tasks

1. Translate into English

Культура Новой Зеландии богата и разнообразна. В ней отразились элементы европейских, полинезийских и азиатских культурных традиций, привнесенные выходцами из многих стран мира, поселившимися здесь. В то же время, она однородна, как однородно и само новозеландское общество сегодня.

Народ маори населял территорию Новой Зеландии задолго до появления здесь первых европейцев. Предполагается, что первые представители маори поселились на этих островах порядка 1000 лет назад, совершив длительное океанское путешествие от берегов Хавайки (Hawaiki).

Традиционная культура маори богата и разнообразна и включает в себя искусство вырезания по дереву и другим природным материалам, плетение, искусство татуировки (moko), групповые танцы боевые ритуалы (кара haka), легенды, сказания и мифы.

Сегодня культура и язык маори являются неотъемлемой частью жизненного уклада страны.

Современная культура маори также ярко представляется в кинематографе, поэзии, театре и литературе.

Любой человек впервые приезжающий в Новую Зеландию, практически сразу сталкивается с языком маори, так как многие населенные пункты и иные места носят названия на этом языке: Whangarei, Te Papa Tongarewa и сотни других.

Но не только культурными традициями богата жизнь Новой Зеландии. Архитектура, симфоническая и современная музыка, театр и кино, изобразительное искусство и литература - все это в Новой Зеландии заботливо развивается и поддерживается на уровне высочайших стандартов.

Find five factual mistakes in the following passage from the text.

The people who call themselves New Zealanders came from a great variety of ethnic backgrounds: the indigenous Maori; European, mostly Dutch but also Dalmatians who arrived last century and British who came afterwards: Chinese, who came to work the goldfields in the XIX th century; Pacific Islanders, who have come in sufficient numbers in recent decades to make Dublin the city with the largest number of Polynesians of any city in the world, and, finally, the representatives of a great number of other races – Indians, Vietnamese, Poles, Chileans, North Americans, Greeks, Cypriots. What the Maori first-comers share with those who descended from the XX th century immigrants from America, is that their ancestors, to reach New Zealand, undertook long and often perilous voyages.

Match the words in Maori with their synonyms in English.

- Aotearoa a. mountain
- waka hourua b. ancestor
- iwi c. language nest
- hapu d. river
- maunga e. New Zealand
- awa f. oratory
- kohanga reo g. voyaging canoe
- kapa haka h. meeting group
- whaikorero i. tattoo
- moko j. tribe
- tipuna k. sub-tribe
- taniwha l. group performance
- marae m. water monster

Expand on the sentence below.

To come to understand New Zealand you will have to learn that New Zealand is “something different, something nobody counted on.”

Complete the chart.

| | | |
|--------------------|-----------------|----------------------------------|
| short-story writer | Katherine ... | “The ... House”, “The ... Party” |
| ... | John Mulan | “... Alone” |
| novelist | ... Hyde | “The Godwits ...” |
| ... | ... | “Owls Do cry” |
| top director | Roger Donaldson | ... |
| ... | ... | “The Piano” |
| ... | Peter Jackson | |

Match the two parts of the sentence.

C. F. Goldie (1870 – 1947) – artist who painted portraits of Maori subjects
Gottfried Lindauer (1839 – 1926) – most acclaimed and influential painter
Frances Hodgkins (1869 – 1947) – one of the finest short-story writers
Rita Angus (1908 – 1970) – artist who painted portraits of Maori subjects
Colin McCahon (1919 – 1987) – used text, often of a religious nature
Katherine Mansfield (1888 – 1923) – painted beautiful New Zealand landscapes and a large number of self-portraits

Render the first part of the text.

БИЈЕТ 5

Reading

“In a nutshell, the land and identity are inseparable” (Stories from Australia’s Culture and Recreation Portal)

AUSTRALIA’S ABORIGINAL HERITAGE CULTURAL DIVERSITY

I

Before Europeans came to Australia, the very distinctive and culturally unique groups that made up Aboriginal Australia shared a number of common traits. They all shared an intimate understanding of, and relationship with, the land. It was the basis of their spiritual life. For Aboriginal people all that is sacred is localized in the landscape. All of Australia’s Aboriginals were **semi-nomadic** hunters and gatherers, with each clan having its own territory from which they “made their living”. These territories or “traditional lands” were defined by geographic boundaries such as rivers, lakes and mountains. The relationship between a clan and its “territory” involves certain rights, such as the right to use the land and its products. With these rights comes a duty to tend the land through the performance of ceremonies. Individuals within the clan also have special relationships with places in their territory. Where a person’s mother first became **pregnant** may mean an ongoing responsibility, in terms of right and duties, towards that place.

There were coastal and inland tribes. Their “territories” ranged from **lush woodland** areas to **harsh desert** surroundings. Different groups needed to develop different skills and build a unique body of knowledge about their particular territories. Their tools reflected the geographical location of these different groups. For example, it is known that coastal tribes used fishbone to tip their weapons, whereas desert tribes used stone tips. While their tools varied by groups and location, Aboriginal people all had knives, **scrapers**, axe-heads, spears, various **vessels** for eating and drinking, and digging sticks. Not all groups had **didgeridoos** and, contrary to people belief, many did not have **boomerangs**. Moreover, some groups developed more tools than others. It was this affinity with their surroundings that goes a long way to explaining how Aboriginals survived for so many millennia. They were supremely expert in adapting to their environments. Aboriginals understood and cared for their different environments, and adapted to them.

Australian Aboriginal culture is complex and extraordinary diverse. It is one of the world’s longest surviving cultures, which goes back at least 50,000 years. There were 500 different clan groups or “nations” around the continent, many with distinctive cultures and beliefs. Hundreds of languages and dialects existed (although many are now **extinct**), as well as a variety of different customs and rituals, art forms, styles of painting, forms of food, and hunting habits.

There were between 200 and 250 Aboriginal languages spoken, with many different dialects, producing up to 700 varieties. This makes Aboriginal Australia one of the most linguistically diverse areas on the planet. Within the space of 80 kilometers you can still pass through the territories of three languages “less closely related than English, Russian and **Hindu**.” Language is vitally important in understanding Aboriginal heritage as much of their history is an oral history. Interestingly, various oral histories have been backed up by geological data, such as the flooding of Port Phillip Bay which occurred about 10,000 years ago.

