

Міністерство освіти і науки України
Національний університет водного господарства та
природокористування

Кафедра іноземних мов

06-09-106М

МЕТОДИЧНІ ВКАЗІВКИ ТА НАВЧАЛЬНІ ЗАВДАННЯ

до практичних занять та самостійної роботи з дисципліни
«Іноземна мова за професійним спрямуванням»
для здобувачів вищої освіти першого (бакалаврського) рівня
за освітньо-професійною програмою «Право»
спеціальності «Право»
денної і заочної форм навчання

Рекомендовано науково-
методичною радою з якості ННП
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Методичні вказівки та навчальні завдання до практичних занять та самостійної роботи з дисципліни «Іноземна мова за професійним спрямуванням» для здобувачів вищої освіти першого (бакалаврського) рівня за освітньо-професійною програмою «Право» спеціальності «Право» денної і заочної форм навчання. [Електронне видання] / Купчик Л. Є., Літвінчук А. Т. – Рівне : НУВГП, 2024. – 57 с.

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Вступ

Методичні вказівки та навчальні завдання мають на меті допомогти студентам вдосконалювати рівень іншомовної професійної компетентності та підготуватися до зовнішнього незалежного оцінювання при вступі до магістратури. Розробка передбачає комплексне навчання основним видам мовленнєвої діяльності, які лягли в основу завдань ЄВІ, відповідно до вимог, визначених у Загальноєвропейських рекомендаціях з мовної освіти. Особлива увага приділена опануванню студентами необхідними іншомовними компетентностями та стратегіями виконання типових завдань, вокабуляром і граматичними конструкціями на рівні B2 в межах академічного, професійного та побутового дискурсу, що необхідні для складання вступного іспиту з англійської мови для здобуття ступеня магістра.

Метою курсу є формування лінгвістичної, професійно-комунікативної, соціокультурної компетентності студентів в рамках компетентнісно-орієнтованого підходу до навчання, формування інтерактивних навичок і вмінь усного та писемного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності; забезпечення практичного володіння англійською мовою як засобом ефективної світової інтеграції, а також формування екзаменаційних стратегій, необхідних для виконання тестових завдань.

У результаті опрацювання методичної розробки студент повинен в межах опрацьованого навчального матеріалу рівня B2:

– **знати:** особливості вступного іспиту з англійської мови для здобуття ступеня магістра; стратегії виконання завдань вступного іспиту з англійської мови; граматичний і лексичний матеріал рівня B2; будову граматичних конструкцій мови на рівні B2; фразеологічні сполуки та ін.

– **вміти:** застосовувати стратегії виконання завдань вступного іспиту з англійської мови; читати і розуміти знайомий і незнайомий тексти, які містять лексичний і граматичний матеріал рівня B2; виконувати різнотипові завдання з читання англійських текстів рівня B2; працювати з англійськими текстами рівня B2, виокремлювати лексичні одиниці і граматичні конструкції задля їхньої активізації; порівнювати явища англійської мови з рідною мовою.

ПРОГРАМА ЄДИНОГО ВСТУПНОГО ІСПИТУ

Програма єдиного вступного іспиту (ЄВІ) з іноземних мов для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. Об'єктами оцінки є мовленнєва компетентність у читанні, а також мовні лексичні та граматичні компетентності. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення та відповідає сферам спілкування і тематики текстів, визначених цією Програмою.

Загальна характеристика складових тесту. Частина I (читання) має на меті виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу. Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання). Для створення тестових завдань використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури. Тексти для ознайомлювального читання можуть містити до 5% незнайомих слів, а для вивчального та вибіркового читання – до 3%, про значення яких можна здогадатися з контексту за словотворчими елементами та за співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів становить до 2 500 слів. У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

Частина II (використання мови) націлена на виявлення рівня сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів. Завдання перевіряють уміння кандидата аналізувати й зіставляти інформацію, правильно вживати лексичні одиниці та граматичні структури, встановлювати логічні зв'язки між частинами тексту. Лексичний мінімум вступника

складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

СФЕРИ СПІЛКУВАННЯ І ТЕМАТИКА ТЕКСТІВ ДЛЯ ЧИТАННЯ ТА ВИКОРИСТАННЯ МОВИ

I. Особистісна сфера

Повсякденне життя і його проблеми.

Сім'я.

Родинні стосунки.

Характер людини.

Помешкання.

Режим дня.

Здоровий спосіб життя.

Дружба, любов.

Стосунки з однолітками, у колективі.

Світ захоплень.

Дозвілля, відпочинок.

Особистісні пріоритети.

Плани на майбутнє, вибір професії.

II. Публічна сфера

Погода. Природа. Навколишнє середовище.

Життя в країні, мову якої вивчають.

Подорожі, екскурсії.

Культура й мистецтво в Україні та в країні, мову якої вивчають.

Спорт в Україні та в країні, мову якої вивчають.

Література в Україні та в країні, мову якої вивчають.

Засоби масової інформації.

Молодь і сучасний світ.

Людина і довкілля.

Одяг. Покупки. Харчування.

Науково-технічний прогрес, видатні діячі науки.

Україна у світовій спільноті.

Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають.

Традиції та звичаї в Україні та в країні, мову якої вивчають.

Видатні діячі історії та культури України та країни, мову якої вивчають.

Визначні об'єкти історичної та культурної спадщини України та країни, мову якої вивчають.

Музеї, виставки. Живопис, музика. Кіно, телебачення, театр.

Обов'язки та права людини.

Міжнародні організації, міжнародний рух.

III. Освітня сфера

Освіта, навчання, виховання.

Студентське життя.

Система освіти в Україні та в країні, мову якої вивчають.

Робота і професія.

Іноземні мови в житті людини.

ГРАМАТИЧНИЙ ІНВЕНТАР (АНГЛІЙСЬКА МОВА)

Іменник. Граматичні категорії (однина та множина, присвійний відмінок). Іменникові словосполучення. Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні іменники, речовини, збірні поняття).

Артикль. Означений і неозначений. Нульовий артикль. Прикметник Розряди прикметників. Ступені порівняння прикметників. Числівник. Кількісні, порядкові та дробові числівники.

Займенник. Розряди займенників.

Дієслово. Правильні та неправильні дієслова. Спосіб дієслова. Часо-видові форми. Модальні дієслова. Дієслівні форми (інфінітив, герундій, дієприкметник). Конструкції з дієслівними формами (складний додаток, складний підмет, складний присудок).

Прислівник. Розряди прислівників. Ступені порівняння прислівників.

Прийменник. Типи прийменників.

Сполучники. Види сполучників.

Речення. Прості речення. Складні речення. Безособові речення. Умовні речення (0, I, II, III типів).

Пряма й непряма мова.

Словотвір.

➤ *GENERAL EXAM TIPS AND STRATEGIES*

Виконуючи тест множинного вибору, скористайтеся такими стратегіями:

Чітко окресліть часові рамки.

- Розділіть загальний час, який виділено для виконання даного тесту, на кількість запитань, на які потрібно відповісти.
- Контролюйте свій час, щоб не витратити занадто багато часу на якесь одне питання.
- Не витрачайте багато часу на одне питання.

Прочитайте уважно питання, щоб визначити правильну відповідь.

- Позначте питання, у яких ви не впевнені, знаками питання, які слугуватимуть вам нагадуванням, що до них треба повернутися пізніше.
- Іноді подальші запитання допоможуть вам відповісти на попередні запитання.

Уважно прочитайте варіанти відповідей.

- Навіть якщо відповідь (А) видається правильним вибором, не пропускайте інші варіанти відповідей. Відповідь (В), (С) або (D) може бути ще кращою.
- У завданнях на заповнення пропусків будьте надзвичайно уважними до одиниць, які передують пропуску, або ж ідуть за ним.
- Багато завдань можна швидше вирішити, якщо не шукати відразу правильну відповідь, а послідовно виключати ті, які явно не підходять. Метод виключення дозволяє концентрувати увагу всього на одній-двох відповідях (а це легше), а не відразу на п'ятох-сімох (що набагато складніше).

Після того, як ви спробували відповісти на всі запитання, поверніться до запитань, відмічених знаком питання.

- Якщо ви все ще не знаєте відповіді на запитання, спробуйте здогадатися.
- Дайте відповіді на всі запитання.

Сплануйте середній час на кожне завдання таким чином, щоб за дві третини (максимум три чверті) тестування пройти всі завдання «за першим колом». Тоді ви встигнете набрати максимум балів на легких для вас («своїх») завданнях, а потім зможете подумати й добрати щось на важких, які вам спочатку довелося пропустити.

ЄВІ: СТРУКТУРА ТЕСТУ

(час виконання – 45 хв.)

READING

- TASK 1 : 1-6
- TASK 2: 7-11

USE OF ENGLISH

- TASK 3: 12-21
- TASK 4: 22-30

ЄВІ: РЕКОМЕНДАЦІЇ ДО ВИКОНАННЯ ЗАВДАНЬ ТЕСТУ

ЄВІ: READING

TASKS 1: ПИТАННЯ 1-6

Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

- Завдання містить 6 коротких текстів та 8 варіантів відповіді. Потрібно знайти відповідність між кожним текстом та правильним варіантом відповіді. Два варіанти відповіді є зайвими. Кожен текст містить від 50 до 100 слів.

- Оцінюються: вміння та навички читати та розуміти детальну інформацію.

- Прочитайте варіанти відповідей (A-H), наведені в екзаменаційному завданні, щоб зрозуміти, яку інформацію потрібно шукати у текстах (7-11).

- Прочитайте уважно кожен текст, звертаючи увагу на основний зміст

- Прочитайте запитання екзаменаційного завдання та знайдіть відповідну інформацію у текстах

- Запитання повинні повністю відповідати реченню або секції у тексті

- Після обрання усіх відповідних варіантів потрібно переконатися у тому, що решта варіантів не відповідають жодному абзацу.

- Пам'ятайте: два варіанти відповідей є зайвими!

TASKS 2: ПИТАННЯ 7-11

Read the texts below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

- Завдання містить текст більшого обсягу, до якого пропонуються 5 запитань із множинним вибором. Потрібно вибрати правильну відповідь (A, B, C чи D) для кожного запитання. Текст містить від 350 до 400 слів.

- Оцінюються: вміння та навички читати та розуміти основні ідеї тексту та детальну інформацію.

- В даному текстовому завданні є два типи запитань – на знаходження фактів і на визначення відсутньої інформації.

- Питання на знаходження фактичної інформації стосуються окремих фактів з тексту, а не тексту загалом. Часто правильна відповідь виглядає як парафраз частини тексту. Це означає, що правильна відповідь висловлює таку саму ідею, яка знаходиться в тексті, але передається іншими словами.

- Питання на знаходження фактів можуть виглядати так:

- According to the paragraph / according to the author,

- It is stated in paragraph one that

- What is said about in paragraph two?

- Which of the following is TRUE

- Не варто намагатися відповісти на запитання, покладаючись на загальні знання. Потрібно переконатися, що у тексті є підтвердження вибраного варіанту відповіді.

ПРАВИЛЬНИЙ ВАРИАНТ ВІДПОВІДІ ПОВИНЕН УЗГОДЖУВАТИСЯ З ТЕКСТОМ!

