

**МИНИСТЕРСТВО ВНУТРЕННИХ ДЕЛ РОССИИ
КАЗАНСКИЙ ЮРИДИЧЕСКИЙ ИНСТИТУТ**

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**EXERCISES FOR THE DEVELOPMENT
OF LOGICAL THINKING**

Методическое пособие

Казань 2017

ББК 81.2

Б 24

Одобрено редакционно-издательским советом КЮИ МВД России

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Exercises for the development of logical thinking : методическое пособие / О.Ю.Баринаова.- Казань: КЮИ МВД РФ, 2017. – 40 с.

Основная цель пособия – формирование логического мышления, расширение словарного запаса, развитие навыков перевода средствами иностранного языка. Пособие содержит лексико-грамматические упражнения.

Методическое пособие предназначено для курсантов и слушателей образовательных организаций системы МВД России.

ББК 81.2

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Пояснительная записка

Предлагаемое методическое пособие предназначено для слушателей и курсантов I курса юридических вузов и факультетов, изучающих английский язык как дополнительный материал к основному учебнику.

В пособие включены современные аутентичные профессионально ориентированные материалы из правовых и общественно-политических источников Великобритании и США, обработанные и адаптированные для слушателей юридического профиля.

В соответствии с требованиями учебных программ юридических вузов методическое пособие строится по принципам комплексности и интенсивности с применением новейших материалов, средств и методов преподавания. Интенсивность достигается за счет предоставления разнообразных текстов и заданий различного объема и степени сложности в пределах одного раздела.

Пособие построено на традиционной методике с применением упражнений мыслительно-коммуникативного характера.

Приобретение нового словарного запаса, развитие навыков перевода осуществляется при выполнении упражнений к изучаемым текстам.

Пособие рассчитано примерно на 30 учебных часов. На каждый *Unit* рекомендуется планировать примерно 3 учебных часа в зависимости от сложности материала и степени его усвоения обучаемыми.

Пособие позволяет обучать курсантов и слушателей с различным уровнем знаний и обеспечивает широкие возможности аудиторной и самостоятельной работы. Правовая и общая лексика вводятся тематически, закрепляются в разнообразных упражнениях и находят свое применение в дискуссиях и ролевых играх.

UNIT 1

Read and translate the text:

What your writing reveals

In a garden room at the back of her house, Renna Nezos sits at her desk. In front of her is a large sheet of yellow paper. She looks carefully at the small writing squeezed uncomfortably into one corner of the page. There is definitely something strange about it.

Mrs. Nezos holds the paper up to the light and speaks rapidly into the telephone. There is a tremor in the writing. I think there could be several explanations. Epilepsy. Alcohol perhaps. Or even drugs...There is a silence as the listener - a personnel manager at SG Warburg - digests this unexpected news.

Mrs. Nezos is principal of the London Academy of Graphology and is a professional graphologist who has analyzed 25,000 samples of handwriting over the past 20 years. It is her job to examine the handwriting she is sent for hidden characteristics and possible weaknesses.

And she is not alone. In Europe, graphology is popular in business. Swiss companies use it in at least 50% of general management appointments, while in France and Germany it is even more common than that.

Mrs. Nezos does not say she can guess the age or gender of the writer, stupidity, looks or destiny. But she believes that handwriting can show if someone is sensitive, imaginative, reliable or honest.

Vocabulary

Squeeze - сжатие

Rapidly - быстро

Digest - обзор

Use - использовать

Guess - предположение

Reliable - надежный

1. True or false? Compare with a partner.

1. Mrs. Nezos looks at people's handwriting and believes she can tell something of their character.
2. She is very experienced.
3. She can tell the sex of the writer, and how old they are.
4. At the moment she is analyzing the handwriting of the personnel manager at SG Warburg.
5. Graphology (reading character in handwriting) is used quite often to help select employees for jobs in Europe.

2. Discuss in groups.

1. Do you believe her?
2. Do you think it is a good idea for companies to use handwriting analysis in job applications?
3. If companies use handwriting analysis, should they tell the candidates?
4. Do you think handwriting analysis is more useful for some jobs than others?

3. Here are some social 'rules'. Imagine you are talking about Britain and choose the best sentence ending for each one. If you don't know an answer, have a guess.

If you go to the theatre

- a) you can wear what you like.

b) you have to wear evening dress.

If someone is using a public phone box

a) it is OK to tap them on the shoulder and tell them you are waiting to make a call.

b) you have to wait your turn.

If a person is sitting at a table in a coffee bar

a) it is OK for you to sit down at the same table if you ask permission.

b) you should never sit down at the same table.

If you need to blow your nose

a) leave the room - never blow your nose in public.

b) go ahead and do it.

If you are talking to a stranger who is older than you

a) call them 'sir' or 'madam'.

b) don't call them anything.

If you go in a taxi

a) you normally give the driver a tip.

b) you don't give the driver a tip.

If you are meeting someone for a drink

a) it is quite normal to arrive ten minutes late.

b) it is very rude to arrive ten minutes late.

If you go into a bar for a drink

a) you can sit at a table and wait to be served.

b) you have to go to the bar and pay for your drinks.

If you meet someone for the first time in a formal situation

a) it is normal to shake hands with them.

b) you bow.

UNIT 2

Read and translate the text:

Leap day? What is that?

