

С.Е. Зайцева, Л.А. Тинигина

ENGLISH FOR STUDENTS OF LAW

Рекомендовано

Министерством образования и науки Российской Федерации
в качестве **учебного пособия** для студентов
высших учебных заведений, обучающихся по специальности
«Юриспруденция»

Пятое издание, стереотипное



МОСКВА
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Цель пособия — развитие навыков чтения профессионально-ориентированных текстов, совершенствование коммуникативных навыков устной и письменной речи на основе текстов по международному праву и юриспруденции России.

В пособии есть разделы и задания, которые могут успешно применяться при обучении слушателей с разным уровнем знаний иностранного языка.

Для студентов юридических факультетов, вузов и колледжей.

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Предисловие

Учебное пособие состоит из четырех глав, каждая из которых включает семь разделов (Units). Каждая глава посвящена определенной тематике: Spotlight on Law, Great Britain, The USA, Russia. При отборе текстов для каждого раздела учитывались их познавательность и информативность.

Первая часть каждого раздела включает в себя текст, который имеет юридическую направленность. Он предназначен для изучающего чтения в аудитории и дома. Текст снабжен фонетическими, лексическими и грамматическими упражнениями, а также грамматическим справочником. Фонетический справочник и таблица неправильных глаголов расположены в приложении в конце пособия.

Вторая часть каждого раздела – это текст, который носит страноведческий характер и знакомит студентов с историей, традициями, обычаями и культурой стран изучаемого языка, в основном Великобритании и США. Этот текст направлен на развитие навыков ознакомительного чтения и снабжен послетекстовыми заданиями.

Третья часть в главе 4, представленная главным образом диалогами, посвящена устным темам, которые предусматриваются программой, и направлена на развитие навыков устной речи. Цель упражнений, приведенных после текста, заключается в развитии навыков пользования усвоенными речевыми образцами в сходных ситуациях. В эту часть введены элементы делового английского языка: деловая корреспонденция, составление резюме, устройство на работу и т.д.

Весь материал пособия основан на оригинальных источниках, частично адаптированных.

Авторы выражают искреннюю благодарность рецензентам – ректору Московского областного института управления и права, доктору юридических наук, профессору С.С. Мкртчяну, зав. кафедрой английского языка гуманитарных факультетов МПГУ, кандидату филологических наук, доктору философских наук, профессору О.А. Колыхаловой и зав. кафедрой русского и иностранных языков и литературы МИСиС, кандидату филологических наук, профессору М.С. Алехиной за ценные советы и указания, которые были учтены при работе над этим учебным пособием.

Chapter 1. Spotlight on Law

Unit 1

Part 1

Text: Introduction to Law

The English word “law” (Scandinavian borrowing) refers to limits upon various forms of behavior. Some laws are descriptive – they simply describe how people usually behave. Other laws are prescriptive – they prescribe how people ought to behave.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs, that is, informal rules of social and moral behaviour. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural group. And some are precise laws made by nations and enforced against all citizens within their power.

Customs need not be made by governments, and they need not be written down. We learn how we should behave in society through the instruction of family and teachers, the advice of friends, and our own experiences. The rules of social institutions tend to be more formal than customs. Governments often consider anti-social behaviour not simply as a matter between two individuals but as a danger to the well-being and order of society as a whole. The laws made by the government of one country are often very different from the laws of another country. Law today is, to a large extent, a complex of different and relatively independent national systems.

Task 1. Phonetic Exercises.

Practice after the teacher to pronounce the words given below.

| | |
|--------------------------------|-----------------------------|
| law [lɔ:] | enforce [ɪn'fɔ:s] |
| Scandinavian [ˌskændɪ'neɪvjən] | government ['gʌvnmənt] |
| borrowing ['bɔrɒvɪŋ] | experience [ɪks'piəriəns] |
| behaviour [bɪ'heɪvjə] | individual [ˌɪndɪ'vɪdʒuəl] |
| society [sə'saɪəti] | extent [ɪks'tent] |
| religious [rɪ'lɪdʒəs] | independent [ˌɪndɪ'pendənt] |
| precise [prɪ'saɪz] | |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Заимствование, описательный, предписывающие законы, социальные общества, опыт (жизненный), личность.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|---------------------------------|
| 1) различные формы поведения | a) to enforce the laws |
| 2) определенные законы | b) well-being |
| 3) проводить законы в жизнь | c) to a great extent |
| 4) благополучие | d) various forms of behaviour |
| 5) в целом | e) independent national systems |
| 6) в значительной степени | f) as a whole |
| 7) независимые государственные системы | g) precise laws |

Exercise 3. Answer the following questions.

1. What does the word "law" refer to?
2. What are descriptive and prescriptive laws?
3. What is the difference between customs and the rules of social institutions?
4. What is law today?

Exercise 4. Match the synonyms.

- | | |
|---------------|--------------------|
| 1) law | a) affair |
| 2) precise | b) very large |
| 3) matter | c) a single person |
| 4) individual | d) act |
| 5) great | e) exact |

Task 3. Grammar Rules and Exercises.



The use of Articles.

1. The Indefinite Article.

- 1) с исчисляемыми существительными, когда они упоминаются впервые

I can see a book on the table.

2) с существительными, являющимися частью составного именного сказуемого

He is a clever young lawyer.

3) с существительными после оборота there is..., а также после it is..., this is...

There is a large prison in our street.

It's a crime.

This is a code of laws.

4) после слов such, rather, quite, what

He is such a clever judge.

5) с существительными в роли приложения

My father, a barrister, is on pension now.

6) перед числительными a dozen, a hundred, a thousand, a million, в выражениях

a lot (of), a great many of

I know a lot about this crime.

7) в сочетаниях с глаголами to have, to take, to give: to have a cold, to have a good time, to have a toothache, to have a rest, to have a smoke, to take a shower, to give a hand.

2. The Definite Article.

1) с существительными в единственном и множественном числе, когда говорящему ясно, о каком предмете идет речь

Open the window, please.

2) с существительным, которое упоминается в контексте не впервые

I saw a new film yesterday. The film was not very interesting.

3) когда перед существительным стоит:

а) порядковое числительное

Gagarin is the first cosmonaut of the world.

б) прилагательное в превосходной степени

Moscow is the largest city in Russia.

в) одно из прилагательных: following, last, next, same, very, only

She is the only child in the family.

Но: next door, last week, last year.

4) когда существительное имеет при себе уточняющее или ограничивающее определение

The price of fruit is high this year.

5) с существительными, обозначающими предметы, единственные в своем роде: the Sun, the Moon, the Earth, the sky, the world, the air, а также в словосочетаниях: in the morning, in the afternoon, in the evening,

in the country, in the corner, on the middle, on the right (left), on the one (other) hand, on the whole, the day before yesterday, the day after tomorrow, the other day, to go to the cinema (theatre), to tell the truth, etc.

The sky is blue and the sun shines brightly in summer.

б) с исчисляемыми существительными, обозначая весь класс однородных предметов, а не выделяя один предмет из рода ему подобных

The cow is a domestic animal.

7) с названиями:

а) океанов, морей, рек, озер, горных цепей, групп островов, пустынь, проливов

The Thames, the Black Sea, the English Channel, the Atlantic Ocean, the Alps

б) некоторых стран и местностей

The United States (the USA), the Crimea.

в) некоторых исторических зданий (учреждений), музеев, театров, библиотек, организаций, газет the Kremlin, the British Museum, the United Nations Organization, the Times.

г) сторон света: the North, the South, the East, the West, но без артикля: from East to West, from North to South

He works in the North.

д) при существительном, обозначающем фамилию, когда речь идет о всей семье в целом

The Browns spend their holiday in Italy.

8) с именами прилагательными и причастиями, превратившимися в имена существительные со значением множественного числа: the rich, the poor, the old, the young, the blind, the deaf, the sick, the dead, the disabled, the unemployed, the injured

There are special schools for the blind.

3. The Zero Article.

1) перед существительным, которое имеет определение, выраженное местоимением (притяжательным, указательным, вопросительным, неопределенно-личным), именем собственным в притяжательном падеже или количественным числительным

Give me your plan, please.

There are some books on the table.

This man is John's father.

Where is room six?

Open your books at page 5.

2) с существительными во множественном числе, которые являются частью именного сказуемого

We are friends.

3) с неисчисляемыми существительными, если они не имеют ограничительных или уточняющих определителей

Do you like tea or coffee? Но: The coffee is cold.

4) с названиями дней недели, месяцев и времен года

Winter begins in December.

5) с именами собственными

Mary, London, Pushkin Street.

6) с существительными, обозначающими названия наук и учебных предметов

My favourite subject is history.

7) в ряде устойчивых выражений: at night, at dinner (breakfast, supper), at home, at school, at work, at dawn (sunset), at first, in (on) time, at war, in debt, in fact, on board a ship, on sale, by bus (train, tram), by air, by post, by heart, by chance, by mistake, by name, day after day, day and night, to be in bed, to go to bed, after school, from morning to (till) night, from time to time, to have breakfast (dinner, supper), to be in hospital, to keep house, to start (finish) work, to go (come, arrive, get) home.

Exercises.

Exercise 1. Make a few sentences of the following elements.

| | | | |
|-----------------|---------|-------------|------------------------|
| Sherlock Holmes | | outstanding | detective |
| Conan Doyle | | famous | detective story writer |
| Agatha Christie | is a/an | well-known | author of spy novels |
| Poirot | | English | lawyer |
| Megre | | French | |
| Anatoly Conie | | Russian | |

Exercise 2. Insert the correct article wherever necessary.

1. They signed ...contract only yesterday.
2. He mentioned ...Article 4.
3. ...New Zealand and ...France were involved in this case.
4. He is ...criminal.
5. ...Baltic Sea is colder than ...Black Sea.
6. It is one of ...most important questions we discussed.
7. ...Library of Congress is ...largest library in ...USA.

Verb “to be”

| | Present Indefinite | Past Indefinite | Future Indefinite |
|---------------|---|--|---|
| Affirmative | I am You are He is She is It is We are They are | I was You were He was She was It was We were They were | I shall be You will be He will be She will be It will be We shall be They will be |
| Negative | I am not You are not (aren't) He is not (isn't) She is not It is not We are not They are not | I was not (wasn't) You were not (weren't) He was not She was not It was not We were not They were not | I shall not (shan't) be You will not (won't) be He will not be She will not be It will not be We shall not be They will not be |
| Interrogative | Am I? Are you? Is he? Is she? Is it? Are we? Are they? | Was I? Were you? Was he? Was she? Was it? Were we? Were they? | Shall I be? Will you be? Will he be? Will she be? Will it be? Shall we be? Will they be? |

Exercises.

Exercise 1. Use the verb “to be” in the correct form.

1. Our work ... completed next week. 2. We ... students. 3. Hard work ... a guarantee of success. 4. The train ... late yesterday. 5. He ... not at home now. 6. Which party ... in power in Great Britain ten years ago? 7. My aim ... to master two foreign languages. 8. Our students ... in London last year. 9. We ... in Moscow in two days. 10. Soon this book ... translated into English. 11. When I met my friend I ... going to the Crimea. 12. The students ... in the reading hall before the lessons.

Exercise 2. Make the sentences negative and interrogative.

1. I shall be at home tonight. 2. My friend will be a lawyer in two years. 3. My parents are teachers at the University. 4. At two o'clock our family is having dinner. 5. The decision will be passed on Monday. 6. He is working in the library now. 7. There is a TV set in this room. 8. There were many new words in the dictation. 9. There will be a stadium near school. 10. Next Monday our first lesson will be English.

Exercise 3. Ask questions according to the model.

Model: His family is in London. (Where?)

Where is his family?

1. He is going to the cinema now. (Where?) 2. He was preparing to the exams yesterday. (Who?) 3. The lesson will be over in 5 minutes. (When?) 4. I shall be eighteen in a year. (How old?) 5. There are books on my desk. (What?)

Exercise 4. Transform the sentences into the Past and Future Indefinite Tenses.

1. The students are in the reading hall. 2. I am glad to meet my friend. 3. He is eighteen. 4. My friend is preparing to enter the University. 5. Such problems are discussed at our meeting. 6. The train is to arrive at 10. 7. My friend is a doctor. 8. They are in Moscow. 9. The book is translated into English. 10. Pete is waiting for you.

Part 2

Text: The Druids

Two thousand years ago there was an Iron Age Celtic Culture throughout the British Isles. Between the 6th and the 3d century B.C., the British Isles were invaded by the Celtic tribes who settled in southern England. They originally came from central Europe. The Romans called these people the Britons and the island – Britannia.

Their culture goes back to about 1200 B.C.. Between 500 and 250 B.C., they were the most powerful people north of the Alps. Originally they were pagans, with priests known as the Druids who had great power over them.

For people in Britain today, the chief significance of the prehistoric period is its sense of mystery. This sense finds its focus most easily in the monumental architecture of this period, the remains of which exist throughout the country. One of them is Stonehenge. Stonehenge was built on Salisbury Plain some time between 2500 and 1500 B.C. and the historians think that it was the temple of the Druids. They were cruel men and their ways of worshipping their gods were cruel too. They often declared that the people had to offer up sacrifices of human beings to get the God's pardon. The Druids put men into huge baskets and burned them in the presence of the people.

We know very little about these religious practices, but there are some organizations today (for example, the Order of Bards, Ovates and Druids) who base their beliefs on them.

Notes.

iron ['aɪən] – железо

Celts [kelts] – кельты

pagan ['peɪgən] – язычник

priest [pri:st] – священник, жрец

significance [sig'nɪfɪkəns] – значение, смысл, важность

temple ['templ] – храм

worshipping ['wɜ:ʃɪpɪŋ] – поклонение

sacrifice ['sækrɪfais] – жертва

ovate ['ɒveɪt] – овальный

Task 1. Read the text. Find the answers to the questions given below.

1. When were the British Isles invaded by Celtic tribes?
2. Where did they come from?
3. How did the Romans call them?
4. Who were the Druids?
5. Where was Stonehenge built and when?
6. What do we know about the Druids' religious practices?

Task 2. Read the text carefully and agree or disagree with the statements given below.

1. The British Isles were invaded by Celtic tribes between the fifth and the third century B.C.
2. The Romans called these people the Celts.
3. Originally the Celts were pagans.
4. Stonehenge was built between 2500 and 1500 B.C. by the Romans.
5. We know very little about the Druids' religious practices.

Task 3. Fill in the blanks with the correct words.

1. The Celts were governed by a class of priests called _____.
2. The Druids' ways of _____ their gods were strange and cruel.
3. The Druids offered up _____ of human beings.
4. The historians think that Stonehenge was the _____ of the Druids.
5. There are some organizations today who base their _____ on the Druids' religious practices.

Unit 2

Part 1

Text: Ancient Systems of Law



The oldest code of laws from anywhere in the world is that of Ur-Nammu, the Sumerian king who lived in the 21st century B.C. The next known is again in Sumerian; it was promulgated under Lipit-Ishtar (about 1850—1840 B.C.), the ruler of Isin. All of these codes date from before Hammurapi. As we have noted, he was not the first ruler of Mesopotamia to issue a collection of laws; but his code was so far ahead of anything previously attempted that we must regard it as the apex of legal codification prior to Roman Law. In fact, Hammurapi's Code is the best mirror of Mesopotamian society.

Hammurapi ordered to have this code carved into a great stone stele. This stele was set up in a temple to the Babylonian god Marduk and every citizen could read it. After the fall of Babylon in the 16th century B.C. the stele was lost for centuries and lay buried until French archaeologists unearthed it in 1901—1902. It is now in the Louvre museum in Paris. Hammurapi's Code is carefully arranged laws aiming at regulating society in clear language. It covered crime, divorce and marriage, slaveholding, theft and property ownership and even kidnapping.

Another ancient code is the code of Hebrew Law contained in the Book of Exodus in the Bible.

In Greece each city state had its own law, some laws were common to many states. In the seventh century B.C. the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian lawgiver, provided a new code of law. He was not without some experience in matters of law

and justice before he was chosen as lawgiver. The judicial reforms of Solon, which secured a minimum of popular participation in the administration of justice and laid the foundation of democracy, are among the most important in Athenian history. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of the jury listened to speeches made by persons who had brought the case before them, and by their friends. Barristers did not participate in court proceedings, but professional speech-writers sometimes prepared speeches.

Roman Law is one of the greatest systems that has ever existed. It was based upon custom, and by A.D. 528 the quantity of Roman Law had become so immense that the Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws. Roman Law had a deep influence upon the law of the world. It had a strong influence on the law of most European countries and some influence on Anglo-Saxon law, which is the other great law system of the world. After many years Roman Law reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman Law in their courts.

Notes

Hebrew Law ['hibru:] – древнееврейское право

Book of Exodus ['eksədəs] – Исход (2-я книга Ветхого Завета)

B.C. (Before Christ) – до нашей эры

A.D. (Anno Domini) – нашей эры

Mesopotamia [,mesə(ʊ)pə(ʊ)'teɪmɪə] – Месопотамия

Task 1. Phonetic Exercises.

Practice after the teacher to pronounce the words given below.

| | |
|----------------------------------|------------------------------------|
| promulgate ['prɒməlgeɪt] | Athenian [ə'θi:njən] |
| code [kəʊd] | legal ['li:gəl] |
| apex ['eɪpeks] | jury ['dʒʊəri] |
| prior ['praɪə] | barrister ['bærɪstə] |
| stele ['sti:li:] | proceeding [prə'si:diŋ] |
| archaeologist [,ɑ:kɪ'ɒlədʒɪst] | immense [ɪ'mens] |
| unearth ['ʌn'ɜ:θ] | emperor ['empərə] |
| Louvre ['lu:və] | Justinian [dʒʌs'tɪniən] |
| justice ['dʒʌstɪs] | Constantinople [,Kɒnstæntɪ'nɒpl] |
| judicial [dʒu(:)'dɪʃəl] | influence [ɪn'fluəns] |
| secure [sɪ'kjʊə] | reappeared [ri:ə'piəd] |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Кодекс, стела, раскапывать, государство, гарантировать, законодатель, правосудие, юридический, состав присяжных, барристер (адвокат), судопроизводство, огромный, возродился.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|-----------------------------------|
| 1) был провозглашен при | a) criminal case |
| 2) вершина правовой кодификации | b) revival of learning |
| 3) до Римского права | c) civil case |
| 4) излагать свои законы в письменном виде | d) influence on the law |
| 5) предоставил новый свод законов | e) was promulgated under |
| 6) уголовное дело | f) to put their laws into writing |
| 7) гражданское дело | g) the apex of legal codification |
| 8) влияние на право | h) provided a new code of law |
| 9) возрождение | i) prior to Roman Law |

Exercise 3. Answer the following questions.

1. What ancient systems of law do we have knowledge of?
2. Why do we regard Hammurapi's code as the apex of legal codification?
3. Why did Hammurapi set up the stele in a temple?
4. Where is this stele now?
5. What did the laws of Hammurapi cover?
6. When did the Greeks begin to put their laws into writing?
7. What is one of the greatest systems of law?
8. What system of law had a great influence on the law of the world?

Exercise 4. Match the synonyms.

- | | |
|--------------|-----------------------|
| 1) ancient | a) easy to understand |
| 2) nation | b) to be in number |
| 3) to number | c) state |
| 4) to exist | d) extremely large |
| 5) immense | e) very old |
| 6) clear | f) the Earth |
| 7) world | g) to be real |

Task 3. Grammar Rules and Exercises.

Plurals.

Большинство исчисляемых существительных в английском языке имеют два числа: единственное и множественное. Множественное число большинства существительных образуется путем добавления к форме единственного числа окончания -s или -es (s, ss, x, ch, o): day - days, hero – heroes. Окончание -s (-es) произносится как [z] после гласных и звонких согласных (doors[dɔ:z], walls [wɔ:lz]), как [s] после глухих согласных (shops [ʃɒps], states [steɪts]) и как [ɪz] после шипящих и свистящих (speeches [spi:tʃɪz], boxes [bɒksɪz]).

Некоторые имена существительные образуют множественное число путем изменения корневых гласных:

| Единственное число | Множественное число |
|--------------------|---------------------|
| man – мужчина | men |
| woman – женщина | women |
| tooth – зуб | teeth |
| foot – ступня | feet |
| goose – гусь | geese |
| mouse – мышь | mice |

У некоторых существительных формы единственного и множественного числа совпадают:

| Единственное число | Множественное число |
|--------------------|---------------------|
| deer – олень | deer |
| fish – рыба | fish |
| swine – свинья | swine |
| sheep – овца | sheep |

Неисчисляемые существительные обычно употребляются только в единственном числе: iron – железо, sugar – сахар, love – любовь, hair – волосы, money – деньги, advice – совет, knowledge – знания, news – новость, fruit – фрукты, series – серия, серии.

Названия парных предметов употребляются только во множественном числе: glasses/spectacles – очки, trousers – брюки, scissors – ножницы, shorts – шорты.

Существительные goods – товары, contents – содержание, clothes – одежда, riches – богатство, wages – заработная плата употребляются только во множественном числе.

Собирательные существительные, обозначающие группу как единое целое, согласуются с глаголом в форме единственного числа. Если же такие существительные обозначают отдельных представителей группы, то глагол-сказуемое употребляется в форме множественного числа:

My family is large.

All the family are at the table.

Моя семья большая.

Вся семья (все члены семьи) за
столом.

Собирательные существительные *people* – люди, *police* – полиция, *cattle* – скот всегда употребляются с глаголом только во множественном числе:

The police know about the stolen money.

Полиция знает об украденных деньгах.

Exercises.

Exercise 1. Find nouns in the plural form.

Positions, news, box, seas, problems, clothes, level, bus, countries, women, phenomenon, money, crises, people, glass, class.

Exercise 2. Give the singular form.

Women, feet, children, analyses, data, news, glasses, leaves, knives, sheep, shorts, plays.

Exercise 3. Give the plural forms of the following nouns.

Bed, classroom, day, factory, teacher, map, student, picture, desk, president, match, text, page, tooth, advice, hero, man, mouse, lawyer.

Оборот there is (there are).

Предложения с вводным **there** сообщают о наличии или существовании лица или предмета в каком-либо определенном месте.

Вводное **there** в предложении является формальным подлежащим, которое вводит сказуемое.

После оборота исчисляемые существительные в единственном числе употребляются с неопределенным артиклем. Во множественном числе существительные употребляются без артикля.

В случае наличия после оборота более одного существительного сказуемое согласуется с первым из них.

There is a newspaper and some journals on the table.

There are some journals and a newspaper on the table.

При переводе на русский язык предложений с вводным **there** перевод обычно начинается с обстоятельства (места или времени).

There is a lamp on the table. На столе есть (имеется, находится) лампа.

There is much snow in winter. Зимой много снега.

Сказуемым в предложении такого типа может быть не только глагол *to be*, но и другие глаголы: *to exist* (существовать), *to live* (жить), *to come* (приходить), *to lie* (лежать) и др.

There appeared many new parties in the country.
В стране появилось много новых партий.

| | Present Indefinite | Past Indefinite | Future Indefinite |
|---------------|---|--|--|
| Affirmative | There is a letter in the bag. There are letters in the bag. | There was a letter in the bag. There were letters in the bag. | There will be a letter in the bag. There will be letters in the bag. |
| Interrogative | Is there a letter in the bag? Are there letters in the bag? | Was there a letter in the bag? Were there letters in the bag? | Will there be a letter in the bag? Will there be letters in the bag? |
| Negative | There is not (isn't) a letter in the bag. There are no letters in the bag. | There was not (wasn't) a letter in the bag. There were no letters in the bag. | There will not (won't) be a letter in the bag. There will be no letters in the bag. |

Exercises.

Exercise 1. Make the sentences interrogative and negative.

1. There is a lift in the house.
2. There is some bread on the plate.
3. There are few cups on the table.
4. There is much furniture in the hall.
5. There was a nice picture on the wall.
6. There were many seminars last week.
7. There will be a lot of people at the conference.
8. There will be a telephone in my flat.
9. There will be a lot of fruit in our garden.
10. There is some sugar in my coffee.
11. There were old buildings in the city.
12. There is some ink in the pen.

Exercise 2. Answer the following questions.

1. How many days are there in January?
2. How many minutes are there in an hour?
3. How much money is there in the box?
4. What is there on the table?
5. In whose rooms are there two windows?
6. Will there be many people in the park on Sunday?

Exercise 3. Form questions to the words given in bold type.

1. There is a **big** park in the centre of the city.
2. There are **two** armchairs in the room.
3. There are **twelve** months in a year.
4. There was a **school** near my house before the war.
5. There were **50,000 roubles** in my bag.
6. There will be a **party tomorrow**.

Exercise 4. Make up sentences of your own using the construction “there is/there are”.