Australian **Indigenous** art is the oldest ongoing tradition of art in the world. Initial forms of artistic Aboriginal expression were **rock carvings**, body painting and ground designs, which date back more than 30,000 years. Art has always been an important part of Aboriginal life, connecting past and present, the people and the land, and the supernatural and reality. Aboriginal art has come to the forefront of Australia’s national identity in recent years, celebrated by Australians and the world in the opening ceremony of the 2000 Olympic Games. The **prominence** of Indigenous art is due in part to the motivation and considerable effort of Aboriginal and Torres Strait Islander artists, particularly painters, who have played a major role in introducing both Australia and the rest of the world to Australia’s Indigenous cultures. Indeed, the country’s Indigenous artists have had a major impact on the art world with exhibitions in major galleries around the globe. Indigenous art has embraced technology and new media. Indigenous Art Online and Maningrida art and culture are but two examples. There are also many galleries and exhibitions of Indigenous Art on the Internet, which have **enhanced** the international popularity and **awareness** of Aboriginal and Torres Strait Islander art.

Vocabulary

semi-nomadic – кочевой

pregnant – беременный

lush woodland – богатый лес **harsh desert** – суровая пустыня **scraper** – скребок

vessel – судно

didgeridoo – длинный деревянный инструмент Австралийских аборигенов

boomerang – бумеранг **extinct** – вымирающий **Hindu** – хинди **indigenous** – местный
rock carvings – наскальная живопись **prominence** – важность, значимость **to enhance** – увеличивать,
укреплять **awareness** – осведомленность

II

Albert Namatjira (1920 – 1959) is one of Australia's best-known Aboriginal artists, and the first Aboriginal painter to receive international recognition for his art. A Western style painter, he spent part of his youth at the Hermannsburg Lutheran Mission, about 130 kilometres west of Alice Springs, Northern Territory, and was introduced to watercolour painting by a non-Aboriginal artist, Rex Batterbee, in the 1930s. Namatjira's landscape paintings are predominantly of areas he knew throughout his life in the tribal land of Western Aranda, Central Australia. His art captured the vibrant colours of the Western MacDonnell and Krichauff Ranges, the **tributaries** of Ellery Creek and Hugh River, and in many works the **broad bed** of the Finke River that ran through the heart of his tribal land. In 1957 Namatjira was the first Aboriginal to be granted Australian citizenship. While he died in 1959 **disenchanted** with white society, Namatjira did much to change the prevailing negative view of Aborigines at the time. He also **paved** the way for the Papunya art movement, which emerged a decade after his death.

While Aboriginal painting traditions are many thousands of years old it was not until the 1970s that Indigenous artists began to receive widespread recognition in the West. The National Gallery of Australia's collection includes **bark paintings**, weaving and sculpture. The Gallery is also proud of the large number of works in its collection produced by the Torres Strait Islanders, who are known for their artistic sculptures and headdresses. The National Gallery of Australia has in its collection what is arguably one of the most powerful works of art yet to be created in Australia. The Aboriginal Memorial (1987 – 1988) is an installation of 200 painted **hollow log coffins** by the artists of Ramingining in Arnhem Land. The Memorial, a **collaborative** work involving 43 artists, is dedicated to all Indigenous Australians who lost their lives defending their country since European settlement.

Aboriginal culture and its **intricate** links with the Australian landscape has become a growing fascination to a global audience. Australia's original inhabitants occupy a unique place where a rich heritage of traditional knowledge, practice and belief **underpin** a dynamic contemporary society. For most people this is superficially presented through stereotypical images of the painted dancers, silhouetted noble hunters and laughing children, usually from northern Australia. Increasingly people want to go beyond this **veneer** of mainstream travel to seek a greater contact and understanding of what Australian Aboriginal culture and meet the people often find this a difficult and **frustrating** task. Aboriginal involvement in tourism is in its infancy and there is only a small number of Aboriginal travel operations **scattered** throughout Australia. Few of these are in mainstream tourism and most are specialized **niche market** offerings that often find it difficult to connect to the interested traveler.

Vocabulary

tributary – приток

broad – широкий

to disenchant – разочаровывать

to pave – прокладывать, мостить

bark paintings – рисунки на дереве **hollow log coffin** – полые бревна (гробы) **collaborative** – коллективный

intricate – сложный

to underpin – поддерживать, подкреплять **veneer** - внешний лоск (покрытие) **frustrating** – разочарованный

to scatter – разбрасывать

niche market - сегмент рынка для маркетинга определенного товара

After-reading tasks

1. Translate into English

Австралийские аборигены – коренное население Австралии, названное так от латинского “*ab origine*” – «от начала». Аборигены Австралии – самая древняя и одна из наименее изученных из живущих на Земле цивилизаций, о происхождении которой существует не одна гипотеза.

В то время как историки, археологи и другие ученые, исследующие проблему происхождения аборигенов, по сей день так и не пришли к единому мнению и не могут ответить на вопрос ни откуда изначально появились аборигены, ни как давно они проживают в Австралии, сами же аборигены не имеют сомнений на этот счет и их традиции, уходящие корнями глубоко в прошлое, являются тому живым подтверждением.

Традиционное искусство аборигенов Австралии дарит нам уникальную возможность глубокого проникновения в культуру древнейшей из дошедших до нас цивилизаций. В то время как европейская цивилизация отмечает начало третьего тысячелетия своего существования, австралийские аборигены отмечают (по меньшей мере) начало пятидесятого.

Археологические исследования свидетельствуют, что наскальные рисунки, к примеру, в Арнем-Ленд на севере Австралии имеют возраст 50 000 лет, а наскальным гравюрам в южной Австралии, по крайней мере, 30 000 лет – что древнее наскальных рисунков Альтамира и Ласко времен Палеолита, обнаруженных в Европе. Аборигены обладают развитой и многогранной культурой, которая и формирует их деликатный и в то же время динамичный и насыщенный образ жизни.