Why is our calendar so complicated? Why should it be so difficult to work out whether the 15th is a Tuesday or a Thursday? On the other hand, whether next Wednesday is the 10th or the 11th? Jurek Biegus believes these problems are unnecessary and he has proposed a simple solution.

We could divide the year into 13 months, with each month having 28 days, and with each month starting on the same day. Therefore, the 1st, 8th, 15th, and 22nd day of each month would be a Monday; the second, 9th, 16th, and 23rd would be a Tuesday; and so on. This means that people would automatically know what day the 26th falls on, and they would automatically know that the second Friday in the month is the 12th.

There are still two problems. Firstly, 13 months with 28 days is 364 days. What happens to the missing day? Jurek Biegus proposes that the day after December 28th should be New Year's Day, and then the next day becomes January 1st. Secondly, what about leap years? Biegus suggests that every fourth year, the day between Sunday 28th February and Monday 1st March is called 'Leap day'.

All that remains, says Biegus, is to find a name for the thirteenth month.

Vocabulary

Propose-предлагать

Solution-решение

Leap-прыжок

Suggest-предложение

Remain-остаться

1. True or false?

1. Biegun would like to divide the year into 13 months.
2. Each month would last for 28 days.
3. Each month would begin on a Sunday.
4. A calendar year would now become only 364 days.
5. New Year's Day would not have a date.
6. Every year, the day after 28th February would be called 'Leap day'.

2. Read the statements and choose one of these answers:

That is true.

Or

That used to be true.

1. The political system in the eastern part of Germany is communist.
2. Japan is one of the world's most important industrial powers.
3. France has a monarchy.
4. Saudi Arabia is the biggest oil producer in the world.
5. Korea is divided into two countries.
6. Iran is ruled by a Shah (king).
7. Britain has an empire.
8. Spain is in the European Union.
9. The President of the U.S.A. is George Bush.
10. The capital of Hungary is Budapest.

3. Discuss your answers in groups.

UNIT 3

Read and translate the text:

You are already well equipped to prevent crime

Everyone comes with their own built-in burglar alarm. It's called the sense of sight and sound.

Unfortunately, many of us go around with the alarm switched off. We do not see the stranger loitering outside the house next door. We overlook the kids trying the car doors.

We do not notice the sounds from the flat upstairs. (Were-n't they supposed to be on holiday?)

The police can only do so much to prevent crime.

There never can be enough of them to guard every home in every town. So they need your help in combating the burglars, the vandals, the car thieves. Not, of course, by setting out to 'have a go' every time you see something suspicious. It will always be the job of the police to arrest criminals. But by acting as a line of communication between them and your community. For instance, you probably know far more about your immediate neighborhood than the police ever could. A stranger in someone's garden would probably be far more obvious to you than it would to even the local bobby. Providing, of course, you were on the lookout. And that is the whole idea behind the Neighborhood Watch schemes now springing up around the country. To create a spirit of watchfulness within a community, anything suspicious being reported to the police.

It is early days yet, but results so far are very encouraging. The crime figures are already dropping in many of the areas running a scheme. And all due to people like you. Do not let them get away with it.

Vocabulary

Sense-смысл

To prevent crime-предотвращать преступление

Enough-достаточно

To guard-охранять

For instance-например

Suspicious-подозрительный

1. Read the following advertisement and then choose the best answer (A, B, C or D) to the questions which follow.

1. The purpose of the advertisement is to

A warn people about the increasing risk of crime.

B encourage people to join the police force.

C advise people how to protect their homes from crime.

D explain how people can assist the police.

2. The advertisement points out that many people

A are not very keen to co-operate with the police.

B are not as observant as they could be.

C don't control their children properly.

D don't tell their neighbors about their holidays.

3. One of the ways we could help prevent crime is to

A keep the alarm system in our home turned on.

B try to stop criminals from escaping.

C watch out for people behaving suspiciously.

D inform the police if we hear noises upstairs.

4. One disadvantage the police have is that they

A don't know local people personally.

B are too busy arresting criminals.

C know communities less well than residents do.

D can't see what's happening in people's gardens.

UNIT 4

Read and translate the text:

You are going to read a text about some opportunities to get married abroad.

Love in a strange climate

Bride and Groom have just got married on a Mauritian beach. The congregation was a group of complete strangers - hotel guests in their swimsuits who laid their detective novels on their sun beds and strolled over to listen to the pastor brief the couple on their new responsibilities.

Each year about 12,000 Britons go abroad to get married, as well as to honeymoon. This has as much to do with economics as romance and sunshine. With the average wedding at home costing about 18, 000 a ceremony in paradise will bring significant savings.

Fly to the Dominican Republic, for example, and a couple can have a two-week honeymoon at a luxury hotel for 1,799 for two, including all wedding arrangements, while a three-day package to Gibraltar costs just 600.

An important consideration is the legal requirement concerning residency - the time you have to stay in the country before you can get married. EC countries are among the most difficult. In **Italy**, for example, you have to be there for six weeks. In the Caribbean, the most popular place for overseas weddings, the rules vary from island to island. In **Barbados**, you can marry the day you arrive; in Jamaica, weddings usually take a minimum of three days; in **Grenada**, a week.

