

Educational Establishment  
"Belarusian State University of Culture and Arts"

**APPROVED**

Vice-rector for research of Educational  
Establishment "Belarusian State  
University of Culture and Arts"

\_\_\_\_\_ V. Yazykovich

"\_\_\_\_\_" \_\_\_\_\_ 2018

Registration № УД\_\_\_\_\_ / уч.

**FOREIGN LANGUAGE**

*The syllabus of the academic discipline  
for all specialities of the II stage of higher education*

The syllabus is compiled in accordance with educational standards of the II stage of higher education and on the basis of the program-minimum of the candidate examination in General education discipline "Foreign language", approved by the resolution of the Ministry of education of the Republic of Belarus of 13.08.2012, № 97

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## EXPLANATORY NOTE

The syllabus of the academic discipline "Foreign Language" is intended for foreign students who get education in English and assimilate the curriculum of the second stage of higher education that provides students with knowledge, skills and abilities of research work to get the Master degree.

The international cooperation in various spheres of state and social life as well as extending international scientific contacts determine the necessity to make use of English as the means of everyday, scientific and professional communication. The English language course for foreign Master students is oriented at reaching the language competence that could promote students' professional skills, allow practising English in different spheres of their activity, while communicating with Belarusian and foreign specialists, and for self-education. Communicative, professional and scientific orientation is a determining factor in forming skills and abilities in different types of Master students' language activity.

*The purpose* of the academic discipline "Foreign Language" is the mastery of English as the means of cross-cultural, interpersonal, scientific and professional communication in different spheres of activity, education and self-education. *The following tasks* are to be realized to achieve this purpose:

- the development of reading competence (the ability to understand original texts of general, informative, scientific and professional character of different stylistic varieties and genres);
- the development of listening comprehension skills based on audio-visual educational material of general, scientific and professional character;
- the development of oral and written communicative skills by means of monologues and dialogues dealing with everyday and professional activity;
- the development of skills to perform various logical operations upon an English text: analysis, synthesis, setting up cause-and-effect connections, commenting, generalization, making a conclusion;
- the formation of skills to expound scientific problems which students are researching;

– the stimulation of students' readiness for further language and professional mastery as well as for independent scientific investigations.

As a result of studying the academic discipline "Foreign Language" a Master student is obliged *to know*:

– the peculiarities of the English language system as an inseparable unity of phonetic, lexical and grammar components;

– standards of everyday and business communication as well as formal and informal rules of speech etiquette that allow communicators to make use of English as a means of cross-cultural intercourse;

– functional peculiarities of oral and written texts of general and professional character;

– standards of scientific investigations in the English language.

A Master student is *presupposed*:

– to produce secondary texts (resume, literature survey) within the problem of a Master thesis. These texts are to be drawn up on the basis of printed sources, audio-visual materials in accordance with linguistic, stylistic, structural and genre standards of the English language;

– to produce primary texts (compositions of various types) in accordance with linguistic, stylistic, structural and genre standards of the English language;

– to make use of special language means, conversational formulas and phrases in keeping up speech contact;

– to apply the acquired knowledge in the process of cross-cultural written communication (formal and informal letters, E-mail messages and etc.).

According to the academic standards of Master students' education of all specialities of the second stage of higher education the content of the academic discipline "Foreign Language" presupposes forming the following groups of competences.

*Academic Competences.*

A Master student is supposed to possess:

AC-1. The ability of conducting independent research (analysis, comparison, systematization, abstraction, modeling, verification of data accuracy, decision making and etc.), readiness to generate and use new ideas.

AC-3. The intention for lifelong learning, willingness to provide personal and professional self-development.

A Master student is obliged to:

*Social and Personal Competences.*

SPC-3. Possess communicative skills that allow acting in interdisciplinary and international environment.

SPC-5. Honour national and foreign traditions and innovations.

SPC-8. Accept and reevaluate the values, norms, artifacts of cultures of other communities.

*Professional Competences.*

A Master student is supposed to be ready for:

– Research Activity.

PC-5. Compose scientific articles in peer-reviewed journals, reports for scientific conferences.

– Educational and pedagogical activity

PC-8. Work out syllabi and curricula for cultural disciplines.

In the course of study of the academic discipline "Foreign Language" students' independent work, lexical and grammar tests, retelling, listening, presentations and discussions are envisaged for the intermediate control of students' theoretical knowledge and language competence.