Современное направление «Живопись пустыни» также является продолжением древнейших религиозных традиций аборигенов Австралии. В большинстве произведений присутствует созерцательный момент, вне зависимости от того, создано ли оно одним автором или группой художников. Коллективное творчество включает в себя совместное пение, ритуальные прикосновения, повествования и обучение. Создание серьезных религиозных произведений находится под пристальным наблюдением «хранителей», старейшин, Кутунгулу, и, если эти произведения предназначены для широкого круга зрителей, Кутунгулу стремятся принимать в этом участие не как художники, а как беспристрастные судьи в области религиозных знаний.

Answer the questions in a note form (short answers).

What kind of country was Aboriginal Australia?

What was sacred for Aboriginal people?

How did Australia's Aboriginals "make their living"?

Were "traditional lands" defined geographically?

Did the relationship between a clan and its territory involve no rules?

How many types of tribes were there in Aboriginal Australia?

Why did different groups need to develop different skills?

Who used fishbone to tip their weapons?

Did all the tribes have knives, scrapers, axe-heads, spears, digging sticks, various vessels for eating and drinking?

Did all the tribes have didgeridoos and boomerangs?

How did Aboriginals manage to survive for so many millennia?

They were supremely expert in adapting to their environments, weren't they?

Was Australian Aboriginal culture complex and diverse?

How many different clan groups or "nations" were there around the continent?

What is Hindu?

What art is the oldest ongoing tradition of art in the world?

When were the Olympic Games held in Australia?

What enhances the international popularity and awareness of Aboriginal and Torres Strait Islander art?

Who was Albert Namatjira (1920 – 1959)?

What does the National Gallery of Australia's collection include?

What is The Aboriginal Memorial (1987 – 1988)?

Translate into Russian.

Australian Indigenous art is the oldest ongoing tradition of art in the world. Initial forms of artistic Aboriginal expression were rock carvings, body painting and ground designs, which date back more than 30,000 years. Art has always been an important part of Aboriginal life, connecting past and present, the people and the land, and the supernatural and reality. Aboriginal art has come to the forefront of Australia's national identity in recent years, celebrated by Australians and the world in the opening ceremony of the 2000 Olympic Games. The prominence of Indigenous art is due in part to the motivation and considerable effort of Aboriginal and Torres Strait Islander artists, particularly painters, who have played a major role in introducing both Australia and the rest of the world to Australia's Indigenous cultures. Indeed, the country's Indigenous artists have had a major impact on the art world with exhibitions in major galleries around the globe. Indigenous art has embraced technology and new media. Indigenous Art Online and Maningrida art and culture are but two examples. There are also many galleries and exhibitions of Indigenous Art on the Internet, which have enhanced the international popularity and awareness of Aboriginal and Torres Strait Islander art.

Fill in the gaps with prepositions.

While their tools varied ... groups and location, Aboriginal people all had knives, scrapers, axe-heads, spears, various vessels ... eating and drinking, and digging sticks. Not all groups had didgeridoos and, contrary ... people belief, many did not have boomerangs. Moreover, some groups developed more tools than others. It was this affinity ... their surroundings that goes a long way ... explaining how Aboriginals survived ... so many millennia. They were supremely expert ... adapting ... their environments. Aboriginals understood and cared ... their different environments, and adapted ... them. Australian Aboriginal culture is complex and extraordinary diverse. It is one of the world's longest surviving cultures, which goes back ... least 50,000 years. There were 500 different clan groups or "nations" around the continent, many ... distinctive cultures and beliefs. Hundreds ... languages and dialects existed (although many are now extinct), as well ... a variety ... different customs and rituals, art forms, styles of painting, forms ... food, and hunting habits.

Develop the main thesis of the text.

БИЛЕТ 6

Reading *"Beauty will save the world."* (F. Dostoyevsky)
THE SPIRIT OF RUSSIA I

There are certain phenomena that have become the trade mark features of various countries: in France they are the Eiffel Tower, perfume and champagne; in America – the Statue of Liberty, McDonalds and Coca-Cola, in Spain – “Carmen”, bull-fighting and flamenco. Since Russia became widely accessible to tourists, the words ‘vodka’, ‘matryoshka’ and ‘**caviar**’ have always followed on automatically and have stuck. However, vodka is not at all what Russian people drink morning, noon and night, they don’t eat caviar around the clock and the matryoshka doll is not the only souvenir that tourists can take home with them. Without mentioning the rich cultural traditions reflected in productions at Russian theatres, concert halls and museums, we could talk about the **spiritual heritage** of Russia as captured on the canvases of local artists, the wooden objects painted in **Khokhloma** style, the splendid jewellery, the famous **Gzhel** pottery and a great deal else that is suitable to be bought and displayed in homes at the other end of the world as a souvenir of Russia.

The flourishing of culture in Russia, especially in the 18-19-th centuries had its epicenter in St. Petersburg. The city is full of legends, tales and myths about **eternal beauty** that will save the world. One of St. Petersburg’s most enchanting legends is connected with the world famous Summer Gardens **railings**, designed by Y. Felten and P. Yegorov and installed between 1771 and 1784. The story goes that a rich Englishman decided to see the **fabled beauty** of the Venice of the North for himself; his yacht sailed up the Neva in the **semi-twilight** of White Nights and dropped **anchor** opposite the Summer Gardens. He was so overwhelmed by the fantastic beauty of the elegant **wrought-iron** creation that he refused to go ashore, saying: “There is no point – I shall never see anything more wonderful than this”. With that he gave the order to weigh anchor and returned home. The Summer Gardens’ fence has more than once been called “the eighth wonder of the world”. Another legend says that in the 1930s the Americans offered 100 locomotives in exchange for the famous fence.

As the Empire’s new capital, St. Petersburg became the official residence of the **nobility**. That is why arts and culture were focused here. St. Petersburg was the place where the first Russia’s museum Kunstkamera (1714) and the first professional theatre (1756) were founded. Kunstkamera was established on the banks of the River Neva on Peter’s I order. It contains household items, works of **applied art** and national costumes from Asia, Africa and North and South America. The museum includes exhibits collected by the well-known Russian travelers and explores N. Miklukho-Maklay, P. Kozlov and Y. Lisyansky.