1. traffic lights, at every corner, of the street.
2. a few English books, in the library.
3. a lot of parks and gardens, there.
4. time, to visit the museum, no.
5. some years ago, only, a few new houses, in our street.
6. time, to do this work, tomorrow?
7. an institute, in your town, five years ago?
8. in three years, a theatre, near my house?

Part 2

Text: The Coming of the Romans



In the year 55 BC the Great Roman general Julius Caesar sailed to Britain with about 12,000 soldiers in eighty ships. When they were near the coast, they saw the Britons armed with swords, ready to fight them. The Romans won the battle, but didn't stay long and soon departed. In the following year Julius Caesar came to Britain again and stayed here some time.

Then the Romans left again and did not appear on the British shores for about a hundred years. Then, in the year 43 AD, the Roman Emperor Claudius sent a general with 40,000 men to conquer Britain all over again. Soon

the whole of the south of Britain was conquered. The Romans were very practical people, and the first thing they did in Britain was to make the ports where they landed their soldiers. The Roman ports were very well built. The great Roman roads ran in long straight lines to different parts of the country.

But the Romans came with a
heavy hand,
And bridged and roaded and
ruled the land,...
wrote R. Kipling

Notes

Julius Caesar ['dʒu:liəs'si:zə] - Юлий Цезарь

Britons ['brɪtnz] - бритты

sword [sɔ:d] - меч

to depart [dɪ'pɑ:t] - уходить, отбывать

Claudius ['klɒdjəs] - Клавдий

to conquer ['kɒŋkə] - завоевывать, покорять

Task 1. Answer the questions.

1. How many times did Julius Caesar come to Britain?
2. When was it?
3. When did the Romans come and stay in Britain?
4. What facts show that the Romans were practical people?

Task 2. Read the text carefully and agree or disagree with the statements given below.

1. Julius Caesar sailed to Britain in the year 55 AD.
2. The Britons won the battle.
3. In the following year Julius Caesar came to Britain twice.
4. Soon the whole of the south of Britain was conquered.
5. The Roman ports were not very well built.

Task 3. Choose the antonyms from the box.

| |
|--|
| far, to lose, last, to depart, to come, to destroy, short, straight, different, well |
|--|

to leave
near
to win
to arrive
next

to make
badly
similar
long
crooked

Unit 3

Part 1

Text: The Magna Carta



Three miles south-east of Windsor is a famous place where King John signed the Magna Carta. There was constant struggle for power between King John Lackland and the barons. Finally the barons organized an open rebellion. In 1215 the king was forced to seal a document called the Magna Carta Libertata (the Great Charter), which limited the prerogative of the Crown or government and extended the powers of the Barons. The charter affirmed the individual's right to justice and liberty and has always been regarded by Englishmen as their chief constitutional safeguard against unjust and arbitrary rule. It has also found a place in the American Constitution and influenced modern human rights charter.

The Magna Carta Memorial stands on a wooded hill-side. It represents a domed classical temple structure, containing a pillar of English granite on which is inscribed, "To commemorate Magna Carta, symbol of Freedom Under Law". It was erected in 1957.

Chief Clauses of Magna Carta:

1. Church to be free.
2. London, and all towns, to have their ancient liberties and customs.
3. Fines to be proportionate to the offence.
4. No one to be brought to trial on the bare word of a bailiff, without trustworthy witnesses.
5. No freeman shall be seized, or imprisoned except by the lawful judgement of his equals, or by the law of the land.
6. To no one will we sell, or deny, or delay, right of justice.
7. Constables, Sheriffs, and bailiffs to be appointed from those who know the law, and will keep it.
8. Every one in the kingdom to have and hold all the aforesaid liberties, rights and concessions.

Task 1. Phonetic Exercises

Practice after the teacher to pronounce the words given below.

| | |
|----------------------------|----------------------------------|
| Magna Carta ['mægnə'ka:tə] | constitutional ['kɒnstɪ'tju:ʃən] |
| prerogative [pri'rɒgətɪv] | safeguard ['seɪfɡɑ:d] |
| crown [kraʊn] | arbitrary ['ɑ:bɪtrəri] |
| affirmed [ə'fɜ:md] | commemorate [kə'meməreɪt] |
| bailiff ['beɪlɪf] | |

Task 2. Lexical Exercises

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Великая Хартия Вольностей, подписал, восстание, скрепить печатью, утверждала, справедливость, свобода, гарантия, несправедливый, куполообразный, в ознаменование.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|---------------------------------|
| 1) Король Джон Безземельный | a) a wooded hill-side |
| 2) исключительное право власти монарха | b) right of justice |
| 3) право человека | c) the prerogative of the Crown |
| 4) деспотичное управление | d) on which is inscribed |
| 5) лесистый склон | e) trustworthy witness |
| 6) на котором сделана надпись | f) the individual's right |
| 7) правонарушение | g) arbitrary rule |
| 8) судебный пристав | h) offence |
| 9) заслуживающий доверия свидетель | i) King John Lackland |
| 10) право на правосудие | j) bailiff |

Exercise 3. Answer the following questions.

1. When did King John sign the Magna Carta?
2. What did the charter affirm?
3. How do the British regard the Magna Carta?
4. When was the Magna Carta Memorial erected?

Exercise 4. Match the synonyms.

- | | |
|----------------|------------------------|
| 1) to sign | a) to stretch |
| 2) struggle | b) a single person |
| 3) prerogative | c) to write one's name |
| 4) to extend | d) despotic |
| 5) individual | e) to declare |

- 6) to affirm
- 7) arbitrary

- f) privilege
- g) a hard fight

Task 3. Grammar Rules and Exercises

The Possessive case

Существительное в английском языке имеет только два падежа: общий (The Common case) и притяжательный (The Possessive case). Существительное в общем падеже не имеет специальных окончаний. Существительное в притяжательном падеже является определением к другому существительному и отвечает на вопрос чей? (whose?), означая принадлежность предмета. В форме притяжательного падежа употребляются в основном существительные одушевленные, а также существительные, обозначающие

а) время и расстояние: a month's holiday, a mile's distance.

б) страны, города, суда, а также существительные – country, city, world, model, ship, town, nature, the moon, the sea.

в) вес, стоимость, место: ten roubles' worth, a kilo's weight, at the baker's.

г) собирательные существительные: army, party, company, government, family, etc.: government's decisions, party's money.

Показателем притяжательного падежа является окончание 's: Jane's coat. Если существительное стоит во множественном числе и оканчивается на -s, для обозначения притяжательного падежа апостроф ставится за словом: the students' book. Если существительное во множественном числе не имеет окончания -s, то притяжательный падеж образуется как у существительных в единственном числе: children's toys.

Наряду с существительными в притяжательном падеже для выражения принадлежности употребляются существительные с предлогом of: the teacher's question = the question of the teacher. Такое существительное переводится на русский язык прилагательным или существительным в одном из косвенных падежей:

my sister's children – дети моей сестры

Moscow Metro – московское метро

stone wall – каменная стена.

В таких словосочетаниях ключевым словом всегда является последнее существительное.

Выражение падежных отношений с помощью предлогов

| В русском языке | Предлог | В английском языке |
|-------------------------------------|-------------|--|
| Именительный падеж (кто? что?) | – | This student reads well. Этот студент хорошо читает. The lessons begin at 9 o'clock. Занятия начинаются в 9 часов. |
| Родительный падеж (кого? чего?) | of | The book of the boy is on the table. Книга мальчика на столе. |
| Дательный падеж (кому? чему?) | to | He gave this book to the teacher. Он дал эту книгу учителю. |
| Винительный падеж (кого? что?) | – | The teacher asked the students many questions. Преподаватель задал студентам много вопросов. We like these books. Нам нравятся эти книги. |
| Творительный падеж (кем? чем?) | by with | This article is written by Pavlov. Эта статья написана Павловым. I write with a fountain-pen. Я пишу авторучкой |
| Предложный падеж (о ком? о чем?) | about of | I speak about the book. Я говорю о книге. I think of the experiment. Я думаю об этом эксперименте. |

Exercises

Exercise 1. Replace of-phrases by nouns in the possessive case.

Model: The son of Ann – Ann's son.

1. The dog of Mr. Taylor.
2. The name of the boy.
3. The flat of my sisters.
4. The families of these workers.
5. The economy of the country.
6. The article of the researchers.
7. The pictures of the artist.
8. The cover of the book.
9. The plan of the President.

Exercise 2. Translate into Russian.

1. Britain's trade.
2. A day's work.
3. My friend's hat.
4. The sister's letter.
5. The world's first spaceman.
6. The children's hands.
7. An hour's walk.
8. The women's magazine.
9. The Parliament's session.
10. A week's rest.

Exercise 3. Use the possessive case.

1. The book by this writer is interesting.
2. The foot of my son is big.
3. The prospects of the company are good.
4. These are the notebooks of his

students. 5. The newspaper of the party was a daily one. 6. The uncle of Tom is a scientist. 7. The favourite sport of my brother is tennis. 8. The programme of two months was fulfilled. 9. The dream of the mankind to fly into space came true.

The Adjective

В английском языке имя прилагательное имеет те же степени сравнения, что и в русском: положительную (positive), сравнительную (comparative), и превосходную (superlative).

Одно- и двусложные прилагательные образуют сравнительную степень при помощи суффикса -er, а превосходную при помощи суффикса -est, которые прибавляются к прилагательному в положительной степени:

long – longer – the longest.

Степени сравнения многосложных прилагательных образуются при помощи слов more – для сравнительной степени и most – для превосходной степени:

important – more important – the most important.

Степени сравнения наречий образуются аналогично степеням сравнения прилагательных: late – later – the latest, actively – more actively – the most actively.

Некоторые прилагательные и наречия образуют степени сравнения не по правилу:

| | | |
|--------------|--------------------|----------------------------------|
| good well | better | (the) best |
| bad badly | worse | (the) worst |
| much many | more | (the) most |
| little | less | (the) least |
| far | farther further | (the) farthest (the) furthest |

В английском языке после прилагательного в сравнительной степени употребляется союз than (чем), тогда как в русском языке этот союз может опускаться:

My son is younger than yours.

Мой сын моложе, чем ваш.

Сравнительные конструкции

| Модель | Перевод | Пример |
|----------------------------------|------------------------------------|---|
| as ... as | такой же ... как так же ... как | This boy is as tall as my brother. Этот мальчик такой же высокий, как мой брат. He runs as fast as you do. Он бежит также быстро, как ты. |
| not so ... as (not as ... as) | не такой ... как не так ... как | This room is not so light as that one Эта комната не такая светлая, как та.. She doesn't know Moscow as well as we do. Она знает Москву не так хорошо, как мы. |
| the ... the | чем ... тем | The earlier we leave, the sooner we'll arrive. Чем раньше мы отправимся, тем скорее приедем. |

Exercises.

Exercise 1. Write down the comparative and superlative forms of the adjectives and adverbs.

| | | |
|--------|-----|-----|
| good | ... | ... |
| famous | ... | ... |
| rich | ... | ... |
| many | ... | ... |
| strong | ... | ... |
| early | ... | ... |
| nice | ... | ... |
| quick | ... | ... |

Exercise 2. Use the necessary form of the adjective or adverb.

1. The Mississippi is (long) river in the world. 2. My cigarettes are (bad) than yours. 3. The battle of Waterloo was the (great) battle of all times. 4. This plan is (practical) of all. 5. She is not so (tall) as her sister. 6. He is (strong) than his brother. 7. Our house is as (low) as yours. 8. Elbrus is the (high) peak in the Caucasian mountains. 9. The Neva is (wide) and (deep) than the Moskva river. 10. October is (cold) than June.

Part 2

Text: Britain in the 5th – 13th Centuries



By the 5th century the Roman Empire was beginning to disintegrate and the Roman legions in Britain had to return back to Rome to defend it. Britain was left to defend and rule itself.

Barbaric tribes of Angles, Saxons and Jutes were making raids against the British. That was the period of the half-legendary King Arthur and his knights of the Round Table who defended Christianity against the Anglo-Saxons. The Germanic invaders first arrived in small groups but managed to settle and oust the British population to the mountainous parts of Britain.

Beginning with the 8th century, pirates from Scandinavia and Denmark began raiding the eastern shores of Britain. They are known in English history as the Danes or the Vikings. They were brave, cruel and brilliant sailors.

...But the Romans left
And the Danes blew in...
That's where your history book
begins...

R. Kipling



At that time the West Saxons who lived in Wessex, one of the seven kingdoms of the Anglo-Saxon England, got a new young king, his name was Alfred, later he was called Alfred the Great. And no other king has earned this title. Alfred the Great was really a great king. He was very well educated for his time. He worked out a code of laws. Alfred the Great saved England from the Danish conquest, but in the 10th – 11th centuries the Danes managed to expand their possession in Britain.

The Danish kings ruled in Britain for about 24 years. The last of them, Edward the Confessor, died without a son to follow him. 15 years later before his death he had promised the English Crown to the Duke of Normandy, William, who was his cousin. But the British nobility supported Harrold.



Harrold was the most powerful Anglo-Saxon earl of England and in 1066 he was crowned. William gathered an army to invade England. There was a great battle at Hastings on October 14, 1066. Harrold was killed in the battle, and the English understood that the battle was lost. William was crowned King of England in Westminster Abbey on Christmas Day, 1066. He was named William the Conqueror.

In the 13th century King John Lackland was made King of England after his brother's death. His brother was famous Richard I the Lion-Heart,

who spent most of his life in Crusades in the Holy Land. King John was the most unpopular king: he lost most of his French possessions, he rebelled against his brother, etc. The list of his misdeeds was endless, but he did one good thing (or was forced to do it). He was made to sign a document called the Magna Carta (in Latin) or the Great Charter. For the first time in the history, the Magna Carta officially stated certain rights and liberties of the people, which the king had to respect.

Notes

Christianity [,krɪstɪ'ænɪtɪ] – христианство
 Scandinavia [,skændɪ'nevjə] – Скандинавия
 Denmark ['denma:k] – Дания
 the Danes [deɪnz] – датчане
 the Vikings ['vaɪkɪŋz] – викинги
 Alfred the Great ['ælfrədðə'greɪt] – Альфред Великий
 Edward the Confessor ['edvədðəkən'fesə] – Эдуард Исповедник
 Duke of Normandy ['dju:kən'nɔ:mændɪ] – герцог Нормандский
 earl [ɜ:l] – граф
 the battle at Hastings ['heɪstɪŋz] – битва при Гастингс
 William the Conqueror ['wɪljəmðə'kɒŋkərə] – Вильгельм Завоеватель
 King John Lackland [dʒɒn'læklænd] – король Джон Безземельный
 Richard the Lion-Heart ['rɪtʃədðə'laɪən'ha:t] – Ричард Львиное Сердце
 Crusades [kru'seɪdz] – крестовые походы
 the Holy Land ['hɜ:li'lænd] – Святая земля

Task 1. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|-----------------|--------------|
| 1) disintegrate | а) захватчик |
| 2) defend | б) владение |

- 3) raids
- 4) invader
- 5) oust
- 6) possession
- 7) rebel
- 8) misdeed
- 9) state
- 10) respect

- в) восставать
- г) защищать
- д) оплошность, ошибка
- е) уважать
- ж) распадаться
- з) набеги
- и) выгонять, вытеснять
- к) устанавливать

Task 2. Read the text. Find the answers to the questions given below.

1. When did the Roman legions leave Britain?
2. What was Alfred the Great famous for?
3. When did the battle at Hastings take place? How did it end?
4. Where did Richard I the Lion-Heart spend most of his time?
5. What important document was King John made to sign? Why was the document very important?

Task 3. Read the text carefully and agree or disagree with the statements given below.

1. King Author and his knights defended England against the Romans.
2. The Vikings were the Dutch.
3. Alfred the Great saved England from the Danish conquest.
4. William the Conqueror came from Wessex.
5. Harrold was the most powerful Anglo-Saxon earl of England.
6. The battle at Hastings took place on November 14, 1066.
7. King John was very clever ruler.

Unit 4

Part 1

Text: The Bill of Rights

The British Constitution is an unwritten constitution. It is not contained in a single legal document, but every Act of Parliament is like a law.

The Bill of Rights, passed in 1689, was the first legal step towards constitutional monarchy. The Bill of Rights stated that the legislative and executive power of the monarch was limited. The bills passed by the Parliament were to be subjected to the Royal Assent, but the monarch could not refuse to sign there. The monarch could not impose taxes. The Bill prevented the monarch from making laws or having an army without Parliament's approval. A number of clauses were designed to control the power of kings and queens and to make them subject to laws passed by Parliament. It was certainly an era for a more tolerant royal prerogative.

The Bill of Rights was one of three very important laws made at this time. The other two were the 1689 Toleration Act (which promoted religious toleration) and the 1694 Triennial Act, which prevented the king from dissolving Parliament on his will and held that general elections had to be held every three years.

In 1701 the Parliament passed the Act of Settlement that secured Protestant succession to the throne. The Act of Settlement is of major constitutional importance, it has remained in force ever since.

Since passing the Bill of Rights the power of Parliament has grown, while the power of the monarch has become weaker.

Task 1. Phonetic Exercises.

Practice after the teacher to pronounce the words given below.

Parliament ['pɑ:ləmənt]
monarchy ['mɒnəki]
executive [ɪg'zekjʊtɪv]
Royal Assent ['rɔɪələ'sent]
impose [ɪm'pəʊz]
design [dɪ'zaɪn]
legislative ['ledʒɪslətɪv]

era ['ɪərə]
tolerant ['tɒlərənt]
triennial [traɪ'enjəl]
dissolve [dɪ'zɒlv]
succession [sək'sesjən]
throne [θrɒn]

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Законодательная и исполнительная власть, Королевская санкция, облагать налогами, одобрение Парламента, статьи, терпимый, роспуск Парламента, всеобщие выборы, закон о престолонаследии.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|-------------------------------------|-----------------------------|
| 1) конституционная монархия | a) subject to laws |
| 2) представляться | b) royal prerogative |
| 3) королевское исключительное право | c) succession to the throne |
| 4) подвластный законам | d) constitutional monarchy |
| 5) гарантировать | e) to be subjected |
| 6) наследование престола | f) to secure |

Exercise 3. Answer the following questions.

1. When was the Bill of Rights passed?
2. What did the Bill of Rights state?
3. How were the rights of the monarch limited by the Bill of Rights?
4. When did the Parliament pass the Act of Settlement?
5. Who could succeed to the throne according to the Act of Settlement?

Exercise 4. Match the antonyms.

- | | |
|--------------|--------------------------|
| 1) legal | a) democracy |
| 2) legality | b) to officially approve |
| 3) monarchy | c) illegal |
| 4) to refuse | d) lawlessness |
| 5) to pass | e) to reject |

Task 3. Grammar Rules and Exercises.

Indefinite Pronouns.

Местоимения some и any.

Some употребляется в *утвердительных* предложениях, **any** в *отрицательных* предложениях, *общих вопросах* (прямых и косвенных) и *условных предложениях*. Они употребляются как в качестве местоимений-прилагательных, так и местоимений- существительных.

1. Различие значений местоимения some.

- 1) Местоимение-прилагательное **some** перед существительными во множественном числе означает *несколько, какие-то, какие-нибудь, некоторые*.

I received some letters yesterday. Вчера я получил несколько писем.

Some students are waiting for you in the library. В библиотеке вас ожидают какие-то студенты.

We wanted to get some books to read. Мы хотели достать (какие-нибудь, несколько) книги для чтения.

2) Перед исчисляемыми существительными в единственном числе **some** означает *какой-то*.

Some man wants to see you. Какой-то человек хочет вас видеть.

3) Местоимение-прилагательное **some** перед неисчисляемыми существительными означает *некоторое количество, сколько-нибудь, немного* и обычно на русский язык не переводится.

I need some time to think it over. Мне нужно время (немного времени), чтобы обдумать это.

4) Местоимение-существительное **some** может выступать в предложении как заменитель ранее упомянутого существительного и в соответствующих случаях означает *немного, несколько*. При переводе на русский язык **some** либо опускается, либо предложение дополняют подразумеваемым существительным.

We have little petrol but we can get some at the next filling station. У нас мало бензина, но мы можем достать немного (бензина) на следующей заправочной станции.

2. Различие значений местоимения **any**.

1) Местоимение-прилагательное **any** перед существительным, как правило, во множественном числе в вопросительных и условных предложениях означает *какие-нибудь, какие-либо*.

Are there any interesting books there? Есть ли там какие-нибудь интересные книги?

Can you find any excuse? Можете ли вы найти какое-либо оправдание?

2) **Any** перед неисчисляемыми существительными в вопросительных и условных предложениях означает *некоторое количество, немного, сколько-нибудь, какой-нибудь*.

Is there any butter in the refrigerator? Есть ли масло в холодильнике?

If she has any sense of humour, she will like the film. Если у нее есть чувство юмора, фильм ей понравится.

3) При глаголах в отрицательной форме **any** означает *никакой*.

We did not find any new words in the text. Мы не обнаружили в тексте никаких новых слов.

4) При глаголах в утвердительной форме **any** означает *любой, всякий*.

You can get this magazine at any library. Вы можете получить этот журнал в любой библиотеке.

5) Местоимение-существительное **any** может выступать в предложении как заменитель ранее упомянутого существительного и означает *немного, несколько, никакой, любой*. При переводе на русский язык оно либо опускается, либо предложения дополняют подразумеваемыми существительными (кроме тех случаев, когда **any** означает *любой*, которое при переводе всегда сохраняется).

We are short of drinking water. Have you got any? У нас не хватает питьевой воды. Есть ли у вас вода?

“Which book may I take?” “Any.” – Какую книгу можно мне взять? – Любую.

1. Местоимения, производные от **some** и **any**.

Some и **any** в сочетании с **one**, **body** и **thing** образуют неопределенные местоимения **someone**, **somebody** *кто-то, кто-нибудь*, **anyone**, **anybody** *кто-нибудь*, **something** *что-то, что-нибудь*, **anything** *что-нибудь*. Эти местоимения *всегда* употребляются в качестве *местоимений-существительных* и служат в предложении подлежащим или дополнением.

1) Подобно **some** и **any**, местоимения **someone**, **somebody**, **something** употребляются в *утвердительных* предложениях, **anyone**, **anybody**, **anything** – в *отрицательных* предложениях, *общих вопросах* (прямых и косвенных) и *условных* предложениях.

Somebody (someone) is knocking at the door. Кто-то стучит в дверь.

Give me something to read. Дайте мне что-нибудь почитать.

There isn't anybody (anyone) there. Там никого нет.

There isn't anything in the box. В коробке ничего нет.

Did you see anybody (anyone) there? Видели ли вы там кого-нибудь?

He asked the secretary whether there was anybody (anyone) waiting for him. Он спросил секретаря, не ждет ли его кто-нибудь.

If anything happens, ring me up immediately. Если что-нибудь случится, позвони мне немедленно по телефону.

2) Когда эти местоимения служат *подлежащим*, то глагол ставится в единственном числе (как и глагол после *кто-то, кто-нибудь, что-то, что-нибудь* в русском языке).

Somebody has taken my book. Кто-то взял мою книгу.

Is there anybody there? Там есть кто-нибудь?

3) **Someone, somebody** и **something** (а не **anyone, anybody, anything**) употребляются, аналогично местоимению *some* в *специальных* вопросах, а также в *общих* вопросах, в которых что-нибудь *предлагается* или *выражается* *какая-нибудь просьба*.

Why didn't you ask somebody to help you? Почему вы не попросили кого-нибудь помочь вам?

Will you have something to eat? Не хотите ли чего-нибудь поесть?

Will someone help me? Кто-нибудь поможет мне?

4) После местоимений **somebody** и **anybody** не употребляется предлог **of**. Выражение *кто-то из нас (вас, них, студентов и т.д.)* переводится на английский язык **one of us** (you, them, the students, etc.).

5) **Anyone, anybody, anything** могут употребляться, аналогично местоимению *any*, со значением *всякий, любой, как в утвердительных, так и в вопросительных предложениях*.

Anybody can do that. Всякий может это сделать.

You may play anything you like. Вы можете сыграть все, что вы хотите (любую вещь, которую вы хотите).

May I play anything I like? Могу я сыграть все, что я хочу?

6) После местоимения **anybody** предлог **of** не употребляется. Выражение *любой из нас (вас, них, студентов и т.д.)* переводится на английский язык **any of us** (you, them, the students, etc.).

7) **Some** и **any** в сочетании с **where, how, what** образуют наречия **somewhere, anywhere** *где-то, где-нибудь, куда-то, куда-нибудь*, **somehow, anyhow** *как-нибудь, каким-нибудь образом*, **somewhat** *немного, в какой-то степени*.