According to the syllabus of the second stage of higher education for foreign Master students 256 academic hours are planned for practical training in the English language.

Examination is the recommended form of control.

## CONTENT OF EDUCATIONAL MATERIAL

Training in various types of language activity in the spheres of everyday, professional and scientific communication determines the content of the discipline "Foreign Language" for foreign Master students. The content of educational material can be distributed among 3 modules: the module of social communication, the module of professional and scientific communication, and the module of control.

The content of the academic discipline "Foreign Language" for foreign Master students is represented in the table.

<b>1. Module of social communication</b>	
<b>Spheres of communication</b>	<b>Content</b>
1. Everyday communication	Personal characteristics (biography, professional activity, hobby, describing appearances and character). Situations of everyday communication (going to the shop, café, restaurant; using public transport; visiting a doctor; how to behave in a bank, at the police department).
2. Social communication	Cultural peculiarities of different countries. The UK and the USA: traditions and values. Ecological culture. Technical progress and global problems of the humanity.
<b>2. Module of professional and scientific communication</b>	
<b>Content</b>	
International cooperation in the scientific sphere. Contents of a Master student's research. Reading and discussing scientific texts. Rendering texts and articles. Writing a resume, a CV. Preparing an abstract of the Master thesis. Presentation of the Master thesis.	
<b>3. Module of control</b>	
<b>Content</b>	
Current, intermediate and final control of the educational material of Module 1 and Module 2. The means of control represent the generalization and systematization of the educational material. Current control is realized in the form of lexical and grammar tests and interviews; intermediate control is exercised in the form of a credit; final control is done in the form of an examination.	

## **Demands for the Language Competence in Different Types of Language Activity**

The subject content of the academic discipline "Foreign Language" is realized in the process of practising different types of language activity in unity and interrelationship, taking into account the specific character of each of them.

### **Reading**

A Master student is to become proficient in all types of reading (intensive and extensive reading, skimming, scanning), assuming various degrees of understanding and semantic interpretation of the reading material. All types of reading are aimed at achieving the ability to read original texts containing everyday, professional and scientific vocabulary.

A Master student is to be able to:

- vary the character of reading depending on the purpose, the difficulty and the importance of the text;
- understand completely and in details the content of original texts, including professionally oriented texts;
- point out the main ideas and events of the text;
- distinguish supporting semantic units of a text;
- find logical connections, exclude redundant information, sum up and unite clauses according to the principle of the community.

The following types of texts are used:

- original texts of social and cultural orientation;
- original scientific texts (theses, articles and monographs).

The forms of control of reading comprehension depend on the type of reading. They can be following: answers to questions, retelling and rendering texts.

### **Listening**

A Master student is to be able to:

- understand foreign speech at a natural pace (monologues and dialogues in true-to-life situations), including texts for specific purposes) assuming various degrees of comprehension of the listening material;
- reproduce information using repetition, paraphrasing, retelling;
- react to the information that was listened to.

## **Speaking**

This activity is considered to be the means of intensifying the assimilation of the language material.

### *Monologue Speech*

A Master student is to be able to:

- produce detailed prepared and spontaneous speech on the problems of social and professional communication listed in this syllabus, in accordance with linguistic, stylistic, compositional, intonational, and orthoepic standards of the English language;
- resume information;
- produce well-reasoned speech, express opinion, draw conclusions;
- compare the content of different bibliographic sources on a particular issue;
- draw up the plan and choose the strategy of a report, presentation on the problem of scientific research.

### *Dialogue Speech*

A Master student is to be able to:

- establish contacts with other persons, support and complete the conversation, using appropriate speech formulas and the rules of speech etiquette;
- exchange the information with the interlocutor, expressing agreement/disagreement, doubt, surprise, request, advice, suggestion, etc.;
- participate in the discussion on a topic/problem, express one's opinion.

## **Writing**

Writing as well as speaking is considered the means of intensifying the assimilation of the language material.

A Master student is to become proficient in the following writing abilities:

- to carry out written tasks to the texts which were listened to or read;
- to realize communicative intentions in the written form (drafting business and private letters, writing articles), use correctly essential elements and formulas of written communication;
- produce a well-reasoned writing passage connected with the topic of Master research;



– reproduce the information in the form of a summary and an abstract.