- Якщо у питанні просять пояснити, до чого відносяться такі слова як *it*, *that*, тощо, варто уважно прочитати речення, щоб дізнатися, що мається на увазі.

- Питання на визначення відсутньої інформації стосуються пошуку інформації, якої немає в тексті, не згадана, або яка не відповідає дійсності. Даний тип запитань означає, що три варіанти відповідей (з чотирьох), що згадані в тексті, відповідають дійсності, в той час, як одна відповідь – ні. Це означає, що три відповіді є згадані у тексті, і їх потрібно відшукати, а та, котра не згадана, і є правильною відповіддю.

• Питання на визначення відсутньої інформації можуть виглядати так:

➤ Which of the following is NOT TRUE about

➤ All of the following are true EXCEPT

• Варто спробувати виключити явно неправильні варіанти відповідей. Усунення неправильних варіантів допомагає зробити ПРАВИЛЬНИЙ вибір.

GENERAL EXAM STRATEGIES

• Варто виділяти у текстах/абзацах ключові слова та співвіднести їх з ключовими словами у варіантах відповідей.

• Не звертайте увагу на незнайомі слова, якщо вони не заважають розумінню основної думки.

• Кожен варіант відповіді, зазвичай, передає ідеї відповідного тексту іншими словами. У варіантах відповідей і текстах екзаменаційного завдання можуть міститися одні й ті ж слова чи фрази, але, відповідь, обрана тільки на підставі наявності спільних слів чи фраз, не обов'язково є вірною.

CEBI: USE OF ENGLISH

TASKS 3: ПИТАННЯ 12-21

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

• Завдання містить текст з 10-ма пропусками. Потрібно вибрати правильну відповідь (A, B, C чи D) для кожного пропуску. Текст містить від 150 до 200 слів.

• Оцінюється: знання лексичних структур.

• Варто уважно проаналізувати слова, розташовані перед пропусками і після них, та визначити, яке слово потрібно для заповнення кожного пропуску.

• Пропущені слова у тексті зазвичай є частиною певної сталої конструкції

➤ phrasal verbs

➤ collocations

➤ set expressions

- Намагайтеся занотовувати та запам'ятовувати сталі вирази, які вам зустрічаються.

TASKS 4: ПИТАННЯ 22-30

Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

- Завдання містить 2 тексти з 5-ма пропусками у кожному тексті. Потрібно вибрати правильну відповідь (A, B, C чи D) для кожного пропуску. Кожен з двох текстів містить від 90 до 100 слів, загальна кількість – 200 слів.

- Оцінюється: знання граматичних структур.

- Варто уважно проаналізувати слова, розташовані перед пропусками і після них, та визначити, яке слово потрібно для заповнення кожного пропуску.

- Для спрощення вибору правильної відповіді варто спершу виключити усі явно неправильні варіанти.

- У завданні цього типу всі варіанти відповідей є граматично правильними, але тільки ОДИН із них має сенс у даному контексті і є граматично і логічно правильним.

- Для вибору коректної форми дієслова варто перевірити, у якому числі (однині чи множині) виступає у реченні підмет. Для того, щоб зрозуміти, який дієслівний час вибрати, варто звернути увагу на те, які обставини часу використовуються.
- Якщо потрібно вибрати форму з *-ing* чи інфінітив з *to*, варто звернути увагу на дієслово, що вживається безпосередньо перед пропуском.

- Після вибору відповідей, варто прочитати увесь текст, щоб переконатися, що доповнення є логічними.

GRAMMAR NEEDED:

✓ Tenses: 16 часів активного стану (Active Voice) і 10 пасивного (Passive Voice). Власне, є чотири групи (Simple/Indefinite, Continuous/Progressive, Perfect, Perfect Continuous/Progressive) для Active Voice і три групи (Simple/Indefinite, Continuous/Progressive, Perfect) для Passive Voice

✓ Words and phrases, які вимагають після себе *-ing* чи інфінітив з *to*.

✓ Phrasal verbs (напр. з *look*: *look for*, *look at*, *look after*, *look up to*, *look down on* ...)

✓ Conditionals 0, 1, 2, 3

✓ Nouns (однина/множина, злічувані/незлічувані, присвійний відмінок)

✓ Personal pronouns vs Personal Adjectives

✓ Determiners (*other/another*, *this/that/these/those*, *each/every*, *either/neither*)

✓ Adjectives (*-ing/-ed*, ступені порівняння прикметників)

✓ Modals (*must*, *have to*, *should*, *can*, *may*, etc.)

PEOPLE AND SOCIETY

*People grow through experience if they meet life honestly and courageously.
This is how character is built.*
Eleanor Roosevelt

Task 1. Fill in: *oval, full, fair, puffy, freckled, broad, dark, clear, hollow, pale, thin, spiky, hooked, rosy, upturned, thick, spotty*

- | | | | |
|---------|------------|---------|--------|
| 1 | nose | 5 | lips |
| 2 | shoulders | 6 | cheeks |
| 3 | complexion | 7 | hair |
| 4 | eyes | 8 | face |

Task 2. Fill in the gaps with the words *crossed, dropped, flare, purses, raised, shrugged*.

- Mark's jaw _____ when he heard the shocking news.
- If Jane frowns and her nostrils _____, then you know she is angry.
- Having your arms _____ is supposed to show that you are being defensive.
- You can tell that Amy disapproves of something when she _____ her lips.
- I didn't know the answer to the question, so I just _____ my shoulders.
- Mr. Jones _____ her eyebrows in surprise when I told him I was moving to France.

Task 3. Match the feelings (1-5) to the physical sensations (a-e). Then make sentences.

Feelings	
1	<i>c</i> embarrassed
2	anxious
3	excited
4	nervous
5	sorrowful

Physical sensations	
a	tears welling up
b	adrenalin rush
c	hot, red face
d	heart pounding
e	butterflies in stomach

Task 4. Match the words (1-10) to the people (a-j) they describe.

- | | | |
|----------------|------------|------------------|
| 1 conservative | 5 gullible | 8 self-righteous |
|----------------|------------|------------------|

2 impatient

6 reliable

9 sentimental

3 moody

7 self-confident

10 sociable

4 perfectionist

	a	George always wants things to be done without mistakes.
	b	Katie loves going out and meeting new people.
	c	Angie is very tender-hearted and likes to remember nice moments.
	d	Mr. Lyons is a trustworthy neighbor.
	e	Joe is always in a rush and can never wait for anything.
	f	It's easy to plan jokes on Elaine; she believes everything you tell her.
	g	Mrs. Cook hates the idea of anything changing in the world.
	h	Chris never has any doubts about himself or what he is capable of.
	i	My sister is really temperamental – one minute she's happy and the next she's sad.
	j	Sarah is so proud of her beliefs that it annoys everyone who knows her.

Task 5. Complete the sentences with the correct form of the words in brackets.

1. Lucy is a _____ (passion) follower of the latest fashion trends.
2. David is quite shy and lacks _____ (confident) when speaking in front of crowds.
3. The boys are so easily _____ (distract) that they always get sidetracked from their homework.
4. I recognise the boy's face, but I've got no _____ (recollect) of meeting him before.
5. Chris is a very person whose heart is full of good _____ (intent).
6. Everyone admired Linda for her _____ (know) of the subject.

Task 6. Replace the words in bold with their emphatic synonyms: *miserable, appalled, furious, exhilarated, petrified, devastated.*

1. Billy was **scared** when a big dog appeared. _____
2. Joanne felt **excited** when she rode her new motorbike for the first time. _____
3. Ruth was **shocked** when she saw the dirty hotel room. _____

4. Martin's **sad** because he failed his exam. _____
5. Harriet's cat is seriously ill and Harriet's **upset**. _____
6. I spilled cola all over the carpet this morning and my mum was **angry**. _____

Task 7. Fill in: *future, free, racial, freedom, ill, immigration, will, minorities, human, right, death, security, sexes, growth.*

In the 19th century, you might have said that civilized countries were those that provided _____(1) education to their children. In the next century, equality of the _____(2) was a big issue, with women fighting for the _____(3) to vote and the same wages as men, for example. In today's globalized world, perhaps a nation's _____(4) rate is a good indicator of how well it treats the people within it, as it shows how many people have chosen to live there. Some would say, however, that the amount of _____(5) discrimination faced by people from ethnic _____(6) is a better measure of a country's values. There are many more questions we could ask about any modern society. For example, does the state provide enough social _____(7) for the poor, infirm and the unemployed? Is there _____(8) of speech that allows people to protest against the government? Do people who are terminally or mentally _____(9) recen decent healthcare? Is the country taking the right steps to protect the environment for _____(10) generations? In China, for example, the government allows people to have only one child to try to control its rapid population _____(11). Is this a responsible policy, or an infringement of people's _____(12) rights? Some people would say that the abolishing of the _____(13) penalty is the best indicator of how civilized the country is. But what if a democratic country puts the issue to the vote and people say yes to a system of state killing for serious criminals? It's following the _____(14) of the people the mark of a civilized society.

Task 8. Read texts (1-6) below. Match choices (A-H) to texts (1-6). There are two choices you don't need to use.

1. Cancer, the fourth sign of the zodiac, is all about home. Those born under this horoscope sign are "roots" kinds of people, and take great pleasure in the comforts of home and family. Cancers are maternal and domestic to nurture others.

2. Aries is the first sign of the zodiac, and that's pretty much how those born under this sign see themselves. Aries are the leaders of the pack, first in line to get things going.
Whether or not everything gets done is another question altogether, for an Aries prefers to initiate rather than complete.
3. Scorpio-born are passionate and assertive people. Scorpios are known for their calm and cool behavior, and for their mysterious appearance. People often say that Scorpio-born are fierce, probably because they understand very well the rules of the universe.
4. Taurus Sign. The typical Taurus personality loves the rewards of the game. Think physical pleasures and material goods, for those born under this sign revel in delicious excess. This zodiac sign is also tactile, enjoying a tender, even sensual, touch.
5. Gemini. Expressive and quick-witted, Gemini represents two different personalities in one and you will never be sure which one you will face. They are sociable, communicative, and ready for fun, with a tendency to suddenly get serious, thoughtful, and restless.
6. Leo is the fifth sign of the zodiac. Making an impression is Job#1 for Leos, and when you consider their personal magnetism, you see the job is quite easy. Leos are an ambitious lot, and their strength of purpose allows them to accomplish a great deal. They love to be in the limelight, which is why many of them make a career in the performing arts.

People of which sign

- A** are intellectually inclined, forever probing people and places in search of information?
- B** adore comfort and like being surrounded by pleasing, soothing things?
- C** are secretive by nature, bring us to shadowy and hidden places that we don't usually dare to face?
- D** are peaceful, and fair, and hate being alone.
- E** have a burning desire to start things off, and make things happen?
- F** are the biggest travelers among all zodiac signs?
- G** care deeply about matters of the family and their home?
- H** are warm, action-oriented, and driven by the desire to be loved and admired, have an air royalty about them?

Task 9. Read the text below. For questions (1-5) choose the best answer (A,B, C, or D).