Ball is the most popular destination in the Far East, despite

the additional complication of a seven-day stay and the need to spend a day in Jakarta to deal with the paperwork.

Australia is another possibility. On the island of Hamilton, they have even built a church, not for westerners but for Japanese who like to follow up their traditional wedding with a white church wedding. You need to apply at least six weeks ahead of your trip. The Australian Tourist Commission publishes a useful free fact sheet.

America leads the way in terms of speed. In Las Vegas, a wedding licence is easier to acquire than a television. All you need is your passport and US \$45. Then you find a chapel, such as the Elvis Experience, one of several open 24 hours a day, or one in the hotel where you are staying. In **Florida**, you can also arrive, obtain the licence and marry, all on the same day.

There are several slightly crazy wedding possibilities available in **Florida**. You can get married aboard the Riverside Romance while cruising on the St. John's River, for example, or in the basket of a hot-air balloon, with the pilot performing the ceremony just before lift-off, followed by breakfast. Underwater marriages are also conducted in Key Largo, Florida, where the engaged couple are taken on a one-day diving course before undertaking the ceremony.

Many travel companies employ wedding co-coordinators who are well informed about the legal requirements in different countries. There is a rule in **Barbados**, for example, that forbids marriages after 6 p.m., and in the Seychelles, marriages have to take place in a permanent building, never a temporary building or tent in the hotel grounds. On **St. Lucia**, you cannot marry on the beach but the hotel grass is perfectly fine.

Vocabulary

To laid-полагаться

To stroll-прогуливаться

Requirement-требование

To deal with-иметь дело с

Licence-лицензия

To acquire-приобретать

1. To answer the questions below, choose from the countries or states (A-G). You may need to choose some of the countries or states more than once.

A Australia

E Bali

B Barbados

F Florida

C Italy

G Grenada

D St Lucia

2. Use your head:

In which country or state are the following statements true?

It is forbidden to get married in the evening.

You have to stay there for more than a month before your wedding.

You have to apply several weeks before the wedding.

You can have an unusual wedding but you have to learn to dive first.

You have to stay there for one week before the wedding.

You can get married on the day you arrive.

A special church has been built for some visitors' weddings.

It is forbidden to get married on the sand.

You can get married just before going up in the air.

You can get a free information sheet about weddings.

UNIT 5

Read and translate the text:

The first laws:

The Birth of Law

Rules and laws — and the conventions or customs from which they are descended — have been a part of human life ever since our ancestors first began to live in large and settled groups. But our knowledge is vague of laws that were in effect before the invention of writing in about 3500 B.C. The earliest known legal text was written by Ur-Nammu, a king of the Mesopotamian city of Ur, in about 2100 B.C. It dealt largely with compensation for bodily injuries, and with the penalties for witchcraft and runaway slaves.

Vocabulary

Ancestor-предок

To vague-определять

1. Find in the text the words that mean the following:

the use of magic power, especially with the aid of evil spirits

a punishment imposed for a violation of law or rule

an accepted social custom or practice

not clearly or explicitly stated or expressed

payment for damage or loss, restitution

one from whom a person is descended

harm or damage done or suffered

2. Answer the following questions:

1. Why is it difficult to judge about the earliest laws?

2. Where and why did the first laws appear?

3. What issues did the early laws emphasize? Why?

3. Translate the following English expressions

- 1) legal activities
- 2) legal address
- 3) legal advice
- 4) legal age
- 5) legal costs
- 6) legal decision
- 7) legal document
- 8) legal entity
- 9) legal ethics
- 10) legal expert
- 11) legal history
- 12) legal language
- 13) legal owner
- 14) legal procedure
- 15) legal protection
- 16) legal rights
- 17) legal status
- 18) of legal force
- 19) to enjoy one's legal rights
- 20) to enter the legal profession

UNIT 6

Read and translate the text:

The Bill of Rights

The Bill of Rights (1689) is one of the basic instruments of the British constitution, the result of the long 17th century struggle between the Stuart kings and the English people and Parliament. The Bill of Rights provided the foundation on which the government rested after the Revolution of 1688. The Revolution settlement made monarchy clearly conditional on the will of Parliament and provided a freedom from arbitrary government of which most Englishmen were notably proud during the 18th century.

The main purpose of the act was unequivocally to declare illegal various practices of James II. Among such practices proscribed were the royal prerogative of dispensing with the law in certain cases, the complete suspension of laws without the consent of Parliament, and the levying of taxes and the maintenance of a standing army in peacetime without specific parliamentary authorization. A number of clauses sought to eliminate royal interference in parliamentary matters, stressing that elections must be free and that members of Parliament must have complete freedom of speech. Certain forms of interference in the course of justice were also proscribed. The act also dealt with the proximate succession to the throne, provided the heirs were Protestants. It is the constitutional paper of great importance, which prevented the sovereign from abusing his authority.

Vocabulary

Settlement-урегулирование

Unequivocally-двусмысленно

To declare-объявлять

Maintenance-обслуживание

Heir-наследник

1. The word AUTHORITY has the following meanings in Russian:

1) власть

supreme authority — верховная власть

2) полномочие, право, права, компетенция

to act on smb.'s authority — действовать на основании полученных полномочий

3) р1. власти, начальство, администрация

local authorities — местные власти; органы местного самоуправления

4) авторитет, вес, влияние

to have authority with smb. — пользоваться авторитетом у кого-либо

5) авторитет, крупный специалист

he is an authority on law — он является авторитетом в области права

2. Match the following English expressions with their Russian

equivalents:

1) competent authority

2) law-enforcement authorities / agencies

3) lawful authority

4) on good authority

5) the authority of Parliament!