When selecting the educational material for the development of various types of language skills, the origin of the material, its thematic focus and volume are taken into account. The original educational complexes of foreign publishing houses and the authentic literature on topics related to Master student's scientific research are used. The educational material also comprises books devoted to culture studies and art criticism as well as monographs and periodical editions connected with Master student's specialization.

### **Language Material**

Becoming proficient in all types of language activity is closely connected with mastering phonetics, vocabulary, and grammar.

**Phonetics.** The pronunciation is corrected and improved while doing phonetic exercises, reading aloud, and speaking.

**Vocabulary.** The vocabulary which is to be learnt includes:

- the most common vocabulary and phraseology corresponding to the content of the course;
- collocations, free combinations of words, set expressions;
- scientific vocabulary and terminology;
- abbreviations and symbols frequently used in written English speech.

The importance is given to the lexical specificity of scientific texts and contextual meaning of words.

Terms which have the specific meaning in the target sublanguage should be in the glossary made by a Master student.

### **Grammar.**

Teaching grammar presupposes widening and systematization of knowledge of the following topics.

– Article. The particularities of the use of the indefinite and definite articles, zero article.

– Adjectives: degrees of comparison, comparative constructions.

– Pronouns: classification.

– Adverbs: classification, degrees of comparison.

– Verb. Active voice. Sequence of tenses. Passive constructions.

Modal verbs and their equivalents.

– Non-finite forms of the verb: infinitive, participle, gerund. Infinitive, participial and gerundial constructions.

- Word-building (noun, adjective, adverb, verb).
- Subjunctive mood.
- Functional words: prepositions, conjunctions.
- Word order of a simple sentence, ways of expressing the subject and the predicate, the rules of their agreement.
- Complex and compound sentences, types of subordinate clauses.
- Direct and indirect speech.
- Parenthetical words and clauses.

РЕПОЗИТОРИЙ БГУКИ

## EDUCATIONAL-METHODICAL CHART OF THE ACADEMIC DISCIPLINE

№	Name of sections and disciplines	Number of practical lessons	Form of control
<b>1.</b>	<b>PHONETICS</b>	<b>4</b>	
1.1	General information about the sound system and the orthography of the English language	1	oral enquiry
1.2	The peculiarities of the phonetic system of the English language	1	oral enquiry
1.3	The rules of reading and pronunciation	1	oral enquiry
1.4	The English intonation	1	oral enquiry
<b>2</b>	<b>GRAMMAR</b>	<b>70</b>	
2.1	Article. The peculiarities of the use of the indefinite and definite articles. Zero article	4	grammar tests
2.2	Adjective. Degrees of comparison. Comparative constructions	4	grammar tests
2.3	Classification of pronouns	4	grammar tests
2.4	Adverb. Classification, degrees of comparison	4	grammar tests
2.5	Verb. The use of finite forms of the verb in the active voice. The sequence of tenses. Passive constructions. Modal verbs and their equivalents	14	grammar tests
2.6	Non-finite forms of the verb: infinitive, participle, gerund	10	grammar tests
2.7	Word-building models (noun, adjective, adverb, verb)	4	grammar tests
2.8	Subjunctive mood	4	grammar tests
2.9	Functional words (prepositions, conjunctions)	4	grammar tests
2.10	Word order of a simple sentence, the ways of expressing the subject and the predicate, the rules of their agreement; specific constructions and phrases	4	grammar tests
2.11	Compound and complex sentences. Types of subordinate clauses	4	grammar tests
2.12	Direct and indirect speech: the rules of transforming various types of sentences into indirect speech	6	grammar tests