Are most business people honest? When they were children, the businesspeople of today were taught by their parents that honesty pays and that the dishonest will suffer. Their parents and teachers told them moral stories about honest people who were rewarded and dishonest people who were punished. Then they grew up and entered the cold hard world of business. Faced with a choice between honesty and dishonest profit, which road do these people take? According to a study conducted by Harvard Business Review, most U.S. businesspeople do conduct their affairs honestly. They also are willing to trust other businesspeople, because their experience has taught them that most of them are honest too. However, the Harvard team found numerous examples with a different outcome: sometimes dishonesty was greatly profitable. A computer company deceived an advertising agency in order to get good terms, and that single ad helped them sell \$150,000 worth of software. Expensive department stores in New York City have a reputation for breaking their promises to suppliers and costing the suppliers a great deal. Some investment brokers deceive their clients and lose all their money. Yet more clients come along, the suppliers keep working with the department stores, and ad agencies take new chances with unknown firms.

Given examples like these, it may seem strange to you that businesses would be so trusting. It's partly due to an assumption in the business world that some dishonest people are going to come your way, and you just have to take it in stride. In other cases, the reason is greed: the investor convinces the client that he will make such incredible profits that the client can't resist. The smooth talk of the sales rep may win over the customer. Clients have their lawyers go over the contract with a fine-toothed comb, hoping that they can outfox the deceiver. And another reason that dishonesty pays is because most businesspeople believe that most others are as honest as they themselves are. You might think that dishonest companies and businesspeople would be sued, but they seldom are. the victims may be afraid of the person's power, they may just not want to spend the time and money and effort, or they might not want to endanger their own reputation.

It sounds bad, doesn't it? Crime pays, dishonest people suffer. Yet these stories do seem to be in minority. It's true that you can always find ways

to lose your money if you want to take foolish risks with people who have bad track records, but the truth is, most business people generally trust people. Most of them also said that they themselves were honest in their own business dealings. Why? Not because they believed that it would bring them higher profits, but because of their own self-respect and moral principles. They “took pride in their good names.” Said one: “We keep promises because we believe it is right to do so, not because it is good business.”

1. The passage is primarily about _____.
 - A lies and truth.
 - B business people
 - C the reputation of business people.
 - D honesty and dishonesty in the business world.
2. Which of the following is true, according to the passage?
 - A Dishonesty can't bring profit.
 - B Honesty is always good business.
 - C There are a lot of stories when dishonesty is sued.
 - D Business people's experience shows that most people are honest.
3. Which of the following is NOT mentioned about the victims of dishonesty?
 - A They may fear powerful people.
 - B They appreciate their money and time.
 - C They don't want to take foolish risks.
 - D They don't want to risk their reputation.
4. The author of the passage states that _____.
 - A all business people are honest.
 - B honest business people get high profits.
 - C business people are proud of their clean names.
 - D dishonest business people are always punished.
5. Most business people are honest because _____.
 - A teachers told them moral stories.
 - B honest people are always rewarded.
 - C it is correct to behave in such a way.
 - D parents taught them to be honest.

Task 10. Read the text below. For questions (1-10) choose the correct answer (A, B, C, or D).

Police have issued _____(1) about a prescription drug “as addictive as the heroine” after 20 teenagers in the same city were left needing medical treatment.

Wiltshire Police _____(2) parents to talk to their children about the dangers of taking drugs not prescribed to them after they _____(3) teens in Salisbury were “deliberately risking their health” by taking Xanax.

A 15-year-old has since been arrested on suspicion of supplying the Class C drug. He was taken into _____(4) for questioning before being released under _____(5). All of the teenagers affected by the drug in Salisbury – thought to be aged between 15 and 16 and from several local schools – have now _____(6).

Inspector Pete Sparrow said the _____(7) have left police “concerned”.

“It is being sold through _____(8) sources at very low prices, making this attractive to young impressionable children,” he said.

“as a parent myself, I think it is my duty to talk to my children on this subject and _____(9) them to the risks and consequences.”

Wiltshire Council has advised teens in the area to contact the local drugs and alcohol service Motiv8 if they have any _____(10).

- | | | | | |
|----|-----------------|-----------------|-----------------|--------------|
| 1 | A warnings | B cautions | C notifications | D deterrents |
| 2 | A incited | B suggested | C made | D urged |
| 3 | A found | B disclosed | C revealed | D opened |
| 4 | A prison | B captivity | C custody | D care |
| 5 | A investigation | B examination | C inspection | D probation |
| 6 | A restored | B cured | C revived | D recovered |
| 7 | A accidents | B incidents | C occasions | D precedents |
| 8 | A wrongful | B inappropriate | C illegitimate | D criminal |
| 9 | A alarm | B threaten | C warn | D alert |
| 10 | A concerns | B disturbances | C tensions | D fears |

Task 11. Read the texts below. For questions (1-10) choose the correct answer (A, B, C, or D).

Spartan Women and Marriage

Spartan women _____(1) a reputation for being independent-minded, and enjoyed more freedoms and power than their counterparts throughout ancient Greece. While they played no role in the military, female Spartans often received a formal education, although separate from boys and not at boarding schools. In part to attract mates, females engaged _____(2) athletic competitions, including javelin-throwing and wrestling, and also sang and danced competitively. As adults, Spartan women were allowed _____(3) property.

Marriage was important to Spartans, as the state put pressure on people to have male children who would grow up to become citizen-warriors and replace those who died in battle. Men who delayed marriage _____(4), while those who fathered multiple sons could be rewarded.

In preparation for marriage, Spartan women had their heads _____(5); they kept their hair short after they wed. Married couples typically lived apart, as men under 30 were required to continue residing in communal barracks. In order to see their wives during this time, husbands had to sneak away at night.

- | | | | | |
|---|-------------|------------|--------------|---------------|
| 1 | A have had | B had | C had had | D were having |
| 2 | A on | B at | C in | D with |
| 3 | A to own | B own | C owning | D being owned |
| 4 | A have been | B were | C publically | D had bee |
| | publically | publically | shamed | publically |
| | shamed | shamed | | shamed |
| 5 | A shaving | B were | C being | D shaved |
| | | shaving | shaved | |

Why do Men not Women Go Bald?

Men go bald _____(6) the chemical in their bodies called testosterone, which causes them _____(7) facial hair and have deep voices. If a large amount of this chemical occurs in the body, signals are sometimes sent to the head that there is no need to grow any more hair. So the head forgets _____(8) the hair which falls out _____(9). Women do not usually go bald, because testosterone is present only in a small _____(10) in their bodies.

- | | | | | |
|---|-----------|--------------|----------|-------|
| 6 | A because | B because of | C owe to | D for |
|---|-----------|--------------|----------|-------|

- | | | | | |
|----|-----------|-------------|--------------|--------------|
| 7 | A to grow | B grow | C growing | D growth |
| 8 | A replace | B replacing | C to replace | D replaced |
| 9 | A natural | B nature | C natured | D naturally |
| 10 | A numbers | B number | C quantity | D quantities |

ENVIRONMENT. HUMAN IMPACT ON THE ENVIRONMENT

The earth is always changing... readjusting to our existence. Each era is full of unique challenges.
Val Uchendu

Task 1. Fill in: *frost, breeze, gust, winds, sleet, soar, wave, drizzle, mist, downpour, fog, humidity.*

1. Forecasts say the heat _____ will continue well into next month.
2. It isn't easy sailing in strong _____.
3. Sam was caught in a heavy _____ on the way home and got soaked to the bone!
4. During the monsoon, there's a lot of _____ in the air, which makes things hot and sticky.
5. Last night it was so cold; the windows were covered in _____ this morning.
6. You must take extreme care when driving in thick _____.
7. A sudden _____ of wind almost blew his hat off his head.
8. Temperatures are forecasted to _____ above 40 degrees today.
9. The next morning, the hills were veiled in a fine _____.
10. Although the day was hot, a gentle sea _____ cooled it down somewhat.
11. As the day grew colder, the rain turned into _____.
12. You don't need an umbrella – it's only a light _____ outside.

Task 2. Choose the correct word.

1. Mark was on **cloud /wind** nine after he passed his driving test.
2. Jane isn't well. She's feeling a little under the **weather/climate**.
3. he had a face like **lightning/thunder** after I admitted cheating on the test.
4. Thanks for the gift. It really **brightened/shined** up my day.
5. in the **warm/cold** light of a day, you'll realise you made the right decision.

6. Don't chase **raindrops/rainbows**, Brian. You'll never get that job.
7. Jim was just a **pleasant/fair-weather** friend; he just disappeared when we needed him.
8. We couldn't go out; it was **raining/blowing** cats and dogs all day!

Task 3. Read the news reports and fill in the gaps with: *numerous, extreme, active, local, major, emergency, violent, temporary.*

Mount Merapi Ready to Blow

An evacuation of people living around Mount Merapi, a(n) _____(1) volcano in Indonesia, has begun in the last few hours. Experts fear a(n) _____(2) eruption may take place in the next few days. _____(3) casualties could result if people remain in the area. Authorities have set up _____(4) shelters for locals 20 kilometers away from the volcano.

More Snow in Kendhom

People in the English town of Kendhom experienced another night of _____(5) weather yesterday. _____(6) gales coming in from the west coast continue to cause damage to _____(7) property. Blizzards and bitter colds have forced a number of families to leave the area. _____(8) services are on standby to evacuate others if necessary.

Task 4. Choose the correct preposition.

1. The pink river dolphin is **in/at** great danger of extinction.
2. The group is concerned **of/with** the conservation of the Mekong giant catfish.
3. This treaty forbids the hunting **for/of** endangered species.
4. The motorway has caused a lot of damage **to/at** the natural habitat of badgers.
5. There is now a ban **of/on** fox hunting in England.
6. Most of the animals in the zoo were born **in/with** captivity.

Task 5. Choose the correct word.

1. A **sun/solar** system is a group of planets and the sun that they orbit.
2. One **bright/light** year is the distance light travels in a year.
3. A **black/dark** hole is a region in space from which nothing, not even light, can escape.
4. **Exterior/Outer** space is so big that it would take years to travel to the closest star, Alpha Centauri.

5. The created surface of the Moon shows the effect of cosmic **collisions/crashes**.
6. According to the Big **Bang/Break** theory, the universe began by expanding from an unimaginably tiny point.
7. Light, X-rays, TV, and radio transmissions are all kinds of electromagnetic **waves/walls**.
8. Solar **flares/spots** are violent eruptions of gas on the Sun's surface.

Task 6. Read the text about climate change, then choose the correct form of the verbs in brackets to fill the gaps.

Global warming may be _____(BLAME) for recent heatwaves and deadly storms. But at least our plants have been _____(ENJOY) the weather. According to a study _____(PUBLISH) last week, regional climate changes over the past two decades _____(INSPIRE) a 6% increase in plant growth around the world.

Rising temperatures, increased rainfall and decreased cloud cover have all _____(PLAY) a part. The 80s and the 90s were two of the warmest decades on record and during this period the vegetation in its ecosystem _____(REACH) plants; in India, monsoon-dependent trees _____(BENEFIT) from increased rainfall. Despite these positive effects, climate change could well _____(CAST) a shadow on plant life in the long term. Scientists argue that continued growth could disrupt fragile ecosystems that have _____(BE) in place for thousands of years.