6) to abuse one's authority

7) to gain in authority

8) to hand over one's authority to smb.

9) to have / to exercise authority

- 10) to undermine smb.'s . authority
- 11) to vest smb. with authority
- 12) unrestricted authority

Read and translate the text:

Criminology

Criminology is a social science dealing with the nature, extent, and causes of crime; the characteristics of criminals and their organizations; the problems of apprehending and convicting offenders; the operation of prisons and other correctional institutions; the rehabilitation of convicts both in and out of prison; and the prevention of crime.

The science of criminology has two basic objectives: to determine the causes, whether personal or social, of criminal behavior and to evolve valid principles for the social control of crime. In pursuing these objectives, criminology draws on the findings of biology, psychology, psychiatry, sociology, anthropology, and related fields.

Criminology originated in the late 18th century when various movements began to question the humanity and efficiency of using punishment for retribution rather than deterrence and reform. There is as a consequence what is called the classical school of criminology, which aimed to mitigate legal penalties and humanize penal institutions. During the 19th century, the positivist school attempted to extend scientific neutrality to the understanding of crime. Because they held that criminals were shaped by their environment, positivists emphasized case studies and rehabilitative measures. A later school, the social defense movement, stressed the importance of balance between the rights of criminals and the rights of society.

Criminologists commonly use several research techniques. The collection and interpretation of statistics is generally the in-

initial step in research. The case study, often used by psychologists, concentrates on an individual or a group. The typological method involves classifying offences, criminals, or criminal areas according to various criteria. Sociological research, which may involve many different techniques, is used in criminology to study groups, subcultures, and gangs as well as rates and kinds of crime within geographic areas.

Criminology has many practical applications. Its findings can give lawyers, judges, and prison officials a better understanding of criminals, which may lead to more treatment that is effective. Criminological research can be used by legislators and in the reform of laws and of penal institutions.

Vocabulary

Behavior-поведение

To evolve-развиваться

Movement-движение

Efficiency-эффективность

To extend-простирается

Research-исследование

1. Find in the text the English equivalents for the following:

1. криминология рассматривает природу и причины преступлений
2. изучение обстоятельств правонарушения по материалам дела
3. криминология опирается на открытия других наук
4. проблемы задержания преступников
5. проблемы предотвращения преступлений
6. применение на практике
7. исправительные учреждения

8. установить причины преступности
9. выработать действующие принципы
10. смягчить наказание
11. подвергнуть сомнению

2. Answer the following questions:

1. What steps can society take to cope with crime?
2. What trends can be observed in the development of criminology?
3. What methods and techniques are applied in criminology?
4. In what other spheres of life can criminology find a useful application?

3. Find in the text the description of the criminal and compose an opposite one: e.g. "The suspect is described as black, very tall..." Use some of the expressions given below:

Face — long, round, oval, thin, plump, fleshy, puffy, wrinkled, pasty, pimpled, pock-marked, clean-shaven

Features — clean-cut, delicate, forceful, regular / irregular, large, small, stern

Complexion — fair, pale, dark, sallow

Hair — curly, wavy, straight, receding (scanty), rumpled, shoulder-length, medium-length, short-cut, crew-cut, bobbed, dyed, bald, fair / dark-haired

Forehead — high, low, narrow, square, broad

Eyes — hollowed, bulging, close-set, deep-set, sunken, wide-apart, crossed-eyed

Eyebrows — thin, thick, bushy, arched, penciled, shaggy

Ears — small, big, jug-eared **NOSE** — prominent, straight, pointed, hooked, flat, aquiline, snub-nosed

Lips — full, thin, painted, cleft lip

Teeth — even / uneven, sparse, artificial

Cheeks — plump, hollow, ruddy, stubby

Chin — square, pointed, double, massive, protruding

UNIT 7

Focus on Vocabulary Colorful Idioms

1. Read the statements below and try to decide if they are true or false. Discuss your ideas with another student.

1. Green dyes in sweets make people feel ill.
2. Food manufacturers think that colour dyes make their products more appealing.
3. The British like tinned vegetables to be a bright colour.
4. Both Americans and Britons like apples, which are bright red.
5. There is no scientific evidence that colours can have an effect on the nervous system.
6. The colour blue can make us feel calm.
7. The colour red is used by fast food chains to encourage customers to stay in their restaurants.
8. People also judge a cleaning product like soap powder by its colour.

2. Now read the text and say whether the statements are true or false according to the writer. If you think a statement is false, be prepared to say why.

Your true colours

Seeing red can quite literally make you 'see red'. It can also make you eat faster. Colour influences the mind in mysterious ways, and those who wish to influence you - to make you buy their products, or work harder - often do so with colour. But you

can make this process work to your advantage. Go through the spectrum with Paul Kerton and Deirdre Mc Quillan; then use our colour test to show you the finer shades of your personality and your temperament.

