

Раздел 1 - Образование. Интернационализация обучения.

Прочитайте текст и выполните задания по тексту

Post –Secondary Education in Canada

College and University

Once students successfully graduate from high school (Secondary V in Quebec) they are free to apply to the college or university of their choice. In Canada, the term college usually refers to a community college or a technical, applied arts, or applied science school. These schools are post-secondary institutions that grant vocational certificates, diplomas, and associate degrees. Many students use college as a way to prepare further for a university education, gaining transferrable credits that can be applied once they transfer. Other students use college to prepare for a trade or vocation, earning a diploma or certificate that would allow them to immediately pursue employment opportunities following the completion of the program.

A university in Canada is an institution of higher education and research, which grants academic degrees in a variety of subjects. A university is a corporation that provides both undergraduate education and postgraduate education. The degree structure at Canadian universities is very similar to that of the United States:

·Bachelor's Degree. A Bachelor of Arts or Bachelor of Science is an undergraduate degree that typically takes three, four or five years to complete (depending on the province and class availability) for full-time students.

·Master's Degree. A Master of Arts or Master of Science is known as a graduate degree, one that typically takes two years to complete.

·PhD. The Doctorate or PhD degree is a specialized post-graduate degree that can take anywhere from 3-6 years to complete.

University students can also pursue any number of advanced specialized degrees in fields such as Medicine, Dentistry, Pharmacy, Veterinary Medicine, and the Law.

All college and university education in Canada is the responsibility of the individual provinces and territories. Provincial governments provide the majority of funding to their public post-secondary institutions, with the remainder of funding coming from tuition fees, the federal government, and research grants. Nearly all post-secondary institutions in Canada have the authority to grant academic credentials (i.e., diplomas or degrees). Generally speaking, universities grant degrees (e.g., bachelor's, master's or doctorate degrees) while colleges, which typically offer vocationally-oriented programs, grant diplomas and certificates. However, some colleges offer applied arts degrees that lead to or are equivalent to degrees from a university.

Although the college and university system of Canada is very similar to that of the United States, unlike the U.S., Canada has no accreditation body that oversees its universities. Institutions of higher learning in Canada have degree-granting authority via an Act of Ministerial Consent from the Ministry of Education of the individual province.

In Quebec, post-secondary education begins with college, right after graduation from Grade 11 (or Secondary V). Students complete a two or three-year general program leading to university admission, or admittance into a vocational professional program that leads directly into the labor force. In the majority of cases, bachelor's degree programs in Quebec span three years instead of the usual four; however, in many cases, students attending a university

in Quebec that did not graduate from college must complete an additional year of coursework.

Only one federally-funded university in Canada possesses degree-granting power: The Royal Military College of Canada (RMC). The RMC is the military academy of the Canadian Armed Forces.

1 Задайте 10 вопросов к тексту (по 2 вопроса каждого типа).

2 Найдите подлежащее и сказуемое во всех предложениях первого абзаца текста.

Раздел 2. Организация исследовательской работы.

Вставьте пропущенные предлоги:

1. The teacher demanded that the students should take notes ... coloured ball-point pens.
2. Being a psychologist... training, Richard devoted his life to solving other people's problems.
3. Not everyone likes to share a flat ... somebody: it disturbs one's privacy.
4. Working... her thesis, Ruth learned many interesting facts.
5. The mother always grumbled when her daughter was reading ... her meals.
6. The commuters were at one ... the bus stop, and every person felt as if he or she were an integral part of the crowd.
7. Ruth could not understand why a certain restlessness came ... her.
8. Ruth did not have any worries ... money, because she lived at home with her parents.
9. It was very easy to choose subjects ... dissertations; the professor offered a long list of topics.
10. She would never sit down ... her meal without a book, which, of course, was a bad habit.
11. One day the lecturer returned Ruth's essay with an inscription ... the bottom.
12. Ruth's greed ... books kept her working in the library until nine o'clock.
13. As there was a kettle in the Common Room, some students took ... bringing tea and coffee.
14. The girls were bored ... each other, because they were too different.
15. A lot of students at the university were ... grants, which meant that their studies were subsidized by the government.
16. The girl decided that she would adhere ... a classical style of dressing; she thought it suited her better.
17. Those who win scholarships from the British Council are usually entitled ... half a year abroad.
18. Ruth remembered the day when she met Richard Hirst ... the rest of her life.
19. The girl's talks always consisted ... stories, reminiscences and gossip.
20. Richard congratulated all students ... all possible occasions, as he was a student counsellor.

Раздел 3. Эффективная презентация.