Местоимения **no** и **none**

1. Местоимение **no** употребляется в качестве местоимения-прилагательного перед существительными в *единственном и множественном* числе. **No** имеет то же значение, что **not...a** (перед исчисляемыми существительными в единственном числе) и **not...any** (перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными). При наличии **no** глагол употребляется в утвердительной форме, поскольку в английском предложении может быть *только одно отрицание*.

I have no ticket. = I haven't a ticket. У меня нет билета.

I found no mistakes in your translation. = I didn't find any mistakes in your translation. Я не нашел ошибок в вашем переводе.

I have no time to help you today. = I haven't got any time to help you today. У меня нет времени помочь вам сегодня.

Перед существительным в роли подлежащего обычно употребляется местоимение **no**, которое переводится на русский язык *ни один, никакой*.

No steamer has left the port yet. Ни один пароход еще не вышел из порта.

No information has been received from him. От него не получено никаких сведений.

2. **No** не употребляется в качестве местоимения-существительного; вместо него употребляется местоимение **none**, которое заменяет как *исчисляемое* существительное в *единственном и множественном* числе, так и *неисчисляемое* существительное.

- Is there a telephone in the room? – No, there is none. - Есть ли телефон в комнате? – Нет.

- Are there any French magazines in the library? – No, there are none. Есть ли французские журналы в библиотеке? – Нет.

- Is there any ink in the bottle? – No, there is none. Есть ли чернила в бутылке? – Нет.

3. **No** в сочетании с **body, one, thing** образует отрицательные местоимения **nobody, no one** *никто*, **nothing** *ничто*, которые употребляются *только* в качестве местоимений-существительных. Эти местоимения употребляются с глаголом в *утвердительной* форме, поскольку в английском предложении может быть *только одно* отрицание.

Nobody равно по значению **not...anybody, no one – not...anyone** и **nothing – not anything**.

We saw nobody there. = We didn't see anybody there. Мы никого не видели там.

We read nothing about it. = We didn't read anything about it. Мы ничего не читали об этом.

3. Когда **nobody** и **nothing** служат *подлежащим*, то глагол ставится в *единственном* числе (как и глагол после *никто, ничто* в русском языке).

Nobody has told me about it. Никто не говорил мне об этом.

There is nothing in the box. В коробке ничего нет.

4. После местоимений **nobody** и **no one** не употребляется предлог **of**. Выражение *никто из нас (вас, них, студентов и т.д.)* переводится на английский язык **none of us (you, them, the students, etc.)**.

5. **No** в сочетании с наречием **where** образует наречие **nowhere** *нигде, никуда*.

Where did you go? – Nowhere. Куда вы ходили? – Никуда.

Exercises.

Exercise 1. Use “some”, “any”, “no”.

1. I want to show you ... pictures.
2. There is ... coffee at home.
3. Are there ... bookshelves in your study room?
4. There are ... English students in our University.
5. Are there ... newspapers on his desk?
6. Have you got ... children?
7. Jane has ... brother or sisters.
8. Has he ... French magazines at home? – Yes, he has ...
9. I have ... friends in Britain.
10. We have ... pets at home.

Exercise 2. Choose the right variant.

1. I have (some, something, somebody) relatives in London.
2. There is (some, something, somebody) at home.
3. There is (some, something, somebody) interesting on TV tonight.
4. Is there (any, anything, anybody) on this desk?
5. Have they got (any, anything, anybody) chairs in the kitchen?
6. Is there (any, anything, anybody) in the bathroom?
7. We have (no, nothing, nobody) friends in Paris.
8. There is (no, nothing, nobody) in the fridge.
9. There is (no, nothing, nobody) in the house.

Exercise 3. Use “some”, “any”, “no”, “something”, “anything”, “nothing”, “somebody”, “anybody”, “nobody”, “somewhere”, “anywhere”.

1. Do you have ... classes today? – No, we have ... classes on Saturday.
2. Have you got ... questions?
3. I want to tell you ... interesting about our friend Sally.
4. Is there ... interesting in today's paper?
5. Come here, I'll show you ... pictures of our country house.
6. There is ... in the fridge. Go and get ... food.
7. Do you know ... in that house?
8. Hi! Is there ... in the house? – No, I'm afraid, there is ... – Let's go and see.
9. There is light in the flat. ... is at home.
10. ... knows their new address.
11. Are you going anywhere special tonight? – Yes, I am going ... special tonight.
12. Are you expecting ... special for dinner? – Nobody special.
13. Is he going ... special for holidays? – Nowhere special.

Exercise 4. Change the sentences according to the model. Use “anything”, “anywhere”, “anybody”.

Model: - We want some tea.

- Do you want anything else?
 - We want nothing else.
1. I'd like to have some bread and butter.
 2. We saw an exciting performance.
 3. She has been to some foreign city this year.

4. They have been to a history museum this week.
5. We expect my sister to come tonight.

Part 2

Text: King Arthur

King Arthur, if he ever existed, was probably a Celtic ruler who fought the Anglo-Saxons, but we know nothing more about him. The fourteenth-century legend created around Arthur the imagined magic and mystery of the Celts.

Arthur was a famous king of England. He lived such a long time ago that we know very little about him. This king had such strange adventures, and did such wonderful things, that people have never tired of writing and reading about him and his famous Knights of the Round Table who gathered together.

It was not until Arthur had grown to young manhood, that he knew he was of royal blood. It happened that the baby was given to Merlin. He knew all things as he was a magician. Merlin took him to Sir Ector, who brought the child up as his own son, and Sir Ector's wife cared for him, and they called him Arthur.

When King Uther who was Arthur's father died, every lord in England wanted to be king. The wise Merlin had promised that it should be made known to them, by a wonderful sign, who should be king. So he called all the lords together in a great church in London. After the first prayers were said, a large four-sided stone was discovered in the churchyard in which was a sword called Excalibur. Around the sword, written in letters of gold, were these words:

"Whoso pulleth out this sword of this stone, is rightwise King born of England."

The lords tried to move the stone, but in vain. So it was decided that ten famous knights should guard the sword until one came who should be able to move it.

There was a great contest in England. All the barons came to the contest to try their skill. Among them rode Sir Ector, and with him his son Sir Kay and young Arthur. Sir Kay had no sword with him. He asked Arthur to ride home for his sword and bring it to him. Arthur rode as fast as he could; but when he reached the castle there was no one there to give him his brother's sword, for all had gone to the contest.

Then Arthur said to himself: "I will ride to the churchyard, and take the sword from within the stone." When Arthur got to the churchyard, there

was no one there. All the knights had gone to the contest. Then Arthur, quickly and easily, pulled the sword out of the stone, and rode away to give it to his brother.

When Sir Ector looked at the sword, he rode again to the churchyard, with Sir Kay and Arthur. Then Sir Ector told Arthur to put the sword as it had been before, and he put the sword in the stone easily. Then Sir Ector tried to pull it out, but he could not move it.

“Now you try,” said Sir Kay to Arthur. Arthur pulled the sword out as easily as he had done before.

Then Sir Ector and Sir Kay both knelt on the ground before him.

“My father and my brother!” cried Arthur. “Why should you kneel to me?”

“No, no, I am not your father,” exclaimed Sir Ector, “nor am I even of your blood, which I now know is higher than I thought.”

Then Sir Ector told Arthur how he was brought to him, soon after he was born. Arthur became a king. He righted many wrongs that had been done since his father’s death. The lands that had been taken from lords were returned to them, and he ruled the kingdom well.

Notes

King Arthur ['kɪŋ'a:θə] - король Артур

Celtic ['keltɪk] - кельтский

imagined magic [ɪ'mædʒɪnd'mædʒɪk] - выдуманное волшебство

Knights of the Round Table ['naɪtsəvðə'raʊnd'teɪbl] - рыцари

Круглого Стола

Merlin ['mɜ:lɪn] - Мерлин

Sir Ector ['sɜ:'ektə] - сэр Эктор

King Uther ['kɪŋ'ju:θə] - король Ютер

prayer [preɪ] - молитва

church [tʃɜ:tʃ] - церковь

Excalibur [eks'kælɪbə] - волшебный меч Экскалибур

contest ['kɒntəst] - соревнование

Sir Kay ['sɜ:'keɪ] - сэр Кэй

castle [kɑ:sl] - замок

kingdom ['kɪŋdəm] - королевство

Task 1. Find in the text English sentences which correspond to the following Russian sentences.

1. Артур не знал, что в его жилах течет королевская кровь, пока он не достиг юношеского возраста.

2. Мудрый Мерлин пообещал, что им будет известно с помощью чудесного знамения, кто станет королем.
3. «Тот, кто сумеет вынуть этот меч из камня, тот настоящий король Англии».
4. Было решено, что десять именитых рыцарей будут охранять меч, пока не придет тот, кто сможет вынуть его.
5. Затем сэр Эктор и сэр Кэй встали перед ним на колени.
6. Король Артур исправил много ошибок, которые были совершены со времени смерти его отца.

Task 2. Answer the questions.

1. Who brought Arthur up?
2. How did it become known to people who should be King?
3. What was written on the stone?
4. Why did Arthur take the sword from the stone? Did he do it easily? Why?
5. How did Arthur rule his kingdom?

Task 3. Read the text carefully and agree or disagree with the statements given below.

1. King Arthur was a Celtic ruler.
2. Arthur was brought up by Merlin.
3. King Uther was Arthur's father.
4. Arthur, quickly and easily, pulled the sword out of the stone.
5. King Arthur returned the lands to the Anglo-Saxons.

Unit 5

Part 1

Text: The Code Napoleon

Napoleon Bonaparte is both a historical figure and a legend – and it is sometimes difficult to separate the two.

In the states he created, Napoleon granted constitutions, introduced law codes, abolished feudalism and created efficient governments. One of his greatest achievements was his revision and collection of French law into codes. The new law codes – seven in number – incorporated some of the freedoms gained by the people of France during the French revolution. The most famous of the codes, the Code Napoleon or Code Civil, still forms the basis of French civil law.

The Civil Code introduced by Napoleon at the beginning of the 19th century changed the political lives of all the states of continental Europe.

The extent of Napoleon's influence on the Code that bears his name is debated. The Code was an expression of the laws and morals of the French nation as a whole, not the personal work of Napoleon. While Napoleon can certainly not be considered the author of the Code, he was the dynamic force that brought it about.

The Code's final draft contained a total of 2,287 articles. It was issued as the French Civil Code in 1804. The Code was a great attempt to create a legal system that treated all the citizens as equals without regard to their rank or privileges. Napoleon's contribution into the world's legislative system will never be forgotten.

Task 1. Phonetic Exercises.

Practice after the teacher to pronounce the words given below.

| | |
|-------------------------------|---------------------------|
| Napoleon [nə'pɒzəlʒən] | dynamic [daɪ'næmɪk] |
| granted ['grɑ:ntɪd] | draft [dra:ft] |
| abolished [ə'bɒlɪʃt] | issued ['ɪʃu:d] |
| feudalism ['fju:dəlɪzəm] | articles ['ɑ:tɪklz] |
| achievement [ə'tʃi:vmənt] | attempt [ə'tempt] |
| incorporated [ɪn'kɔ:pəreɪtɪd] | privileges ['prɪvɪlɪdʒɪz] |
| Europe ['juərəp] | |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Жаловал (предоставил), достижения, включал, активный (действующий), проект, был издан, без учета служебного положения или привилегий.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|------------------------------------|-----------------------------|
| 1) отменить (упразднить) феодализм | a) that brought it about |
| 2) гражданское право | b) to create a legal system |
| 3) носит его имя | c) to abolish feudalism |
| 4) которая вызвала его | d) bears his name |
| 5) создать правовую систему | e) civil law |

Exercise 3. Answer the following questions.

1. What was one of Napoleon's greatest achievements?
2. What does still form the basis of French civil law?
3. When was the Civil Code introduced?
4. What was its influence on the political lives of all the states of continental Europe?
5. Can Napoleon certainly be considered the author of the Code?
6. How many articles did the Code's final draft contain?
7. When was the French Civil Code issued?

Exercise 4. Match the synonyms.

- | | |
|-----------------|------------------------|
| 1) a draft | a) foundation |
| 2) to create | b) to develop |
| 3) to abolish | c) to institute |
| 4) basis | d) project |
| 5) to form | e) a country |
| 6) to introduce | f) to produce smth new |
| 7) a state | g) to stop |

Task 3. Grammar Rules and Exercises.

Indefinite Pronouns.

Местоимения much, many, little, few, a little, a few

| | |
|-------------|---|
| Much | много – с неисчисляемыми существительными: much time, much money, much water, much sun, much snow, much milk, much food |
|-------------|---|

| | |
|-----------------|---|
| Many | много – с исчисляемыми существительными: many books, many students, many houses, many trees, many flowers, many rivers |
| Little | мало – с неисчисляемыми существительными: little time, little money, little water, little sun, little snow, little milk, little food |
| Few | мало – с исчисляемыми существительными: few books, few students, few houses, few trees, few flowers, few rivers |
| A little | немного: I have a little time. Wait a little. There is a little water. |
| A few | несколько: There are a few chairs in the room. I want to tell you a few words. |

Much и **many** в современном английском языке употребляются чаще в вопросительных и отрицательных предложениях. В утвердительных предложениях употребляется **a lot of** как с исчисляемыми, так и с неисчисляемыми существительными.

Examples.

Have you got many relatives?
Do you have much work to do today?
We don't have much time to stay here long.
We have a lot of friends here.
He earns a lot of money.
They have a lot of children.
She spends a lot of time at home.

Примечание.

Слова **much** и **little** могут быть наречиями меры и степени и определять глагол. В таком случае они ставятся в предложении после определяемых ими глаголов.

В утвердительных предложениях эти наречия обычно употребляются в сочетании с наречием степени **very** *очень*.

My son reads very much.
He reads very little.

Для разговорного языка характерно употребление **a lot** вместо **very much**.

She reads a lot.

Exercises.

Exercise 1. Use "much", "many", "little", "few".

1. I am busy now. I have ... time. 2. We know ... English and American songs. 3. There is not ... milk in the fridge. 4. There are ... rooms in the house. 5. Does she read ...? 6. Are there ... bedrooms in your house?

7. ... people know Chinese. 8. ... people learn English. 9. Nick has ... English books but very ... Russian books. 10. There is ... light in that room, because there are ... windows in it. 11. She talks ..., but does 12. Is there ... or ... furniture in your new flat? 13. How ... time does it take you to get there? 14. He has ... knowledge about it.

Exercise 2. Use “few”, “little”, “a few”, “a little”.

1. There is ... light in the bathroom. It is dark. 2. We have ... relatives, only a grandmother and an uncle. 3. I know ... people who like to stay at home. 4. We have very ... time. 5. There are ... rooms in their flat. 6. He speaks Chinese ... and knows ... words in Japanese. 7. Wait 8. Has he got many English books? – No, only

Другие разряды местоимений

| Вид | Формы | |
|---|---|--|
| Личные местоимения (Personal Pronouns) | Именительный падеж I – я you – ты, вы he – он she – она it – он, она, оно we – мы they – они | Объектный падеж me – меня, мне you – тебе, тебя, вас, вам him – его, ему her – ее, ей it – его, ее, ему, ей us – нас, нам them – их, им |
| Притяжательные местоимения (Possessive Pronouns) | 1-я форма my – мой (-я, -е, -и) your – твой (-я, -е, -и) Ваш (-а, -е, -и) his – его her – ее its – его, ее our – наш (-а, -е, -и) their – их Примечание: 1) все эти местоимения могут переводиться как свой. 2) 2-я форма притяжательных местоимений (притяжательные местоимения в абсолютной форме) употребляются самостоятельно, т.е. вместо существительных. | 2-я форма mine – мой (-я, -е, -и) yours – твой (-я, -е, -и) Ваш (-а, -е, -и) his – его hers – ее its – его, ее ours – наш (-а, -е, -и) theirs – их |
| Возвратные и усилительные местоимения (Reflexive and Emphatic Pronouns) | myself – (я) себя, сам (-а) yourself – (ты, Вы) себя, сам (-и) himself – (он) себя, сам herself – (она) себя, сама itself – (оно) себя, само ourselves – (мы) себя, сами themselves – (они) себя, сами | |

| | |
|---|---|
| Взаимные местоимения (Reciprocal Pronouns) | each other - друг друга one another - один другого |
| Указательные местоимения (Demonstrative Pronouns) | <div>Единственное число</div> <div>this – этот (-а, -о)</div> <div>that – тот (та, то)</div> <div>such – такой (такие)</div> <div>the same - тот же самый, такой же</div> <div>Множественное число</div> <div>these – эти</div> <div>those – те</div> |
| Вопросительные местоимения (Interrogative Pronouns) | <div>who (whom) – кто (кого)</div> <div>whose – чей</div> <div>what – что, каков, какой, кто</div> <div>which – который, какой, кто, что</div> |

Exercises.

Exercise 1. Open the brackets.

1. Give (they, they) notebooks. 2. She lives in Moscow with (she) family. 3. He is a friend of (I). 4. (We) plant is very large. 5. Let (I) know if anything happens. 6. Mr. and Mrs. Brown have two children. Both (they) children are boys. 7. (She) students are German. 8. (We) friends are English. 9. You are in Bristol but (you) family is in York. 10. (I) cat is very funny. 11. My daughter has a dog. (It) nose is long. 12. (They) car is very nice. 13. (She) bag is very big.

Exercise 2. Use “I”, “he”, “she”, “it”, “we”, “you”, “they”.

1. ... am English. 2. I have two books. ... are good. 3. The book is not yellow. ... is gray. 4. Are ... a student? 5. You and I are Russian, ... are English. 6. ... is his aunt. 7. ... is a teacher. 8. Are ... from France?

Part 2

Text: The Hundred Years' War



In the first half of the 14th century the king of England was Edward III. He was a powerful king, and he wanted to become King of France as well, because some of French provinces, such as Normandy, had once belonged to England and others had been the property of Edward's mother, a French princess. Meanwhile the feudal lords in France were

making plans to seize the free towns of Flanders. For England it would mean losing its wool market. Saying that he wished to defend English trade, Edward III declared war on France in 1337. This war is now called *the Hundred Years' War* because it lasted over a hundred years.

At first England was successful in the war. The English Fleet defeated the French fleet in the English Channel. Then the English also won battles on land. The English had certain advantages over French. They had cannons, which had just been invented and which the French army did not have. Besides, the English archers could shoot their arrows from a distance, whereas the French knights, armed with swords, could only fight in hand-to-hand combats. When the thunder of the first cannons had scared the horses of the enemy, the arrows of the English archers reached the French knights before they could use their broad swords.

As years went by, the French feudal lords united against their enemy, and the English were beginning to lose their advantage. The Hundred Years' War, in which England lost practically all its lands in France, ended in 1453.

Notes

Edward III ['edwədðə'θɜ:d] - Эдвард Третий

feudal ['fju:dl] - феодальный

Flanders ['fla:ndəz] - Фландрия

the English Channel [ðɪ'ɪŋɡlɪʃ'tʃænl] - Ла-Манш

cannon ['kænən] - пушка

archer ['ɑ:tʃə] - лучник

hand-to-hand combats - рукопашные схватки

thunder ['θʌndə] - грохот

Task 1. Read the text. Find the answers to the questions given below.

1. What did Edward III want? On what grounds did he claim French territories?
2. What plans were the feudal lords of France making?
3. When did Edward III declare war on France? How did he explain his reason?
4. Was England successful in the war?
5. What were the advantages of the English army over the French army?
6. When did the war end?

Task 2. Read the text carefully and agree or disagree with the statements given below.

1. The Hundred Years' War began in the second half of the 14th century.
2. The feudal lords in France were making plans to seize the free towns of England.
3. Edward III declared war on France in 1337.
4. The Hundred Years' War lasted nearly a hundred and a half years.
5. The English fleet was successful in the war.
6. The French had cannons which had just been invented.
7. The French feudal lords united against their enemy and won the war.

Task 3. Choose the antonyms from the box.

| |
|---|
| indefinite, last, narrow, disadvantage, to lose, friend, weak, unsuccessful |
|---|

first -

powerful -

to win -

successful -

certain -

advantage -

broad -

enemy -

Unit 6

Part 1

Text: The Roots of American Government

By the year 1733 the English had owned thirteen separate colonies along the Atlantic coast of North America. All the English colonies in America shared a tradition of representative government. This means that in all of them people had a say in how they were governed. Each colony had its own government. At the head of this government was a governor, chosen in most cases by the English king. To rule effectively, these governors depended upon the cooperation of assemblies elected by the colonists. In most of the colonies all white men who owned some land had the right to vote.

The years from the 1750s until the mid-1770s were uneasy times in the colonies. First the colonists fought the French and American Indians to gain land. Then they argued with the British king about their rights and freedom.

Democracy in all the colonies grew rapidly. On July 2, 1776, the Continental Congress took the step that many Americans believed was inevitable. It cut all political ties with Britain and declared that “these United Colonies are free, and independent states”. Two days later, on July 4, it issued the Declaration of Independence. The Declaration of Independence is the most important document in American history. It was written by Thomas Jefferson, a lawyer from Virginia.

After repeating that the colonies were now “free and independent states” it officially named them the United States of America. The Declaration of Independence was more than a statement that the colonies were a new nation. It said that governments should consist of representatives elected by the people; that the main reason that governments existed was to protect the rights of individual citizens.

In 1790 the Constitution of the USA was adopted and a year later, in 1791 ten amendments known as the Bill of Rights were added to the Constitution. The Constitution gave the United States a “federal system of government”. A federal system is one in which the power to rule is shared. The Constitution made arrangements for the election of a national leader called the President. He would head the “executive” side of the nation’s government.

Task 1. Phonetic Exercises.

Practice after the teacher to pronounce the words given below.

| | |
|-----------------------------|----------------------------------|
| separate ['seprɪt] | representative [ˌreprɪˈzentətɪv] |
| assembly [əˈseɪmblɪ] | Virginia [vəˈdʒɪnjə] |
| vote [vɒt] | constitution [ˈkɒnstɪˈtjuːʃən] |
| declared [dɪˈkleəd] | arrangement [əˈreɪndʒmənt] |
| independence [ɪndɪˈpendəns] | |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Губернатор, эффективно, законодательное собрание (орган), голосовать, быстро, неизбежный, объявил, Декларация независимости, адвокат, утверждение, представители, поправки, создала меры, выбор.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|-------------------------------------|--------------------------------------|
| 1) представительная форма правления | a) the rights of individual citizens |
| 2) зависеть от | b) uneasy |
| 3) владеть | c) federal system of government |
| 4) нелегкий | d) to depend upon |
| 5) политические связи | e) nation |
| 6) государство | f) was adopted |
| 7) права отдельных граждан | g) representative government |
| 8) была принята | h) to own |
| 9) федеральная система правления | i) political ties |

Exercise 3. Answer the following questions.

1. How many colonies had the English owned by the year 1733?
2. What form of government did they have?
3. Who was at the head of each government?
4. What right did all white men who owned any land have?
5. What was the reason for arguing with the British king?
6. When was the Declaration of Independence issued?
7. Who wrote the Declaration of Independence?
8. What did the Declaration of Independence state?
9. When was the Constitution of the USA adopted?
10. How do the Americans call their ten amendments to the Constitution?
11. What did the Constitution give the United States?

Exercise 4. Match the synonyms.

- | | |
|-------------------|------------------|
| 1) monarch | a) bond |
| 2) rapidly | b) to accept |
| 3) to share | c) to guard |
| 4) at the head of | d) sovereign |
| 5) tie | e) to divide |
| 6) to protect | f) quickly |
| 7) to adopt | g) at the top of |

Task 3. Grammar Rules and Exercises.**The Numeral**

Имена числительные в английском языке делятся на количественные числительные (**Cardinal Numerals**), отвечающие на вопрос «*сколько?*», и порядковые числительные (**Ordinal Numerals**), отвечающие на вопрос «*какой?*».