Two rooms of the Museum of the History of Religion contain the objects from the personal collection of Alexy II, Patriarch of Moscow and All Russia: Easter Eggs (ancient and modern), memorial boxes and **embroidered icons** depicting the Virgin Mary and saints. The majority of the Easter Eggs were made at the **Imperial Porcelain Works**, many of them bearing the monograms of members of the Imperial House of Romanov. This section also features souvenirs presented to the head of the Russian Orthodox Church to mark specific anniversaries: 1000 years since the adoption of Christianity in Russia and 600 years since the Battle of Kulikovo.

The State Hermitage, one of the greatest museums in the world, was founded in 1764. The museum’s collection numbers 3 mln. items – paintings, applied art, sculptures, archeological relics. Nowadays there are many famous exhibits held there. A major recent event was the Golden Deer of Eurasia exhibition which was presented in the Alexandrovsky Hall. The Hermitage exhibition is the result of three years’ work to restore the remarkable works of ancient art, using new methods and **technology specially devised** for this material in the Hermitage laboratories. The unique archeological relics found on Russian territory, most of them made of gold, were displayed to a wide public in Russia for the first time. The exhibition was a success in New York in 2000 and in Milan in 2001.

Russian painting is known all over the world. The largest museum of Russian art, opened in 1898 is Russian Museum. It is housed in the Mikhailovsky Palace, built by the architect Rossi. It contains works by great Russian artists: Rublev, Shubin, Kiprensky, Fedotov, Repin, Levitan and many others. Not only do the museums represent the diversity of cultural trends, religions and interests, but also a number of churches and cathedrals, bars and restaurants. Spiritual richness of cultural life in Russia is revealed in variety of tastes, ways of life, **pursuits** and **cuisine**.

Vocabulary caviar - икра

spiritual heritage – духовное наследие

Khokhloma – хохлома (художественный промысел – роспись по дереву)

Gzhel – гжель (художественный промысел – керамика)

eternal beauty – вечная красота

railing – ограда

fabled beauty – сказочная красота **semi-twilight** – легкие сумерки **anchor** – якорь

wrought-iron – сварочное железо

nobility – знать

applied art – прикладное искусство

embroidered icon – расцвеченная икона

Imperial Porcelain Works – императорская фарфоровая фабрика **technology specially devised** – специально разработанная технология **pursuit** – увлечение, занятие

cuisine – кухня

Today St. Petersburg is becoming more and more like European capitals with their **cozy** bars and restaurants where Russian traditions are combined with European service. For example, “Russian Fishing” restaurant is now delighting its customers with a fine opportunity to go fishing, though **a catch** is not guaranteed – it all depends on the skill and expertise of the fisherman himself. The pond around the restaurant has been stocked with carp, and a special **set of rod and bait** already awaits each visitor. If you are a success, you can either give your catch to the chef, cook it yourself or take it home with you. Furthermore, if you want to find out what real Russian food is like, you should certainly try the pies. In old times pies were only baked and eaten in Rus on **feast days**: indeed the word ‘pie’ (pirog) comes from the old Russian word ‘pir’ (feast), and no celebratory meal would have been complete without them. Each feast had its own special type of pie, which also accounts for their variety; they differ in their outward appearance, as well as in the **pastry** used, the **fillings** and flavour. The long history of pies as a favourite food is explained not only by the quality of the taste. The pie often literally represented the customary Russian dinner – bread, **shchi** (cabbage soup) and **kasha (groats)** – since the most frequently used fillings were cabbage, **turnip**, kasha and mushrooms. This gave rise to the Russian saying: “You can wrap anything up in a pie”. In a classic Russian meal pies are always served after the fish, with another main course to follow – roast meat or kasha, whereas in a simpler meal the pies come either immediately after the soup or after the main course. From the middle of the 19-th century it has been the custom, particularly in restaurants, to serve **kulebyaki, pirogi** and **rasstegai** (different types of pie) with an appropriate first course – **meat broth**, shchi or **ukha** (fish soup). At the turn of the 19-th and 20-th centuries, **puff pastry pies** also began to be served as a breakfast snack or as a **dish in their own right** at afternoon tea and supper. Sweet pies are traditionally served with tea. Today Russian pies have won the recognition of true lovers of Russian cuisine.

Vocabulary cozy – уютный **a catch** – улов

set of rod and bait – удочка и наживка

feast day – праздник **pastry** – пирожное **filling** – начинка **shchi** – щи

kasha (groats) – каша (крупа, как правило, овсяная)

turnip – репа **kulebyaki** – кулебяки **pirogi** – пироги **rasstegai** – расстегаи

meat broth – мясной бульон

ukha – уха

puff pastry pies – пироги с начинкой

dish in their own right – самостоятельное блюдо III

Another Russian wonder is Russian winter. There is a great delight in the northern winter. If you want to know what real Russian winter is like, you should go to the countryside to enjoy sparkling snow and frosty air. And what would the Russian winter be without **sledges**, skis and skates? Don't miss the opportunity to go to the skating-rink – a cheerful pursuit for lovers of activity holidays. Ice-skating has long been a favourite pastime for Russians. Skating is an excellent way of getting the whole family together, inviting a few friends to join you and all setting off for a rink, where music plays from morning till night and rosy-cheeked youngsters glide around on the ice. It is now difficult to say when skating gained such a mass appeal; even the date when the first skates were invented still remains a mystery. It is only known that several thousands of years ago our **ancestors** were already using skates made from the **ribs** or **tubular** bones of large **mammals** (the bone was sawn lengthwise, polished and then had several holes bored into it, so as to fasten it to a boot). There are bone skates in the British Museum that were used by our ancestors almost the thousand years ago. Fairly recently, however (in 1967) archeologists near Odessa discovered the earliest skates belonged to the Kimerians – a nomadic tribe that lived 3200 years ago!

Over the course of time, the shape of skates and the **fastenings** have changed, as has the material used to make them: from the 13-th to the mid-18-th centuries, they were made with a wooden base, with a **runner** initially of bronze or iron, but later of steel.

By the way, the Russian word for a skate (konek) is the **diminutive** form of the old word for a horse (kon); this is because the front part of the skate was, as a rule, decorated with a horse's head. Incidentally, skating was predominantly a pastime for the wealthy **offspring** of the nobility from the 13-th to 19-th centuries. It was later the public rinks began to appear; ponds were cleared and fenced off, music played, a small fee was charged for going on to the ice and crowds gathered at the fence, gaping in admiration at the **fled-gliding** figure-skaters.