Task 7. Fill in each gap with one word only to complete the text.

Global Warming Hits UK Tea Sales

Global warming has _____(1) blamed for the hole in the ozone layer, higher pollution, and melting of the ice caps – now, it is being blamed for declining sales of the British national beverage.

In 2002, the average Brit drank 1,000 cups per year – or, 2.2 kilograms of tea. This may sound a _____(2) but sales were down from 2.6 kilograms in 1997. _____(3) from the fact that temperatures are rising globally, more and more tea drinkers are turning _____(4) coffee when they fancy a hot beverage. Sales of iced tea, _____(5), are on the rise, and sales of healthy drink alternatives, _____(6) as fruit teas, also continue to grow.

But _____(7) though the Brits are looking _____(8) alternatives to the Great Britain Cup of Tea, they are still the second highest consumers of

the drinks in the world. India is the third biggest nation of tea drinkers, and Turkey is first.

Task 8. Read texts (1-6) below. Match choices (A-H) to texts (1-6). There are two choices you don't need to use.

1. Deforestation is a major environmental issue that contributes to the loss of biodiversity and climate change. Forests are cleared for agriculture, logging, and urban expansion. This destruction of forests not only affects plant and animal species but also reduces the earth's capacity to absorb carbon dioxide, exacerbating global warming. Efforts to combat deforestation include reforestation projects, enforcing stricter regulations on logging, and promoting sustainable land-use practices.
2. Air pollution, particularly in urban areas, is a growing health concern. It is caused by emissions from vehicles, factories, and burning of fossil fuels. The pollutants released, such as carbon monoxide and nitrogen oxides, can lead to respiratory problems, heart diseases, and premature deaths. Governments and organizations are working to improve air quality by implementing stricter emissions standards, promoting public transportation, and encouraging renewable energy use.
3. Climate change refers to long-term shifts in temperature and weather patterns, primarily caused by human activities like burning fossil fuels. This results in rising global temperatures, melting polar ice caps, and more frequent extreme weather events such as hurricanes and droughts. Addressing climate change requires international cooperation, reduction of greenhouse gas emissions, and increased reliance on renewable energy sources like solar and wind power.
4. Plastic pollution has become one of the most pressing environmental problems. Millions of tons of plastic waste end up in oceans and landfills each year. Plastic is non-biodegradable and can take centuries to decompose, harming wildlife and ecosystems. Efforts to reduce plastic pollution include recycling programs, bans on single-use plastics, and encouraging the use of biodegradable materials.
5. Water scarcity is a growing problem, particularly in areas where water resources are limited or polluted. Over-extraction of groundwater, poor water management, and climate change are all contributing factors. In many regions, access to clean water is becoming more difficult, leading to health issues, agricultural challenges, and social conflicts. Solutions

include improving water conservation practices, better irrigation systems, and investing in water treatment technologies.

6. The loss of biodiversity is happening at an alarming rate due to habitat destruction, climate change, pollution, and over-exploitation of natural resources. Species extinction affects ecosystems' ability to function properly and provides essential services like pollination and food security. To tackle this issue, it is crucial to protect natural habitats, enforce conservation laws, and support sustainable agricultural and fishing practices.

Which text tells about

- A prevention of species extinction by means of creating protected areas, enforcing wildlife protection laws and promoting sustainable land-use practices.
- B improving public transport systems, restricting the use of fossil fuels, and investing in green technologies.
- C initiatives such as water-saving technologies and better management of water resources.
- D the need for mitigating climate change via the reduction of carbon emissions and transition to renewable energy sources.
- E the danger of plastic for marine life and efforts to address this problem.
- F the need for protecting forests through legislation and sustainable farming practices.
- G sustainable water management and improvements in infrastructure to address water scarcity.
- H global initiatives fostering a reduction in greenhouse gas emissions and the protection of natural habitats.

Task 9. Read the text below. For questions (1-5) choose the best answer (A, B, C, or D).

Legend of the Bermuda Triangle

The area referred to as the Bermuda Triangle, or Devil's Triangle, covers about 500,000 square miles of ocean off the southeastern tip of Florida.

When Christopher Columbus sailed through the area on his first voyage to the New World, he reported that a great flame of fire (probably a meteor) crashed into the sea one night and that a strange light appeared in the distance a few weeks later. He also wrote about erratic compass

readings, perhaps the Bermuda Triangle was one of the few places on Earth where true north and magnetic north lined up.

William Shakespeare's play "The Tempest", which some scholars claim was based on a real-life Bermuda shipwreck, may have enhanced the area's aura of mystery. Nonetheless, reports of unexplained disappearances did not really capture the public's attention until the 20th century. An especially infamous tragedy occurred in March 1918 when the USS Cyclops, a 542-foot-long Navy cargo ship with over 300 men and 10,000 tons of manganese ore onboard, sank somewhere between Barbados and the Chesapeake Bay. The Cyclops never sent out an SOS distress call despite being equipped to do so, and an extensive search found no wreckage. "Only God and the sea know what happened to the great ship," U.S. President Woodrow Wilson later said. In 1941, two of the Cyclops' sister ships similarly vanished without a trace along nearly the same route.

A pattern allegedly began forming in which vessels traversing the Bermuda Triangle would either disappear or be found abandoned. Then, in December 1945, five Navy bombers carrying 14 men took off from a Fort Lauderdale, Florida, airfield in order to conduct practice bombing runs over some nearby shoals. But with his compasses apparently malfunctioning, the leader of the mission, known as Flight 19, got severely lost. All five planes flew aimlessly until they ran low on fuel and were forced to ditch at sea. That same day, a rescue plane and its 13-man crew also disappeared. After a massive weeks-long search failed to turn up any evidence, the official Navy report declared that it was "as if they had flown to Mars." So the mystery remains unsolved.

1. According to the passage, _____

- A the Bermuda Triangle is a region in the Atlantic Ocean where a number of aircraft and ships are said to have disappeared under mysterious circumstances.
- B most reputable sources dismiss the idea that there is any mystery.
- C in February 1964, Vincent Gaddis wrote an article called "The Deadly Bermuda Triangle" in the pulp magazine Argosy about Flight 19.
- D a seaplane sent on a search-and-rescue mission to find the Cyclops also disappeared, along with its 13 crew.

2. What is NOT TRUE according to the text?

- A Christopher Columbus wrote about erratic compass reading.
 - B In December 1945, five Navy bombers with a fourteen-man crew vanished into thin air.
 - C The Cyclops sent out an SOS distress, but the rescue ship did not find it.
 - D In 1941 two ships similarly disappeared along in the Bermuda triangle.
3. All of the following is mentioned in the passage EXCEPT
- A After losing radio contact with their base, all five planes vanished. No trace of them or their 14 crew members was found.
 - B William Shakespeare’s play “The Tempest,” increased the aura of mystery about the Bermuda Triangle.
 - C From time to time, the force field emitted by the Atlantean fire-crystals becomes very powerful and any plane or ship coming within the influence of this force field is transformed into pure energy.
 - D The Cyclops had more than 300 men aboard.
4. The underlined word traversing in paragraph 4 is closest in meaning to _____.
- A relocating
 - B shifting
 - C swimming
 - D travelling across
5. It is stated in the passage that _____
- A something went away on the Cyclops, and no one from the ship was ever seen or heard again – vanishing without even an SOS.
 - B throughout the decades, there have been many theories about the ships’ disappearance.
 - C some writers have blamed UFOs for the disappearances.
 - D the legend of the Bermuda Triangle is a manufactured mystery.

Task 10. Read the text below. For questions (1-10) choose the correct answer (A, B, C, or D).

What will We See on Our Whale Watch?

No two whale watches are identical... And that is what makes each one so special! We never know ____ (1) what each trip will bring; so following is a ____ (2) description of some of our common sightings.

Always a favourite amongst whale watchers, the humpback whale is the most frequently _____(3) whale species on our trips. Humpbacks, famous for their beautiful and elaborate songs, are curious animals that often _____(4) interest in boats and the people on-board. They are most well-known, however, for their ability to leap completely clear of the water's _____(5) in a spectacular display called breaching.

The largest and one of the most abundant whales in our area is the mighty finback whale. The elegant Finback or "Fin whale" can _____(6) lengths of 75 feet and swim at 30 miles per hour!

The minke whale is the smallest of the great whales (a mere 20 to 30 feet long!) and is quite common _____(7) the Gulf of Maine.

Other whales occasionally seen in our area include the harbour porpoise, pilot whale, and sometimes in our area is the Atlantic Right whale! Right whales were hunted to the edge of _____(8) with only 250 to 300 of these 60-foot giants remaining.

Dolphins are a great _____(9) to any whale watch trip. The most commonly observed species in our area is the Atlantic White-Sided Dolphins. These colourful, energetic, and acrobatic animals often ride in the bow wave of boats in groups _____(10) from a dozen to more than a thousand individual dolphins!

- | | | | | |
|----|---------------|------------|--------------|-----------|
| 1 | A mainly | B exactly | C sharply | D frankly |
| 2 | A little | B brief | C tiny | D small |
| 3 | A sighted | B reviewed | C looked | D stared |
| 4 | A make | B follow | C take | D inspire |
| 5 | A bottom | B level | C position | D surface |
| 6 | A reach | B take | S get | D keep |
| 7 | A nearly | B ahead | C over | D through |
| 8 | A destruction | B ruin | C extinction | D death |
| 9 | A element | B addition | C component | D part |
| 10 | A differing | B ranging | C consisting | D grading |

Task 11. Read the texts below. For questions (1-10) choose the correct answer (A, B, C, or D).

How Pigeons Really Get Home

Homing pigeons _____(1) for their uncanny internal compass, yet a new study reveals that sometimes the birds get home the same way we do: They follow the roads. Tim Guilford and Dora Biro at England's Oxford University followed pigeons in Oxford over a _____(2)

period, using tiny tracking devices equipped with global positioning system technology _____(3) by Swiss and Italian colleagues.

What they discovered was surprising. Within ten kilometers of home, the pigeons relied less on their well-known talents for decoding the sun's position or deciphering the Earth's magnetic field to help them navigate. Instead, they opted for a habitual route that followed linear features in the landscape, such as roads, rivers, railways, and hedge lines – even when it wasn't _____(4) direct way home. “It was almost comical,” says Guilford. “One pigeon followed a road to a roundabout, then exited onto a major road that led to a second roundabout. Others flew down the River Thames, only to make a _____(5) turn at a bridge.” Guilford suggests that sticking to a memorized, linear route may actually make homing more reliable – and easier. “It made me smile to see it,” says Guilford. “You can imagine yourself flying along a road doing the same thing.”

- | | | | | |
|---|--------------|----------------|----------------|--------------------|
| 1 | A were known | B known | C are known | D knowing |
| 2 | A three-year | B three-years | C three-years' | D three-year's |
| 3 | A developing | B is developed | C developed | D was
developed |
| 4 | A most | B the most | C the more | D more |
| 5 | A distinct | B distinction | C distinctly | D distinctive |

Stonehenge

Stonehenge is Britain's greatest national icon, _____(6) mystery. Its original purpose is unclear to us, but some have speculated that it was a temple or an astronomical observatory. _____(7) claim that it was a sacred site for the burial of high-ranking citizens.