The marketing world is full of folklore about consumer reactions to colour how, for example; too much green on a confectionery wrapper is a recipe for disaster. For years, the food industry insisted that without its handy 'azo' dyes the public would find processed produce unappetizing. Yet colour preference can often sound like a mix of fad and cultural custom, especially when the French will eat grey tinned peas and beans, while the British will not, and we prefer green apples to the Americans' glossy red. However, there is more to colour than meets the eye.

This, at least, is the view of light researcher John Ott, who has discovered that colour may directly affect our nervous systems.

The idea that colour can affect the nervous system in some way seems strengthened by the fact that experiments have recorded raised blood pressure in red surroundings and lowered blood pressure in blue surroundings. Red evokes subjective reactions of increased energy and hunger;

blue evokes tranquility and relaxation. Whether knowingly or otherwise, fast food chains have cleverly exploited the effects of seeing red. As well as making people hungry, red and its close relation, orange, cause time to seem to pass more quickly and influence people to feel in a hurry. By using these colours, places like Mc Donald's create an atmosphere, which increases the appetite but subtly dissuades the customer from hanging around for very long.

Colour has also been used to striking effect in the marketing of consumer products. A group of homemakers was once

asked to test samples of identical soap powder in three different boxes, one yellow, one blue and one a mix of blue and yellow. Extraordinary results ensued:

the powder in the yellow packet was judged to be so powerful that some said it had damaged their clothes, while the blue was said to be so weak that it left stains behind: the powder in the mix of blue and yellow was assessed as just right. Yet the only difference was in the colour of the packet.

Vocabulary

To influence-влиять

Advantage-преимущество

Blood pressure-кровяное давление

Which colour...?		
Represents health?	1	
Is often popular with teenagers?	2	
Indicates someone who wants to lead a quiet, untroubled life?	3	
Represents two contrasting characteristics?	4..... 5.....	A Red
Which colour are you likely to have towards the beginning of your list... If you are very energetic and	6..... 7.....	B Yellow C Green
If you are happy with your life as it is?	8..... 9.....	D Violet
If you need other people's approval and recognition for what you do?	10	E Brown
If you don't like joining in with other people? if you need to feel safe in your surroundings?	11..... 12	F Grey
Which colour are you likely to have towards the end of your list...		G Blue
If you have a realistic view of life?	13..... 14.....	H Black
If you are seriously discontented at the moment?	15	
If you have been disappointed in your hopes and ambitions?	16..... 17.....	
If you are <i>extremely keen</i> and ambitious?	18 .-,-	

3. Now answer questions 1-8 by choosing from the colours in sections A-H of the text. Some choices may be required more than once. When more than one answer is required, these may be given in any order.

A Red

Red represents passion and energy. Red in the first position means you are impulsive, sexy and have a will to win. You are a good leader. You want to expand your horizons and live life to the full. Red in the seventh or eighth position means your desire for life and thirst for adventure have become less.

B Yellow

Yellow represents happiness and relaxation. Anyone who chooses yellow in second, third or fourth place is a positive, optimistic person who always looks to the future - never backwards. You find life easy, and problems simply do not exist for you. Free from worry, you lead a carefree life; but this does not mean that you are lazy. You can be extremely hardworking, although not consistently. Yellow in first place means that you are ambitious and eager to please. When yellow is in the latter part of the spectrum you have had your hopes and dreams dashed and you feel isolated and disappointed, often becoming defensive and withdrawn.

C Green

Green represents firmness and resistance to change. In first place, you are persistent, possessive and quite selfish. You are a high-achiever and an accumulator of 'things' - like a penthouse, a BMW, a Rolex, a holiday flat, a compact-disc player. You want to be recognized and need to impress but worry about the prospect of failure. If green is a later choice, your ego has been bruised and you have been humbled by the resistance to your progress. Consequently you can be highly critical, sarcastic and stubborn.

D Violet

A mixture of red and blue, violet represents a conflict between impulsiveness and calm sensitivity, dominance and submissiveness. The person who prefers violet wants to find a mystical, magical relationship. Both mentally and physically immature, you are stuck in a dream world of wishful thinking and fantasy. Often violet is chosen by adolescents who still see the world through fairy-tale eyes. When violet appears in the latter part of the sequence, it indicates that the person choosing it is more mature and has outgrown the 'fantasy' vision of life, confronting harsh reality head-on.

E Brown

Brown is the colour of physical well-being and is an indicator of how healthy you think you are. If you put brown in fourth or fifth place you are not very concerned about your health and body. This means that you are probably in good shape. Those worried about illness tend to put brown earlier in their sequence. If you choose brown as your favourite colour, you are restless and insecure. If brown is in eighth place, you don't care enough for your body: you may not be as healthy as you think. Placing brown early also indicates the importance of a secure environment: refugees often pick brown first.

F Grey

Grey is a neutral and represents a point between two contrasting and conflicting motivations. Grey in the first position means that you want to shut yourself off from everything and remain uncommitted, so that you can swing with opinion and emotions. You hate joining anything with 'group' connotations and are an observer rather than a doer. Those who choose grey in the eighth position seek to join in with everything, eager and enthusiastic. Such people will try absolutely everything in their efforts to achieve their goals.