Соедините слова и выражения в левой колонке с их определениями в правой.

| | |
|--|--|
| 1. If you deviate from a procedure... | a. ...you can be flexible. |
| 2. If a decision is mutually-acceptable, ... | b. ...you make a concession. |
| 3. If you impose something on someone, ... | c. ...you don't give them a choice. |
| 4. A framework is ... | d. ...you have a break from the negotiation. |

| | |
|---|--|
| 5. If you set the agenda... | e. ...you give something in return for something from the other party. ... |
| 6. Probing questions | f. ...you move away from it. |
| 7. If you have room for manoeuvre, ... | g. ...simpler than a structured agenda. |
| 8. If you challenge a statement, ... | h. ...you make it impossible for them to find a way out. |
| 9. If you trade concessions, ... | i. ...you finalise all the remaining small details. |
| 10. If you back down, ... | j. ...you force the other person to justify it. |
| 11. If you back somebody into a corner, ... | k. ...both sides are happy with it. |
| 12. If you give some ground, ... | l. ...is something that could cause the negotiation to fail. |
| 13. A sticking point... | m. ...are attempts to discover hidden details. |
| 14. If you take a time-out, ... | n. ...you accept that you cannot get all you want. |
| 15. If you clinch the deal, ... | o. ...your actions determine how the rest of the meeting will run. |
| 16. If you tie up loose ends, ... | p. ...you reach an agreement |

Раздел 4. Работа в команде. Корпоративная культура.

Прочитайте текст и ответьте на вопросы.

COMMUNICATION PACKET

Sometimes it is difficult to know how other people really feel. Often they do not know for sure themselves and other times they have reason for not wanting to tell us. In either case, there are times when we cannot find out what is going on inside another person's mind simply by asking. What should we do in these cases? They happen every day, often in the most important situations. Stop for a moment and examine yourself as you read this. If someone were observing you now, what nonverbal clues would they get about how you are feeling? Are you sitting forward or reclining? Is your posture tense or relaxed? Are your eyes wide open or do they keep closing? What does your facial expression communicate? Can you make your face expressionless? Do people with expressionless faces communicate something to you? Of course, we do not always intend to send non-verbal messages. Consider, for instance, behaviors like blushing, frowning, sweating, or stammering. We rarely try to act in these ways, and often we are not aware when we are doing so. Non-verbal Communication Transmits Feelings Without being able to use words, people's bodies generally express how they feel-nervous, embarrassed, playful, friendly, etc. Here is a list that contains both thoughts and feelings. How would you express each item non-verbally? Which ones are easier to express? You are tired. You are attracted to another person in the group. You are angry at someone in the group. Non-verbal Communication Serves Many Functions Non-verbal behaviors can repeat what is said verbally. If someone asked you for directions to the nearest drugstore, you could say, "Go North for two blocks," and then repeat your instructions nonverbally by pointing north. Non-verbal messages may also substitute for verbal ones. When you see a familiar friend wearing a certain facial expression, you do not need to ask, "How is it going?" In the same way, experience has probably shown you that other kinds of looks, gestures, and other clues say, "I am angry at you," or, "I feel great," far

better than words. Another way in which verbal and non-verbal messages can relate is called complementing. If you saw a student talking to a teacher, and his head was bowed slightly, his voice was low and hesitating, and he shuffled slowly from foot to foot, you might conclude that he felt inferior to the teacher, possibly embarrassed about something he did. The non-verbal behaviors you observed provided the context for the verbal behaviors—they conveyed the relationship between the teacher and student. Complementing non-verbal behaviors signal the attitudes the people have for one another. Non-verbal behaviors can also accent verbal messages. Just as we can use Italics in print to highlight an idea, we can emphasize some part of a face-to-face message in various ways. Pointing an accusing finger adds emphasis to criticism (as well as probably creating defensiveness in the receiver). The..... For example, look at the possible meanings from a single sentence just by changing the word emphasis: This is a fantastic communication book. (Not just any book, but this one in particular.) This is a fantastic communication book. (This book is superior, exciting.) . This is a fantastic communication book. (The book is good as far as communication goes; it may not be so great as literature, drama, etc.) This is a fantastic communication book. (It's not a play or record, it's a book.) There are many other ways the voice communicates feelings—through its tone, speed, pitch, and number and length of pauses, volume, disfluencies (such as stammering, use of "uh," "um," "er," and so on). All these factors together can be called "paralanguage," and they can do a great deal to reinforce or contradict the message our words convey. Touching Touch seems to increase a child's mental functioning as well as physical health. L. J. Yarrow has conducted surveys which show that babies who have been given plenty of physical stimulation by their mothers have significantly higher IQ's than those receiving less contact. Touch can communicate many messages. Besides the nurturing/caring function it can convey friendship, sexual interest, and aggressiveness. Touch can serve as a means of managing transactions, such as when we tug at another's sleeve. Clothing People intentionally send messages about themselves by what they wear and we make interpretations about others on this basis. Think about the people you know. See if you can tell anything about their personal attitudes or social philosophies by the way they dress. Take a look at your friends. Do you find that the people who spend time together share the same ideas about clothing? Is there a "uniform" for political radicals and one for conservatives? Is there a high fashion "uniform" that tells the public who is in style and who is out-dated? There is a real danger inherent in reading many non-verbal messages. That danger is that we find ourselves stereotyping others on skimpy evidence, and often our interpretations are mistaken. By jumping to conclusions about another human from these surface appearances, we may very well be stereotyping ourselves out of some important relationships. There is an old generalization that you cannot judge a book by its cover. In light of what we know about non-verbal communication, we could change it to "You can tell only a little about a book from its cover; you need to have more information before you will be able to speak with any authority about it."