The question of who built Stonehenge is largely unanswered. Julius Caesar told of a Celtic priesthood that flourished around the time of their first conquest (55 BC). By this time, though, the stones _____(8) there for 2,000 years.

The best guess seems to be that the Stonehenge site _____(9) by the people of the late Neolithic period. These “new” people, _____(10) Beaker Folk because of their use of pottery drinking vessels, began to use metal implements.

- | | | | | |
|---|--------------|-------------|--------------|---------------|
| 6 | A symbolizes | B symbolize | C symbolized | D symbolizing |
| 7 | A Another | B Others | C Other | D The other |

- | | | | | |
|----|-------------------|--------------|-------------|---------------|
| 8 | A had stood | B has stood | C was stood | D stood |
| 9 | A have been begun | B was begun | C has begun | D began |
| 10 | A call | B are called | C called | D were called |

TEMA: EDUCATION. LEGAL EDUCATION. ACADEMIC INTEGRITY VS DISHONESTY

*What may be done at any time will be done at no time.
Scottish Proverb*

Task 1. Match the following English words and expressions with their equivalent.

- | | | |
|---|---------------------------|--|
| 1 | finals | a) first-year student in the first few weeks at university |
| 2 | a fresher (freshman) | b) exams in the final year of study |
| 3 | a graduate | c) the card that allows students around the world to prove their official student status and access over 150,000 student discounts and offers worldwide |
| 4 | graduation | d) a student doing his or her first degree, e.g. Bachelor's degree |
| 5 | a sophomore (Am. E.) | e) a ceremony where students are officially awarded their degree |
| 6 | an undergraduate | f) a student continuing formal education after graduating with a Bachelor's or first degree. The Bachelor's degree is usually followed by a Master's degree. Other degrees include MPhil and PhD (Master of Philosophy and Doctor of Philosophy) |
| 7 | a postgraduate | g) someone who has successfully completed a degree course and been awarded a degree; |
| 8 | a students' union (SU) | h) studentships, scholarships, or other forms of financial support to fund the costs of university studies |
| 9 | a student membership card | i) a meeting of a tutor and a small group of students to discuss their studies |

- 10 a tutorial j) a multi-function plastic card issued to all students. This card can be used to access libraries' services and certain buildings, on the bus, and at the sports centre (subject to membership). It is also used for student discounts from certain retailers and to authorize photocopying on campus
- 11 funding k) almost all universities have such an organization and students are usually automatically members, though they can opt out if they wish. It is usually a representative organization run by students for students
- 12 International Student Identity Card (ISIC) l) a student in the second year of a degree program in a college, university, or higher school

Task 2. Read the text and answer the questions after the text.

University Life

The merry-go-round of university life is something that is really unforgettable. It's a fantastic, fascinating, and fabulous experience; irrespective of a student's success.

It is possible to forget the first day at the university when an applicant who has passed entrance exams turns into a first-year student? I did it! I entered! I got into the university! A solemn ceremony in front of the university building and serious people making speeches – everything is new! Hey, chap, do you happen to know who they are? The rector, vice-rectors, deans, subdeans... and what about those ladies? Heads of departments or lecturers? Some of them must be professors, some – associate or assistant professors, but, of course, all of them have academic degrees. The monitors hand out student membership cards, student record books, and library cards – you feel like a real person.

First celebrations and days of hard work. So many classes, so many subjects to put on the timetable! The curriculum seems to be developed especially for geniuses. Lecturers, seminars, and tutorials. Home preparations – a real avalanche of homework.

If one cannot cope with the workload of university they immediately start lagging behind. It's easier to keep pace with the programme than to

catch up with it later. Everyone tries hard to be, or at least to book, diligent. First tests and examination sessions. The first successes and first failures. Tears and smiles. And a lot-awaited vacation. The merry-go-round runs faster. Assignments, written reproductions, compositions (essays), lecture notes, papers. Works handed in and handed out, checked up, and marked. “Professor, I have never played truant, I have a good excuse for missing classes. Reading up for exams. No, professor, I have never cheated – no cribs. I just crammed.”

Junior students become senior. Still all of them are one family – undergraduates. Students’ parties, meeting people, and parting with people. Somebody is going to be expelled and somebody is going to graduate with honours. Graduation dissertations, finals and you get a degree! it’s over! Is it over? Oh, no... A postgraduate course, a thesis, an oral, and a degree in Law.

1. What should an applicant do to become a first-year student?
2. What are the titles of university senior academic staff?
3. What kind of degrees do they have?
4. What special student documents are handed out by a monitor?
5. What is the difference between a curriculum and timetables?
6. What are the steps of getting a postgraduate degree?

Task 3. Complete the sentences using the vocabulary from the text.

1. _____ and _____ students are the students of the third and fourth year of studying correspondingly.
2. A _____ involves submitting a thesis.
3. Completing their undergraduate university education senior students must prepare their _____.
4. Those students who do not work profoundly at their studies usually start _____.
5. The _____ of a semester typically contains lectures, seminars and tutorials.
6. What kind of an exam is it going to be? An _____ or a written assignment?
7. It is supposed that any assistant professor has a(n) _____.

Task 4. Complete the sentences with the correct verb: *attract, learn, expelled, submit, hand, skip, cheating*.

1. We have to _____ in our assignments today.

2. He was caught _____ in a test and was _____ from school.
3. You should raise your hand if you want to _____ the teacher's attention.
4. You have to _____ our essays by email for our IT class.
5. We have to _____ this poem by heart for our English class on Thursday.
6. If we _____ a lesson at school, we get detention.

Task 5. Read and summarize the text. Compare the rules of academic integrity adopted at the Massachusetts Institute of Technology with the ones established at the National University of Water and Environmental Engineering.

Academic Integrity at the MIT

Fundamental to the academic work students do at the Massachusetts Institute of Technology is an expectation that students will make choices that reflect integrity and responsible behavior. MIT anticipates that students will pursue their studies with purpose and integrity. The cornerstone of scholarship in all academic disciplines is honesty. MIT expects that students will work with honesty and integrity.

This policy aims to make available information on prohibited academic misconduct. Cheating, plagiarism, unauthorized collaboration, and other forms of academic dishonesty are considered serious offenses for which disciplinary penalties can be imposed. Academic dishonesty includes but is not limited to the following examples:

A. **Cheating:** Cheating involves taking unfair advantage when completing academic work. This can include, but is not limited to:

- a. Copying other students' work.
- b. Using any material or aid not authorized by the person giving the test, project, or other assignments (e.g., websites, cell phone, calculator, notes, previous testing materials) that could provide an unfair academic advantage. This includes distributing unauthorized materials (e.g., giving access to test information to others, etc.).
- c. Changing the answers on an exam for re-grade.
- d. Misrepresenting a family or personal situation to get an extension.
- e. Forging a faculty member's signature for an academic form.
- f. Falsifying data or claiming to have done research that one did not do.

g. Claiming the work of others as one's own by deliberately not citing them.

h. Signing in for another student who is not in attendance, requesting this action of others, or signing into class and not attending the entire class period.

i. Assisting another student in doing any of the above.

B. Plagiarism: Plagiarism is the appropriation of another person's ideas, words, processes, results, assertions, data, or figures without giving appropriate credit or acknowledging that one has done so. This can include, but is not limited to:

a. Copying, partially or entirely, any material without acknowledgment of the source.

b. Partial or incomplete citation of work or ideas.

c. Acknowledging the source but failing to present the material in one's own words or paraphrasing without acknowledging the source (improper paraphrasing).

d. Submitting the same or substantially the same academic work for multiple courses without instructor(s) permission (self-plagiarism).

C. Unauthorized collaboration: Collaboration is a key component of a student's MIT education. By working with other students on projects, labs, and papers, students carry on a long tradition of contributing to the knowledge that will shape the future of our world.

Students are responsible for understanding the accepted level of collaboration for each of their classes. The accepted level of collaboration and the specific requirements for documenting your collaborative efforts vary greatly from class to class, even within the same department. Instructors determine the collaboration policy for each class. If the policy is not clearly described in the online course materials or in a class handout, ask your instructor how much collaboration is permitted. Students should make sure they know where to draw the line between collaboration and what could be considered cheating.

D. Falsification of information or data: Misrepresenting or misleading others with respect to academic work or misrepresenting facts for academic advantage. This can include, but is not limited to:

a. Fabrication of documents submitted in connection with academic work.

b. Falsifying data or claiming to have done academic work that one did not do.

E. Research Misconduct: Research misconduct is fabrication, falsification, or plagiarism in research activities or deliberate interference.

F. Other examples of academic misconduct:

a. Having someone complete work for you, including the use of commercial tutoring or paper-writing services, or doing the work for someone else.

b. Engaging in an act of bribery or coercion. Bribery refers to soliciting, or damaging property if the student knows or reasonably should know that an unfair academic advantage receiving, or giving an item of value in exchange for academic work.

c. Taking, misplacing would be gained.

d. Destroying/altering the work of others or of resources to prevent other students from accessing them.

G. Facilitating or being complicit in academic dishonesty: Assisting another student in doing any of the above academic misconduct examples. This includes, but is not limited to:

a. Sharing academic work or previous course materials with another student without the permission of the instructor.

b. Communicating with an individual(s) during an examination without the instructor's permission.

c. Completing another student's academic work for them.

(Adopted after <https://handbook.mit.edu/academic>)

Task 6. Choose the correct word in italics.

1. Legal education *differs/applies* from country to country.

2. A student planning to act as a *sole execution/sole practitioner* will probably decide to take a definite field of law.

3. Students usually choose some *compulsory/optional* courses as useful for their future careers.

4. *Development/Completion* of a Bachelor's degree in law takes three years.

5. Legal *apprenticeship/advice* is needed and useful for a future lawyer's career.

6. Working under a *business/training* contract as a *trainee/trainer* is one of the solicitor preparation stages.

7. You have some opportunities *to experience/to have* the work of a lawyer before you choose a career in law.

8. *Law clinics/Law firms* typically offer legal assistance to a local community free of charge.

Task 7. Study the information about the US legal education system. Answer the questions after the text.

US Legal Education Peculiarities

Legal education in the United States is rather different from that in many other parts of the world. Its steps are:

1. Any Bachelor's degree at university or college – approximately 4 years.
2. LSAT (Law School Admission Test) preparation exam.
3. Law school to earn Juris Doctor degree – approximately 3 years.
4. The Bar examination – immediately after law school.
5. Certification to practice law – received after law school.

LSAT exam is the Law School Admission Test. Many students will take the LSAT exam if they plan to continue their education in a law school immediately after graduating with their Bachelor's degree. The others need to join the workforce before they determine that a career in law is right for them. But anyway, the first step of becoming an attorney is taking the LSAT exam.

Actually, law schools use the LSAT as proof of a student's potential for success in a law school. The LSAT exam is a standardized test administered four times a year testing student's analytical and logical skills. During half of a day, students complete five sessions of multiple-choice questions along with a written section. Their works are sent directly to law schools unscored. To prepare themselves many students spend months prior to the classes. Additionally, individuals cannot take the LSAT more than three times in any two-year period so it is important to come to a testing center prepared.