Количественные числительные от 13 до 19 образуются прибавлением суффикса **-teen** к основе. Числительные, обозначающие десятки, прибавляют к основе суффикс **-ty**. Порядковые числительные кроме первых трех (*first, second, third*) образуются прибавлением суффикса **-th** к соответствующему количественному числительному. Они употребляются с определенным артиклем.

| | | |
|--------------------------|----------------------|------|
| Количественные (1 – 10) | Порядковые (1 – 10) | |
| 1 – one | 1 – the first | 1st |
| 2 – two | 2 – the second | 2nd |
| 3 – three | 3 – the third | 3d |
| 4 – four | 4 – the fourth | 4th |
| 5 – five | 5 – the fifth | 5th |
| 6 – six | 6 – the sixth | 6th |
| 7 – seven | 7 – the seventh | 7th |
| 8 – eight | 8 – the eighth | 8th |
| 9 – nine | 9 – the ninth | 9th |
| 10 – ten | 10 – the tenth | 10th |
| Количественные (11 – 20) | Порядковые (11 – 20) | |
| 11 – eleven | 11 – the eleventh | 11th |
| 12 – twelve | 12 – the twelfth | 12th |
| 13 – thirteen | 13 – the thirteenth | 13th |
| 14 – fourteen | 14 – the fourteenth | 14th |
| 15 – fifteen | 15 – the fifteenth | 15th |

| | | |
|--|------------------------|-------|
| 16 – sixteen | 16 – the sixteenth | 16th |
| 17 – seventeen | 17 – the seventeenth | 17th |
| 18 – eighteen | 18 – the eighteenth | 18th |
| 19 – nineteen | 19 – the nineteenth | 19th |
| 20 – twenty | 20 – the twentieth | 20th |
| Количественные (21 – 100) | Порядковые (21 – 100) | |
| 21 – twenty-one | 21 – the twenty-first | 21st |
| 22 – twenty-two | 22 – the twenty-second | 22nd |
| 23 – twenty-three | 23 – the twenty-third | 23d |
| 24 – twenty-four | 24 – the twenty-fourth | 24th |
| 30 – thirty | 30 – the thirtieth | 30th |
| 40 – forty | 40 – the fortieth | 40th |
| 50 – fifty | 50 – the fiftieth | 50th |
| 60 – sixty | 60 – the sixtieth | 60th |
| 70 – seventy | 70 – the seventieth | 70th |
| 80 – eighty | 80 – the eightieth | 80th |
| 90 – ninety | 90 – the ninetieth | 90th |
| 100 – a (one) hundred | 100 – the hundredth | 100th |
| 101 – a (one) hundred and one | | |
| 110 – one hundred and ten | | |
| 200 – two hundred | | |
| 350 – three hundred and fifty | | |
| 1,000 – a (one) thousand | | |
| 1,530 – a (one) thousand five hundred and thirty | | |
| 2,000 – two thousand | | |
| 3,000 – three thousand | | |
| 100,000 – a (one) hundred thousand | | |
| 1,000,000 – a (one) million | | |

Дробные и смешанные величины

| | | |
|------|---|----------------------------------|
| 1/2 | a (one) half | половина |
| 1/3 | a (one) third | треть |
| 1/4 | a (one) quarter | четверть |
| 3/5 | three fifths | три пятых |
| 0.8 | point eight; o [ʒU] point eight nought point eight | ноль целых восемь десятых |
| 1.02 | one point o [ʒU](nought) two | одна целая две сотых |
| 4.25 | four point twenty-five | четыре целых двадцать пять сотых |

Обозначение хронологических дат в английском языке.

| | |
|---|----------------------------|
| In 1800 (In eighteen hundred) | В 1800 году |
| In 1905 (In nineteen o five) | В 1905 году |
| In 1951 (In nineteen fifty-one) | В 1951 году |
| 2000 (Year two thousand) | 2000 год |
| In 2003 (In two thousand three) | В 2003 году |
| January 30, 1974 (the thirtieth of January, nineteen seventy-four; January the thirtieth, nineteen seventy-four). | Тридцатое января 1974 года |
| On the sixteenth of June (on June the sixteenth). | Шестнадцатого июня |

Exercises.

Exercise 1. Put down in figures.

1. One thousand six. 2. Twenty-nine. 3. The fifteenth. 4. Nineteen twenty-two. 5. Three thousand. 6. Two fifth. 7. Twenty five point four. 8. May the twentieth. 9. Point five. 10. Three hundred and thirty-nine.

Exercise 2. Translate into Russian. Pay attention to the use of numerals.

1. The meeting will take place in room 10.
2. We live in flat 3.
3. Open your books at page 45.
4. Read paragraph 3.
5. Take volume 4.
6. I can take tram 5 or 6.

Exercise 3. Match the corresponding numerals.

- | | |
|---------------|---------------------------------|
| 1) 567 | a) Eleven million |
| 2) 9th | b) The ninth |
| 3) 1943 | c) The twentieth |
| 4) 0.36 | d) Eighteen nought five |
| 5) 11,000,000 | e) Five hundred and sixty-seven |
| 6) October 12 | f) One seventh |
| 7) 1805 | g) Nineteen forty-three |
| 8) 1/7 | h) October the twelfth |
| 9) XX | i) Two point eighteen |
| 10) 2.18 | j) Point thirty-six |

Exercise 4. Say it in words.

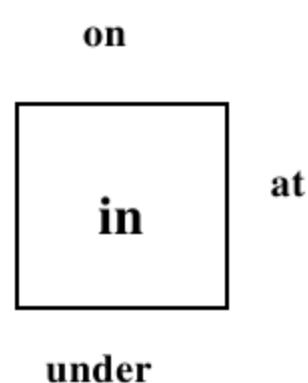
2; 18; 80; 100; 90; 14; 5; 99; 19; 705; 3,679; 21st; 1992; 1.015; 16th; 60; 1876; May 5; 4 ½.

Exercise 5. Make the numerals ordinal.

25, 100, 21, 5, 12, 13, 20, 346, 31.

The Prepositions

1. Предлоги места.



On обозначает нахождение предмета на поверхности другого предмета и обычно переводится на русский язык предлогом **на**.

My bag's on the table. Моя сумка на столе.

Under обозначает нахождение предмета под другим предметом и обычно переводится на русский язык предлогом **под**.

My book's under the table. Моя книга под столом.

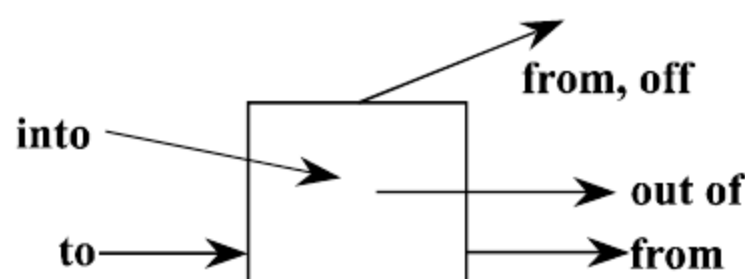
In обозначает нахождение предмета внутри другого предмета, нахождение в замкнутом пространстве, и обычно переводится на русский язык предлогом **в**.

My book is in my brief-case. Моя книга в портфеле.

At обозначает нахождение предмета вблизи другого предмета и обычно переводится на русский язык предлогами **у, около**.

I'm at the table. Я у стола.

2. Предлоги направления и движения.



To обозначает направление, движение предмета по направлению к другому предмету и обычно переводится на русский язык предлогами **к, в, на**.

Go to the blackboard, please. Идите к доске, пожалуйста.

Into – составной предлог (**in + to**), обозначает движение по направлению к другому предмету с проникновением внутрь его и обычно переводится на русский язык предлогом **в**.

Put your book into your brief-case, Положите, пожалуйста, свою
please. книгу в портфель.

From обозначает движение предмета от другого предмета, иногда с поверхности другого предмета, и обычно переводится на русский язык предлогами **от, с, из, у**.

Take your book from the table, Возьмите, пожалуйста, свою
please. книгу со стола.

Please take your book from Peter. Возьмите, пожалуйста, свою
книгу у Петра.

Off обозначает движение предмета с поверхности другого предмета и обычно переводится на русский язык предлогом **с (со)**.

Please take your book off the table. Уберите вашу книгу со стола,
пожалуйста.

Out of обозначает движение предмета изнутри другого предмета наружу и обычно переводится на русский язык предлогом **из**.

Go out of the room, please. Выйдите из комнаты, пожалуйста.

Exercises.

Exercise 1. Use the right prepositions.

1. We live ... Moscow. 2. They work ... the Ministry ... Foreign Trade. 3. I usually go ... the office in the morning. 4. "Where's your pencil? Is it ... the table?" "No, it's ... the floor ... the table." 5. Take your pen ... your bag and write this sentence. 6. We often write ... the blackboard ... class. We usually write ... our exercise-books ... home. 7. Are you going ... the office or ... your lesson? 8. Don't go ... that room. 9. Look ... the blackboard, please. 10. ... What language do you speak ... classes?

Exercise 2. Use prepositions and adverbs.

Irish Stew

One day, when the three friends and their dog were very hungry, George said, "I'll make an Irish Stew ... dinner. I'll use some vegetables, the cold beef and some other things left over ... our breakfast." It seemed ... them a wonderful idea. George made a fire, took a pot and poured some river water ... it. Then he put a dozen ... potatoes, a cabbage and about half a peck ... peas ... the pot. Harris added all the left-overs ... the stew; then he found

half a tin ... salmon and a couple ... eggs, and put them ..., too. There were some other ingredients that they put ... the pot. And ... last the dog appeared .. a dead water rat ... his mouth which was his contribution ... the dinner. The three friends had a discussion whether or not to put the rat ... the stew. Harris said that it would be all right mixed ... the other things, but George said, "I've never heard ... water rats ... Irish Stew. So, to be on the safe side, let's not try experiments." "If you never try a new thing, how can you tell what it's like! Think ... the man who first tried German sausage!" That Irish Stew was really wonderful. There was something fresh ... the meal, it had a new flavour, ... a taste like nothing else ... earth.

(After Jerome K. Jerome)

Part 2

Text: The Presidents of the United States

The United States has had over 40 Presidents. The first President, George Washington, was inaugurated in 1789. He served two terms that ended in 1797. When he died he was mourned in the United States and abroad as one of the great men of the time. He was buried at his home at Mount Vernon, Virginia.

Nine Presidents were elected for two terms. Franklin D. Roosevelt served three terms. He was elected to a fourth term in 1944. He died in 1945, and his term was completed by Harry Truman.

The shortest term was served by William Henry Harrison who died one month after his inauguration in 1841. Four Presidents were killed while in office. The first of these was the 16th President, Abraham Lincoln. He was shot while attending the theatre in Washington. James Garfield was shot a few months after his inauguration and died at the age of forty-nine. William McKinley was killed in Buffalo, New York in 1901. John Kennedy was killed in Texas in 1963.

James Buchanan was the only bachelor to be elected. He was assisted in the social activities of the White House by his niece.

One of the Presidents (Andrew Johnson) was a tailor before he became President. Three of the Presidents – Washington, Grant and Eisenhower were Generals of the Army before they were elected.

The 26th President, Theodore Roosevelt was a Colonel in the Army before he was elected to serve as Vice-President during William McKinley's term of office. When President McKinley was killed, Theodore Roosevelt became President. He became the youngest man to be called upon to fill presidency. He was forty-two years old. John Kennedy was the youngest

person to be elected to the office. He was forty-three at the time he was chosen.

The State of Virginia is known as the “Presidents’ State”. Eight Presidents were born in Virginia and seven were born in Ohio. Some Presidents will be remembered by people as great men of their times.

Notes:

be inaugurated [ɪˈnɔːgjureɪtɪd] – быть введенным в должность

inauguration [ɪnɔːgjuˈreɪʃən] – торжественное введение в
должность

bury [ˈberɪ] – хоронить

while in office – за время пребывания в должности

term of office – срок избрания

Franklin Roosevelt [ˈfræŋklɪn ˈrʊzəvelt] – Франклин Рузвельт

Harry Truman [ˈhæriˈtruːmən] – Гарри Трумэн

Abraham Lincoln [ˈeɪbrəhæmˈlɪŋkən] – Авраам Линкольн

Buffalo [ˈbʌfəlʊ] – Буффало

James Buchanan [ˈdʒeɪmzbʊˈkænən] – Джеймс Бьюкенен

Eisenhower [ˈaɪzənˌhaʊə] – Эйзенхауэр

Theodore Roosevelt [ˈθiədɔːˈrʊzəvelt] – Теодор Рузвельт

Ohio [ɒˈhaɪʊ] – Огайо

Texas [ˈteksəs] – Техас

Task 1. Answer the questions about the details.

1. How many presidents has the United States had?
 - a) over 50
 - b) over 40
 - c) over 25
2. When was the first president of the United States, George Washington, inaugurated?
 - a) in 1720
 - b) in 1800
 - c) in 1789
3. Where was the first president buried?
 - a) in California
 - b) in Massachusetts
 - c) in Virginia
4. How many presidents were elected for two terms?
 - a) 15
 - b) 9

- c) 10
- 5. How many full terms did Franklin Roosevelt serve?
 - a) 3
 - b) 2
 - c) 1
- 6. Franklin Roosevelt was elected to the fourth term in 1944. Who completed Roosevelt's fourth term when he died in 1945?
 - a) Harry Truman
 - b) Abraham Lincoln
 - c) Lyndon Johnson
- 7. Whom was the shortest term served by?
 - a) William Harrison
 - b) Richard Nixon
 - c) Jimmy Carter
- 8. How many presidents were killed while in office? Who were they?
 - a) 7
 - b) 4
 - c) 5
- 9. Who was a tailor before he became a president?
 - a) Andrew Johnson
 - b) Ronald Reagan
 - c) R. Wilson
- 10. Who was the youngest president to be elected to the office?
 - a) John Kennedy
 - b) Richard Nixon
 - c) Jimmy Carter
- 11. What state is known as the "Presidents' State"?
 - a) California
 - b) Virginia
 - c) Texas

Task 2. Say whether the statements given below are true or false.

- 1. The United States has had 60 Presidents.
- 2. George Bush is the 41st President.
- 3. George Washington served 3 terms that ended in 1797.
- 4. George Washington was buried at his home at Mount Vernon, Virginia.
- 5. Franklin D. Roosevelt served four full terms.
- 6. The shortest term was served by William H. Harrison.

7. Five Presidents were killed while in office.
8. James Buchanan was the only bachelor to be elected.
9. Five Presidents were generals of the army before they were elected.
10. John Kennedy was the youngest person to be elected to the office.
11. Some Presidents will be remembered by people as great men of their times.

Task 3. Discuss on the following.

1. What Presidents of the United States are well-known all over the world? Why?
2. What are the latest Presidents of the United States? What do you know about them?
3. Four Presidents were killed while in office. How can you account for it?
4. What do you know about Franklin D. Roosevelt who served the longest period of time?
5. What state is known as the “Presidents’ State”? Why?

Unit 7

Part 1

Text: What Is Law?

Law is the whole set of rules that are supported by the power of government and that control the behaviour of members of a society. The law itself provides the basic structure within which commerce and industry operate. It safeguards the rights of individuals, regulates their dealings with others and enforces the duties of government.

There are two main kinds of the law – public and private (civil). **Private** law concerns disputes among citizens within a country, and **public** law concerns disputes between citizens and the state, or between one state and another.

The system of law consists of different categories of law.

There are laws which enable citizens to take legal action against the state. These actions are part of constitutional law. A constitution is the political and ideological structure within which a system of laws operates. Most countries have a formal written Constitution describing how laws are to be made and enforced.

Many countries face similar social, economic and political problems. Nations have always made political and economic treaties with each other. International law is created to regulate relations between governments and also between private citizens of one country and those of another.

Criminal law deals with wrongful acts harmful to the community and punishable by the state.

Civil law deals with individual rights, duties and obligations towards one another.

As well as defining the powers of government, most constitutions describe the fundamental rights of citizens. These usually include general declarations about freedom and equality, but, also some specific provisions. The European Convention on Human Rights (ECHR) was first adopted in 1950 and has now been signed by every country of Western Europe. Individual citizens of these countries have the right to bring a complaint before the European Commission if they think their government has broken the Convention. But despite the development of legally binding national and international conventions, millions of people in the world still do not enjoy human rights.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|----------------------------------|----------------------------|
| civil ['sɪvəl] | human ['hju:mən] |
| commerce ['kɒmɜ:s] | fundamental [ˌfʌndə'mentl] |
| constitutional [ˌkɒnstɪ'tju:ʃən] | provision [prə'vɪʒən] |
| ideological [ˌaɪdɪə'lɒdʒɪkəl] | complaint [kəm'pleɪnt] |
| equality [i:'kwɒlɪtɪ] | binding ['baɪndɪŋ] |

Task 2. Lexical Exercises.

Exercise 1. Guess the meaning of these words.

System, control, structure, industry, constitution, individual, regulate, public, civil, category, legal, political, general, ideological, formal, social, economic, problem, international, criminal, act, fundamental, declaration, specific, convention, commission, million.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|--|
| 1) поведение членов общества | a) civil law |
| 2) торговля и промышленность | b) political and economic treaties |
| 3) регулировать чье-либо поведение | c) European Convention on Human Rights |
| 4) гражданское право | d) specific provisions |
| 5) давать право гражданам | e) legally binding |
| 6) политические и экономические договоры | f) behaviour of members of a society |
| 7) незаконные действия | g) freedom and equality |
| 8) свобода и равенство | h) to enable citizens |
| 9) особые постановления | i) to regulate one's dealings |
| 10) Европейская конвенция по правам человека | j) despite |
| 11) несмотря на | k) commerce and industry |
| 12) юридически обязывающий | l) wrongful acts |

Exercise 3. Scan the text in order to match these words and phrases with their definitions below.

Civil law, criminal law, international law, law, public law, constitutional law.

- 1) ... is a system of rules established by the state.
- 2) ... is a leading category of the whole system of law.
- 3) ... concerns disputes among citizens within a country.

4) ... concerns disputes between citizens and the state, or between one state and another.

5) ... regulates relations between governments and also between private citizens of one country and those of another.

6) ... defines the general principals of criminal responsibility...

Exercise 4. Answer the following questions.

1. What is law?
2. What categories of law can you name?
3. What is the principle source of constitutional law?
4. What is the central institution of private (civil) law?
5. What does criminal law define?
6. What does international law regulate?
7. What is civil law connected with?
8. When was ECHR adopted?
9. What does ECHR deal with?

Task 3. Grammar Rules and Exercises.

Система видовременных форм английского глагола

Глаголы в английском языке имеют четыре формы: инфинитив (Infinitive), прошедшее неопределенное время (Past Indefinite) и причастия настоящего и прошедшего времени (Participle I, Participle II или Present Participle и Past Participle).

| Infinitive | Past Indefinite | Participle II | Participle I |
|------------|-----------------|---------------|--------------|
| to ask | asked | asked | asking |
| to go | went | gone | going |

Все английские глаголы делятся на правильные и неправильные. Правильные глаголы образуют формы Past Indefinite путем прибавления суффикса **-ed** к основе глагола: to stop –stopped –stopped.

Формы неправильных глаголов следует заучивать: to write – wrote – written (см. таблицу неправильных глаголов).

В английском языке имеется четыре группы времен: Indefinite, Continuous, Perfect, Perfect Continuous, которые образуют все временные формы.

Времена группы Indefinite (Simple)

| | Present | Past | Future |
|---------------|---|--|---|
| Affirmative | I We You work They He She works It | I We You worked They He She It | I shall work We You They He will work She It |
| Negative | I We do not You (don't) work They He does not She (doesn't) work It | I We You did not They (didn't) He work She It | I shall not We (shan't) work You They He will not She (won't) work It |
| Interrogative | I Do we work? you they he Does she work? it | I we you Did they work? he she it | Shall I work? we you they Will he work? she it |

Времена группы Indefinite обозначают обычное, регулярное, повторяющееся действие, либо указывают на сам факт его совершения в настоящем, прошедшем и будущем.

С временами группы Indefinite обычно употребляются следующие словосочетания:

1. Present Indefinite: often, seldom, always, usually, regularly, every day, sometimes, as a rule.
2. Past Indefinite: yesterday, last week (month, year), the day before yesterday, ago.
3. Future Indefinite: tomorrow, the day after tomorrow, next week (month, year), in a day (week, month).

Future Indefinite не употребляется в придаточных предложениях времени и условия после союзов if, when, before, after, as soon as, till, until. В этих предложениях вместо Future Indefinite употребляется Present Indefinite. На русский язык переводится будущим временем. Например: I shall enter the University when I finish school. Я поступлю в университет, когда закончу школу.

Exercises.

Exercise 1. Make the sentences negative and interrogative.

1. They go to the library every day.
2. He works at the English laboratory every day.
3. We got excellent marks at the exams.
4. She liked to work in the evening.
5. We shall translate this text in class.
6. They will finish this experiment in some days.

Exercise 2. Ask questions using the question words given.

Model: He will graduate from the University next year. (When?)

When will he graduate from the University?

1. He visits us on Sundays. (Who?)
2. He visited us on Sundays. (Who?)
3. He will visit us on Sundays. (Who?)
4. The delegation arrives in the evening. (When?)
5. Our students took part in the meeting. (What?)
6. She will teach English at school. (Where?)

Exercise 3. Answer the following questions.

1. Where do you study?
2. Did you live in the hotel last year?
3. Will you take part in the conference?
4. When will you pass your entrance examinations?
5. Where does your friend study?
6. Do your parents work at plant?
7. Did you go to the theatre yesterday?
8. When did you finish school?
9. Do you often see your school-friends?

Exercise 4. Put the verbs in brackets into the Present, Past or Future Indefinite Tense.

A. 1. We always (to consult) a dictionary when we (to translate) texts.
2. We (to take part) in a sport competition last Sunday. 3. My friend (to pass) entrance examinations to the University last month. 4. He (to study) at the Law Department now. 5. He (to graduate) from the University in five years and will become a lawyer. 6. The students (to come) to the lectures every day. 7. We (not to go) to the country this Sunday.

B. 1. When he (to graduate) from the University, he will become a good specialist. 2. If you (to prepare) the report in time, you will take part in the conference. 3. When I (to be) 18, I (to take part) in the elections. 4. We

(to revise) the rules in some days. 5. If you (to come) to the lecture, you will learn many interesting things.

Exercise 5. Put special questions to the words given in bold type.

1. We discussed the plan for the second term **at the meeting**. 2. The best students receive **scholarships**. 3. **He** didn't follow my advice. 4. They will play football **after the lessons**. 5. The seminar will take place **on Monday**. 6. We go to the English lab **twice a week**. 7. My friend works at **the people's court**. 8. They spent their vacations **in the Crimea**. 9. **The doctor** will come in the afternoon. 10. The students went to the canteen **after the lectures**.

Part 2

Text: The Form of the British Constitution

When people take part in any activity they have to act according to certain rules. A nation needs a set of agreed rules by which it may govern itself. We call these rules a Constitution. From this you will soon realize that when we describe a country as a "Constitutional Monarchy" we mean a country with a King who regards himself as limited in his actions by the nation's rules.

Now we often say that some countries have a "written constitution". For example, the United States of America and France have written constitutions. In both these countries the whole of the constitution is set out in an official volume which anyone can buy and study. On the other hand, it is often said that the British Constitution is unwritten, meaning that it is not written in a single official handbook. In this sense it is quite true that Britain has an unwritten constitution. Some of the rules, those which have been made by Parliament, are written down in statutes but many more depend on customs. Here is a good example of the unwritten nature of the British Constitution. At any time during the last two hundred years, an educated Englishman would understand what was meant by the term "Prime Minister". Yet it was only in the year 1917 that the Prime Minister was recognized officially by being mentioned in an Act of Parliament.

Britain is a constitutional monarchy. That is to say, a monarch reigns but is limited by the rules of the State, rules which depend partly on written laws but even more on established customs which have been handed down from generation to generation. Let us see how this works out in practice.

The Sovereign. First of all there is the Sovereign, at present Her Majesty Queen Elizabeth II. Her office is hereditary, meaning that it is

handed down from one generation to the next. You will notice that this is the main difference between a Monarchy and a Republic. In a Republic, for example the United States of America or France, the head of the State is elected; he is known as the President and holds office for a limited number of years only.

The Monarchy is the oldest part of the British Constitution. The Sovereign once had very great personal powers but in practice these are now exercised by the Queen's advisers, the Ministers. For this reason it is sometimes said that the Queen reigns but she does not rule.

The House of Lords. Originally this was a very powerful body indeed, much more powerful than the House of Commons, but today its powers are strictly limited and the real powers have passed to the "Lower House", the House of Commons.

The House of Commons. The third, but much the most powerful of the three elements which form part of the British Constitution, is the House of Commons. This body is directly elected by the people of Britain and nearly everyone over the age of twenty-one has the right to vote. General Elections must take place at least every five years but in practice they usually occur more frequently than this. Since 1902, successive Prime Ministers have been members of the House of Commons and never of the House of Lords.

Parliament. The Queen, the Lords and the Commons form the Parliament. You should notice that "Parliament" is a word which sometimes causes confusion. Very often in ordinary conversation people refer to Parliament when really they mean the House of Commons or sometimes the Government. But strictly speaking, Parliament means much more than just the House of Commons; it means the Queen, the Lords and the Commons all acting together.

Notes

handbook ['hændbuk] – руководство, справочник

statute ['stætju:t] – законодательный акт парламента, статут

generation [,dʒenə'reɪʃən] – поколение

sovereign ['sɒvrɪn] – монарх

hereditary [hɪ'redɪtəri] – наследственный

the House of Lords [ðə'haʊsəv'lo:dz] – палата лордов

the House of Commons [ðə'haʊsəv'kɒmənz] – палата общин

General Elections – всеобщие выборы

confusion [kən'fju:ʒən] – смущение, беспорядок

Task 1. Answer the questions.