2.13	Parenthetical words and clauses	4	grammar tests
<b>3</b>	<b>READING</b>	<b>86</b>	
3.1	Working with original texts of general cultural orientation (extensive reading, intensive reading, scanning, skimming)	40	oral enquiry
3.2	Working with original texts of professional orientation. Intensive reading and defining semantic units of a text	14	oral enquiry
3.3	Skimming reading of special texts; developing the skills to extract necessary information	12	oral enquiry
3.4	Rendering	20	oral enquiry
<b>4</b>	<b>ORAL AND LISTENING PRACTICE</b>	<b>82</b>	
4.1	Relationships	4	oral enquiry
4.2	Free-time Activities	4	oral enquiry
4.3	Clothes, Fashion	4	oral enquiry
4.4	Travel. Town and Country	4	oral enquiry
4.5	Food and Drink	4	oral enquiry
4.6	Describing People	4	oral enquiry
4.7	Shops, Banking	4	oral enquiry
4.8	Technology: Useful Gadgets, Nanotechnology	4	oral enquiry
4.9	Global Issues	4	oral enquiry
4.10	Talking about Feelings	4	oral enquiry
4.11	Differences between Cultures and Customs	6	oral enquiry
4.12	The World of Work	4	oral enquiry
4.13	Describing Venues	4	oral enquiry
4.14	Artists and Artistic Activities	4	oral enquiry
4.15	Speculating (Giving Information and Opinion)	4	oral enquiry
4.16	My Scientific Research	20	oral enquiry
<b>5</b>	<b>WRITING. PUNCTUATION</b>	<b>14</b>	
	A personal profile A magazine article A leaflet A film (book) review A letter An essay A job application		writing assignments
	<b>Total...</b>	<b>256</b>	

## INFORMATION-METHODICAL SECTION

### Literature

#### *Main Literature*

1. Английский язык для аспирантов = English for Post-Graduates : учеб.-метод. пособие для аспирантов / авт.-сост.: О. И. Васючкова, Ж. А. Голикова, А. И. Долгорукова [и др.]. – 2-е изд., доп. и перераб. – Минск : БГУ, 2011. – 188 с.
2. *Chin, B. A. How to Write a Great Research Paper / B. A. Chin. – New York : John Wiley and Sons, Inc., 2004. – 107 p.*
3. *Eastwood, J. Oxford Practice Grammar / J. Eastwood. – 2nd ed. – Oxford : Oxford Univ. Press, 1999. – 432 p.*
4. *Falla, T. Solutions: Intermediate Student's Book / T. Falla, P. A. Davies. – 2nd ed. – Oxford : Oxford Univ. Press, 2013. – 136 p.*
5. *Falla, T. Solutions: Intermediate Workbook / T. Falla, P. A. Davies, J. Hudson. – 2nd ed. – Oxford : Oxford Univ. Press, 2013. – 121 p.*
6. *Falla, T. Solutions: Pre-Intermediate Student's Book / T. Falla, P. A. Davies. – Oxford : Oxford Univ. Press, 2013. – 133 p.*
7. *Falla, T. Solutions: Pre-Intermediate Workbook / T. Falla, P. A. Davies. – Oxford : Oxford Univ. Press, 2013. – 130 p.*
8. *Hewing, M. Advanced Grammar in Use / M. Hewing. – Cambridge : Cambridge Univ. Press, 2002. – 340 p.*
9. *McCarthy, M. Academic Vocabulary in Use / M. McCarthy, F. O'Dell. – Cambridge : Cambridge Univ. Press, 2008. – 176 p.*
10. *Murphy, R. Practical Grammar in Use: for Intermediate Students / R. Murphy. – Oxford : Oxford Univ. Press, 1995. – 379 p.*

#### *Additional Literature*

1. Английский язык : учеб.-метод. комплекс для студентов магистратуры неязыковых специальностей / сост. и общ. ред. Л. В. Танана, Г. И. Новиковой. – Новополоцк : ПГУ, 2010. – 397 с.
2. *Вейзе, А. А. Чтение, реферирование и аннотирование иностранного текста / А. А. Вейзе. – М. : Высш. шк., 1985. – 127 с.*
3. *Власова, Е. Л. Everyday English for scientists : учеб. пособие для обучения уст. англ. речи / Е. Л. Власова, Е. Г. Лапшина, Э. Д. Фролькис. – Л. : Наука. Ленингр. отд-ние, 1986. – 264 с.*

4. How to Write a Paper / Edited by G. M. Hall. – 3rd ed. – London : BMJ Books, 2003. – 176 p.

5. Learn to read science: курс английского языка для аспирантов / Н. И. Шахова [и др.] ; отв. ред. Е. Э. Бреховских. – М. : Наука, 1980. – 295 с.

6. Thomson, A. J. A Practical English Grammar / A. J. Thomson, A. V. Martinet. – 3rd ed. – Oxford : Oxford Univ. Press, 1986. – 181 p.

7. Yang, J. T. An Outline of Scientific Writing / J. T. Yang. – Singapore-New Jersey-London-Hong Cong : World Scientific, 1999. – 160 p.