In the United States, a law school is an institution where students get a professional education in law after first obtaining an undergraduate degree.

The professional degree granted by U.S. law schools is the Juris Doctor (J.D.). Prospective lawyers who have been awarded the J.D. must fulfill additional requirements to gain admission to the Bar in the United States. The Juris Doctor degree (J.D.) is the highest degree necessary to practice law in the United States, and the final degree obtained by most practitioners in the field. The American Bar Association issued a Council

Statement that the JD is equivalent to the PhD for educational employment purposes. Other awarded degrees include the Master of Laws (LL.M.) and the Doctor of Juridical Science (J.S.D. or S.J.D.) degrees, which can be more international in scope. Most law schools are colleges, schools, or other units within a larger post-secondary institution, such as a university.

1. Which academic degree is the basis for obtaining legal education in the US?
2. What is the highest degree necessary to practice law?
3. In what sphere is the JD put equal to the PhD?
4. What are law schools typically parts of?
5. When do students usually take the LSAT exam?
6. What is the purpose of the LSAT?

Task 8a. Read the text through, ignoring the gaps, and try to guess what the missed words are. Complete the gaps with the words from the box.

- | | | |
|----------------------|-----------------------|------------------------------|
| a) take their degree | d) outside of | g) career paths |
| b) course | e) practice in | h) academic study |
| c) law | f) oral communication | i) to draft formal documents |

Specific or General Skills Development

Searching for law degrees you'll find LLB (Bachelor of Laws), BA (Bachelor of Arts), and BSc (Bachelor of Science) Law first-degree courses. The difference between the LLB, BA and BSc is that generally LLB students spend their entire course studying _____(1), while students on a BA or BSc programme may spend as much as one-third of their time studying modules _____(2) Law.

A proportion of Law students may not want to become lawyers but are fascinated with the process of law. Conversely, many would-be lawyers _____(3) in another subject and take a law conversion course, the Graduate Diploma in Law (GDL).

Depending on the _____(4), you may study law in relation to specific areas, such as family, commerce, or finance. A law degree will provide you with the skills required to _____(5) law, and useful general skills.

Universal skills include the ability *to perform research, interpretation, and explanation of complex subjects, analytical thinking and practical problem solving, good _____(6), negotiation, teamwork, attention to detail, and the ability _____(7).*

The _____(8) of law will give an insight into the legal system on which much of our day-to-day life is based. You will gain a broad and thorough understanding of the subject.

You will practice the skills of thinking, analysis, written and verbal presentation of ideas or arguments. These skills are necessary to practice Law but they are greatly transferable for many other _____(9), such as teaching, the civil service, and the voluntary sector.

Task 8b. Answer the following questions.

1. What is the difference between LLB students and BA and BSc students?
2. What is a law conversion course?
3. What professional and universal skills can be provided by a Law degree?
4. What can the academic study of law ensure as for general understanding of law?
5. Where can the mentioned skills be applied? Which of them do you consider to be essential for a good lawyer?

Task 9. Read texts (1-6) below. Match choices (A-H) to texts (1-6). There are two choices you don't need to use.

Master of Law (LLM) Programs

1. The LLM program at the **University of Toronto** Faculty of Law offers a flexible and rigorous full-time academic program for Canadian and international law graduates seeking opportunities for advanced study and research. LLM students have gone on to pursue further graduate legal education, entered directly into university teaching positions, or resumed practice with private firms, government agencies, and non-governmental organizations.
2. At **Columbia Law School** students focus on a diverse range of areas like constitutional law, international human rights, law and economics, and legal theory. The LLM programs can be undertaken with a strong emphasis on a thesis or coursework only. The longer thesis is aimed at law students who have demonstrated a strong potential for advanced research, many of whom desire a career in legal academia.
3. **Essex Law School** offers LLN programs that allow students to earn their degrees remotely. The Faculty covers concentrations in the area of Business law, Criminal Law, legal Theory and Health law, Ethics and

Policy within the LLM degree program. Entry into these concentrations is on a competitive basis. These programs are perfect for students who can't afford to take a year off.

4. George Washington University does not encourage candidates to contact potential faculty supervisors before applying. The coursework-only format is designed for international law students who wish to specialize in a specific area of law, particularly in one of the Faculty of Law's several strengths, to develop an understanding of the US and North American legal processes and laws, or to explore the common law at an advanced level.

5. Victoria University's Faculty of Law offers a general LLM with coursework, covering subjects including intellectual property law, business, human rights and the environment, and law reform and policy, a key subject area in the nation's capital. The school attracts a lot of LLM applicants from outside the country. One of the things that attracts people is our internship option, which is not so common in LLM programs.

6. The philosophy of the LLM program is to offer our students a broad platform to design their own course of study within the parameters set by **Harvard Law School** faculty. Within this framework, LLM students have enormous latitude in planning their year. Interested faculty and special advisors work hard throughout the year to help students identify and refine their study objectives.

According to the advertisements at which university or law school _____?

- A** LLM students can continue learning with a postgraduate law program
- B** LLM programs provide distance learning
- C** international students are allowed to practice in their field
- D** LLM programs teach foreign students the basic legal principles of the host country
- E** some programs require one to write a dissertation while others offer a number of classes
- F** the LLM diploma will comprise both thesis intensive and coursework
- G** LLM students are assisted with distinguishing and achieving their purpose
- H** LLM students are supposed to draft their own course regardless the

Task 10. Read the ext. For questions (1-5) choose the correct answer (A, B, C, or D).

“Why law?” It’s the question every would-be law student dreads

Why law? That’s a question you’re going to be asked over and over again if you are starting to think a career in law might be the one for you. You’ll be answering it on work placement application forms, during mock interviews, at tutor meetings, when applying for courses, at scholarship interviews... the list goes on.

So if you are at school or college and thinking about a career in law, it’s a good idea to start considering how you’re going to answer it. And not just because you’d look stupid if you fluffed it. Once you’ve worked out “why law”, you will find you can apply yourself to the process of achieving your goal in a more focused, determined, and disciplined manner.

“Come on, the question seems simple enough. What’s the fuss?”

When you’re filling out application forms, you need to be structured and logical in your answers. A personal question – “why law?” – can feel somehow unexpected and can be very off-putting. It is easy to get into a muddle if you have not thought it through.

The first time I answered this question, I was applying for a mini-pupillage and had little legal experience. I wrote: “Law, being a vital component in the successful integration of people, impresses me with its in-built readiness to change in accordance with society. The long-standing legal system in this country and the relationship between parliament and the courts provide a dynamic professional environment within which to work.”

Although I had worked hard at my answer and showed that I knew a little about the legal system, I had not thought carefully enough about why I personally was intending to pursue a career in law. My answer was not a convincing enough argument and I was unsuccessful as a result.

“Ok! Just tell me what I need to say...”

Many different kinds of people succeed at the law, and the best answer really will depend on your personality.

Consider carefully your own reasons and source of motivation. We may agree with Aristotle that “the law is reason free from passion”, yet an answer as to why you might want a career in law is the opposite – it is a

rare opportunity to show your passion, so don't be afraid to. It will help you stand out next to someone else, and an interviewer may well remember you by it.

There are some characteristics that your interviewers, tutors and employers will be expecting from you straight away, such as how good you might be with clients, how much commercial awareness you have, and what characteristics you can bring to a role. Work experience helps prove you are competent in these areas, and leaves you with a wealth of examples to talk about on application forms and during interviews.

So, before I leave you to mull over your answer to "why law?", here are three useful tips to improve your chances getting work experience:

1. Write a tailored letter, targeting a specific person in a firm
2. Try requesting one to two days, not two weeks, as you are more likely to gain shorter placements than longer ones
3. Make sure you write a thank you letter – few people do this and it is a good way for you to be remembered positively, in case you want to go back.

1. You will be asked why you have chosen law as a career on many occasions EXCEPT while:

- A applying for courses
- B claiming for grant
- C interviewing would-be law student
- D filling out application forms

2. Why is it advisable to get prepared for the question "Why law?" well before you are going to answer it?

- A You will concentrate better on the process of studying.
- B It will be easier for you to attain your ambitious and ultimate goal.
- C It will make you more disciplined and determined.
- D You won't look smart if you fail it.

3. Why did I fail the enrolment on an apprenticeship?

- A Because I considered law as a vital component in the successful integration of people.
- B Because I knew little about the legal system.
- C Because I hadn't thought through the personal motives for pursuing a career in law.
- D Because I wrote that the legal system in the country is the result

- of the relationship between the Parliament and the courts.
4. What will help you make an interviewer remember you?
 - A Prepare concise stories that demonstrate your ability to do the job.
 - B Mention work experience and skills, you possess that help you stand out.
 - C Find someone to coach you through the questions.
 - D Bring as much enthusiasm to the interview as you can.
 5. What characteristics will an employer expect from an applicant immediately?
 - A An applicant must be able to display a great deal of creativity in problem-solving.
 - B An applicant must have excellent interpersonal skills.
 - C An applicant must be able to draw reasonable assumptions from limited information.
 - D An applicant must be able to research quickly and effectively.

Task 11. Read the text below. For questions (1-10) choose the correct answer (A, B, C, or D).

Academic Misconduct: An Overview

Academic misconduct refers to unethical or dishonest behaviors that violate the principles of academic integrity. This can involve actions such as _____ (1), cheating, fabrication of data, and collusion. Such behaviors undermine the _____ (2) of academic institutions and devalue the efforts of honest students. Academic misconduct can occur in various forms, including during exams, _____ (3), and research projects.

One of the most common forms of academic misconduct is plagiarism, which involves presenting someone else's work, ideas, or words as your own. This can include copying text without proper _____ (4) or paraphrasing someone's work without acknowledgment. Cheating is another significant issue, often seen in exams where students use unauthorized materials, such as notes or electronic _____ (5), to gain an unfair advantage. Fabrication involves falsifying data or research results, misleading others about the _____ (6) of the work. Lastly, collusion refers to students collaborating on individual assignments, which may be _____ (7) the rules, or sharing answers during exams.

Most educational institutions have strict _____ (8) to prevent and address academic misconduct. Consequences for violating these policies can be severe, ranging from failing an assignment to _____ (9) from the institution. To avoid academic misconduct, students should ensure they properly cite sources, understand the rules regarding collaboration, and refrain from dishonest _____ (10).

Many institutions now use plagiarism detection software to identify copied material, and they also promote academic integrity through education and awareness programs. Students need to understand that academic integrity is fundamental to their academic and professional success. Upholding these standards helps create a fair and just educational environment for all students.

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|----|--------------|----------------|-----------------|----------------|
| 1 | A plagiarism | B fraud | C cheating | D fabrication |
| 2 | A value | B credibility | C reputation | D integrity |
| 3 | A projects | B papers | C essays | D assignments |
| 4 | A citation | B reference | C | D quotation |
| | | | acknowledgement | |
| 5 | A devices | B materials | C notes | D sources |
| 6 | A | B authenticity | C validity | D credibility |
| | truthfulness | | | |
| 7 | A against | B in | C by | D over |
| 8 | A policies | B rules | C guidelines | D instructions |
| 9 | A expulsion | B suspension | C failing | D termination |
| 10 | A practise | B willingness | C behaviour | D integrity |

Task 12. Read the texts below. For questions (1-10) choose the correct answer (A, B, C, or D).