1. What is a Constitution?
2. What is meant by “unwritten constitution”?
3. What is the difference between a Monarchy and a Republic?
4. Explain “The Queen reigns but she does not rule”.
5. Who has the real powers in Parliament?
6. What does Parliament mean?

Task 2. Read the text carefully and agree or disagree with the statements given below.

1. We call a set of agreed rules a Constitution.
2. The United States of America has an unwritten constitution.
3. In Britain the monarch is not limited by the rules of the state.
4. The Sovereign’s office is hereditary.
5. In France the head of the state is not elected.
6. Originally the House of Lords was a very powerful body.
7. The House of Commons is indirectly elected by the people of Britain.
8. Parliament means much more than just the House of Commons.

Task 3. What is missing?

1. An unwritten constitution means that it is not written in a _____ official handbook.
2. Britain is a _____ monarchy.
3. In a _____ the head of the state is elected.
4. The _____ is the oldest part of the British Constitution.
5. The Lords’ powers are strictly _____.
6. The most powerful of the three elements which form part of the British Constitution is the _____.
7. The Queen, the Lords and the Commons form _____.

Chapter 2. Great Britain

Unit 1

Part 1

Text: The Crown



The frequently used terms “Queen in Parliament” and “Her Majesty’s Government” clearly indicate the importance of the Crown in the constitutional system of Great Britain. At one and the same time the Crown, at present Her Majesty Queen Elizabeth II, is Head of the Government which is temporary and Head of the State which is permanent.

The Queen yet stands outside the Government as a symbol of the country’s unity. She is and must always be above party politics.

The idea that the Crown should be above party politics is comparatively recent in British history. It was not at all clear in 1837 when Victoria became Queen. Indeed for the first four years of her reign she regarded the Whigs (or Liberals) as *her own* political party. This is evident from a letter she wrote to her uncle in 1841. Later Queen Victoria favoured the Conservative Party, but she was wise then to keep her personal views private. Since Victoria’s reign the great strength of the Crown has been that it is far removed from party politics. This is why the Monarchy has survived in Britain, when elsewhere so many thrones have fallen. As a result the Monarchy in Britain has enjoyed very wide popularity amongst all social classes. **The Queen in Parliament.** As Head of the State, the Queen formally opens Parliament at the beginning of each session with a Speech from the Throne. Her assent is required for all Bills before they can become Law and she summons, prorogues and dissolves Parliament. The Queen is also the Governor of the Church of England and the Prime Minister advises her on the appointment of the Bishops.

The Crown as Head of the Government. Today the Ministers, under the leadership of the Prime Minister, frame policy which they offer in the form of advice to the Queen. The Queen now always accepts this advice, although she is not legally bound to do so. The Crown’s guiding principle is to act upon the wishes of the majority of her subjects as represented in

Parliament. But it would be a mistake to think that the Crown takes no interest in Government affairs. The Queen reads the Cabinet documents, a large number of White Papers as well as telegrams concerning Government policy from various parts of the world. She also frequently meets the Prime Minister when she hears more details about Government policy. On these occasions the Queen may, if she wishes, offer advice and make suggestions in the light of her own experience, although in the event of any disagreement the Queen will always give way.

Honours. The Queen is said to be the “fountain of honour”. This means that the Queen, on the advice of the Government, honours deserving citizens who have distinguished themselves in some branch of public life. It is a way of saying “well done”. Twice a year, on New Year’s Day and on the Queen’s official birthday, the Honours List is published. The names include many people from other countries of the Commonwealth and the honours are most varied. Knighthoods are probably the best known (they grant the title “Sir”). One particular type of honour must be singled out for special mention because the Crown’s right to confer it has played a big part in shaping the present form of the British Constitution. This is elevation to the peerage, which confers a seat in the House of Lords.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|-------------------------------|---------------------------|
| majesty ['mædʒɪstɪ] | occasion [ə'keɪʒən] |
| comparatively [kəm'pærətɪvli] | honour ['ɒnə] |
| survive [sə'vaɪv] | deserving [dɪ'zɜ:vɪŋ] |
| assent [ə'sent] | distinguish [dɪs'tɪŋɡwɪʃ] |
| prorogue [prə'rʊg] | peerage ['piəriɪdʒ] |
| bound [baʊnd] | |

Task 2. Lexical Exercises.

Exercise 1. Read the international words and guess their meaning.

Mind the stress.

| | | |
|------------------|-------------|-----------------|
| `monarchy | `symbol | consti`tutional |
| `prime `minister | `politics | `party |
| `document | `parliament | i`dea |
| `cabinet | `throne | `history |

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--------------------------------|-----------------------------|
| 1) часто используемые термины | a) Her Majesty’s Government |
| 2) правительство Ее Величества | b) peerage |

- | | |
|---|--|
| 3) временный | c) summons, prorogues and dissolves Parliament |
| 4) постоянный | d) the Church of England |
| 5) Виги | e) Commonwealth |
| 6) Консервативная партия | f) bishops |
| 7) санкция | g) permanent |
| 8) созывает, прерывает и распускает парламент | h) the Conservative Party |
| 9) англиканская церковь | i) to give way |
| 10) епископы | j) assent |
| 11) уступать | k) frequently used terms |
| 12) Содружество | l) knighthood |
| 13) рыцарство | m) temporary |
| 14) пэрство | n) the Whigs |

Exercise 3. Choose the right word or word-combination.

1. The Queen's power is ...
a) elective b) hereditary c) unlimited
2. For the first four years of Queen Victoria's reign she regarded ... as her own political party.
a) the Conservatives b) the Whigs c) the Labour Party
3. The Queen formally opens ... at the beginning of each session.
a) Parliament b) Government c) the Cabinet
4. The Queen also frequently meets ... when she hears more details about Government policy.
a) the Cabinet b) the Ministers c) the Prime Minister

Exercise 4. Mark the statements that are true.

1. Great Britain is a constitutional monarchy.
2. The Queen's powers in Britain are unlimited.
3. The Queen opens each session of Parliament with a throne speech.
4. The Queen is and must always be above party politics.
5. The Royal assent is not required for all Bills before they can become Law.
6. The Crown's guiding principle is to act upon the wishes of the majority of her subjects.
7. Twice a year, on Christmas and on the Queen's official birthday, the Honours List is published.

Exercise 5. Answer the questions on the text.

1. What kind of monarchy is Great Britain?
2. Is the Queen's power hereditary or elective?

3. Why has the monarchy survived in Britain?
4. What are the functions of the Queen of Britain?
5. What is the Crown's guiding principle?
6. Explain "But it would be a mistake to think that the Crown takes no interest in Government affairs".
7. What honours does the Queen give to her subjects?

Task 3. Grammar Rules and Exercises.

Времена группы Continuous. to be (am, are, is, was, were, shall be, will be) + Participle I

| | Present | Past | Future |
|---------------|---|---|--|
| Affirmative | I am speaking We are speaking You are speaking They are speaking He is speaking She is speaking It is speaking | I was speaking We were speaking You were speaking They were speaking He was speaking She was speaking It was speaking | I shall be speaking We shall be speaking You will be speaking They will be speaking He will be speaking She will be speaking It will be speaking |
| Negative | I am not speaking We are not (aren't) speaking You are not (aren't) speaking They are not (aren't) speaking He is not (isn't) speaking She is not (isn't) speaking It is not (isn't) speaking | I was not (wasn't) speaking We were not (weren't) speaking You were not (weren't) speaking They were not (weren't) speaking He was not (wasn't) speaking She was not (wasn't) speaking It was not (wasn't) speaking | I shall not (shan't) be speaking We shall not (shan't) be speaking You will not (won't) be speaking They will not (won't) be speaking He will not (won't) be speaking She will not (won't) be speaking It will not (won't) be speaking |
| Interrogative | Am I speaking? Are we speaking? Are you speaking? Are they speaking? Is he speaking? Is she speaking? Is it speaking? | Was I speaking? Were we speaking? Were you speaking? Were they speaking? Was he speaking? Was she speaking? Was it speaking? | Shall I be speaking? Shall we be speaking? Will you be speaking? Will they be speaking? Will he be speaking? Will she be speaking? Will it be speaking? |

Продолженные времена (Continuous Tenses) обозначают действие в процессе его развития в определенный момент в настоящем, прошедшем или будущем.

Некоторые глаголы не могут выражать действие или состояние как процесс, совершающийся в определенный момент времени, и, следовательно, употребляться во временах группы Continuous. К ним относятся: to love - любить, to want - хотеть, to like - нравиться, to hate - ненавидеть, to wish, to desire - желать, to see - видеть, to hear - слышать, to feel - чувствовать, to notice - замечать, to know - знать, to understand - понимать, to consist - состоять, to belong - принадлежать, to recognize - узнавать, to be - быть и др.

С временами группы Continuous обычно употребляются следующие указатели времени:

1. Present Continuous: now, right now, just now, at the moment, today, this week (month, season), these days, tonight (this evening).
2. Past Continuous: at that time, all day (night) long, at six o'clock, the whole evening (morning, afternoon), from seven to nine.
3. Future Continuous: at this time tomorrow (next week, next month), at 10 o'clock on Friday.

Exercises.

Exercise 1. Make the sentences negative and interrogative.

1. His friends are still speaking over the telephone.
2. Boris is repairing the record-player.
3. He is leaving by the 8 o'clock train.
4. They are crossing the street.
5. We were looking for him the day before yesterday.
6. She was typing a letter at that moment.
7. He was watching TV when I came home.
8. I shall be waiting for you at the usual time.
9. He will be lecturing at that time.
10. It will be raining in a minute.
11. She is talking to her old friend.
12. Boys are playing football.
13. We were having dinner when you rang me up.
14. John was listening to the latest news at 7 o'clock in the evening.
15. She was hurrying to the station at that moment.
16. I shall be posting my letters tomorrow morning.
17. They will be working hard in autumn.
18. She will be coming to see us today.

Exercise 2.**A. Use the Present Continuous Tense.**

Model: We shall discuss this question. (now)

We are discussing this question now.

1. We have lectures every day. (now)
2. He watches TV in the evening. (at the moment)
3. We listen to the teacher attentively. (at this time)
4. He sleeps in the daytime every day. (from 2 till 3)
5. She writes letters to her parents every week. (now)

B. Use the Past Continuous Tense.

Model: He worked hard. (when I came)

He was working hard when I came.

1. He delivered lectures every week. (at 12 o'clock yesterday)
2. He worked in the library yesterday. (from 3 till 5 o'clock)
3. He left the house. (when the bell rang)
4. He crossed the street. (when I saw him)
5. The children played in the yard. (from 10 till 12 o'clock)

C. Use the Future Continuous Tense.

Model: We have an English lesson today. (at 10 o'clock tomorrow)

We shall be having an English lesson at 10 o'clock tomorrow.

1. He is preparing for the exams. (next month)
2. She is translating the text now. (at 3 o'clock tomorrow)
3. We are celebrating the 80th anniversary of our University. (next year)
4. He is leaving today. (at 7 o'clock tomorrow)
5. She sings well. (at the concert tonight)

Exercise 3. Answer the following questions.

1. Are you reading or writing now? 2. Are you making progress in your English? 3. Is your friend listening to you now? 4. Is it snowing now? 5. Where are you going to spend your summer holidays? 6. What were the students doing in the laboratory so late yesterday? 7. Were you having a rest when I rang you up? 8. Was she wearing black at the party? 9. At that time were your friends waiting for you at the station? 10. What were the students translating when the teacher came? 11. Where was he hurrying at 8 o'clock in the morning? 12. Whom were you speaking with when I came up to you? 13. Will the students be having a meeting after the lectures? 14. What will you be doing after the meeting? 15. Will you be taking any examination this month?

Exercise 4. Put the verb in brackets into the Present, Past or Future Continuous Tense.

1. He (to take) a bath now. 2. I (not to laugh) at you. 3. He (to come) here next month. 4. If I (to sleep) when he comes, please, wake me up. 5. What journal you (to read) when I came to the library? 6. The whole family (to have) dinner when the telephone rang. 7. Where he (to go) when the rain started? 8. She (to sing) over the radio at 5 o'clock tomorrow. 9. They will not go on excursion with us. They (to have) a lecture at 2 o'clock. 10. What you (to do) from 2 till 3 o'clock tomorrow? 11. The children (to play) when we returned home. 12. Look! It is getting dark. It (to rain) in a minute.

Exercise 5. Form questions with the question words given.

1. The expedition is returning next week. (When) 2. We are doing grammar exercises now. (What) 3. The mother is teaching her little son to read. (Who) 4. I am reading a book on modern art. (What) 5. They were still arguing when I entered the room. (Who) 6. Our group was staying in London for some days. (How long) 7. We were talking and he was listening to the radio. (What) 8. They will be moving to a new flat this month. (When) 9. We shall be listening to Petrov at the concert. (When) 10. He is coming tomorrow. (When)

Part 2

Text: Elizabeth II



Windsor is the family name of the royal family. The press sometimes refers to its members as "the Windsors". Queen Elizabeth II is only the fourth monarch with this name. This is not because a "new" royal family took over the throne of Britain four reigns ago. It is because George V, Elizabeth's grandfather, changed the family name. It was Saxe-Coburg-Gotha, but during the First World War it was thought better for the king not to have a German-sounding name.

At the age of 25, Elizabeth Alexandra Mary, became the 42nd sovereign of England since William the Conqueror. Elizabeth II is now the longest-reigning British monarch since Queen Victoria, who occupied the throne for over 63 years.

The full title of Elizabeth II is Elizabeth the Second, by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland, and of her other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith.

Her coronation was held at Westminster Abbey on June 2, 1953. The public duties of the British monarch were then entirely ceremonial, but Queen Elizabeth took her responsibilities seriously, inspecting state papers daily and consulting with prime ministers. Harold Macmillan, prime minister from 1957 to 1963, wrote of her, "She loves her duty, and means to be a Queen and not a puppet".

On the accession of Queen Elizabeth, her son Prince Charles became heir apparent, he was named Prince of Wales on July 26, 1958. Nowadays he is concerned about the environment and about living conditions in Britain's cities. He sometimes makes speeches which are critical of aspects of modern life.

The Queen's other children are Princess Anne, Prince Andrew and Prince Edward. Princess Anne, born in 1950, separated from her husband after they had one son and one daughter. She married again in 1992. She is widely respected for her charity work, which she does in a spirit of realism. Prince Andrew, the Duke of York, was born in 1960. He is separated from his wife, Sarah Ferguson (who is known to the popular press as "Fergie"). They have two daughters. Prince Edward was born in 1964. He is involved in theatrical production and is single.

The prestige of the monarchy declined in the 1990s, in large part because of scandals involving the marriages of Prince Charles and Diana Spenser, and of Prince Andrew and Sarah Ferguson. Both marriages ended in divorce in 1996. On the death in 1997 of Diana, who had been estranged from the Royal family since her divorce, the outpouring of grief appeared to confirm the public's disaffection with the monarchy.

Elizabeth's financial and property holdings have made her one of the world's richest women. In April 1993 she voluntarily began paying full rates of income tax and capital gains on her private income which is estimated to be worth around 45 million pounds.

Notes

Windsor ['wɪnzə] – Виндзор

to take over the throne – вступить на престол

Saxe-Coburg-Gotha [ˌsæks,kɒbɜːɡ'ɡɔʊθə] – Саксен-Кобург-Гота

Grace of God [ɡreɪsəv'ɡɒd] – милостью Божьей

United Kingdom ['juːnaɪtɪd'kɪŋdəm] – Соединенное Королевство

Northern Ireland ['nɔːð(ə)n'aɪələnd] – Северная Ирландия

realm [reɪlm] – государство
 Commonwealth ['kɒmənwelθ] – Содружество
 Defender of the Faith [dɪ'fendəvðə'feɪθ] – Защитник Веры
 Westminster Abbey [,westmɪnstər'æbi] – Вестминстерское аббатство
 responsibility [rɪs,pɒnsə'bɪlɪtɪ] – ответственность
 Harold Macmillan ['hærəldmæk'mɪlən] – Гарольд Макмилан
 accession [æk'sesən] – вступление
 heir apparent [eə'pærənt] – престолонаследник
 charity ['tʃærɪtɪ] – милосердие, благотворительность
 Duke of York [dju:kəv'jɔ:k] – герцог Йоркский
 Sarah Ferguson ['sɛərə'fɜ:gəsən] – Сара Фергусон
 Diana [daɪ'ænə] – Диана
 to estrange [ɪs'treɪndʒ] – отстранять
 outpouring ['aʊt,pɔ:ɪrɪŋ] – излияние
 disaffection [,dɪsə'fekʃn] – недовольство
 voluntarily ['vɒləntərɪli] – добровольно
 income tax ['ɪnkəmtæks] – подоходный налог
 capital gains – доходы с капитала

Task 1. Answer the questions.

1. Who changed the royal family name?
2. Why did the king change the family name?
3. At what age did Elizabeth II become the queen?
4. Who occupied the throne for over 63 years?
5. When and where was the coronation of Elizabeth II held?
6. How did Elizabeth II take her responsibilities?
7. Who is the heir of the throne?
8. What is Princess Anne widely respected for?
9. Why did the prestige of monarchy declined in the 1990s?

Task 2. Read the text carefully and agree or disagree with the statements given below.

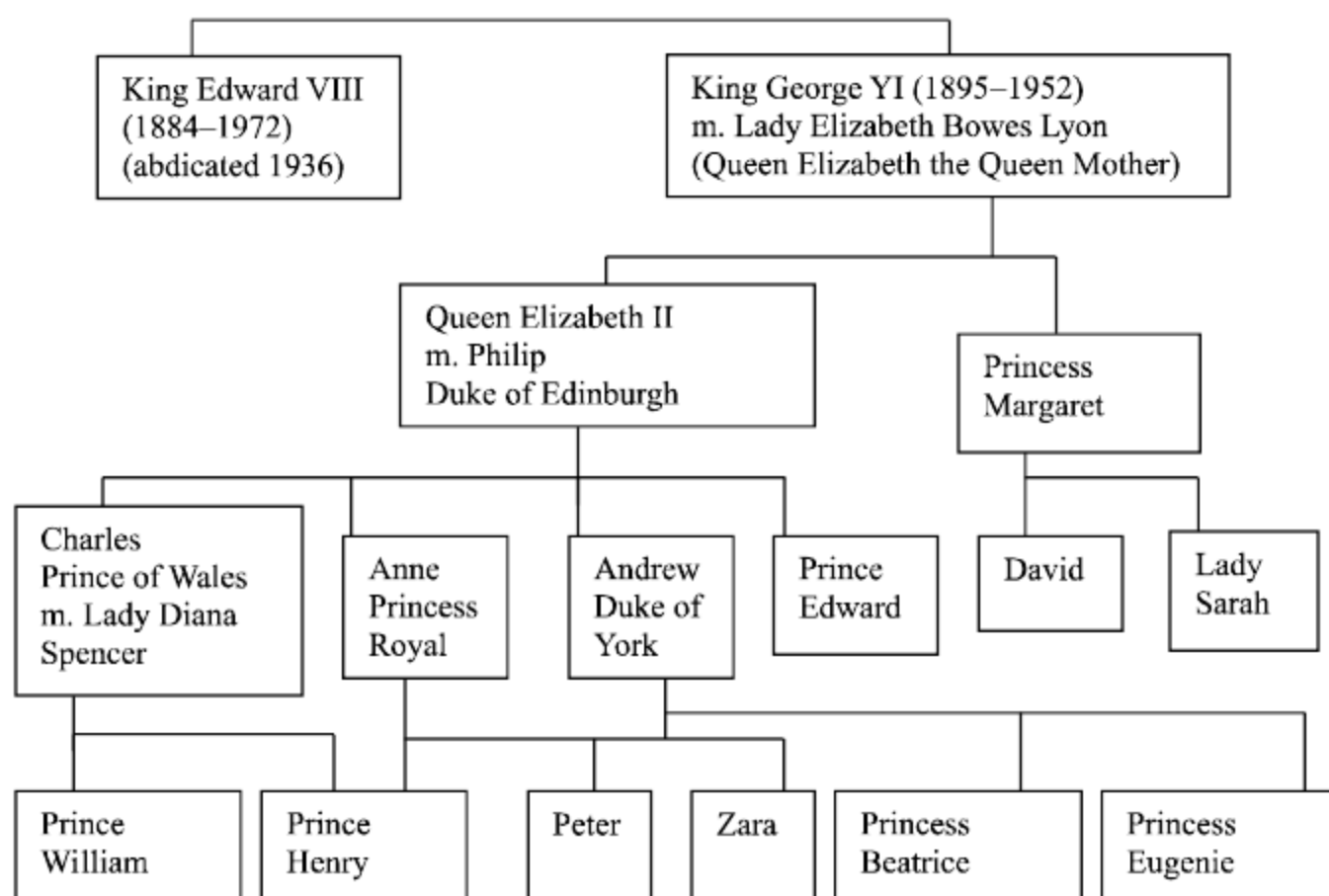
1. Windsor has been the family name of the royal family since the reign of Queen Victoria.
2. Elizabeth II became the 41st sovereign since William the Conqueror.
3. Prince Charles was named Prince of Wales on July 26, 1958.
4. Nowadays Prince Charles is concerned about theatrical production.
5. The prestige of the monarchy increased in the 1990s.

6. Elizabeth's financial and property holdings have made her one of the world's richest women.

Task 3. What is missing?

1. Queen Elizabeth II is only the _____ monarch with the family name of Windsor.
2. Elizabeth II is now the longest _____ British monarch.
3. Queen Elizabeth took her _____ seriously, inspecting _____ daily and consulting with _____.
4. On the _____ of Queen Elizabeth her son Prince Charles became _____.
5. In April 1993 Elizabeth II voluntarily began paying full rates of _____ and _____ on her private income.

Task 4. Look at the Royal Family Tree.



In the following word search puzzle find 10 first names of the members of the Royal Family.

(The words may read forwards horizontally, vertically or diagonally).

O M C S W O I G C N
 P V A N D R E W O C
 H S A R A H N V A I
 I Z W H G V Z A N V
 L O I K B A W O N L
 I T L G E O R G E O
 P E L I Z A B E T H
 O M I N O V Z A T W
 C H A R L E S N M D
 D V M O E D W A R D

Task 5. Match the words with the definitions.

A. : 1 - ..., 2 - ..., 3 - ..., 4 - ..., 5 - ..., 6 - ..., 7 -

| | |
|-----------------------|---|
| 1. Sovereign | a. a male ruler of a country |
| 2. Queen | b. a king or queen, the person with the highest power |
| 3. King | c. a female ruler of a country |
| 4. Prince | d. a daughter or other near female relation of a king or queen |
| 5. Monarch | e. a ruler of a state who has a right to rule by birth, and does not have to be elected |
| 6. Princess | f. a son or other near male relation of a king or queen |
| 7. The Royal Standard | g. a flag bearing the arms of the sovereign |

B. : 1 - ..., 2 - ..., 3 - ..., 4 - ..., 5 - ..., 6 - ..., 7 -

| | |
|----------------------|---|
| 1. Princess Royal | a. the title given to the first son of a British king or queen |
| 2. Prince of Wales | b. the title given to the first daughter of a British king or queen |
| 3. Duke of Edinburgh | c. the title given to the husband of the British Queen |
| 4. Your Majesty | d. the way to adress the Queen when meeting |
| 5. Your Highness | e. a woman appointed to be a personal attendant to the sovereign or to some other member of the royal family. |
| 6. Queen Mother | f. the way to adress a Prince or Princess |
| 7. Lady-in-waiting | g. the title of the widow of a former king who is also the mother of the reigning sovereign |

Unit 2

Part 1

Text: Government

The most important feature of the British form of government is that it is a system of government by discussion and criticism. Naturally the views of the majority of the people usually prevail, but the minority is never suppressed, even though a minority may be only a small group.

The Queen's Ministers form the Executive Government of Britain. They decide what shall be done and their policy is carried out mainly by the Civil Service. All their actions are done in the Queen's name and most of their great powers were once exercised by the Crown alone. These powers include the making of Treaties with foreign countries, declaring war and making peace.

All the Ministers are also in Parliament. There they have to be ready to face criticism and explain their actions. This link between Government and Parliament is vitally important. It means that despite its vast power, the Government is really responsible to the elected representatives of the ordinary people. The majority of the Members of the House of Commons has to support the Ministers if the Government is to stay in power.