G Blue

Blue represents calmness and loyalty. A person who favours blue is sensitive and easily hurt. You never panic and are in total control of your life and content with the way it is going. You desire to lead an uncomplicated and worry-free life and are prepared to sacrifice certain goals in order to achieve this. You need a stable relationship without conflict. Perhaps, as a side effect of contentment, you tend to put on weight. The later blue appears in the sequence, the more unsatisfied you are and the more you feel the need to break from the ties that restrict you. But you probably aren't unfeeling enough to walk out on a family or job; instead, you will suffer in silence.

H Black

Black is the negation of colour and means 'No'. Anyone who chooses it in the first position (which is rare) is in revolt against their fate. Chosen second, it means you are prepared to give up everything else to achieve what you want. It is normally put in seventh or eighth place, representing control of one's destiny and a balanced outlook. If yellow precedes black in the first two positions, then a change is on the way.

4. Can you explain what your reasons for learning English are?

Why are you studying English? Tick the reasons that apply to you, or add your own.

- 1 to get a better job
- 2 out of interest
- 3 to live in an English-speaking country
- 4

Compare your reasons with a partner.

Factors in learning

How important do you expect the following factors to be in your English course? Rank them in order of importance (1 - most important).

your teacher

your course book

yourself

Discuss your answers and your reasons with your partner.

5. How can your teacher help you most?

Here are some possible ways your teacher can help you to learn (and you can add more if you like). Tick the six which you consider most important.

- 1 by revising all major areas of grammar thoroughly
- 2 by concentrating on areas of advanced grammar
- 3 by working on your use of functional language (e.g. complaining/apologizing)
- 4 by explaining all new vocabulary clearly
- 5 by giving regular tests
- 6 by correcting every mistake you make
- 7 by giving practice in pronunciation
- 8 by setting regular homework
- 9 by working through past examination papers
- 10 by giving plenty of practice in speaking
- 11 by giving practice in different types of writing tasks
- 12 by getting students to work in pairs or groups
- 13 by helping you to develop good learning methods
- 14

Compare your choices with another student.

UNIT 8

Read and translate the text.

Jane was in bed. She was very ill.

"Shall I sit at the window and tell you what is happening outside?"

"Yes, please," said Jane.

So Michael came up to the window and cried "Wow!"

"What is it?" said Jane.

"A very strange thing. There's a cow," said Michael.

"A cow? In the middle of a town? How funny! Mary Poppins," said Jane, "there's a cow in the Lane."

"Yes, and it's walking very slowly and looking around. I think it has lost something."

Mary Poppins came up to the window.

"It's not funny at all," she said. "I know that cow. She was my Mother's great friend. The Red Cow lived in the field of beautiful yellow flowers. She had a happy life in her sunny and green world. In the morning and in the afternoon she gave lessons to the Red Calf, her daughter. Then they had supper, and the Red Cow showed the Red Calf how to tell good grass from bad grass. When her daughter went to sleep, she went into a corner of the field and thought her own happy thoughts.

"The Red Cow liked her life and she didn't want any change. But one night she came to the end of her happy days. That night the Red Cow got up suddenly and began to dance. There was no music but she danced and danced and danced.

"'What a strange thing!' said the Red Cow. 'I don't like dancing, but now I am dancing and I like it.'"

"At last she got tired and decided to stop. But, to her great surprise, she could not stop dancing. She went dancing all the night. In the morning she couldn't have breakfast because she couldn't stop. In the afternoon and in the evening she danced too. When the second night came, and she still could not stop, she got very worried. And at the end of a week dancing she was very, very, very worried.

"I must go and see the King,' she said. She danced out of the field and went to the King. All the people and animals looked at the dancing cow with a great surprise. But nobody was more surprised than the Red Cow herself.

"At last she came to the Palace where the King lived. When the Palace door opened, she danced through the halls to the King's throne.

"The King was very busy. He was making new Laws. His Secretary was writing them down in a little red notebook.

"How many laws?' asked the King.

"Seventy-two, your Majesty,' the Secretary said.

"Well, not bad for an hour's work,' said the King. He stood up and saw the Red Cow. She was dancing to the throne.

"What is that?' the King asked.

"A Cow, your Majesty!' she answered.

'I can see that, but what do you want? Be quick, because I am a very busy King! And stop dancing,' the King said in an angry voice.

"That's my problem, your Majesty. I can't stop!' said the Red Cow.

"The Red Cow tried to stop dancing but it was no good.

"I can't. It is the seventh day of dancing. And I can't eat. I can't sleep.'

"Hm— very strange, " said the King. 'What does it feel like?'"

"'Funny,' said the Red Cow, 'it's a happy feeling, too.'

"'Very funny,' said the King and looked at the cow very carefully.

"Suddenly he jumped on his feet and cried, 'Don't you see that? The cow has caught a fallen star on her horn! Now, pull it off and this lady can stop dancing and have some breakfast.'

"But the star didn't come off. Then the King took the biggest book but it said nothing about cows .with stars on their horns. Except the story of the Cow Who Jumped Over the Moon.'

"Try that too,' the King said.

"Try what?' said the Red Cow.

"Try to jump over the Moon. I think it will help.'

"Me?' the Red Cow was very surprised. 'I am a serious animal. Jumping is not good for a lady.'

"Madam,' the King said, 'do you want to go on dancing? Do you like to feel hungry and sleepy?'

"The Red Cow thought of the sweet yellow flowers and soft grass. And she said, 'I'll try it.'