Your Amazing Brain

Your brain is faster and more powerful than a supercomputer

You carry around a _____(1) mass of wrinkly material in your head that controls every single thing you will ever do. From enabling you to think, learn, create, and feel emotions to _____(2) every blink, breath, and heartbeat – this _____(3) control centre is your brain. It is a structure _____(4) amazing that a famous scientist once called it “the most complex thing we _____(5) in our universe yet.”

- | | | | | |
|---|---------------|----------------|-----------------|------------------|
| 1 | A three-pound | B three-pounds | C three-pound’s | D three-pounds’ |
| 2 | A control | B controlling | C controlled | D be controlling |
| 3 | A fantasy | B fantast | C fantastically | D fantastic |

- | | | | | |
|---|------------|--------------|----------------------|---------------------|
| 4 | A such | B like | C as | D so |
| 5 | A discover | B discovered | C have
discovered | D had
discovered |

Encouragement

When you _____(6) a college freshman, you trade a known way of life for a new one. Such transitions are one of the trying periods a person has to face. The novelty of _____(7) – from college classes to dorm life, to freedom from parental authority – _____(8) you in situations you may never have handled _____(9). So, it's natural to expect a certain amount of _____(10) and anxiety while you learn what to expect from the new people in your life – professors, roommates, and friends.

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|----|---------------|---------------|---------------|-------------|
| 6 | A become | B becomes | C will become | D became |
| 7 | A something | B everything | C nothing | D anything |
| 8 | A put | B are putting | C have put | D puts |
| 9 | A ago | B later | C before | D after |
| 10 | A confusingly | B confuse | C confusing | D confusion |

Task 13. Read the texts below. For questions (1-10) choose the correct answer (A, B, C, or D).

The brain has ____ (1) 100 billion brain cells. There is no scientific ____ (2) that older people can't learn new things. It may sometimes take them a little longer, but they retrain the new information as well as younger people.

The young brain has enough storage capacity to record 10 million books. Current brain research indicates that if you ____ (3) your brain active, you will remain mentally sharp regardless of aging.

A signal from one brain neuron to another travels at about 200mph. Many scientists believe that the brain is ____ (9) structure in the ____ (10) universe.

- | | | | | |
|---|--------------------|------------------------|--------------------------|--------------------|
| 1 | A. rough | B. roughly | C. rougher | D. much rougher |
| 2 | A. evidences | B. evidence's | C. evidence | D. evidences' |
| 3 | A. have kept | B. kept | C. would keep | D. keep |
| 4 | A. most
complex | B. the most
complex | C. still more
complex | D. more
complex |
| 5 | A. know | B. knowing | C. known | D. be known |

What may be done at any time will be done at no time

Given the massive amount of _____(6) involved in law school, procrastination is a dangerous habit.

Lee Burgess, co-founder of the Law School Toolbox, explains, “Law school is a marathon – not a sprint. It _____(7) hard work and discipline to study daily (and to take much-needed breaks) and generally, you are the only one setting up the study schedule. The only accountability is the test looming far in the future... If you tend to procrastinate, this recipe for disaster can lead _____(8) disappointing exam results.”

Rather than attempting (and failing) to cram before exams, take a positive, proactive stance by setting up a schedule, establishing an accountability structure (with built-in breaks), understanding your personal study preferences and habits, and finding a place conducive to studying. The _____(9) these pieces are in place, the better off you will be when it comes to _____(10) up with the workload.

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|----|------------|-----------|-------------|-------------|
| 6 | A readings | B to read | C read | D reading |
| 7 | A took | B takes | C had taken | B is taking |
| 8 | A to | B in | C for | D by |
| 9 | A much | B most | C more | D many |
| 10 | A keeping | B catch | C keep | D catching |

TEMA: WORK. LEGAL JOBS. EMPLOYMENT

The best way to appreciate your job is to imagine yourself without one.
(Oscar Wilde, 1854-1900, Irish author)

Task 1. Complete the sentences with *human, experience, job, flexible, sick, reference*.

1. Do you have any previous _____ of working with children?
2. I've decided to accept a(n) _____ offer from a small insurance company.
3. The best thing about being self-employed is that you can have _____ working hours.
4. She asked her Maths teacher to get a job _____ .
5. Bob can't work because of his injury, but he receives _____ pay from his employer.
6. Peter works in _____ resources so part of his job is to train new employees.

Task 2. Read the text and answer the questions.

10 Science-Based Practices to Master Your Time and Focus

Breaking the cycle of overworking, under-planning and time crunching.

Author: Ashley LeCroy, Manager, Events & Member Programs, WLG

Time is finite and everyone struggles to manage it. However, learning to control our focus is not only possible but critical to our emotional well-being, sense of self, productivity, and overall success. This has never been more challenging than in these times of “work from home” or “living at work.” Lack of structure and influx of distractions wreak havoc on focus and energy.

Don’t fret. We recently spoke with Jarrett Green, Esq., M.A. Psychology, a former lawyer dedicated to helping those in the profession become the best versions of themselves in high-stress environments. Below is a summary of a one-hour workshop to give you a general sense of the time-management techniques, – Green suggests. A deeper understanding can be gained through his tailored programs.

Here are ten science-based tools you can implement today to gain control of your time, energy, and focus.

Green says there is no pressure to adopt all the habits. Instead, choose those that fit your style. Start small, take your time, and add more or swap as you go. Much like yoga, learning a new language or skill, taking control of your time is a practice, so be patient and keep practicing.

Schedule Your Time Management: That’s right, make a regular appointment with yourself to assess and actively reflect on your time management skills. Green suggests following Steven Covey’s advice by setting aside five minutes, two days a week, to do a ‘time audit’ by pulling away from our production and focusing on our “production capacity.” “Reflect on your recent victories, struggles and learning lessons regarding time management, and methodically optimize these over time.”

Use Time Boxing to Combat Parkinson’s Law: Work expands to fill the time available to complete it – Parkinson’s Law. So, Green advises, don’t start any task or project without giving yourself a false interim deadline. If you need help getting started, why not find an accountability buddy to hold you to those deadlines the same way someone would hold you accountable at the gym.

Re-Frame Time Management “Success:” Green says many of our time management problems come from, ironically, time management

problems. We tend to self-judge when we're not productive, leading to a snowballing of time management problems. Instead, he says, let go of inefficient periods, rejuvenate and come back to it. Don't let a time management lag become a time management plummet.

Eliminate & Shorten Micro Decisions: The more cognitive resources we use throughout the day, the more depleted our focus for tasks requiring our primary performance instrument – our brains. Green suggests reducing micro-decisions and mindfully shortening less important tasks will make room for our brains to focus on essential tasks. Think Mark Zuckerberg's and Barack Obama's limited wardrobe options.

Systematize Task Prioritization: Developing a task prioritizing system to avoid mistaking activity for productivity. Green suggests the four quadrants of urgent/non-urgent/important/not important, the 80/20 rule or his personal favourite, assigning priority levels one through five and completing level five, the most important work, first. "Time management is often not a productivity issue, but a task prioritization issue," says Green.

Take Non-Intellectual Short Breaks: "Most people take short breaks that undermine their willpower and ability to focus throughout the day," says Green. A lawyer's primary performance instrument is their brain. Professional athletes don't take breaks during halftime or time-outs by playing their sport recreationally with friends; they rest their bodies by sitting on the bench. Similarly, lawyers should take short breaks that provide mental and cognitive rejuvenation, such as breathing exercises, listening to music, walking (or even looking) outside, meditation and even intentional boredom, versus emotionally enjoyable activities like social media, personal texting, web browsing, in-person interaction, and personal emailing.

Reduce Multitasking & Increase Uninterrupted Work Blocks: You can walk and chew gum simultaneously, but your brain cannot think about multiple cognitive tasks at the same time. "What we're doing is rapidly task-switching throughout every hour of the day," says Green. "But every time we task switch, our brain suffers from 'resumption inefficiencies' and 'attention residue,' which destroy our ability to focus and efficiently complete tasks." Reducing the number of task switches by even 25% per day will significantly improve productivity and time management.

Adopt Tangible Pre-Boundaries to Defeat Productivity Killers: Research shows that just the sight or sound of our phones destroys our productivity. Green’s suggestion is to silence and stow your cell phone for blocks of time to allow yourself to focus on driving your substantive deadlines forward. Set important contacts (e.g., key partners or clients) on your phone whose calls and emails will override the silent setting, but do not allow yourself to succumb to “death by email” by the countless people messaging you. Identify a specific boundary of how often you check email throughout the day, rather than impulsively responding to each “email itch.” Choose actual productivity over the appearance of responsiveness.

Attack Procrastination with the Ten-Minute Rule: The two most common causes of procrastination: perfectionism and “monsterism” – a term Green coined to describe the human brain’s distortion of the relative complexity of a task. “Our attachment to unconstrained perfection and our unconscious exaggeration of the complexity of the pending task causes us to delay starting it,” says Green. Apply the “ten-minute rule” to overcome procrastination by alternating between 10 minutes of “average” work and 10 minutes of break for an entire hour when you begin an onerous project, rather than forcing yourself to begin the project with one hour of genius work. “You will trick your brain into the ‘flow state’ and massive productivity,” notes Green.

Use Time of Day Discernment: Every brain is wired differently and works better on different types of projects at different times of the day. Green suggests dividing the day into four time periods and categorizing your ten most common tasks into when you best perform that task. “This will enhance your productivity by leveraging your task-specific peak performance windows,” he says. “By mastering the chronology of your projects over the day, you will accomplish far more in far less time.”

(Adopted

after

<https://www.theworldlawgroup.com/membership/news/10-science-based-practices-to-master-your-time-and-focus>)

1. What is the primary challenge to focus and productivity in today’s “work from home” environment, according to Jarrett Green?
2. How does Green suggest individuals approach adopting new time-management techniques?
3. What is “Parkinson’s Law,” and how does Green recommend combating it?

4. How does Green define “time management success,” and what advice does he give for overcoming periods of inefficiency?
5. Why does Green advocate reducing micro-decisions, and how can this improve focus throughout the day?
6. What time management prioritization methods does Green suggest, and how can they help prevent confusion between activity and productivity?
7. How does Green recommend taking breaks to rejuvenate the brain without undermining productivity?
8. What is the “ten-minute rule,” and how does it help overcome procrastination and improve productivity?

Task 3. Complete the summary of Task 2 with *time, over, load, overcome, distractions, and, conducting, improve, incremental, strategies.*

Time management is crucial for productivity, well-being, and success, especially in a “work-from-home” environment filled with ____ (1). Jarrett Green, an expert in psychology and law, offers practical ____ (2) to improve focus and energy. Green emphasizes that adopting these habits is a process, and individuals should start small and gradually adjust.