Tourists who come to Russia in winter immediately arm themselves with a fur cap, whose warm **ear-flaps**, usually tied with tapes on top, can be tied under the chin on really cold days. It should be noted that there are various types of fur hats. The one found most often on souvenir stalls is a black one made from rabbit fur. In the shops, meanwhile, you can find **genuine** masterpieces made from the rarest types of fur. **Felt boots** and fur cap with ear-flaps are the attributes of life in the far north that arouse a burning interest. Remembering that felt boots have been worn in Russia since time immemorial – Peter I liked them for their medical properties, Catherine the Great had soft boots made from delicate black wool, and both Lenin and Stalin were glad of them while in **exile** in Siberia – the designers have decided to revive old traditions and support Russian culture. Felt boots have become no less popular, though mainly those from Russian designers' it was they who had the idea of creating real "**haute couture**" footwear from a simple pair of felt boots. The celebrities of the world's fashion business and real followers of fashion will be happy to take a **made-to-order** pair of warm felt boots home with them, either to use them as an item of decorating or to **strut** around the streets in them.

Therefore, since Russia became widely accessible to tourists the matryoshka doll, caviar and vodka are not the only souvenirs of Russia that tourists can take home. Anyway, if you want to feel the real spirit of Russia, you should plunge into the unique atmosphere of its cultural heritage and keep in touch with the famous traditional pursuits and pastimes.

Vocabulary **sledges** – сани **ancestor** – предок **rib** – ребро
tubular – трубчатый

mammal – млекопитающее **fastening** – крепление **runner** – лезвие конька
diminutive – уменьшительный
offspring – отпрыск, потомок
fled-gliding – порхающее - скользящий **ear-flaps** – уши у шапки-ушанки **genuine** – истинный
felt boots – валенки
exile – ссылка, изгнание
haute couture – высокая мода
made-to-order – сделанный на заказ
to strut – прогуливаться (по улицам)

After-reading tasks

1. Find the factual mistakes.

There are certain phenomena that have become the trade mark features of various countries: in America they are the Statue of Liberty, McDonalds and flamenco. 2. Since Russia became widely accessible to tourists, the words 'matryoshka', 'coca-cola' and 'caviar' have always followed on automatically and have stuck. 3. Another legend says that in the 1930s the Americans offered 300 locomotives in exchange for the famous fence. 4. St. Petersburg was the place where the first Russia's museum Kunstkamera (1756) and the first professional theatre (1714) were founded. 5. The Golden Deer of Eurasia exhibition was a success in New York in 2005. 6. Russian Museum contains works by great Russian, French and Italian artists. 7. Fairly recently, however (in 1967) archeologists near Kiev discovered the earliest skates belonged to the Kimerians – a nomadic tribe that lived 3200 years ago!

Match the words to make partnerships from the text.

applied a) beauty
spiritual b) masterpiece
eternal c) icon
enchanted d) heritage
genuine e) art
cheerful f) legend

fashionable g) interest
wealthy h) pursuit
diminutive i) business
burning j) form
embroidered k) offspring

3. Re-arrange the sentences according to the text.

Over the course of time, the shape of skates and the fastenings have changed, as has the material used to make them.

It was later the public rinks began to appear.

The Russian word for a skate (konek) is the diminutive form of the old word for a horse (kon).

Even the date when the first skates were invented still remains a mystery.

This is because the front part of the skate was, as a rule, decorated with a horse's head.

In 1967 archeologists near Odessa discovered the earliest skates belonged to the Kimerians – a nomadic tribe that lived 3200 years ago!

6. Ponds were cleared and fenced off, music played, a small fee was charged for going on to the ice and crowds gathered at the fence.

It is now difficult to say when skating gained such a mass appeal.

From the 13-th to the mid-18-th centuries, they were made with a wooden base, with a runner initially of bronze or iron, but later of steel.

It is only known that several thousands of years ago our ancestors were already using skates made from the ribs or tubular bones of large mammals.

Match the words from A to the words from B.

A. pastry B. meat soup
A. kasha B. doll
A. pie B. groats
A. pir B. feast
A. skate B. konek
A. shchi B. fish soup
A. ukha B. pirog
A. meat broth B. cabbage soup
A. matryoshka B. cake

Choose A or B.

In 1697 Tsar Peter I dispatched an embassy to Holland and England.

В 1697 году царь Петр отправил посольство в Голландию.

В. В 1697 году царь Петр I отправил посольство в Голландию и Англию.

He then decided to travel with the embassy incognito, as Peter Mikhailov.

Он решил путешествовать с послами инкогнито, под именем Петра Михайлова. В. Он решил отправить посла Петра Михайлова инкогнито.

This group came to be known as the Great Embassy.

Группа познакомилась с Великим Посольством. В. Группа стала известна как Великое посольство.

Peter and his companions, while pursuing political aims, also learnt a great deal about ship building and other subjects and many foreign specialists were recruited to work in Russia.

Помимо достижения политических целей, Петр I и его компаньоны узнали очень много о кораблестроении и других предметах.

В. Помимо достижения политических целей, Петр I и его компаньоны узнали очень много о кораблестроении и других предметах. Множество зарубежных специалистов было приглашено на работу в Россию.

In London Peter I stayed in John Evelyn's house in Deptford.

В Лондоне Петр I остановился в доме Джона Ивлина в Сэйес Корт, район Дептфорд. В. В Лондоне

Петр I вместе с Джоном Ивлином остановился в Дептфорде.

He met King William, one of his heroes, on more than one occasion and visited Parliament, which he found very interesting, but he spent as much time as possible working in the shipbuilding yards and picking up all the knowledge he could.

Петр I неоднократно посещал Парламент и встречался с одним из своих кумиров, королем Уильямом, которого он нашел чрезвычайно интересным. Однако большинство своего времени царь проводил за работой на судостроительных верфях, стараясь узнать как можно больше.

В. Петр I неоднократно встречался с одним из своих кумиров, королем Уильямом и посещал Парламент, который он нашел чрезвычайно интересным. Однако большинство своего времени царь проводил за работой на судостроительных верфях, стараясь узнать как можно больше.