The Prime Minister and the Cabinet. The most important of the Queen's Ministers is the Prime Minister. In his relationship with the other Ministers he has been described by one well-known authority as being like the sun among the planets. He is the Queen's chief adviser and his opinions shape the whole of Government policy. At the same time he is the leader of the largest political party in the House of Commons. There is no written law which states that the Prime Minister must be in the Commons rather than in the Lords. This is only right. The House of Commons, as the elected body, should have every opportunity of being in contact with the chief man in the Government. The official title of the Prime Minister is "Prime Minister and First Lord of the Treasury". The Treasury is the department of the Government which handles the nation's money and the fact that modern Premiers combine these two offices is a sign of the great power they hold, despite the fact that the real work of the Treasury is now performed by the Chancellor of the Exchequer.

After a General Election the Queen sends for the leader of the largest political party and asks him to form a Government. This is a new Prime Minister's first task. In addition to this, he has to form a Cabinet consisting

of the men (and sometimes women) occupying the most important posts in the Government. The size of a Cabinet has varied at different times but usually it is under twenty. In normal times the Cabinet meets for about two hours once or twice a week in the Prime Minister's house at No. 10 Downing Street.

Neither is there any rule deciding which Departments of State shall be represented in the Cabinet. Obviously if a new Prime Minister is wise he will include in his Cabinet the Chancellor of the Exchequer and the Foreign Secretary (Secretary of State for Foreign Affairs since 1968). But some other posts are not always included in the Cabinet and the Prime Minister will make up his own mind on this point. The most important feature to notice is that all the Ministers, whether in the Cabinet or not, owe their appointment to the Prime Minister. He might appoint some of his supporters to Ministerial posts and later on decide to dismiss them or transfer them to another Department. This is another sign of his great power. You should notice, however, that before making his appointments the Prime Minister takes a list to the Queen and seeks her approval. Her Majesty may make suggestions. The Prime Minister must also take a close interest in how the other Ministers manage their departments and he must always be ready to offer advice.

The Prime Minister can advise the Queen to dissolve Parliament. This is a matter on which the Sovereign will accept advice from no one else except the Prime Minister.

The Prime Minister acts as Chairman and guides the discussion. Before the meeting he draws up the agenda and probably asks the Ministers to be prepared to make statements about their Departments. The Cabinet decides the great questions of Government policy and therefore it does not deal with questions which can be solved satisfactorily at a lower level. Questions of less importance are discussed at Committees of the Cabinet. The number of Committees varies with the Government in power at the time. Most Cabinets, however, have a Committee dealing with legislation. Usually such a Committee decides the programme of Government Bills to be introduced in Parliament during the session and at the same time supervises the structure of Bills.

The Ministry. All the Ministers may be classified in the following way.

The Departmental Ministers. These are important Ministers who are at the head of great Departments of State. The heads of some of the Departments are known as Secretaries of State and they deal with Home Affairs, Foreign Affairs, Scotland, Commonwealth Relations, etc. The other heads of Departments are called Ministers.

Non-Departmental Ministers. These Ministers have old traditional titles which do not really tell you the nature of the work they do. The Prime Minister chooses these men for special responsibilities. These special duties vary from time to time.

The Ministers of State are Deputy Ministers in Departments where the work is particularly heavy. At present there are five Ministers of State in four Departments.

The Junior Ministers. Very often the Junior Ministers are younger men. A Junior Minister relieves the Minister of some of his burdens by taking part in Parliamentary debates and he often answers Parliamentary Questions. The official title of a Junior Minister is Parliamentary Secretary.

The Secretary of State for the Home Department (the Home Secretary). He is in charge of one of the busiest departments in the Government. He is responsible for maintaining law and order and therefore he takes a keen interest in the efficiency of the police forces throughout the country. He is in charge of the prisons, the organization of the Magistrates' Courts, etc.

The Lord Chancellor. He is the Speaker of the House of Lords and he is at the head of Judges. In addition to this he is in charge of more than twenty different offices which are mainly concerned with legal practice.

The Minister of Defence. Today this Minister has very wide powers indeed because all the traditional methods of defence are being changed to suit the new atomic age in which we are now living. He co-ordinates the work of three departments, which are in effect subordinate to him, the Admiralty (i.e. the Navy), War (the Army), and Air (the Air Force).

The President of the Board of Trade. The President is generally responsible for Britain's commerce, industry and overseas trade.

The Minister of Labour and National Service. Amongst many other duties, this Minister is concerned with the provision of employment and helping employers to find suitable employees.

The Minister of Power. This post has been created quite recently. "Power" refers to the provision of coal, gas, electricity and atomic power for generating electricity. The Minister also acts for the Government in its dealings with the petroleum industry.

The Law Officers. The Law Officers are the Government's legal advisers and they appear in court on behalf of the Government in important cases.

All the Ministers have to act as members of a team rather than as isolated individuals. Each Minister must share full responsibility for the work of his colleagues in other departments and he must be prepared to support the

Government on all issues even though they do not directly concern the work he is doing.

But there is another form of Ministerial responsibility: all Ministers are responsible to Parliament. This is probably the most important feature of the British form of Government.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|-------------------------|------------------------------------|
| prevail [prɪ'veɪl] | committee [kə'mɪtɪ:] |
| authority [ɔ: 'θɔ:ɪtɪ] | magistrate ['mædʒɪstreɪt] |
| executive [ɪg'zekjʊtɪv] | the Admiralty ['ædmərəltɪ] |
| the Treasury ['trɛzərɪ] | commerce ['kɒmə(:)s] |
| agenda [ə'dʒendə] | colleague ['kɒli:g] |
| the Chancellor of the | Exchequer ['tʃa:nsələv'ðɪks'tʃekə] |

Task 2. Lexical Exercises.

Exercise 1. Read the international words and guess their meaning.

Mind the stress.

| | | | |
|------------|-----------|------------|-------------|
| `form | `ordinary | `fact | `normal |
| `system | `planet | `office | de`partment |
| `criticism | `leader | `secretary | `junior |
| `service | o`fficial | `post | `interest |

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|--|
| 1) государственная служба | a) Admiralty |
| 2) королевская власть | b) the Minister of Labour and National Service |
| 3) заключение договоров, объявление войны, заключение мира | c) the Minister of State |
| 4) жизненно важный | d) the Chancellor of the Exchequer |
| 5) избранный орган | e) legislation |
| 6) Казначейство | f) Foreign Secretary |
| 7) Канцлер казначейства | g) Home Secretary |
| 8) министр иностранных дел | h) the Board of Trade |
| 9) комиссии | i) magistrates' court |
| 10) законодательство | j) Junior Minister |
| 11) министр внутренних дел | k) the Minister of Defence |
| 12) государственный министр | l) Law Officers' Department |
| 13) заместитель министра | m) the Lord Chancellor |

- | | |
|--|---|
| 14) младший министр | n) vitally important |
| 15) парламентский секретарь | o) Deputy Minister |
| 16) суд магистратов | p) Parliamentary Secretary |
| 17) лорд-канцлер | q) committees |
| 18) министр обороны | r) making treaties, declaring wars, making peace |
| 19) Адмиралтейство | s) the Treasury |
| 20) министерство торговли | t) Civil Service |
| 21) министерство труда и государственной службы | u) the Minister of Power |
| 22) министр энергетики | v) elected body |
| 23) Юридический совет | w) the Crown |

Exercise 3. Choose the right word or word-combination.

- The Queen's Ministers form the Executive ... of Britain.
a) Cabinet b) Government c) Parliament
- The Cabinet is restricted to about ... members.
a) twenty b) thirty c) ten
- The Prime Minister is the head of ...
a) the House of Commons b) the Government c) Parliament
- All the Ministers owe their appointment to ...
a) the Prime Minister b) the Queen c) the Government
- The Prime Minister can advise the Queen to dissolve ...
a) the Government b) the Cabinet c) Parliament
- The Ministers of State are ...
a) the Departmental Ministers b) Deputy Ministers c) the Junior Ministers

Exercise 4. Fill in the blanks with the following words.

MP, seat, traditions, wool, symbol, stuffed, space, members, Lords.

There are many _____ associated with both chambers of the Houses of Parliament. The Woolsack, for instance, is a sort of stool stuffed with _____, originally placed in Parliament in Edward III's reign as a _____ of the basis of England's prosperity at that time. Nowadays, it is the _____ of the Lord Chancellor, as Speaker of the House of _____, and is significantly _____ with a blend of wool from the colonies and dominions.

There is a place between the two sides of the Houses. In the House of Commons this _____ is approximately the width of two drawn swords.

Formerly, the MPs, when very heated, sometimes drew swords and a fight began. Therefore, a ruler was imposed prohibiting _____ to cross the space. Today any _____ who puts a foot forward is “called to order” immediately by the Speaker and he has to apologise to the House.

Exercise 5. Answer the questions on the text.

1. Who forms the Executive Government?
2. Who is the most important of the Queen’s Ministers?
3. What is a new Prime Minister’s first task?
4. How many members are there in the Cabinet?
5. Where does the Cabinet meet?
6. Who decides the great questions of Government policy?
7. Who are at the head of the great Departments of State?
8. Who is at the head of Judges?
9. What is probably the most important feature of the British form of government?

Task 3. Grammar Rules and Exercises.

**Времена группы Perfect.
to have (has, had, will have) + Participle II**

| | Present | Past | Future |
|---------------|---|--|---|
| Affirmative | I We have written You They He She has written It | I We You They had written He She It | I shall have written We You They He will have written She It |
| Negative | I We have not (haven't) written You They He She has not (hasn't) written It | I We You had not (hadn't) written They He She It | I shall not (shan't) have written We You They will not (won't) have written He She It |
| Interrogative | Have I we written? you they Has he she written? it | Had I we written? you they he she it | Shall I we have written? you they Will he have written? she it |

Совершенные времена (Perfect Tenses) обозначают действие, которое совершилось к определенному моменту в настоящем, прошедшем или будущем.

Времена группы Perfect переводятся на русский язык глаголами совершенного вида.

Present Perfect часто употребляется с наречиями времени (already, just, yet, never, ever) и со словами, выражающими еще не истекшие периоды времени (today, this year, this month, this week, this morning, etc.)

Present Perfect может употребляться для выражения действия, которое началось в прошлом и не закончилось к данному моменту, а все еще продолжается. Период действия обычно указывается с помощью слов for (в течение) или since (с, с тех пор как, с тех пор). В этом случае Present Perfect переводится на русский язык глаголом несовершенного вида: I have lived here since 1990. – Я живу здесь с 1990 года.

Определенный момент в прошлом (Past Perfect) или будущем (Future Perfect) выражается обозначениями времени с предлогом by – к: (by 3 o'clock yesterday, by 3 o'clock tomorrow, by the time he came (comes)).

Exercises.

Exercise 1. Give the main forms of the following irregular verbs.

go, see, hear, show, write, read, make, take, have, be, meet, begin, give, tell, say, speak, buy, build, spend, leave.

Exercise 2. Make the sentences negative and interrogative.

1. She has read all the books in her library.
2. I have seen some of Shaw's plays.
3. Pete had graduated from the University by that time.
4. We shall have done our shopping by the evening.
5. He will have seen something of London by the week-end.
6. They will have come to the Crimea by July, 10.
7. She will have finished school by that time.
8. I have been to the cinema this week.
9. My sister has written me a letter.
10. We often had had rains here before you came.
11. My sister will have passed her exams by the end of January.
12. They will have finished their work before you return.
13. She will have written her course-paper by the end of the month.
14. I have already seen this play.

Exercise 3. A. Use the Present Perfect Tense.

Model: I read this book (already).

I have already read this book.

1. He gets up at 6 a. m. (just)
2. We translate English texts every week. (already)
3. I see her every day. (today)
4. They pass the exams every year. (already)
5. I know him very well. (since 2000)

B. Use the Past Perfect Tense.

1. They finished their experiment. (by 5 o'clock)
2. She typed the letter. (by the time we returned)
3. He looked through the documents. (by 12 o'clock)
4. He had supper at 8 o'clock. (by that time)

C. Use the Future Perfect Tense.

1. I'll make dinner tomorrow. (by the time my husband comes)
2. They will build the shop next year. (before we move there)
3. We are packing the things. (by the time the taxi comes)
4. They will pass the exams in June. (by July)

Exercise 4. Answer the following questions.

1. Where had you studied before you entered the University? 2. Have you learnt the new words? 3. Has your brother learnt to drive a car? 4. Have you bought a new dictionary? 5. How many films have you seen this month? 6. What English books have you read this year? 7. Where has Ann gone? 8. Had you ever heard a word of spoken English before you went to England? 9. Had he got his scientific degree by the end of 1990? 10. Will you have come back before the new term begins? 11. By what time will you have reached the airport? 12. Will he have finished his picture by November? 13. By what time will they have sent on their heavy things? 14. By what time will the game have started?

Exercise 5. Put the verb in brackets into the Present, Past or Future Perfect Tense.

1. I (to hear) of him ever since I was born. 2. By the time you arrived we (to leave). 3. The students (to know) the results of the examination by 3 o'clock tomorrow. 4. By 5 o'clock the Congress (to adopt) the draft program. 5. After they (to present) the draft of the Program, long debates took place. 6. I (to do) already all my lessons. 7. He (to reject) just our proposal. 8. Our family (to live) in this street since we got a new flat.

Exercise 6. Form general or special questions with the question word given.

1. We have been friends since childhood. (since when) 2. The rain hasn't stopped yet. (general) 3. The film has been on for a week. (how long) 4. He had recovered by the time I returned from my leave. (general) 5. He will have worked as a teacher for 20 years by next September. (how long) 6. The students will have started the discussion by the time you come. (who)

Part 2

Text: Henry VIII



The Tudor family came to power after the Wars of the Roses. There were civil wars between the houses of York (white rose) and Lancaster (red rose), both of whom claimed the throne. Memories of the horrors of these wars were still alive when Henry VIII, who was just the second Tudor king crowned. The young king, handsome, gifted and athletic, did much for the glory of England. His talents were diverse – he was interested in music, books and sport. The young king paid a lot of attention to religious questions. He was a true catholic and by 1521 he had written an Anti-Lutheran book, for which a grateful

Pope awarded him the title of Defender of the Faith. But only 10 years later Henry VIII broke away from the Catholic Church and set up his own Church of England. The king made himself the Supreme Head of this new Church, and began to close the monasteries. Henry did this because he was short of money and wanted the wealth of the monasteries for him.

There were a lot of reasons for breaking away from Rome, but the main reason was a romantic one. Only a few weeks after his coronation Henry married his brother's widow, a beautiful Spanish princess, Catherine of Aragon. She was nice and clever and was a true friend to her husband, but she failed to give him a son and after ten years of their marriage England had no heir. Henry thought that England would be weak if there were no king to follow him and he didn't want his country to have civil wars again. This problem had troubled Henry for many years when he met Anne Boleyn, a

lady-in-waiting. Anne was not a beauty and had six fingers on one of her hands, but the king fell madly in love with her. Henry asked the Pope to give him a divorce so that he could marry again and explained that Catherine had first been his elder brother's wife, who had died very young. He thought that it had been a sin to marry his brother's widow and that the absence of sons was his punishment. But the Pope refused and that made the King of England break away from the Catholic Church. Henry also proclaimed Mary, the daughter he had by this marriage, illegitimate. Henry divorced Catherine and married Anne Boleyn, but she didn't give him a son either and when Henry got tired of her he had her executed. By his second marriage Henry had another daughter, Elizabeth, whom he also proclaimed illegitimate.



Ten days after Ann Boleyn's execution the king married his third wife, Jane Seymour, who did give him a son, but died twelve days later.

All in all Henry VIII had six wives. As he grew older the king became suspicious and ruthless. His fifth wife, Catherine Howard, was beheaded in the Tower, and the last one, Catherine Parr, would have followed her, but she was lucky enough to survive the king.

King Henry VIII left three children: Mary by Catherine of Aragon, Elizabeth by Anne Boleyn and Edward, the Prince of Wales, by Jane Seymour.

The children's father never thought that each of his children would rule England after him. He couldn't foresee either that his second daughter, Elizabeth, whom he never loved and proclaimed illegitimate, would become Queen Elizabeth I, the greatest monarch England has ever known.

Notes

the Tudors ['tju:dəz] – Тюдоры

Lancaster ['læŋkəstə] – Ланкастер

memories – воспоминания

horror – ужас

glory – процветание

diverse [daɪ'vɜ:s] – разносторонний

a true catholic – правоверный католик

Anti-Lutheran ['æntɪ'lu:θərən] – анти-лютеранский

Pope [pɒp] – Папа Римский

broke away from the Catholic Church – порвал с Католической церковью

to set up – основать

Supreme Head [sju(:)'pri:m'hed] – Верховный Глава
 he was short of money – у него не было денег
 Catherine of Aragon ['kæθrinəv'ærəgən] – Екатерина Арагонская
 Anne Boleyn ['æn'bulɪn] – Анна Болейн
 fell madly in love – безумно влюбился
 proclaim [prə'kleɪm] – объявлять
 illegitimate [ɪlɪ'dʒɪtɪmɪt] – незаконнорожденный
 he had her executed ['eksɪkjʊ:tɪd] – он казнил ее
 Jane Seymour ['dʒeɪn'sɪ:mɔ:] – Джейн Сеймур
 all in all – всего
 suspicious [səs'pɪʃəs] – подозрительный
 ruthless ['ru:θlɪs] – безжалостный
 to be beheaded – быть обезглавленным
 was lucky enough to survive the king – ей повезло пережить короля
 foresee [fɔ:'si:] – предугадать

Task 1. Choose the correct beginning or ending.

1. The Tudor family came to power
 - a) after the Hundred Years' War
 - b) after the War with Ireland
 - c) after the Wars of Roses
2. By 1521 Henry VIII had written an Anti-Lutheran book for which a grateful Pope awarded him the title of
 - a) Supreme Head of his new church
 - b) Defender of the Faith
 - c) Hammer of the Scots
3. Henry VIII closed the monasteries because
 - a) he wanted to get their wealth and lands
 - b) he was an atheist
 - c) he quarreled with his first wife
4. Henry VIII wanted to divorce Catherine of Aragon because
 - a) she loved his brother
 - b) she didn't give him a son
 - c) she had a nasty character
5. Henry VIII had his second wife, Anne Boleyn, executed because
 - a) she didn't give him a son
 - b) she had six fingers on her hand
 - c) she was the mother of Elizabeth
6. Henry VIII broke away from the Catholic Church because
 - a) the Pope refused to allow Henry to divorce Catherine of Aragon

- b) the Pope told Henry that his marriage to Catherine was a sin
- c) Henry wanted to become a Protestant
- 7. All in all Henry VIII had
 - a) eight wives
 - b) five wives
 - c) six wives
- 8. Henry VIII wanted to have a son because
 - a) he thought that England would be weak if there were no king to follow him
 - b) he hated girls
 - c) he wanted to have somebody to play football with
- 9. After Henry's death ... came to the throne.
 - a) his daughter Elizabeth
 - b) his wife Anne Boleyn
 - c) his son Edward
- 10. ... became the greatest monarch England has ever known.
 - a) Elizabeth
 - b) Mary
 - c) Catherine of Aragon
 - d) Edward, Prince of Wales.

Task 2. Give the right order of events in Henry's life.

1. Henry divorced Catherine of Aragon.
2. Henry had Anne Boleyn executed.
3. Henry was born.
4. Henry wrote an Anti-Lutheran book.
5. Henry became ruthless and suspicious.
6. Edward, Prince of Wales, was born.
7. Henry married Anne Boleyn.
8. Henry broke away from Rome.
9. Mary was born.
10. Henry set up a new Church of England.
11. Henry had his fifth wife executed.
12. Elizabeth was born.
13. Henry fell in love with Anne Boleyn.
14. Henry married Catherine of Aragon.
15. Henry closed the monasteries.
16. Henry married Jane Seymour.
17. Henry became King of England.
18. Henry married Catherine Parr.
19. Henry died.

Task 3. Choose the synonyms from the box

| |
|--|
| to declare, terror, all-round, suspect, to arrive, fame, blame, to found, merciless |
|--|

to come –
horror –
glory –
diverse –
to set up –

sin –
to proclaim –
suspicious –
ruthless –

Unit 3

Part 1

Text: The British Parliament



The home of the British Parliament is the Palace of Westminster. It is called a Palace, because until the reign of Henry VIII (1509–1547) it was one of the homes of the Kings of England. The name “Westminster” means minister or monastery to the west of London. There used to be a small church and monastery in the 1st century on the site on which Westminster Abbey now stands. In the 11th century king Edward the Confessor built a palace. Later his successors extended it and

made it their home. Gradually the court and government moved into the neighbourhood, and the central seat of power was established. For nearly 500 years, Westminster served as a royal residence, seat of power and a monastery.

Parliament in Britain is the oldest parliament in the world. Parliament is the legislature and the supreme authority. It consists of three elements – the Monarch, the House of Lords and the House of Commons. These meet together only on occasions of ceremonial significance. Parliament has the following functions:

- passing, or abolishing, laws;
- voting on taxation, in order to provide the means for carrying on government; and
- debating government policy and administration and any other major issues.

The House of Commons is made up of 650 elected members, known as Members of Parliament (MPs), each of whom represents an area (or constituency) of the United Kingdom, and are elected. Visitors are often surprised that the House seems distinctly small, certainly too small for the present 650 Members if they all wished to attend at the same time. This is quite true but it is even more surprising that this is part of a deliberate plan; it was actually decided that it would be a good thing for there to be an insufficient number of seats. What are the reasons for this?

In the Chamber which was destroyed in 1941 there was room for 346 Members on the benches of the House, whilst another 91 could find accommodation in the galleries if they wished to do so. At that time there were altogether 658 Members and thus in a full House more than 200 Members had to do the best they could for themselves by sitting on the floor or standing by the Bar. The disaster of 1941 seemed to give a marvellous opportunity to build another larger House where all the Members could enjoy the comfort of the green benches at the same time. A most interesting debate took place on the design of the new House in October 1943. A wide variety of views were expressed but the great majority of the Members came to agree with Mr. Churchill and we cannot do better than recall his views in the words he actually used at the time:

“If the House is big enough to contain all its members, nine-tenths of its debates will be conducted in the depressing atmosphere of an almost empty or half-empty Chamber. ...But the conversational style requires a fairly small space, and there should be on great occasions a sense of crowd and urgency. There should be a sense of the importance of much that is said, and a sense that the great matters are being decided, there and then by the House”.

The Government which is the part of Parliament is formed by the political party which has the majority in the House of Commons. Its leader is the Prime Minister (PM). The second largest party becomes the official opposition with its leader and “Shadow Cabinet”. The House of Commons is presided over by the Speaker. Members of Parliament are paid for their parliamentary work and have to attend the sittings, which usually begin at 10 a. m.. During many of the debates, MPs may come and go, but during important debates they remain in the House, and the sittings may go on until late at night.

New laws may be proposed in Parliament either by the Government, or by private MPs, or by members of the House of Lords. The proposed law is known as a “Bill” when it is first brought in and while it is being discussed. When it has been finally passed, the Bill becomes an Act of Parliament.

The House of Lords is richly decorated chamber, in some ways much more impressive than the House of Commons, thus reflecting the greater importance of the business which once took place there, although this importance has long since declined. The whole impression is one of colour and richness. At one end you will notice the throne for the Sovereign when she comes for the opening of Parliament. This happens every autumn at the beginning of each session, or after a General Election, when a new Parliament begins.

The House of Lords has more than 1,200 members now, who have the right to sit and vote in the House of Lords. Most of them are hereditary. Besides the Queen grants “peerages” to certain outstanding individuals. Among the members of the House of Lords there are the Archbishops of Canterbury and York and 24 Anglican



Senior Bishops, 850 hereditary peers, 11 judges and 185 life peers, and unlike MPs they do not receive a salary.

The powers of the Lords are limited by law and convention. The debating procedure of the two houses are very similar and Bills approved at all stages receive the Royal Assent and become Acts of Parliament. The House of Lords has the power to write public laws but rarely does. Its most important role is to review laws proposed by the House of Commons. In fact now the Monarch is allowed to give Royal Assent to House of Commons Bills but cannot veto them.