"And they went to the garden.

"Now,' said the King, 'One! Two! Three!'

"That moment the Red Cow jumped and flew up into the sky. She looked down. The King was growing smaller and smaller. She went higher and higher through the dark sky. The stars were dancing around her like great golden plates. Then she closed her eyes because the moonlight was very bright and cold. Suddenly the star fell off with a great noise.

"Next moment the Red Cow came down on the Earth again. To her great surprise she was in her green field. And she stopped dancing!

"The Red Cow and her daughter had a lovely dinner of soft grass and sweet yellow flowers. And she began to live her usual

life. At first she enjoyed it very much. She was glad to eat her breakfast without dancing. She lay down in the grass and slept peacefully at night. But one night she began to feel uncomfortable. She wanted something else. But she couldn't understand what it was. At last she understood it. It was the star. She thought only about the star. She lost her appetite. One day, she went to my Mother and told her the story.

«My dear! » my Mother said to her. 'You know, millions of stars fall out of the sky every night! But they fall in different places.'

"So I'll go and look for one..." the Red Cow began, and a happy look came into her eyes."

Mary Poppins paused.

"And now she is walking down Cherry Tree Lane," Jane said.

"Yes," said Michael, "she is looking for her star."

Vocabulary

Law - закон

Field-поле

Suddenly-внезапно

To great surprise-к великому удивлению

1. Choose the correct answers.

1. Why did Michael cry "Wow!" when he came up to the window?

- a) He saw Mary Poppins.
- b) He saw a cow in the street.
- c) He saw a cow sleeping in the Lane.

2. Was the Red Cow happy living with her daughter in the field?

- a) Yes, she had a happy and quiet life there.

- b) Yes, her life was bright and exciting.
- c) No, she had a boring life there.
- 3. Why did the Red Cow start dancing one night?
 - a) She caught a fallen star on her horn.
 - b) She heard lovely music.
 - c) She had her daughter's birthday party.
- 4. How did the Red Cow feel when she started dancing?
 - a) She was surprised.
 - b) She was worried.
 - c) She was happy.
- 5. Why did the Red Cow get worried after a week of dancing?
 - a) She could not stop dancing.
 - b) She started to enjoy dancing.
 - c) She could not teach her daughter to dance.
- 6. How did the King stop the Red Cow dancing?
 - a) He told her to stop.
 - b) He found the answer in a book.
 - c) He pulled the star off her horn.
- 7. What was the Red Cow doing in London?
 - a) She was going to visit the King.
 - b) She was looking for a fallen star.
 - c) She was looking for Mary Poppins.

2. Choose: *That is true* or *That is wrong*.

- 1. The Red Cow had an unhappy life in her sunny and green world.
- 2. The Red Cow wanted a change in her life.
- 3. One night a strange thing happened to her- she started dancing.
- 4. She couldn't stop dancing at night, but she stopped it in the morning.

5. She decided to visit the King because she couldn't dance any more. And she wanted it so much.
6. The King helped the Cow.
7. The King saw a fallen star on the Cow's horn.
8. The King took the star off the Cow's horn.
9. The Cow wanted her star back and she jumped high up into the sky to get it.
10. When the Cow landed on the Earth she was happy and never remembered the star.

3. Answer the questions paying attention on the articles.

1. Did you have a happy life when you were little?
2. What animals live in **the** forest? What animals live in **the** field? What animals live in **the** sea?
3. What always happens at **the** end of the lesson? What holiday do we have at **the** end of the year?
4. If you like the film, you say, 'What **an** interesting film!' What do you say if the film is boring/ if the morning is cold/ if the exercise is easy?
5. What do you usually do in **the** morning/ in **the** afternoon/ in **the** evening?
6. What is **the** first letter of the English ABC? What is **the** second letter of the Russian alphabet?
7. Where did **the** King live? Where does **the** President live in Russia? Who is **the** author of "Mary Poppins"?
8. Look around! Is **the** door open? Is **the** window closed? Is anybody in **the** hall?
9. Are you a good pupil? Is your uncle a dentist? **Is** your mother a very busy woman?
10. Your friend has a problem. What is **the** problem? You have got a pet, haven't you? What is **the** pet?

4. Use the article *a/an* or *the* where is necessary.

___ Red Cow lived in ___ field and had ___ happy life. But one night she came to ___ end of her happy days. That night she suddenly got up and began to dance. 'What ___ strange thing!' she thought.

At last she got tired but she couldn't stop dancing. In ___ morning she couldn't have breakfast. In ___ after-noon and in ___ evening she danced too. When ___ second night came, and she still could not stop. And at ___ end of a week dancing she was very, very, very worried.

'I must see ___ King,' she said and danced to ___ King's palace. When ___ Palace door opened, she danced through ___ halls to ___ King's throne.

'What do you want? Be quick, because I am ___ very busy King! And stop dancing,' the King said in ___ angry voice.

'That's ___ problem! It is ___ seventh day of dancing.'

'It is ___ very strange. ___ cow has caught ___ fallen star on her horn! Now, pull ___ star off.'

But it didn't come off. ___ King took ___ biggest book but it said nothing about ___ cows with ___ stars on their horns. Except for ___ story of the Cow Who Jumped over the Moon.