8. Winkler, A. C. Writing the Research Paper / A. C. Winkler, J. R. McCuen-Metherell. – 7nd ed. – Wodsworth : Cengage Learning, 2008. – 359 p.

### **Audio-Visual and Multimedia Courses**

#### *Video Courses:*

1. Effective Presentations (1998).
2. Window on Britain (Oxford University Press, 1999).

#### *Listening and Video to the Courses:*

1. Chin, B. A. How to Write a Great Research Paper / B. A. Chin. – John Wiley and Sons, Inc., 2004. – 107 p.
2. Falla, T. Solutions: Intermediate Student's Book / T. Falla, P. A. Davies. – 2-nd edition. – Oxford University Press, 2013.
3. Falla, T. Solutions: Intermediate Workbook / T. Falla, P. A. Davies, J. Hudson. – 2-nd edition. – Oxford University Press, 2013.
4. Falla, T. Solutions: Pre-Intermediate Student's Book / T. Falla, P. A. Davies. – Oxford University Press, 2013.
5. Falla, T. Solutions: Pre-Intermediate Workbook / T. Falla, P. A. Davies. – Oxford University Press, 2013.

### **Computer Means of Education**

#### *Educational Computer Programmes*

1. Иностранные языки English Gold, мультимедиа технологии и дистанционное обучение, 2000.
2. Rosetta Stone System 2.08.1A, 1997.

### *Electronic Encyclopedias*

1. Britannica Children's Encyclopedia CD-ROM 2006, Encyclopedia Britannica Inc., 2006.
2. Microsoft Encarta Reference Library 2003, Microsoft Corporation, 2003.
3. World Book Illustrated Information Finder, 1994.

### *Electronic Dictionaries*

1. Abbyy Lingvo X5, АБВУУ, 2011.
2. MEGA Dictionaries: Электронные словари Globus Software House, Standard, 2005.

### *Internet Sites*

1. Википедия: свободная энциклопедия [Electronic resource]. Access mode: <https://www.wikipedia.org/>. – Access date: 22.11.2017.
2. Британская энциклопедия [Electronic resource]. Access mode: <https://www.britannica.com/>. – Access date: 22.11.2017.
3. English club [Electronic resource]. Access mode: <https://www.englishclub.com/>. – Access date: 22.11.2017.
4. English-to-go.com [Electronic resource]. Access mode: <http://www.english-to-go.com/>. – Access date: 24.11.2017.
5. Global envision [Electronic resource]. Access mode: <http://www.globalenvision.org/>. – Access date: 24.11.2017.
6. Impact! Online [Electronic resource]. Access mode: <http://lrs.ed.uiuc.edu/Impact/>. – Access date: 24.11.2017.

## RECOMMENDED METHODS AND TECHNIQUES OF FOREIGN LANGUAGE TEACHING

It is recommended to use the following modern techniques aimed at personal self-realization:

- *project technique* is an independent, long-term group work on the problem chosen by Master students themselves. It includes search, selection and organization of information. The use of project technique contributes to the realization of the interdisciplinary nature of competences formed in the process of English language learning;

- *case technique* is based on comprehension, critical analysis and solving of specific social problems. It allows organizing foreign languages teaching aimed at solving certain life situations, important everyday problems;

- *simulation* is an imitative, played out reproduction of interpersonal contacts organized around true-to-life problem situations;

- *technique of learning in cooperation* creates conditions for Master students' active joint learning activities in different situations. In the process of communication with each other and their tutor aimed at achieving common goals, Master students are responsible not only for their individual contribution but also for completing collective tasks;

- *debate technique* is a polemical dialogue that makes use of a specific scenario aimed at persuading a third party (judges or the audience);

- *computer techniques* involve extensive use of Internet resources and multimedia training programs. Computer techniques allow Master students to intensify and activate their learning and cognitive activities, organize and plan their independent work effectively and improve monitoring and evaluation functions (computer testing).



## **DIAGNOSIS OF MASTER STUDENTS' SOCIAL AND PERSONAL COMPETENCIES**

### **1. Requirements for carrying out the diagnosis:**

- definition of the object of diagnosis;
- revealing of Master students' academic achievements by means of criteria-oriented tests and other diagnostic tools;
- the degree of conformity of master students' academic achievements to the requirements of educational standard;
- estimation of Master students' academic results and the degree of conformity of their achievements to the requirements of educational standard in accordance with grading scale.

