

Thus one can imagine that students from language departments should be wide-range departments, i.e. the instructive process is based on General LSP. Therefore the chief purpose of teaching junior students translation skills is principles of general translation. Senior students should practice in branch texts (the field should depend upon the social and market demand).

Of course, modern branch LSPs are very complicated in their structures and it's next to impossible to master all these structures, moreover, translator is not a specialist in the respective field, i.e. he merely doesn't understand this vocabulary even in his/her mother tongue. That's why translators with philological education should co-operate with branch specialists in the process of compilation modern courses of translation practice.

Therefore, the main task is making-up the introductory course that could help students become familiar with general science vocabulary and basic vocabularies of various fields of science. The next step is making-up a course that might include the fundamentals of the chosen field of translation. The translators-training program should be based on a set of lexical topics parallel with such aspects as oral speech practice, reading, writing, grammar etc. These topics should include both colloquial and scientific sublanguages.

Original texts would serve as a basis of this or that topic. They would be accompanied with the respective essential vocabulary. These original texts should be taken from foreign branch periodicals and from the scientific literature in general. A part of those texts must be taken from general mass media and devoted to general topics. The main attention should be paid to the text analysis, especially it concerns the analysis of branch vocabulary. It should be done on the basis of complex lexical exercises based on the communicative application of these units in speech.

Special attention must be paid to tests that might reveal students' skills in the active operating the LSP of a respective field of science.

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Business English for Law

The increasing globalization of the market-place is forcing companies to pay more attention to international developments. Domestic firms are adjusting their structures and methods of operation to fit a broader and rapidly changing economic environment. They are increasing their geographic outreach because more of their suppliers and customers are located in various continents (Hasman 2000:3).

So, the world is in various stages of social, economic, and demographic transition. Economically and politically, the world has changed more rapidly in the past few years than at any time since 1945.

In the former Soviet republics where law was long regarded as merely a function of political power, ordinary citizens nowadays challenge the decisions of their governments in courts of law. And at a time when workers, refugees, commodities and environmental pollution are travelling around the world faster than ever before, there are increasing attempts to internationalize legal standards.

Thus modern community has provided a great deal of work for lawyers. The number of people entering the legal professions has been increasing, but the demand for lawyers has increased even faster, especially for those who can speak English.

Business English is not a clearly-defined subject of instruction but rather an umbrella term for a range of programs driven by customer needs. Thinking about the position of Business English for Law in today's Business English curriculum the question comes to mind: "Why should we develop special course-Business English for Law?" It is quickly answered.

The 1990s have seen old states disappear (the Soviet Union, for example) and new ones appear (NIS, for example). People in these countries are becoming more and more accustomed to using legal means to regulate their relations with each other. Political and legal reforms in Ukraine, close relationships with foreign countries require a specialist with a high level of English performance and developed communication skills.

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Changes in American Grammar for Conversational English

One of the most interesting aspects of American English is that the grammar rules are constantly changing. Some of the grammar rules that my mother and her mother learned in school have changed by today. This is especially true with conversational English. It is important to know what is acceptable and what isn't in using these changes.

"I am tired and I want to lie down." or "I am tired and I want to lay down." If you were to say the improper sentence in America, the second one, I am sure nobody would correct you; unless, of course, you were talking to a grammar teacher. In most parts of America the two are interchangeable in conversational English.