UNIT 9

1. Read the text and open the brackets.

A letter from London

Dear Alice,

Hi! I am on holiday in London. I (stay)_____ with my friend, Jane.

She (live)_____ in the centre of London, near Hyde Park.

I (be)_____ here since Saturday and I (already, do)_____ lots of things. I visit)_____ the Tower of London, the British Museum and Madam Tussaud's.

I (go)_____ to Madam Tussaud's on Monday. It (be)_____ terrible. When I (enter)_____ the Chamber of Horrors, I (scream)_____ .

Yesterday Jane and I (go)_____ shopping. I (want)_____ to buy some souvenirs. But while I (pay)_____ for a T-shirt, someone (steal)_____ my bag. Luckily, I (spend, already) nearly all my money.

There (be)_____ a lot of things I (not, do)_____ yet. I (not, be)_____ on a boat trip down the Thames yet, I (not, see)_____ the Millennium Dome.

If the weather (be)_____ fine tomorrow, I (go)_____ on a boat trip. I hope Jane (can)_____ keep me company.

I (like)_____ London very much. I (never, see)_____ such a beautiful city. You (must)_____ visit it some day.

I (be)_____ back in a week, so I (call)_____ you then.

Love,

Ann.

2. Make up five questions to the text "A Letter from London".

UNIT 10

1. Read the text and answer the questions.

A rich old businessman decided to make his will. He told his lawyer he would give 5 thousand pounds to each of his employees who had been working with him for 20 years or more. The lawyer was surprised at such generosity of the businessman. But the businessman said that he wasn't going to be generous at all because none of his employees had worked for him longer than a year. He only wanted to produce a favourable impression on the public for he was sure it would look nice in the newspapers.

Questions:

1. The old businessman wasn't generous, was he?
2. Why did the businessman make such a will?

2. Open the brackets .

a)

If you (1 — like) stories I (2 — tell) you a true story. It (3 — happen) to a friend of mine a year ago. While my friend George (4 — to read) in bed two thieves (5 — climb) into his kitchen. After they (6 — enter) the house, they (7 — go) into the dining room. It (8 — be) very dark, so they (9 — turn) on a torch (фонарь). Suddenly they (10 — hear) a voice behind them. "What (11 — be) up?" someone (12 — call). The thieves (13 — drop) the torch and (14 — run) away as fast as they (15 — can). George (16 — hear) the noise and (17 — come) downstairs quickly. He (18 — turn) on the light but couldn't see anything. The thieves already (19 — go). But George's parrot Hen-

ry (20 – be) still there. "What (21 — be) up?" he (22 — call). "Nothing," George (23 – say) and (24 – smile). "If something (25— happen) I (26— let) you (27— know)." And George (28 — leave) the room.

b)

The relations between dolphins and human beings long (1 — surprise) people. These relations (2 — last) for thousands of years. Pictures of dolphins (3 — use) to decorate the coins of ancient Greeks. Sailors (4— consider) the presence of dolphins near ships to be good luck. Now dolphins (5 — train) and they (6 — take) part in performances that both children and grown-ups (7 — like). When you (8 — spend) your holiday on the Black Sea coast you (9 — can) see dolphins (10 — play) near the shore. They usually (11 — come) early in the morning and before sunset. They (12 — consider) to be our friends. No one ever (13 — see) a dolphin attack human beings.

3. Choose the correct variant.

1. My dream is to visit ... Sahara.
a) the, b) a, c) — , d) an.
2. The Second World War ... in 1939.
a) broke out, b) broke up, c) broke open, d) broke off.
3. This test consists ... a number of multiple-choice questions.
a) — , b) in, c) of, d) for.
4. She could ... open her eyes.
a) hard, b) hardly, c) badly, d) well.
5. Peter ... since he left school.
a) was working, b) works, c) has been working, d) will be working.
6. Jane is as ... as her elder sister.

- a) tall, b) taller, c) the tallest, d) much taller.
7. Take your umbrella. It
a) rain, b) rained, c) is raining, d) rains.
8. I knew him ... a considerate man.
a) was, b) is, c) to be, d) be.
9. He said they ... to buy flowers for her.
a) forgot, b) forget, c) have forgotten, d) had forgotten.
10. When I came they ... things.
a) pack, b) packed, c) were packing, d) were packed.
11. Mrs. White ... Mary that she was going away. a) said,
b) told, c) talked, d) spoke.
12. This is ... very important news.
a) a, b) the, c) — , d) an.
13. They ... yet.
a) didn't arrive, b) haven't arrived, c) don't arrive, d) won't arrive.
14. How old ... when you got married?
a) are you, b) will you be, c) were you, d) have you been.
15. I am not very good ... learning languages.
a) at, b) in, c) of, d) while.

4. Translate the sentences.

1. Мне будет трудно переводить этот текст без словаря.
2. Мама сказала, что, когда придет, отпустит нас погу-
лять.
3. Сколько стоит эта книга?
4. Какая река длиннее: Волга или Миссисипи?
5. Школа на другой стороне улицы.

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Учебное издание

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**EXERCISES FOR THE DEVELOPMENT
OF LOGICAL THINKING**

Методическое пособие

Подписано в печать 16.11.2017 Усл.печ.л. 2,5

Формат 60х84 1/16 Тираж 30

Типография КЮИ МВД России
420108, г. Казань, ул. Магистральная, 35