He suggests ____ (3) regular time audits, using “time boxing” to limit task durations, and reframing ____ (4) management to avoid self-judgment. Reducing cognitive ____ (5) by minimizing micro-decisions, systematizing task prioritization, and taking short mental breaks can also ____ (6) focus. Green advises avoiding multitasking to prevent “attention residue” and suggests creating tangible boundaries, like silencing phones, to reduce distractions. He recommends the “ten-minute rule” to ____ (7) procrastination by alternating between work ____ (8) breaks. Finally, Green advises recognizing the best times of day for specific tasks and maximizing productivity by aligning tasks with peak performance windows.

These tools can help regain control ____ (9) time and energy, ultimately leading to more productive, focused, and fulfilling work. Green's methods encourage small, ____ (10) changes that build into long-term success.

Task 4. Read the text below. Match choices (A – H) to (1 – 6). There are two choices you do not need to use.

Job Advertisements

1. Consumer Law Group

LLC is among Illinois' fastest-growing law firms. We are currently seeking a bilingual IL licensed attorney experienced in litigation with an emphasis in Criminal Defense and for its high-volume legal practice. Bilingual fluency (Spanish / English) is highly preferred for this position.

2. Government Investigations / White-Collar Defense Attorney

The candidate should have outstanding academic achievement. Must have optimally 5-12 years of experience in government investigations / white-collar defense. Experience at a large firm preferred; federal clerkship preferred; experience as an Assistant US Attorney preferred.

3. The law firm of Stone & Graves

LLP in Gold River is seeking an associate attorney with at least 3-5 years of experience in handling litigation matters. The firm's practice area is extremely varied. Accordingly, applicants with a background in any area of employment law, business litigation, personal injury, or probate litigation are encouraged to apply. The firm offers competitive salaries and benefits. Our office environment is very collegial and there is room for advancement for motivated applicants.

4. The law firm of Robert L. Isaacs, PC seeks an associate with a minimum of 1+ years' experience in family law. Must have the ability to assist with heavy case load as well as work independently. Job Type: Full-time.

5. Centro legal De Inmigración

Busy Immigration Law Firm seeks to fill a position for an Admitted Attorney to work on Deportation Cases, Special Immigrant Juvenile cases, and other related cases. Spanish is a plus. No experience required. Will train. Please click "Apply Now" to submit your resume – ATTN: Jerome Liamzon, Esq.

6. BCG Attorney Search

New York City office of our client seeks real estate attorney having 2-5 years of experience. The candidate will be working on a broad range of sophisticated commercial real estate transactions including acquisitions, dispositions, financings, joint ventures, fund formation, and leasing. Large law firm experience is preferred.

In which advertisement are the following points mentioned?

- A** The job involves handling matters relating to property.
- B** No employment record in law firms is required.
- C** Employees have an opportunity to be promoted.
- D** Salaries are dependent on experience.
- E** High proficiency and extensive background experience are required.
- F** Knowledge of a foreign language is essential.
- G** Duties include but are not limited to, helping colleagues.
- H** A successful track record of litigating personal injury cases is required.

Task 5. Read the text below. For questions (1-5) choose the correct answer (A, B, C, or D).

Hundreds of properties could be seized in UK corruption crackdown

Hundreds of British properties suspected of belonging to corrupt politicians, tax evaders and criminals could be seized by enforcement agencies under tough new laws designed to tackle London’s reputation as a haven for dirty money. Huge amounts of corrupt wealth is laundered through the capital’s banks. Much of it ends up in real estate, and in other assets such as luxury cars, art and jewellery.

The criminal finances bill is designed to close a loophole which has left the authorities powerless to seize property from overseas criminals. It will introduce the concept of “unexplained wealth orders”. The Serious Fraud Office, HM Revenue and Customs and other agencies will be able to apply to the high court for an order forcing the owner of an asset to explain how they obtained the funds to purchase it. The orders will apply to property and other assets worth more than £100,000. If the owner fails to demonstrate that a home or piece of jewellery was acquired using legal sources of income, agencies will be able to seize it.

The law targets not just criminals, but politicians and public officials, known as “politically exposed persons”. There are some hundreds of properties in the UK strongly suspected to have been acquired with the proceeds of corruption. This will provide low-hanging fruit for immediate action by law enforcement agencies, if those agencies are properly resourced.

Unexplained wealth orders will also help expose the owners of properties. Most owners of these companies hide behind anonymous trusts, or nominee directors and shareholders. In a single 50-storey

apartment complex in London, the Tower at St George Wharf in Vauxhall, a quarter of the flats are held through offshore companies. Those targeted will not need to be resident in the UK. So long as their assets are in the UK, an order can be enforced. The law will apply to property acquired before it is introduced.

The bill also contains stronger seizure and forfeiture powers designed to make it easier for police and investigators to freeze bank accounts and confiscate assets such as jewellery and art, which are harder to seize under current laws.

“We will not stand by and watch criminals use the UK to launder their dirty money or fund terrorism,” said the security minister, Ben Wallace. “This legislation will ensure the UK is taking a world-leading role in cracking down on corruption and send a clear message to criminals – we will take your liberty and your money.”

Campaigners say that for the new law to be effective, agencies must be given the financial and political support to take powerful and wealthy individuals to court. The UK has a responsibility to ensure that any stolen wealth flowing into the country is stopped, frozen, and ultimately returned to the people from whom it was stolen.

(Adapted from <https://www.theguardian.com/business/2016/oct/13/properties-seized-assets-corrupt-cash-crackdown-criminal-finance-bill-tax-haven>)

1. Why does London have a reputation as a haven for dirty money?
 - A Up to \$100bn of tainted cash could be passing through the UK each year.
 - B Corrupt politicians, tax evaders, and criminals launder billions of dollars.
 - C Corrupt politicians are still finding the UK to be a safe haven for their ill-gotten gains.
 - D London’s property market has allegedly become a safe haven for laundering money.
2. What changes would be expected after passing the criminal finances bill?
 - A London would be a safe and convenient place for money-launderers.
 - B The British capital would be regarded as a haven for corrupt wealth.
 - C The UK capital would become insecure place for those who are involved in criminal finances offences.

- D** London would be a tough place for overseas criminals.
3. How could the UK benefit from passing the new law?
- A** The UK would contribute to the worldwide anti-corruption and anti-money-laundering actions.
 - B** Law enforcement agencies would get a powerful tool for corruption crackdown.
 - C** The Serious Fraud Office, HM Revenue and Customs and other agencies will be properly staffed and resourced.
 - D** The UK would restore its reputation as a corruption-free area.
4. According to the text, what do “unexplained wealth orders” mean?
- A** forfeiting of assets
 - B** seizing the real estates and other assets acquired illegally
 - C** requiring the explanation and providing legal sources of income for purchasing the property
 - D** ordering by law enforcement agencies to explain the funds used to purchase the property
5. The following agencies in the UK are responsible for implementing the criminal finances legislation EXCEPT:
- A** the Serious Fraud Office
 - B** police and investigators
 - C** HM Revenue and Customs
 - D** Transparency International

Task 6. Read the text below and decide which answer (A, B, C, or D) best fits each space. There is an example at the beginning (0).

I had been happily working in the same company (0) as a graphic designer for over ten years, so it came as a huge surprise when one day, without warning, I was (1) ____ redundant. In fact, most people in my department lost their jobs that day. When the (2) ____ manager gave me the bad news, she explained that the company had been taken (3) ____ by a big multinational (4) ____ that was demanding a lot of changes. So, one day I was in a comfortable (5) ____, with a generous salary and plenty of annual (6) ____, and the next day I was unemployed. While it was nice to have time on my hands, I knew I would have to find a job fairly quickly. I soon found out that this wasn't so easy. Every morning I searched the Classified Adds, but there was nothing suitable, not even (7) ____ positions.

Finally, a friend asked me if I was interested in helping out in her new cake shop. She needs somebody to deal (8)____ customers and to help her with the cake designs. At first, she could only pay me by the hour at rather a low hourly (9) ____ . To my surprise, I love the work. Last week, I designed an enormous cake for the opening of a museum of Egyptian art. The cake was in the shape of a mummy!

I've been a cake designer for three years now and I'm so glad I didn't turn (10) ____ my friend's job offer. We have so much work that I'm no longer an employee. My friend and I are now partners in the best cake shop in town: "Crazy Celeb Cakes"!

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|-----|----------------|-----------------|---------------|----------------|
| 1. | A. given | B. found | C. made | D. taken |
| 2. | A. personnel | B. personal | C. person | D. people |
| 3. | A. over | B. into | C. from | D. out |
| 4. | A. cooperation | B. contribution | C. convention | D. corporation |
| 5. | A. work | B. employment | C. job | D. experience |
| 6. | A. holiday | B. absence | C. departure | D. leave |
| 7. | A. small-time | B. part-time | C. full-time | D. permanent |
| 8. | A. for | B. to | C. towards | D. with |
| 9. | A. level | B. rate | C. price | D. amount |
| 10. | A. behind | B. off | C. down | D. away |

Task 7. Read the texts below. For questions (1-10) choose the correct answer (A, B, C or D).

Doing business in Belgium offers both significant advantages and notable challenges that prospective investors should ____ (1). Among the primary benefits, Belgium's strategic location at the heart of Europe provides businesses with exceptional access to major EU markets, and its port infrastructure, particularly in Antwerp, is a significant asset for trade and logistics. The country's workforce is highly skilled and multilingual, ____ (2) in a region characterized by diverse languages and cultures. Belgium's strong focus on R&D and a supportive government ____ (3) innovation makes it particularly appealing for pharmaceuticals, high-tech, and manufacturing sectors.

On the downside, Belgium's complex bureaucratic environment can ____ (4) challenges. The tax burden is relatively high, which might affect business growth and staffing costs. The divided nature of the

country, with distinct regions speaking different languages and sometimes having different business regulations, can complicate operations and market entry strategies. Furthermore, decision-making processes can be slow _____(5) the need for consensus across linguistic and regional divides, which may affect the pace of business activities.

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|----|----------------|---------------|------------------|--------------|
| 1. | A considering | B considered | C consider | D considers |
| 2. | A advantageous | B advantage | C advantageously | D advantages |
| 3. | A encourages | B encouraging | C encouraged | D encourage |
| 4. | A pose | B posed | C posing | D pose for |
| 5. | A because | B as | C due to | D via |

THE BUSINESS OF BETTERING THE WORLD

Most companies and businesspeople (6) _____ they want to make the world a better, cleaner, and safer place. Anita Roddick, founder of The Body Shop in 1976, actually built her business around these values. Before Roddick opened the first Body Shop in 1976, the British native travelled widely. She (7) _____ to many interesting locally grown products. Her first store in England (8) _____ only a handful of personal-care items, which used ingredients such as aloe vera and cocoa butter. (9) _____ by Roddick, The Body Shop also supported a number of causes. In March 2006, The Body Shop was bought by L’Oreal. Some people were worried that the new owners (10) _____ the way The Body Shop was run. But Roddick remained confident that the “green” company she created would stay true to its values.

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|----|---------------|-------------------|-------------------|-----------------|
| 6 | A. said | B. had said | C. say | D. were said |
| 7 | A. introduced | B. had introduced | C. was introduced | D. introduces |
| 8 | A. sold | B. has sold | C. was sold | D. had sold |
| 9 | A. Lead | B. Led | C. Leading | D. To lead |
| 10 | A. change | B. would change | C. will change | D. have changed |

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