(Adapted from Looking Out/Looking In by Ronald B Adler and Neil Towne, publisher: Holt, Rinehart, Winston)

1. Name the 6 functions of non-verbal communication. - 6 БАЛЛОВ
2. What is body-orientation? - 1 БАЛЛ

3. _____ furnishes information about how we feel about ourselves and others nonverbally. - 1 балл
4. The _____ is the most obvious channel of expressing emotions. - 1 балл
5. _____, _____ and _____ are better indicators of how we truly feel because we are less likely to try to change or control these when hiding our feelings. - 3 балла
6. What are the six basic emotions that facial expressions reflect? - 6 баллов
7. How is how we say words as important as what we say? - 2 балла
8. T or F Clothing is a form of non-verbal communication. - 1балл

Раздел 5. Лидерство

The Plan to Get Female Leadership in 21st Century Politics

The White House Project for women leaders closed its doors this week. How will the gap be filled?

Citing financial reasons, *The White House Project* closed its doors this week after nearly 15 years of encouraging women to become leaders in politics. The nonprofit ne of the predominant voices on the issue and used innovative tactics to attract young women to leadership roles. It also institutionalized training programs for women candidates and activists, primarily through its *Vote, Run and Lead program*. The group's founder, Marie Wilson, created the idea of "Take Your Daughter To Work Day." But *Women's Leadership works*, a successor organization, says the new plan for getting women into politics looks very different.

A historic number of women appeared in the Senate, and yet women still make up only 18 per cent of total seats in Congress. "We need to do better learning from women in other countries. ... We have to figure out how we can have more dialogues online, voting online," says Erin Vilardi, the head of Women's Leadership Works. "And we're going to do more on the policy component."

The focus on policy is the effort to put women in political leadership roles. While efforts over the last decade and a half have focused largely on process - teaching women about campaigning, fundraising and communications—the next two decades seem to be about ensuring that future women leaders are well-versed in policy.

"It's vital to learn about phone banking—the process is vital, the training. But you also need to be able to talk about something in depth. When you look at complexity we're facing right now, that's what we need to get people good at," says Lorelei Kelly, coauthor of *A Woman's Guide to Talking about War and Peace*, and an alum of the White House Project.

The newest groups working to get women in politics suggest a technology-heavy approach will also be key.

(from: <http://www.usnews.com/news/articles/2013/02/01/the-plan-to-get-female-leadership/>)

Вопросы к тексту:

1. What are the main goals and objectives of the organizations and programs mentioned in the text?
2. Are they successful?
3. Why do some of them focus on putting women in political leadership roles?
4. What components of leadership are they teaching?
5. Are all of them the parts of the White House Project?

Задание 2. Пример текста для перевода на язык региона специализации.

Письменный перевод текста на английский язык:

Лидерство — это процесс организации работы в группе, где лидером является человек, к которому прислушиваются, доверяют. Лидер может быть назначенным (формальный лидер) или выбранным группой (неформальный лидер). Неформальный лидер является равноправным участником группы, к мнению которого по той или иной причине прислушивается коллектив.

Раздел 6. Гендерные проблемы.

Render the text into English:

Должна ли женщина заниматься политикой? Когда возник вопрос об участии женщин в политике? Дату можно назвать совершенно точно. В 1791 г. в разгар Французской революции мало кому известная писательница Олимпия де Гуж пророчески изрекла: «Если женщина имеет право взойти на эшафот, она должна иметь право подняться на трибуну». Такое неосторожное заявление стоило писательнице жизни, но оно же принесло ей бессмертие.

Новая женская революция

В начале 80-х годов XX века политическое поведение женщин меняется настолько резко, что западные социологи даже начинают говорить о новой женской революции. Эта революция якобы способна положить конец патриархату, утверждая взамен совершенно новые отношения между мужчиной и женщиной — отношения, основанные на признании их гендерных различий и взаимодополняемости при равных социальных возможностях. Эти новые отношения еще не закрепились в общественной жизни. Однако бесспорно, что наша западная современница по-новому отстаивает свое равноправие. Она понимает его буквально и считает, что равноправие дает ей основание не для копирования мужских стандартов, а для утверждения женских ценностей и женского взгляда на текущий политический процесс, для самовыражения и самоосуществления.

Раздел 7. Международные организации. Международные конференции.

Заполните пропуски, используя следующие слова:

catch take leave depart from arrive at reach get to

- 1 If Mr A ___ the Eurostar train at 7.31, ___ Waterloo at 9.43.
- 2 If he ___ Brussels at 9.30 on the Sabena flight, ___ Heathrow at 8.40.
- 3 If you ___ the British Airways flight at 10.35, ___ Gatwick at 10.35 British Time.
- 4 If you ___ Brussels at 12.31 by train, ___ Waterloo at 14.43.
- 5 If you ___ the last flight from Brussels, ___ Stansted at 21.00.
- 6 If you want to ___ London before 9 am, ___ a plane.