6. Writing

Make up a guided tour round St. Petersburg.

Write about the most popular trade mark features of Russia.

Develop the programme of cultural events in St. Petersburg in commemoration of Peter the first travel to England with the Great Embassy.

БИЖЕТ 7

THE IMPORTANCE OF CULTURAL AWARENESS

It is useful to define culture as a system of shared symbols, beliefs, attitudes, values, expectations and norms of behaviour. All members of a certain culture have similar assumptions about how people should think, behave and communicate; therefore, cultures vary in their attitudes towards outsiders. Some are openly hostile or maintain a detached aloofness. Others are friendly and cooperative toward strangers. Such nations as Italians and Spanish are affective and very emotional; Chinese and Japanese – on the contrary – are too reserved and neutral while Americans and Russians are mixed because of their multinational basis. As we know, misunderstanding is especially likely to occur when the people who are communicating have different backgrounds. Thus, cultural awareness is a key to communication.

Our awareness of intercultural differences is both useful and necessary in today's world of business. Having a poor understanding of the influence of cross-cultural differences in such areas as management, PR, advertising and negotiations can eventually lead to blunders that can have damaging consequences. It is crucial for today's business personnel to understand the impact of cross-cultural differences on business, trade and internal company organization. The success or failure of a company, venture, merger or takeover is essentially in the hands of people. If these people are not cross-culturally aware, then misunderstanding, offence and break down in communication can occur. The need for greater cross cultural awareness is heightened in our national and global economies. Cross-cultural differences in matters such as language, etiquette, non-verbal communication (body language), norms and values can, do and lead to cross-cultural blunders. To illustrate this we have provided a few examples of intercultural blunders that could have been avoided with appropriate cross-cultural awareness training.

Take the case of the computer sales representative who was calling on a client in China. To make a good impression, the salesperson brought along a gift to break the ice – an expensive clock. Unfortunately, the Chinese client was deeply offended because in China, giving clocks as gift is considered bad luck for the recipient.

Pepsodent tried to sell its toothpaste in South East Asia by emphasizing that it “whitens your teeth.” They found out that the local natives chew betel nuts to blacken their teeth which they find attractive.

A company advertised eyeglasses in Thailand by featuring a variety of cute animals wearing glasses. The ad was a poor choice since animals are considered to be a form of low life and no self-respect. Thai would wear nothing worn by animals.

When *Pepsico* advertised Pepsi in Taiwan with the ad “Come Alive With *Pepsi*” they had no idea that it would be translated into Chinese as “Pepsi brings your ancestors back from the dead.”

We shouldn't ignore the fact that people from other cultures differ from us in many ways: in their language, religion and values, use of space, attitude toward time, decision-making habits, body language. Gestures help us clarify confusing messages, so differences in body language are a major source of misunderstanding. Take the signal for "No". North Americans shake their heads back and forth; Japanese move their right hands; Sicilians raise their chins. Or take eye contact. Keeping your eyes lowered is a sign of respect among many Latin Americans. Concepts of status also differ; therefore, people establish their credibility in different ways. North Americans, for example, send status signals that reflect materialistic values: the big boss has the corner office on the top floor, deep carpets, an expensive desk, and exquisite accessories; the most successful companies are located in the most prestigious buildings. In other countries, status is accepted in other ways. For instance, the senior executives in France sit in the middle of an open area, surrounded by the lower-level employees. In the Middle East, fine possessions are reserved for the home, and business is conducted in cramped and modest quarters. Cultures also differ in terms of who makes the decisions. In China and Japan, decision making is a shared responsibility. No individual has the authority to commit the transaction without first consulting others. In Japan, for example, the negotiating team arrives at a consensus through an elaborate, time-consuming process. In North America, they try to reach decisions as quickly and efficiently as possible. Latin Americans prefer to make their deals slowly, after a lengthy period of discussion. British and US negotiators, for example, found themselves at a standstill when the American company proposed that they "table" particular key points. In the US it means "not to discuss" while the same phrase in Britain means "bring it to the table for discussion."

It is a must that in the national and global economies cross-cultural awareness is taken into consideration to avoid intercultural blunders. The best way to prepare yourself to do business with people from another culture is to study their culture in advance!

Виды компаний и факторы, влияющие на развитие и успех компаний
Профессии и должностные обязанности
Карьерные факторы, способствующие продвижению по карьерной лестнице
Рынок труда и проблема безработицы
Качества, необходимые специалисту-международнику
Деловой этикет в различных культурах
Организация отдыха деловых партнеров
Создание успешной команды и разрешение конфликтов в группе
Повышение квалификации
Стрессовые и конфликтные ситуации
Поведение в кризисной ситуации
Техники эффективного управления временем
Организация рабочего пространства

Дифференцировнный зачет

Unit I

Translate into Russian. Jean Jacques Rousseau 1712 – 1778

J. J. Rousseau, Swiss-French philosopher was born in Geneva. His mother died shortly after his birth, and his upbringing was haphazard. In 1742 he went to Paris to make his fortune, but failed; however, in Paris he became an intimate of the circle of Denis Diderot.

In 1749 Rousseau won first prize in a contest, held by the Academy of Dijon, on the question: “Has the progress of the sciences and arts contributed to the corruption or to the improvement of human conduct?” Rousseau took the negative stand, contending that humanity was good by nature and had been fully corrupted by civilization. His essay made him both famous and controversial. His thought begins with the assumption that we are by nature good, and with the observation that in society we are not good. The fall of humanity was, for Rousseau, a social occurrence.

Similarly, with regard to the social order, Rousseau’s aim is freedom, which involves perfect submission of the individual to what he termed the general will. The general will is what rational people would choose for the common good. Freedom, then, is obedience to a self-imposed law of reason, self-imposed because imposed by the natural laws of humanity’s being. The purpose of civil law and government, of whatever form, is to bring about a coincidence of the general will and the wishes of the people. Society gives government its sovereignty when it forms the **social contract** to achieve liberty and well-being as a group. While this sovereignty may be delegated in various ways (as in a monarchy, a republic, or a democracy) it cannot be transferred and resides ultimately with society as a whole, with the people, who can withdraw it when necessary. The general will is not merely an ideal, but can, under right conditions, be actual. And it is under such conditions, with the rule of the general will, that Rousseau sees our full development taking place, when “the advantages of a state of nature would be combined with the advantages of social life.”