The House of Lords is the only non-elected second chamber among all the democracies in the world, and some people in Britain would like to abolish it.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

successor [sək'sesə]

deliberate [dɪ'lɪbəɪt]

neighbourhood ['neɪbəhʊd]

insufficient

[,ɪnsə'fɪʃənt]

legislature ['ledʒɪsleɪtʃə]

hereditary [hɪ'redɪtəri]

constituency [kən'stɪtjuənsɪ]

procedure [prə'sɪ:dʒə]

preside [prɪ'zaɪd]

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Монастырь, член парламента, заседание, палата, скамья, богатство, открытие парламента, сессия, всеобщие выборы, выдающиеся личности, архиепископ, королевская санкция, демократия.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|----------------------------------|---------------------------------|
| 1) избирательный округ | a) a richy decorated chamber |
| 2) «Теневой кабинет» | b) to veto |
| 3) недостаточное количество мест | c) conversational style |
| 4) разговорный стиль | d) life peers |
| 5) богато украшенная палата | e) Shadow Cabinet |
| 6) право заседать и голосовать | f) to delay a bill |
| 7) пожизненные пэры | g) to abolish |
| 8) задержать законопроект | h) constituency |
| 9) наложить вето | i) insufficient number of seats |
| 10) отменить | j) the right to sit and vote |

Exercise 3. Fill in the blanks with the following words.

| |
|--|
| MPs, debate, seat, Opposition, chamber, Bar, speech, back benches, sides |
|--|

Seating arrangements in the House of Commons have existed for hundreds of years and reflect the nature of the party system. At the end is the _____ of the Speaker, and at the other end a formal barrier, known as the “_____”. Benches for the members run the length of the chamber, on both _____. Benches to the right of the Speaker are used by the Government and its supporters; those to the left are occupied by the _____ and members of the other parties. The most important _____ sit on the front benches (and are therefore called “front-benchers”). Younger and less experienced MPs sit on the _____ (and are known as “back-benchers”). When the Prime Minister or any other leading politician makes a _____, they stand at the table in the centre, below the Speaker’s Chair. There are red lines running along each side of the _____. By tradition, they must not be crossed, to prevent either side attacking the other during a _____.

Exercise 4. Mark the statements that are true.

1. The home of the British Parliament is Westminster Abbey.
2. For nearly 5000 years, Westminster served as a royal residence.
3. Parliament in Britain consists of three elements.
4. The House of Commons is presided over by the Lord Chancellor.
5. MPs are paid for their work.
6. The House of Lords has more than 1,200 members.
7. The debating procedures of the two Houses are different.
8. The house of Lords may delay certain Bills but cannot veto them.

Exercise 5. Answer the questions on the text.

1. Why is the Palace of Westminster called a Palace?
2. What elements does Parliament consist of?
3. How many members are there in the House of Commons?
4. Who is the leader of the House of Commons?
5. What is Opposition?
6. Who can propose new laws?
7. What is the most important role of the House of Lords?

Task 3. Grammar Rules and Exercises.

Сравнение времен Past Indefinite и Present Perfect.

1. Хотя глаголы в Present Perfect часто переводятся на русский язык глаголами в прошедшем времени, следует помнить, что в английском языке Present Perfect является формой *настоящего* времени. Действия, выраженные Present Perfect всегда соотносятся с моментом речи, «привязаны» к нему.

2. Поскольку Present Perfect выделяет именно действие, а не подробности его осуществления, оно чаще всего употребляется в начале разговора или сообщения или при переходе на новую тему беседы, когда возникает необходимость сообщить собеседнику о каком-то новом событии. После этого, если разговор продолжается о том же самом событии и выясняются различные обстоятельства и подробности его осуществления, это действие будет выражено уже в Past Indefinite, так как в центре внимания собеседников теперь находится не само действие (о нем уже все знают), а обстоятельства, при которых оно произошло, например:

I have seen the film. I saw it in London. Я видел этот фильм. Я видел его в Лондоне.

Have you read "Winnie-the-Pooh" by A. A. Milne? Ты читал "Винни-Пух" А. Милна?

Yes. Да.

Did you like it? Тебе понравилось?

3. Так как Present Perfect является настоящим временем и всегда соотносится с моментом речи, эта форма не может быть употреблена, если в предложении указано точное время (или место) осуществления действия. В таких случаях возможно употребление только Past Indefinite. Сравните:

| | |
|--|---|
| The weather has changed for the worse. | Погода испортилась. |
| The weather changed for the worse yesterday. | Вчера погода испортилась. |
| I have heard the news. | Я слышал эту новость. |
| I heard the news a few minutes ago. | Я услышал эту новость несколько минут тому назад. |

4. Однако в английском языке есть такие обозначения времени, которые можно понимать как относящиеся к недавнему прошлому, так и к моменту речи: **today** (сегодня), **this morning** (сегодня утром), **this week** (на этой неделе), **this month** (в этом месяце) и т.п. С такими обозначениями времени возможно употребление как Present Perfect, так и Past Indefinite. Выбор между ними определяется следующими условиями:

1) Если указанный период времени уже закончился, т.е. он обозначает прошедшее время, то употребляется Past Indefinite, например:

| | |
|---|---|
| I didn't read the newspaper this morning. | Я не читал газету сегодня утром. (Утро кончилось. Сейчас день или вечер). |
| He had a long holiday this summer. | У него был большой отпуск этим летом. (Лето кончилось. Сейчас осень). |

2) Если указанный период времени еще не закончился, но известно, что действие произошло в определенный момент этого периода, что выявляется из ситуации или контекста, то употребляется тоже Past Indefinite, например:

| | |
|---|---|
| I met him at the theatre tonight. | Я встретил его в театре сегодня вечером. (Вечер еще не закончился, но встреча произошла, когда я был в театре). |
| The window got broken during the storm today. | Окно разбилось сегодня во время грозы. (Сегодняшний день еще не кончился, но окно разбилось, когда была гроза). |

Примечание. Указание на место действия или на сопутствующие обстоятельства грамматически выполняет ту же функцию при употреблении времени, что и указание на точное время действия в прошлом. Во всех этих случаях употребляется Past Indefinite.

3) Если период времени еще не закончился и место действия не изменилось, то употребляется Present Perfect, например:

Mary hasn't washed up tonight yet. Мэри еще не мыла посуду сегодня вечером. (Вечер еще не кончился. Мэри еще будет мыть посуду).

5. В английском языке есть другие обозначения времени, которые встречаются в сочетании с различными видовременными формами, в том числе и с Present Perfect. Это такие наречия неопределенного времени, как **always, never, already, not ...yet, before** и др. По своему значению они не «привязаны» ни к прошедшему времени, ни к настоящему. Поэтому с ними возможно употребление Present Perfect, если в контексте нет никаких указаний на то, что данное действие относится к прошедшему времени. Если это условие не соблюдается, то употребляется Past Indefinite. Сравните:

I have already done my lessons. Я уже сделал уроки. (Мои уроки готовы).

I already did my lessons after lunch. Уроки я уже сделал после обеда.

Примечание. Запомните, что с наречиями **just** (только что) употребляется Present Perfect, а с **just now** (только что) – Past Indefinite, например:

| | | |
|------------------------|---|-------------------------|
| He has just come back. | → | Он только что вернулся. |
| He came back just now. | ↗ | |

6. Present Perfect не употребляется в вопросительных предложениях, начинающихся со слов **when, where, how**, так как в центре внимания таких вопросов находятся обстоятельства, при которых происходило действие, и в них употребляется Past Indefinite, например:

When did you speak to my father? Когда ты разговаривал с моим отцом?

How did it become known? Как это стало известно?

Where did you buy the book? Где ты купил книгу?

7. Однако в общих вопросах или других специальных вопросах, например, начинающихся со слов **what, who/whom, why, what ... for** и др., возможны оба времени, Past Indefinite и Present Perfect. Выбор между ними определяется ситуацией: если действие принадлежит настоящему времени, то употребляется Present Perfect; если действие принадлежит прошедшему времени, то употребляется Past Indefinite, например:

Why are you crying? What has happened? Почему ты плачешь? Что случилось?

I saw a traffic accident on my way home. Я видел аварию по дороге домой.

What happened? Что случилось? (Когда ты шел домой).

Exercises.

Exercise 1. Use the verbs in brackets in the right tense form.

1. "You (to see) the new picture by Shilov?" "Yes." "How you (to like) it?" "I like it very much." 2. "You ever (to be) to Paris?" "Yes, I (to go) there last winter." 3. "Is Father at home?" "No, he (not to come) yet." 4. I just (to finish) work and (to read a book now). 5. "Where's your son?" "He (not to come) home from school yet. I think he still (to play) football." 6. "When your children (to come) back to town?" "They (not to come) back yet." 7. You (to do) the translation already? You only (to begin) it 20 minutes ago. 8. "You (to finish) the work yet? Can I have a look at it?" "Certainly. I (to finish) it an hour ago." 9. "I just (to have) breakfast, and (to read) the paper," I (to answer). "You (to get up) so late?" he (to say) and (to ask) me to go to his place at once. 10. "When you (to come) to Moscow?" "A week ago."

Exercise 2. Use Present Perfect or Past Indefinite.

1. I (to have) my breakfast. I'm not hungry. 2. He (to have) his breakfast an hour ago. 3. The Smiths (to invite) us to dinner last Saturday. 4. They (to invite) many guests to their Christmas party. 5. We (to buy) a lot of things, put them into the fridge. 6. We (to go) shopping yesterday and (to buy) a lot of things. 7. She (to be) to London a lot of times. 8. She (to be) in London last month. 9. I never (to taste) Indian food. 10. I (to taste) Indian food when we were at the restaurant. 11. They (not to write) to us since they moved to a new flat. 12. When they (to write) to us last? 13. How long you (to learn) English? 14. I (to learn) English long ago.

Exercise 3. Use the verbs in brackets in the right tense form.

Mike (to live) in Moscow. His girlfriend Lucy (to study) French in Paris. She (to be) there for five weeks. Mike (to stay) in Moscow for about a year. He (to want) to visit Lucy in Paris and (to write) a letter to her. She just (to receive) this letter from him.

"Dear Lucy,

I'm sorry I (not to write) to you for two weeks, but I (to have) a lot of homework to do. I (to have) my exams in a month and Russian (to be) very difficult. I (to be) very glad that I (to go) and see you in Paris this summer. I (to hope) you (to show) me something of Paris. When you (to see) me you (not to recognize) me. I (to become) so thin! Food (to be) very expensive here, and I (to have) only one meal a day. But I (to make) many friends in Moscow and sometimes they (to invite) me to coffee or tea. By the way, I (to have) a cup of coffee now and I (to think) about you, dear Lucy. I (to hope) to hear from you soon.

Love, Mike."

Part 2

Text: The Golden Age of England



When she became queen in 1558, Elizabeth I wanted to find a peaceful answer to the problems of the English Reformation. She wanted to bring together again those parts of English society (Catholic and Protestant) which were in disagreement. And she wanted to make England prosperous.

As a monarch Elizabeth inherited a very troublesome country. That is why the age of Elizabeth is remembered as one of a great development. It was under Elizabeth that England finally freed itself from the threat of invasion from Spain as she defeated the Spanish Armada. She also suppressed the rebellion in Ireland. That contributed to the

growth of English prestige at home and abroad. In fact Elizabethan age is called the golden age of England. It was the time of English Renaissance. Thanks to printing an interest in art and literature spread beyond the court. There was a wonderful harvest of art, music, poetry and most importantly of theatre. In Shakespeare England produced its greatest genius. Arts were greatly encouraged by the Queen herself.



William Shakespeare was born in 1564, in Stratford-upon-Avon. He attended Stratford's grammar school, which still stands. The classical writers studied in the classroom influenced Shakespeare's plays and poetry.

He probably arrived in London in 1586 or 1587. Shakespeare's reputation was established in London by 1592 when his earliest plays were written: Henry VI and The Two Gentlemen of Verona.

In 1594 Shakespeare joined other actors in forming a new theatre company. For almost twenty years Shakespeare was a regular dramatist of this company and wrote on the average two plays a year. In 1599 the company of actors with which

Shakespeare worked built a new theatre, the Globe. It was built on the south bank of the Thames. The Globe theatre is most closely associated with Shakespeare's plays.

Some of Shakespeare's most famous tragedies were written in the early 1600s. They include Hamlet, Othello, King Lear and Macbeth.

Around 1611 Shakespeare left London and returned to Stratford. He died in Stratford at the age of fifty-two on April 23, 1616 and was buried in Holy Trinity Church.

Shakespeare's greatness lies in his humanism. He created a new epoch in world literature. For nearly four centuries Shakespeare has remained one of the best known playwrights and poets in the world. Every new generation of people finds in his works something important. As his contemporary Ben Johnson once said, Shakespeare "belongs not to the century but to all times."

Notes

prosperous ['prɒspərəs] - процветающий
troublesome ['trʌblsəm] - неблагоприятный
Spanish Armada ['spæniʃa:'ma:də] - Испанская армада
to suppress [sə'pres] - подавить
rebellion [rɪ'beljən] - восстание
to contribute [kən'tribju(:)t] - способствовать
Elizabethan age [ɪ'lɪzəbəθən'eɪdʒ] - елизаветинский век
Renaissance [rɪ'næsns] - Возрождение
court [kɔ:t] - двор
to encourage [ɪn'kʌrɪdʒ] - поощрять
William Shakespeare ['wɪljəm'seɪkspiə] - Уильям Шекспир
Stratford-upon-Avon ['strætɪd ə'pɒn'eɪvən] - Стратфорд-на-Эйвоне
grammar school - средняя школа
the Globe [glɒb] - Глобус
Hamlet ['hæmlɪt] - Гамлет
Othello [ɒ'θelɒ] - Отелло
King Lear ['kɪŋ'lɪə] - Король Лир
Macbeth [mæk'beθ] - Макбет
Holy Trinity Church - церковь Святой Троицы
playwright - драматург
contemporary [kən'tempərəri] - современник

Task 1. Read the international words and guess their meaning.

Mind the stress.

| | | |
|--------------|---------|------------|
| `problem | `music | a`ssociate |
| refor`mation | `genius | `tragedy |

| | | |
|--------------|-------------|-----------|
| ar`mada | `classical | `humanism |
| pres`tige | repu`tation | `epoch |
| Re`naissance | `actor | `poet |
| `literature | `dramatist | |

Task 2. Read the text. Find the answers to the questions given below.

1. When did Elizabeth I become Queen of England?
2. What did Elizabeth inherit from her parents?
3. Why is Elizabethan age called the golden age of England?
4. When and where was William Shakespeare born?
5. What do you know about the Globe?
6. What Shakespeare's famous tragedies do you know?
7. Where was Shakespeare buried?
8. Do you think Shakespeare is remained one of the best known playwrights and poets? Why?

Task 3. Read the text carefully and agree or disagree with the statements given below.

1. Elizabeth I didn't want to bring together again different parts of English society.
2. She wanted to make England prosperous.
3. Elizabeth inherited a very troublesome country.
4. Elizabeth I did a lot for the growth of English prestige at home and abroad.
5. Arts were little encouraged by Queen Elizabeth herself.
6. William Shakespeare was born in London.
7. Shakespeare's reputation was established in London by 1600.
8. Shakespeare was buried in Holy Trinity Church.
9. Shakespeare's greatness lies in his humanism.

Unit 4

Part 1

Text: How Laws are Passed

Nearly all important bills are introduced by the Government. About fifty bills are passed each year, some short, some long, some needing much discussion. Once the Government has decided to introduce a bill, a minister is put in charge of it. The preparation of the text may take many months, with long consultations involving civil servants in the minister's department on the one hand and Parliamentary Counsel on the other.

At last the bill is ready to be submitted to Parliament. It will have to be passed by both Houses of Parliament, one after the other. It can begin its journey in either the House of Commons or the House of Lords, though all really important bills are in fact submitted to the House of Commons first.

The typical bill of moderate importance, then, will begin in the House of Commons. According to very ancient practice, it must have three "readings" there. The "first reading" is in effect merely an announcement that the bill is coming forward. Then after being in circulation for a reasonable length of time (usually one or two weeks at least) it goes to the 'second reading'. This is the main debate on the general principles of the bill, and at the end of the debate a vote is taken. The important thing about this stage is not the final decision, but the words spoken in the debate, the arguments for and against, the discussion of principles and of details from many points of view.

After the bill has passed its second reading, a "standing committee" of up to forty-five MPs is set up to consider it in detail. The bill is printed in clauses and committee members may propose changes to the text. After the committee has finished with the bill, the next stage is called "the report stage". The House itself now repeats the committee stage, though taking much less time. The House has before it the new text of the bill, incorporating the committee's amendments. Some new amendments are proposed and there may be further discussion of the amendments which were proposed in committee but withdrawn so as to give the minister time to examine them thoroughly.

The last stage is the debate on the proposal to "read the bill a third time". This debate is usually short. It is a final review and discussion of the bill as it stands after amendment.

Next the bill must go through the same stages in the House of Lords. If the House of Lords rejects a bill which has been passed by the Commons,

the bill can go no further for a few months; but if the Commons pass it again, in the same form as before, it must go to the Queen for her signature no matter what the Lords do. The Lords can merely delay bills which they don't like.

A bill becomes an Act of Parliament when the Queen signs it.

Task 1. Phonetic Exercises.

Practice after the teacher to pronounce the words given below.

| | |
|-----------------------------|---------------------------|
| submit [səb'mɪt] | clause [klaʊz] |
| announcement [ə'naʊnsmənt] | incorporate [ɪn'kɒpəreɪt] |
| circulation [ˌsɜ:kju'leɪʃn] | withdraw [wɪð'drɔ:] |
| debate [dɪ'beɪt] | thoroughly ['θʌrəʊli] |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Государственные служащие (чиновники), законопроект средней важности, чтения, сообщение, находиться в обращении, точка зрения, постоянная комиссия, статьи, объединяющий, основательно.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--------------------------------|------------------------|
| 1) принять законопроект | a) to put in charge |
| 2) выдвинуть законопроект | b) to submit |
| 3) поставить во главе | c) to reject a bill |
| 4) представить на рассмотрение | d) to pass a bill |
| 5) в действительности | e) to withdraw |
| 6) провести голосование | f) to introduce a bill |
| 7) учреждать | g) to take a vote |
| 8) отводить, изымать | h) to set up |
| 9) отклонить законопроект | i) in effect |

Exercise 3. Fill in the blanks with the following words:

Law, politics, the Crown, Queen's assent, the power, monarch.

The Royal Assent

After the Bill has passed through the House of Lords it is then ready for the _____; it is only when this is given that the measure really becomes _____. Can the Crown refuse to give assent? From a strictly legal point of view there is nothing to prevent _____ refusing,

although this has not happened for more than 250 years and it is sometimes thought that _____ has lapsed with the passage of time. In practice it is extremely unlikely that any future _____ will ever use this power because to do so would be to involve the Crown in party _____.

Exercise 4. Answer the following questions.

1. What is the difference between a bill and an Act of Parliament?
2. How many readings should a bill receive to become a law?
3. Which of the two Houses of Parliament has more power?
4. How does a bill go through Parliament?

Task 3. Grammar Rules and Exercises.

Времена группы Perfect Continuous.

to be в Perfect + Participle I

| | Present | Past | Future |
|--------------------|---|---|---|
| Affirmative | I We have been writing You They He She has been writing It | I We You They had been writing He She It | I shall have been writing We You They He will have been writing She It |
| Negative | I We have not (haven't) You been writing They He has not (hasn't) She been writing It | I We You had not They (hadn't) He been writing She It | I shall not (shan't) We have been writing You They will not (won't) He have been writing She It |
| Interro- gative | I we been Have you writing? they he Has she been it writing? | I we you Had they been he writing? she it | Shall I have been we writing? you they Will he have been she writing? it |

Времена группы Perfect Continuous (совершенные длительные) образуются с помощью вспомогательного глагола **to be** в Perfect (Present Perfect, Past Perfect, Future Perfect) и **Participle I** смыслового глагола.

Present Perfect Continuous выражает длительное действие, которое началось в прошлом, продолжается до настоящего времени либо закончилось непосредственно перед моментом речи. При употреблении этого времени обычно указан период времени, в течение которого совершается действие: for an hour (в течение часа), for a long time (долгое время), since 6 o'clock (с 6 часов), all my life (всю жизнь), all this week (month, year) – всю эту неделю (весь месяц, год) и др.

Past Perfect Continuous выражает длительное прошедшее действие, которое началось раньше другого прошедшего действия и все еще происходит в момент его наступления или закончилось непосредственно перед моментом наступления другого прошедшего действия. Период действия может быть указан: for 2 months (в течение двух месяцев), for a long time (давно, долго) и т.п.

Future Perfect Continuous выражает длительное будущее действие, которое начнется ранее другого будущего действия и будет еще совершаться в момент его наступления.

Exercises.

Exercise 1.

A. Use the Present Perfect Continuous Tense.

1. He is operating now. (since 8 o'clock)
2. She is preparing for her exam. (since June)
3. I am learning the poem. (for 20 minutes)
4. We are waiting for the teacher. (for some minutes)
5. He is smoking a cigarette now. (for 10 years)

B. Use the Past Perfect Continuous Tense.

1. There was a smell of cigarettes when I entered the room. (somebody, to smoke)
2. He was feeling very tired. (to drive the car, all day)
3. He was listening to music. (for an hour, before I came)
4. The students were discussing their plans. (for a long time, before the teacher came)
5. The child was sleeping. (for an hour, when we returned)

C. Use the Future Perfect Continuous Tense.

1. She will be typing the documents at 6 o'clock tomorrow. (for an hour, by the time you come back)
2. We'll be reading this book this time tomorrow. (already, for two hours, when you ring us up)
3. They'll be having dinner when he comes. (for half an hour, when you call for them).
4. He will learn German next year. (already, for four years, when he enters the Institute).

Exercise 2. Make the sentences interrogative and negative.

1. The telephone has been ringing for 10 minutes.
2. The boys have been playing football for 2 hours.
3. I have been learning English for 5 years.
4. I had been learning English for 5 years before I went abroad.
5. By the end of this year she will have been teaching at the University for 20 years.
6. The tooth has been aching since Monday.
7. We have been translating the text for half an hour.
8. It has been snowing for 2 days.
9. She had been cooking for a long time when the guests came.
10. By the end of August we shall have been living here for 10 years.

Exercise 3. Answer the following questions.

1. Have you been staying here for a month?
2. Has he been swimming long?
3. Since when has it been snowing here?
4. How long have you been watching TV?
5. How long has she been talking to her friend?
6. What has he been translating for an hour?
7. How long had you been studying English before you went to Great Britain?
8. How long had you been writing to him before you got an answer?
9. How long had she been waiting for you when you came?
10. How long will you have been flying by the time the plane lands?

Exercise 4. Put the verbs in brackets into the Present, Past or Future Perfect Continuous Tense.

1. We (play) tennis for 3 hours.
2. By the end of this year I (live) here for 20 years.
3. She (study) in London for a year.
4. By breakfast time she (sleep) for 8 hours.
5. When the bus arrived the tourists (wait) for it very long.
6. I looked at the watch. It was 11 o'clock. I (work) at the report for 4 hours.
7. They (sit) there for an hour when the taxi arrived.
8. She (wash) the dishes since the guests left.
9. I (look for) the key for half an hour already.
10. He (go) to this bar every Saturday for the last 5 years.

Exercise 5. Form the questions with the question words given.

1. The tourists have been travelling since last Sunday. (Since when)
2. She has been driving a car for 10 years. (How long)
3. He has been going in for body-building for 3 months. (Who)

4. She has been speaking on the phone since 10 o'clock. (What)
5. I had been waiting for half an hour when the bus finally came.
(How long)

Part 2

Text: Republic in Britain

The Stuart monarchs were less successful than the Tudors. They quarreled with Parliament and this resulted in civil war. One of the Stuarts was executed. Another Stuart king was driven from the throne. When the last Stuart, Queen Ann, died in 1714, the monarchy was no longer absolutely powerful as it had been in the Tudors times.

The first Stuarts had faced the alternative: either to give up absolute power and cooperate with new gentlemen and bourgeoisie or to support reactionary noblemen. They preferred to struggle against the Puritans, representatives of new revolutionary ideology.



James I, and later his son Charles I were extravagant and wasteful. Charles I (1625–1649) was in a constant conflict with Parliament. More than once Charles dissolved Parliament, but had to recall it again because he needed money. In 1628, in return for money, Parliament wanted Charles to sign a document known as the Petition of Rights, which would give Parliament the right to control state money, the national budget and the law. Charles realized that the Petition of Rights was putting an end to a king's divine right. So

he dissolved Parliament again. Between 1629 and 1640 Charles successfully ruled without Parliament.

In 1642 Charles tried to arrest five MPs in Parliament. Although he was unsuccessful, it convinced Parliament and its supporters all over England that they had good reason to fear.

London, where Parliament's influence was stronger, locked its gates against the king, and Charles moved to Nottingham, where he gathered an army to defeat those MPs who opposed him. The Civil War had started.

Several MPs had commanded the Parliamentary army during the Civil War. The strongest of them was a gentleman farmer named Oliver

Cromwell. He had created a new “model” army, the first regular force from which the British army of today developed. Instead of country people or gentry, Cromwell invited into his army educated men who wanted to fight for their beliefs. Cromwell and his advisers captured the king in 1645, but they did not know what to do with him. This was an entirely new situation in English history. They could either bring Charles back to the throne and allow him to rule, or remove him and create a new political system. On 31 January, 1649, King Charles I was executed.