### **2. Grading scales**

Assessment of Master students' academic achievements in the discipline "Foreign Language" is realized gradually and rated on a 10-point scale.

### **3. Assessment criteria**

The criteria approved by the Ministry of Education of the Republic of Belarus are used for the assessment of Master students' academic achievements.

### **4. Diagnostic tools**

Tests and test tasks; multi-level control tasks; a credit; an examination are presupposed for intermediate and final diagnosis of Master students' competences.

## **Requirements for the content of the qualifying examination in the foreign language (English)**

At the qualifying examination in the foreign language a Master student should demonstrate the ability to use the English language as a means of professional communication in the scientific sphere.

To take the qualifying examination Master students are to have completed the full training course program and to have their work certified by the tutor in the subject. Master students should be ready:

- 1) to carry out the tasks of individual reading of special literature in the English language;
- 2) to present an individual glossary of scientific terms on the topic of research in the English language, based on the original source for reading (at least 300 items of professional vocabulary);
- 3) to hand in a summary of the book on the specialty in the English language a month before the examination.

*The qualifying examination* includes the following tasks:

1. Reading a text of cultural orientation in the English language and presenting its main content in the English language. The volume of the text is 1,500-2,000 characters. Preparation time is 45 minutes with a dictionary.
2. A conversation in the English language on the topic related to the research work of a Master student (research topic, topicality and novelty, materials and methods of research, the results obtained and conclusions made).

### **Methodological guidelines for preparing and formatting summary in the English language**

Summary is an abridged presentation of information contained in a book in the English language on the basis of its semantic processing. In the summary, the main facts and conclusions of the original source are preserved.

The summary is written in the English language on the problem of the research work of a Master student on the basis of one fundamental book in the English language. The volume of the source should be 110,000–120,000 characters.

The summary should include the following parts:

**1. The title page**, containing the full name of the university and the department, the full title of the paper, the city and the year, name and surname of a Master student, the mark about registration and admission to defense (appendix 1).

**2. List of contents** which should include the names of all the structural components of the summary with the indication of the page numbers.

**3. Introduction**, being a short presentation of the contents of the analyzed book.

**4. Main body** (chapters, paragraphs), being a summary of the relevant parts of the analyzed book.

**5. Conclusion**, giving short analysis of the summary.

**6. Bibliography**, including the information on the analyzed book arranged in accordance with the Order of the Higher Certifying Commission of the Republic of Belarus "Samples of Bibliographic Description in the List of Sources Given in the Thesis and the Author's Abstract" (June 26, 2014) (appendix 2).

**7. Appendix** in the form of a printed copy of the analyzed book.

The volume of the summary is 25–30 pages printed on computer (Times New Roman, 14 points, 1.5 interval).

The page numbers are given from the second page (the title page has no page number). The following sizes of margins are set: top and bottom – 20 mm, left – 25mm, right – 15 mm. The paragraph indent is 10 mm.

## **Appendix 1**

Educational Establishment "The Belarusian State University  
of Culture and Arts"  
The Department of Belarusian and Foreign Philology

### **TITLE OF THE BOOK**

Summary in the English language

Admitted to defense  
" " 2018

(signature)

(Registration № )

Prepared by  
Master student  
(name and surname)

Supervisor

Minsk  
2018

## Appendix 2

### Samples of Bibliographic Description in the List of Sources Given in the Thesis and the Author's Abstract

<b>Characteristic of a document</b>	<b>Example of a bibliographic description</b>
Publications with one, two and three authors	Rips, L. J. Lines of thought: central concepts in cognitive psychology / L. J. Rips. – New York ; Oxford : Oxford Univ. Press, 2011. – XXII, 441 p.
Publications with four and more authors	Language, society and power: an introduction / L. Thomas [et al.] ; ed.: I. Singh, J. S. Peccei. – 2nd ed. – London : Routledge, 2004. – XXIV, 239 p.
Individual volumes in a multivolume publication	Encyclopedia of social work : in 4 vol. / ed.: L. E. Davis, T. Mizrahi. – Oxford : Oxford Univ. Press, 2011. – Vol. 4. – 564 p.

*Training publication*

**FOREIGN LANGUAGE**

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