(The Columbia Encyclopedia, Sixth Edition. 2001-2005)

Unit II

Translate into Russian.

“The Wealth of Nations”

(Adam Smith)

Invisible Hand.

Every individual necessarily labors to render the annual revenue of the society as great as he can. He generally indeed neither intends to promote the public interest, nor knows how much he is promoting it. He intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. **By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it.** I have never known much good done by those who affected to trade for the public good.

Government.

All systems either of preference or of restraint, therefore, being thus completely taken away, the obvious and simple system of natural liberty establishes itself of its own accord. **Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interest his own way, and to bring both his industry and capital into competition with those of any other man or order of men.** The sovereign (politician) is completely discharged from a duty, in the attempting to perform which he must always be exposed to innumerable delusions, and for the proper performance of which no industry of private people.

Monopoly.

A monopoly granted either to an individual or to a trading company has the same effect as a secret in trade or manufacturers. The monopolists, by keeping the market constantly understocked, by never fully supplying the effectual demand, sell their commodities much above the natural price, and raise their emoluments, whether they consist in wages or profit, greatly above their natural rate.

People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices. It is impossible indeed to prevent such meetings by any law which either could be executed, or would be consistent with liberty and justice.

Unit III

Translate into Russian.

The Principles of Sustainable Development

Britain supports measures that help improve the global environment. Along with its European partners, it has agreed major cuts in emissions from large combustion plants (such as coal-fired power stations) of the main gases that lead to acid rain. It stopped incinerating waste at sea after 1990. In June 1992 Britain participated fully in the "Earth Summit" in Rio de Janeiro and signed the conventions negotiated there to protect biological diversity and to guard against global climate change through the "greenhouse effect". In Rio Declaration much responsibility was given to local governments. It set out a framework of objectives and activities for governments, civil society and businesses, on sustainable development necessary for the 21-st century which recognizes the needs of everyone as well as effective protection of the environment, prudent use of natural resources, and maintenance of high and stable level of economic growth and employment. Sustainable development requires international cooperation especially in Europe by making it a requirement for environmental protection concerns to be integrated into EU policies. The conference also adopted Agenda 21, a statement of principles designed to promote environmentally sustainable development, and a declaration of forestry.

Sustainable forestry should preserve the landscape, cultural values and the historical heritage of rural areas. Besides, production methods should not threaten human or animal or degrade the environment including biodiversity. Ross Finnie, minister for environment and rural development announced that more encouragement should be provided for farmers and crofters to look after the environment and more help for organic farmers. The kernel of the announcement was that farmers and crofters now completing an environmentally sensitive area (ESA) scheme can transfer to a rural stewardship scheme, which has been made more flexible. Speaking during a visit to a farm on Shetland which has received ESA and organic support, the minister said that key changes to the organic scheme would be a revised rate for conversion and a new payment for conversion to organic vegetable or fruit production, where much present consumer demand is met by imports. Meanwhile, George Lawrie, chairman of Scotland's environment and land use committee, said: "The 3,000 farmers involved in environmentally sensitive areas (ESA) agreements have helped protect and improve biodiversity in some of Scotland's most sensitive environmental areas." Britain tries to observe the principles of sustainable development.

Unit IV

Translate into Russian.

Sustainable Economy and Eco-tourism.

Nowadays, it's on everybody's mind what we are eating. We could be poisoned with all of those insecticides and pesticides that farmers spray on all the fruit and vegetables. Sustainable agriculture is the production of high quality food and other agricultural products and services with long term consideration on economy and social structure. Sustainable agriculture means that the resource base of non-renewable and renewable resources is maintained. Sustainable economy will meet societies' needs of food and recreation. Sustainable agriculture will preserve the landscape, cultural values and the historical heritage of rural areas. Production methods should not threaten human or animal or degrade the environment including biodiversity. The ethical aspects of agricultural production will be considered. Renewable resources should gradually replace non-renewable resources.

Another thing: most big cities pour their waste into seas and rivers.

Just imagine all that toxic waste being dumped in the sea. And if there were an explosion it would effect the environment for miles around, not to mention how we would suffer. What should be done with all these plants and factories releasing poisonous chemicals into the water and atmosphere? It's dreadful! And when the chemicals mix with the water in the clouds it comes back as polluted rain, causing all sorts of problems. Nevertheless, many developing countries have refused to sign any pollution agreements; they say it will harm their economic growth and insist that the developed countries lead the way and show it is possible to break the link between economic growth and rising emissions. However, all the seas and beaches are polluted not only by the petrol and oil of big ships and by the toxic waste of factories, but people themselves also dump their garbage in the sea and on the beaches.

Hence, eco-tourism is a form of the sustainable tourism, which respects the environment and ensures a long-term conservation of natural and cultural resources. Moreover, such kind of tourism is socially and economically acceptable and equitable.

Consequently, satisfactory social conditions for tourists and local population should be created.

Therefore, eco-tourism is becoming more and more popular, and travelers feel they are giving something in return to the natural attractions. Perhaps the age of responsible tourism has arrived. Tourists are to be offered the chance to encounter a wide range of wildlife and a great deal more. What's more, they are encouraged to join in all the local traditions. UNESCO would like to see the development of eco-tourism rather than mass tourism.

Unit V

Translate into English Заметки о Глобализации

Джорджа Сороса и Джозефа Стиглица, авторов двух книг о глобализации ("*Draft Report on Globalization*" и "*Globalization and its Discontents*") можно назвать оптимистическими критиками глобализации. Оба они верят в ее неизбежность и необратимость, оба верят, что глобализация потенциально может принести благосостояние миллионам людей, оба знают, кто виноват в том, что глобализация пока не соответствует своей высокой исторической миссии, оба они знают, что надо делать.

Анализ глобализации и ее главной проблемы у Сороса довольно традиционен: по сути, он лишь отмечает противоречие между глобальностью экономики, прежде всего, глобальностью финансового сектора, и ограниченными возможностями национальных правительств. Между тем, международные финансовые организации, а именно, Международный валютный фонд (МВФ) и Всемирный банк (ВБ), сейчас не справляются со своими функциями, иными словами, не обеспечивают производство общественных ценностей в глобальном масштабе. Сорос убежден в том, что именно развитые страны должны оплачивать предоставление общественных благ в глобальном масштабе. Однако Сорос осознает нежелание западных стран расставаться с наличностью, и предлагает использовать для финансирования глобального развития так называемые Специальные Права Заимствования (*Special Drawing Rights*) - нечто вроде международной резервной валюты, употребляемой в расчетах между членами МВФ.

Книга Стиглица также в основном посвящена критике МВФ и ВБ, которые на протяжении 1990-х подменяли экономический анализ идеологией неолиберализма; вместо того, чтобы вникать в обстоятельства каждой конкретной страны, они всем предписывали стандартный набор из макроэкономической стабилизации, приватизации и финансовой либерализации. Стиглиц напоминает, что обе организации были основаны в послевоенные годы под влиянием кейнсианства и исходя из предпосылки, что рынок сам по себе не может решить всех проблем: необходимо вмешательство государства. В Фонде и в Банке, однако, сегодня полагают, что правительство – это решение проблемы, а ее часть. Стиглиц считает иначе. Он не предлагает разогнать МВФ и ВБ; напротив, их следует всячески реформировать, а сама глобализация (как полагает и Сорос) несет в себе шансы на улучшение жизни всего человечества.

(*Неприкосновенный запас/Рецензии, 2002 №3*)

Unit VI

Translate into Russian.

Globalization Pressures the Environment

Globalization puts multiple pressure on the environment. There are global environmental issues, especially those that concern the oceans and atmosphere. Global warming caused by the industrial countries' use of fossil fuels, leading to concentrations of greenhouse gases, affects those living all over the world. Rapid, uncontrolled development of export industries has vastly increased pollution around the world. Some global companies deliberately choose production locations where environmental enforcement is lax. Advocates of current globalization policies counter that expanded exports provide economic growth, which, in turn, gives governments more resources to invest in environmental clean-up. The record, however, suggests otherwise.

Firstly, environmental laws are often overturned.

Environmental regulations are also subject to being challenged under trade rules as "unfair barrier to trade". World Trade Organization's (WTO) first ruling involved a successful challenge to an environmental law, the U.S. Clean Air Act. Rather than face sanctions, the U.S. government weakened a part of the Act that required foreign sources of U.S. gas imports to meet a certain cleanliness standard. Moreover, the World Bank has been a leading contributor to greenhouse gas emissions. The Institute for Policy Studies has calculated that between 1992 and 2003, the World Bank financed fossil fuel extraction and power plant projects that ultimately would release over 50 billion tons of carbon dioxide into the atmosphere.

Besides breaking the laws there are some other threats that cause environmental disruption, for instance, pest invasion. Growth of international trade has increased the number of exotic insects, plants, and animals that enter the countries on imported goods. After habitat loss, the invasion of non-native species is the second-greatest threat to native plants and animals.

Finally, globalization has a disastrous impact on public health.

Experts of food imports have not kept pace with growth in trade flows, increasing the risk of getting sick from eating non-inspected, contaminated food. In addition, international trade rules prohibit governments from discriminating against products on the basis of how they were produced.

To sum up, little attention is often paid to concerns about the environment. To understand what goes wrong, it's important to look at the three main institutions that govern globalization: the IMF, the World Bank, and the WTO. These international institutions should, of course, focus on issues where global collective action is desirable, or even necessary.

Unit VII

Translate into English.

Адам Смит (1723 – 1790)

«Исследование о природе и причинах богатства народов» (1776)

Адам Смит родился в июне 1723 года в Шотландии в семье таможенного чиновника. В возрасте 14 лет он поступил в Университет Глазго, но закончил обучение в стенах Оксфорда в 1746. В 1751 году Смита пригласили в университет Глазго читать лекции по этике, риторике, юриспруденции и политической экономике. Он напечатал несколько статей, однако известность Смит получил после публикации в 1776 году книги «Исследование о природе и причинах богатства народов». Эта книга в деталях описывает последствия экономической свободы. В книгу включены обсуждения таких концепций как *laissez-faire*, разделение труда, функции рынка и международное значение свободной экономики.

Свой величайший труд Адам Смит начинает со слов: «Величайший прогресс в развитии производительной силы труда и значительная доля искусства, умения и сообразительности, с которыми он направляется и прилагается, явились, по-видимому, следствием разделения труда» (т. 1, стр. 83).

Далее в примере с производством булавок Смит показывает, что один работник производит не более 20 булавок в день, если изготавливает их сам от начала до конца, тогда как десять работников булавочной мануфактуры, разделив между собой отдельные операции по изготовлению булавок, производят их свыше 48 000 в день.

Разделение труда может быть не только профессиональное, внутривзаводское и межотраслевое, но и международное. В ходе разделения труда работники и предприятия ориентируются на производство ограниченного круга продуктов. Базирующаяся на разделении труда ориентация производителей на изготовление отдельных продуктов и их элементов называется специализацией.

Специализация дает производителю немало преимуществ. Во-первых, специализируясь на производстве того или иного продукта, производитель имеет возможность наиболее эффективно использовать доступные ему или имеющиеся у него экономические ресурсы. Так, специализация России в мировой торговле на экспорте сырья, топлива и энергии, материалов и полуфабрикатов во многом объясняется тем, что позволяет использовать имеющиеся в нашей стране огромные минеральные ресурсы. Во-вторых, специализация на производстве ограниченного набора продуктов дает производителю эффективно использовать свое умение их производить (как в примере с булавками).

(А. С. Булатов. Экономика: учебник)

Лист внесения изменений в рабочую программу дисциплины

| Дата внесения изменений и дополнений. Подпись внесшего изменения | Содержание изменений и дополнений | Дата и № протокола заседания кафедры | Подпись зав.кафедрой |
|---|--|--------------------------------------|----------------------|
| 30.09.2023 | Business Administration. Part II учебное пособие по английскому языку. СПб.: Изд-во ГУАП, 2017, 87 стр. | | |