From 1649 till 1660 Britain was a republic. But the republic was not a success. Cromwell and his friends created a government which was far more severe than Charles had been. They had got rid of the monarchy, and now they got rid of the House of Lords.



From 1653 Britain was governed by Cromwell alone. He became Lord Protector and had much more power than King Charles had had. But his efforts to govern the country through the army were extremely unpopular, and the idea of using the army to maintain law and order in the kingdom has remained unpopular ever since. His other innovations were unpopular too: people were forbidden to celebrate Christmas and Easter.

When Cromwell died in 1658, he was succeeded by his son Richard. But Richard Cromwell was a poor leader and could control neither the

army, nor Parliament. Nobody governed the country. It was clear that the situation could be saved only by the restoration of monarchy. In 1660 Charles II was invited to return to his kingdom. The republic was over. With the restoration of monarchy, Parliament once more became as weak as it had been in the time of Charles I.

Notes

to dissolve [dɪ'zɒlv] – распускать

the Petition of Rights – Петиция о правах

king's divine right – божественное право короля

bourgeoisie [bʊəʒwa:'zi:] – буржуазия

noblemen ['nɒblmən] – дворянин
 puritans ['pjʊərɪtənz] – пуритане
 wasteful ['weɪstfʊl] – расточительный
 Nottingham ['nɒtɪŋəm] – Ноттингем
 Oliver Cromwell – Оливер Кромвель
 gentry ['dʒentri] – мелкопоместное дворянство
 to capture [kæptʃə] – брать в плен
 to get rid of – избавиться (от)
 Lord Protector – Лорд Протектор
 to forbid [fə'bid] – запрещать
 restoration – восстановление, реставрация

Task 1. Read the international words and guess their meaning.

Mind the stress.

| | | |
|----------------|--------------|--------------|
| re`sult | ex`travagant | co`mmand |
| `absolutely | `document | `farmer |
| coope`rate | con`trol | `model |
| re`actionary | ar`rest | situ`ation |
| `Puritan | `army | `popular |
| revo`lutionary | `start | resto`ration |
| ide`ology | re`public | |

Task 2. Read the text. Find the answers to the questions given below.

1. How did Charles's I relations with Parliament develop?
2. How did Charles I rule the country without Parliament between 1629 and 1640?
3. How did the Civil War start?
4. Who was Oliver Cromwell?
5. What new kind of army did he create?
6. What was the problem of the Parliamentarians in connection with the captured king?
7. What choice did they have?
8. In what years was Britain a republic?
9. Was the republic success? Why?
10. In what year did Cromwell begin governing the country alone?
11. What title did he take?
12. Were Cromwell's efforts to govern the country through the army popular?
13. What did he forbid the people?

14. Who was Cromwell succeeded by after his death?
15. How did the republic in Britain end?

Task 3. Fill in the blanks with the correct words and word combinations from the list.

unpopular, Tories, executed, restoration, Bill of Rights, Protector

1. On January 31, 1649 King Charles I was -----.
2. The idea of using army to maintain law and order in the country has remained ----- to this day.
3. In 1653 Cromwell became Lord -----.
4. With the ----- of monarchy Parliament weak again.
5. The ----- supported the Crown and the Church.
6. The ----- stated that the king could not raise taxes or keep an army without the agreement of Parliament.

Unit 5

Part 1

Text: Parliamentary Elections in Great Britain

Parliament is one of the most important parts of national life in Britain. You will also recall that the most important part of the Parliament is the House of Commons, the body composed of the elected representatives of Great Britain.

Elections to the House of Commons, known as parliamentary elections, form the basis of Britain's democratic system. Unlike heads of Government in some countries, the Prime Minister is not directly elected by voters, although he or she is an elected Member of Parliament – an MP. Instead, The Prime Minister depends on the support of a majority of his or her fellow elected representatives in the House of Commons.

There are two types of elections, General Elections and By-Elections and of these the first is, naturally, the most important. In a General Election every seat throughout the whole country is usually contested, but a By-Election occasioned by the death or resignation of one particular member, is fought over one seat only. According to law, General Elections must be held at least every five years, although in very exceptional circumstances they may not take place so often (for example, during the Second World War).

Britain is divided into 650 parliamentary constituencies. Each constituency is a geographical area; the voters living within the area select one person to serve as a member of the House of Commons. The average number of electors in each constituency in England is about 70,000; in other parts of Britain the average numbers are slightly lower.

The simple majority system of voting is used in parliamentary elections in Britain. This means that the candidate with the largest number of votes in each constituency is elected, although he or she may not necessarily have received more than half the votes cast. It is thought that this system favours a two-party system, particularly when the parties' support is concentrated geographically, as in the case with the Conservative and Labour Parties. It does not favour parties whose support is spread across constituencies, such as the Liberal Democrats, as they tend to accumulate relatively small numbers of votes in each constituency and do not win many seats. Voting is by secret ballot.

All British citizens may vote if they are aged 18 years or over and are not legally barred from voting. Under recent legislation, British citizens

living abroad may register to vote for up to 20 years after leaving Britain. Voting in elections is voluntary. On average about 75 per cent of the electorate votes.

Any person aged 21 or over who is a British citizen, or citizen of another Commonwealth country or the Irish Republic, may stand for election to Parliament, providing they are not disqualified. Those disqualified include:

- people who are bankrupt;
- people sentenced to more than one year's imprisonment;
- clergy of the Church of England, Church of Scotland, Church of Ireland and the Roman Catholic Church;
- members of the House of Lords; and
- a range of public servants and officials, specified by law. They include judges, civil servants, some local government officers, full-time members of the armed forces and police officers.

Candidates do not have to live in the constituencies for which they stand. However, candidates who are on the electoral register in the constituencies for which they are standing may vote in their own constituencies. Candidates must be nominated on official nomination papers, giving their full name and home address. The nomination paper must be signed by ten electors. At the same time a sum of 500 pounds must be deposited on behalf of each candidate: candidates who receive less than 5 per cent of the votes cast in the election lose this deposit. Candidates from the main parties very rarely lose their deposits. Candidates normally belong to one of the main political parties. However, smaller political parties and groups also put forward candidates, and individuals without party support also stand.

For the purposes of voting, each constituency is divided into a number of polling districts. In each there is a polling station: many types of buildings, including schools, are used. The official expenses of parliamentary elections, as opposed to individual candidates' expenses, are paid by Government.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|--------------------------------|--------------------|
| resignation [ˌreziɡˈneɪʃən] | accumulate |
| [əˈkjuːmjuleɪt] | |
| circumstances [ˈsɜːkəmstənsɪz] | barred [ˈbɑːrɪd] |
| necessarily [ˈnesɪsərɪli] | disqualify |
| [dɪsˈkwɒlɪfaɪ] | |
| particularly [pəˈtɪkjʊləli] | deposit [dɪˈpɒzɪt] |

Task 2. Lexical Exercises.**Exercise 1. Find the English equivalents for the words and word-combinations given below.**

Дополнительные выборы, отставка, избиратель, Консервативная партия, Лейбористская партия, Либеральные демократы, секретное голосование, добровольный, банкрот, в интересах кого-либо.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|-------------------------------------|
| 1) каждое место оспаривается | a) to be legally barred from voting |
| 2) быть юридически отстраненным от голосования | b) clergy |
| 3) приговорить к тюремному заключению | c) to nominate |
| 4) выставять кандидата (на выборах) | d) polling district |
| 5) избирательный округ | e) every seat is contested |
| 6) избирательный пункт | f) to sentence to imprisonment |
| 7) духовенство | g) polling station |

Exercise 3. Match the words with the correct definition.

| | |
|----------------------|--|
| 1. Candidate | a. a body of voters in a specified area who elect a representative |
| 2. Constituency | member to a legislative body. |
| 3. By-Elections | b. a person who has the right to vote. |
| 4. Election campaign | c. a body of electors. |
| 5. Polling day | d. an organized course of action to arouse public interest before a political election. |
| 6. Manifesto | e. a person who is nominated for an office. |
| 7. Elector | f. the day of a local or general election. |
| 8. Electorate | g. a public declaration of policy and aims issued before an election by a political party, candidate, government, etc. |
| | h. the election of an MP in a single constituency to fill a vacancy arising during a government's term of office. |

Exercise 4. Answer the questions on the text.

1. What is one of the most important parts of national life in Britain?
2. What forms the basis of Britain's democratic system?
3. How is the Prime Minister elected?
4. How many types of elections are there in Britain?

5. How often are General Elections held?
6. How many constituencies are there in Britain?
7. Is voting in elections compulsory?
8. Who may stand for election?

Task 3. Grammar Rules and Exercises.

Страдательный залог (Passive Voice)

В английском языке глаголы имеют два залога: действительный (the Active Voice) и страдательный (the Passive Voice).

В действительном залоге действие совершается подлежащим. В страдательном залоге подлежащее (лицо или предмет) подвергается воздействию со стороны другого лица или предмета.

L. Tolstoy wrote the novel "Anna Karenina". Л. Толстой написал роман "Анна Каренина".

The novel "Anna Karenina" was written by L. Tolstoy. Роман "Анна Каренина" был написан Л. Толстым.

При образовании вопросительной формы в страдательном залоге первый вспомогательный глагол ставится перед подлежащим:

Are the exercises done? Have they been done?

Will they be done? Are they being done?

При образовании отрицательной формы частица not употребляется после первого вспомогательного глагола:

The letters will not be typed tomorrow.

Видовременные формы глагола в страдательном залоге

| | Present | Past | Future |
|------------|--|---|---|
| Indefinite | am, are, is + Participle II I am often asked about it. Меня об этом часто спрашивают. | was, were + Participle II I was asked about it yesterday. Меня спросили об этом вчера. | shall be + will Participle II I shall be asked about it tomorrow. Меня спросят об этом завтра. |
| Continuous | am are being + Participle II is I am being asked about it now. Меня сейчас спрашивают об этом. | was being + Participle II were I was being asked about it when you came. Меня спрашивали об этом, когда вы пришли. | |

| | | | |
|---------|---|---|--|
| Perfect | have been + Participle II has | had been + Participle II | shall have been + will Participle II |
| | I have been asked about it this morning. Меня спросили об этом сегодня утром. | I had been asked about it before I met you. Меня спросили об этом до того, как я встретил вас. | I shall have been asked about it by that time. Меня уже спросят об этом к тому времени. |

В английском языке в страдательном залоге могут употребляться не только переходные глаголы, но и непереходные глаголы с предлогами, такие как:

| | |
|--------------------|---------------------|
| to agree on (upon) | to insist on (upon) |
| to attend to | to laugh at |
| to comment on | to look at |
| to face with | to look after |
| to dream of | to speak of (about) |
| to depend on | to send for |
| to talk about | to refer to |
| to think of | to rely on |

Способы перевода глаголов в страдательном залоге на русский язык

| | | |
|---|--|--|
| 1 | Глаголом «быть» в сочетании с краткой формой причастия страдательного залога. | The book was published last year. Книга была опубликована в прошлом году. |
| 2 | Глаголом, оканчивающимся на –ся, -сь. | This problem is being discussed. Эта проблема обсуждается. |
| 3 | Неопределенно-личным предложением. | The film is much spoken about. О фильме много говорят. |
| 4 | Глаголом в действительном залоге, если в предложении есть дополнение с предлогом by. | She was laughed at by everyone. Над ней все смеялись. |
| 5 | Безличные конструкции соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением. | It is said... Говорят... It is known... Известно... It must be said... Следует сказать... It can't be forgotten... Нельзя забыть... |

При преобразовании предложений из действительного залога в страдательный необходимо помнить следующее:

1) Глагол в страдательном залоге ставят в том же времени, что и в действительном. Лицо и число может меняться, так как меняется подлежащее.

| | |
|-------------------------------------|----------------------------|
| I read newspapers in the evening. | Я читаю газеты вечером. |
| Newspapers are read in the evening. | Газеты читают(ся) вечером. |

2) Дополнение в действительном залоге будет подлежащим в страдательном и наоборот.

| | |
|--------------------------------------|---------------------------------------|
| They build new houses in our street. | Они строят новые дома на нашей улице. |
| New houses are built in our street. | На нашей улице строятся новые дома. |

3) Если в предложении действительного залога имеется два дополнения, то любое из них может быть подлежащим в страдательном залоге.

| | |
|--------------------------------------|-----------------------------------|
| Nick gave me an interesting book. | Николай дал мне интересную книгу. |
| An interesting book was given to me. | Мне дали интересную книгу. |
| I was given an interesting book. | Мне дали интересную книгу. |

4) Дополнение с предлогом в страдательном залоге часто опускается, если оно выражено личным местоимением.

| | |
|-------------------------------------|-------------------------|
| He showed me a picture. | Он показал мне картину. |
| A picture was shown to me (by him). | Мне показали картину. |

5) Если сказуемое действительного залога выражено сочетанием модального глагола с инфинитивом, то в страдательном залоге ему соответствует сочетание того же модального глагола с инфинитивом в страдательном залоге.

| | |
|----------------------------------|------------------------------------|
| I can't answer your question. | Я не могу ответить на ваш вопрос. |
| Your question can't be answered. | На ваш вопрос невозможно ответить. |
| He must clean the room. | Он должен убрать в комнате. |
| The room must be cleaned. | В комнате необходимо убрать. |

Exercises.

Exercise 1. Change the following sentences from Active into Passive. Leave out the doer of the action.

Model A: We ask a lot of questions at the lesson.

A lot of questions are asked at the lesson.

1. We always invite him to our place.
2. The students often see him in the club.

3. They teach us English at the University.
4. People speak English all over the world.
5. They clean the classrooms every day.

Model B: They discussed this problem at the meeting.

This problem was discussed at the meeting.

1. She delivered her report in English.
2. I asked him to come later.
3. They published one of his books last year.
4. He told us this story.
5. They promised him a leave.

Model C: She will post the letter tomorrow.

The letter will be posted tomorrow.

1. They will allow the children to watch TV.
2. They will sign the treaty.
3. We shall invite our friends to the party.
4. They will publish this article in a day.
5. They will build the house in a month.

Exercise 2. Respond to the following. Use the Present Continuous Tense, Passive Voice.

Model: What's going on in the room? (to pack things)

The things are being packed.

1. What's going on in the hall? (to hold a scientific conference)
2. What's going on in the classroom? (to deliver a lecture)
3. What's going on in the surgery? (to examine a child)
4. What's going on in the sitting room? (to watch a film)
5. What's going on in the kitchen? (to cook dinner)

Exercise 3. Answer the questions. Use the Present Perfect Tense, Passive Voice.

Model: Is the doctor still examining the child?

No, the child has already been examined.

1. Are you translating the article?
2. Are you discussing the new play?
3. Are they still building the ground floor?
4. Is the secretary typing the letters?
5. Is she still packing the parcel?

Exercise 4. Transform the following active constructions into passive ones. Leave out the doer of the action.

Model: Everyone can see this film soon.

This film can be seen soon.

1. He can easily translate this article.
2. You must do it at once.
3. The students were to learn the poem by heart.
4. They may change the day of the meeting.
5. You should learn the rules.
6. They had to postpone their visit.

Exercise 5. Use the verbs in brackets in the Passive Voice.

1. Festivals of folk songs (to attend) by a lot of people annually. 2. the translation (to do) tomorrow? 3. When the play (to stage)? 4. Thousands of foreign guests (to invite) every year to attend the Winter Music Festival in Moscow. 5. Young people from many foreign countries (to teach) in Moscow University. 6. He (to elect) Home minister last year. 7. The country (to govern) by Parliament. 8. I'm sure a lot of questions (to discuss) at the conference the day after tomorrow. 9. Do you know why the White House is white? The story I (to tell) is that in 1812 when England was at war with America, the British captured the city, and some of the buildings, including the Capitol and the house of the President, (to set) on fire. In 1814, in order to hide the marks of the fire, the brown stone walls of the President's home (to paint) white – and it has been "The White House" ever since. 10. It is easy to find your way about in New York, it (to lay out) so regularly. The streets all (to well-plan). The streets running north and south (to call) "Avenues" and (to number), for example, 1st Avenue, 2nd Avenue, etc., the streets going east and west (to call) "Streets" and also (to number).

Part 2

Text: Some Interesting Facts about the United Kingdom: Stonehenge and the Giant's Causeway

The great stone monument of Stonehenge is one of the wonders of the world. It is the best known and most remarkable of prehistoric remains in Britain. It has stood on Salisbury Plain for about 4,000 years. No written records exist of its origin, and it has always been surrounded by mystery. Theories explaining Stonehenge's function are equally exotic, but still nobody knows why it was built.

Some say Merlin (a magician, adviser to King Arthur) transported this ring of circles from Ireland using supernatural powers. Another theory is that



it was a place from where stars and planets could be observed. One of the American astronomers concluded that Stonehenge functioned as a means of predicting the positions of the sun and moon

relative to the earth, so that the stones could be used as a calendar to predict such things as eclipses. At one time people thought that Stonehenge was a Druid temple. Some suggest Stonehenge having been built by the Romans. Another theory is that the great stone circle was used to store terrestrial energy which was then generated across the country through the so-called *lay lines*, which are invisible channels for a special kind of power.

Besides the theories of scientists, there are local legends. One of them tells that Stonehenge was built by the devil in a single night. He flew forwards and backwards between Ireland and Salisbury Plain carrying huge stones one by one and setting them in place. As he worked, he laughed to himself. "That will make people think. They will never know how the stones came here!" But a friar was hiding in a ditch nearby. The devil saw the friar and threw a stone at him which hit the friar on the head. The stone which the devil threw, known as the "heel stone", can still be seen by the side of the road.

Another interesting story is about the Giant's Causeway. It may be the eighth wonder of the world. The Causeway is a mass of stone columns standing very near together. The tops of the columns form stepping stones leading from the cliff foot and disappearing under the sea. Over the whole Causeway there are 40,000 of these stone columns. The tallest are about 42 feet (13 meters) high.

Visitors in modern times have been told that the Causeway is a strange geological feature – the result of volcanic action. The ancient Irish knew differently, however. Clearly, this was giant's work and, in particular, the work of the giant Finn McCool, the Ulster soldier and commander of the armies of the King of All Ireland. Finn was extremely strong. On one occasion, during a fight with a Scottish giant, he picked up a huge piece of

earth and threw it at him. The earth fell into the Irish Sea and became the Isle Of Man. The hole it left filled with water and became the great inland sea. People said that Finn lived on the North coast and that he fell in love with a lady giant. She lived on an island, and so he began to build this wide causeway to bring her across to Ulster.

Notes

Stonehenge ['stʊnhendʒ] – Стоунхедж
 prehistoric ['pri:hɪs'tɒrɪk] – доисторический
 Salisbury ['sɔ:lzbəri] – Солсбери
 the position of some stones was related to – расположение некоторых камней имеет связь с
 eclipses [ɪ'klɪpsɪz] – затмение
 human sacrifice ['hju:mən'sækrɪfaɪs] – человеческие жертвоприношения
 to store terrestrial energy – запастись земную энергию
 friar ['fraɪə] – монах
 ditch – канава
 heel – ребро, грань
 the Giant's Causeway ['dʒaɪənts 'kɔ:zweɪ] – Дамба Великана
 stepping stone – камень, положенный для перехода через реку
 cliff foot – подножие утеса
 volcanic [vɒl'kænɪk] – вулканический
 Ulster ['ʌlstə] – Ольстер
 the Isle of Man – остров Мэн

Task 1. Read the text. Find the answers to the questions given below.

1. Which is the best known prehistoric monument in Britain?
2. What theories exist about the origin of Stonehenge?
3. What does the legend say about the building of Stonehenge?
4. What is the Giant's Causeway?
5. Where is it situated?
6. Whose work was the Causeway and why it was built?

Task 2. Read the text carefully and agree or disagree with the statements given below.

1. The great stone monument of Stonehenge has stood on Salisbury Plain for about 400 years.
2. Nobody knows why it was built.
3. The stones could be used as a calendar to give information about seasons.

4. The legend tells that Stonehenge was built by the devil in a week.
5. The Giant's Causeway consists of 40,000 stone columns.
6. The Causeway is the work of Scottish giant Finn McCool.

Task 3. Choose the synonyms from the box.

| |
|---|
| monk, to construct, miracle, ruins, clergyman, to raise, an old story, to forecast, a prepared way, rock |
|---|

remains –

to predict –

priest –

legend –

friar –

road –

wonder –

cliff –

to pick up –

to build –

Unit 6

Part 1

Text: Political Parties of Great Britain

Britain has a two-party system. Each of the parties represented in the House of Commons maintains its own organization within Parliament in order to keep its members informed about parliamentary business and to maintain its parliamentary voting strength. Each of the main parties has a national organization. One of the main functions of the national organizations is to arrange the parties' annual conferences. These serve as channels of communication between the leading members of the parties in Parliament and their supporters in the country. All the main parties also have some form of central office which serves as a national headquarters.

Until 1918 the Conservatives (Tories) – right-wing, and Liberals (formerly Whigs) took turns at holding power, then Conservatives and Labour (left-wing). The Labour Party, formed in 1900 in alliance with the Liberals, replaced them as the second major party after 1918. Labour's success was made possible by divisions among the Liberals.

The Conservatives have always been the party of the Right, identified with the existing social order. The origins of the Conservative Party go back to the Tories of the late 17th century – the word "Conservative" first came into use in the 1830s. The fundamental principles of the Conservative Party can be summarized as follows. First, individuals have an absolute right to liberty. Second, ownership is the strongest foundation of individual freedom, opportunity and independence. Third, Conservatives believe that freedom entails responsibilities – to family, neighbours, and to nation. Fourth, it is the role of Government to strengthen individual liberty. Fifth, in economic affairs the Government should establish a climate in which enterprise can flourish. Finally, Conservatives believe that Britain must remain strong, with secure defences, in order to provide the surest guarantee of peace.

The Labour Party's internal structure is in most ways like the Conservatives', but big differences arise from Labour's attempts to give much more real power to trade unions and ordinary members.

The Liberal Democrats, formally known as the Social and Liberal Democrats, were formed in 1988 following the merger of the Liberal Party, established in the 1850s, and the Social Democratic Party (SDP), established in 1981. The Liberal Democrats stand for the right of individuals to have control over their own lives. Individual liberty lies at the heart of their

beliefs. They aim to enable men and women to develop their own talents to the full, free from the arbitrary interference of government. The role of government is to guarantee this freedom, free-market economy, to provide services for those in need and to work for peace and prosperity across the planet. Liberal Democrats are strongly associated with their policies for better education, environmental protection and constitutional reform to guarantee individual freedom.

About eight other parties are represented in Parliament; they are regionally based in Scotland, Wales and Northern Ireland. Both Scotland and Wales have for a long time had their nationalist parties (the Scottish National Party and the Welsh Nationalist Party – Plaid Cymru), with aims ranging up to the extreme of complete independence. Northern Ireland is within the UK and most of its people feel themselves to be British, though a minority do not. Their political parties are entirely different from the British, being based on the Protestant and Catholic communities. There are also a number of minor parties which are not represented in Parliament but which often put up candidates in parliamentary elections.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|----------------------------|------------------------------|
| headquarters [hed'kwɔ:təz] | interference [ˌɪntə'fɪərəns] |
| alliance [ə'laɪəns] | guarantee [ˌɡærən'ti:] |
| summarise ['sʌməraɪz] | environmental |
| [ɪnˌvaɪərən'mentl] | |
| entail [ɪn'teɪl] | regionally ['rɪ:dʒənli] |
| flourish ['flaʊrɪʃ] | nationalist ['næʃnəlɪst] |
| merger ['mɜ:ɔʒə] | |

Task 2. Lexical Exercises.

Exercise 1. Match the English words and word-combinations given below with their Russian equivalents.

| | |
|--|---|
| 1) ежегодные конференции | a) headquarters |
| 2) центральный орган | b) to flourish |
| 3) союз | c) merger |
| 4) суммировать | d) arbitrary interference of government |
| 5) свобода влечет за собой ответственность | e) trade unions |
| 6) процветать | f) alliance |
| 7) надежная защита | g) environmental protection |
| 8) профсоюзы | h) secure defences |

- | | |
|--------------------------------------|-------------------------------------|
| 9) слияние, объединение | i) annual conferences |
| 10) деспотическое влияние управления | j) to summarise |
| 11) защита окружающей среды | k) freedom entails responsibilities |

Exercise 2. Choose the right answer.

1. The Conservative Party is nicknamed
a) the Whigs b) the Whips c) the Tories
2. At present ... is in power.
a) the Labour Party b) the Liberal Democrats c) the Conservative Party
3. The Labour Party tends to listen to
a) people in business and in financial markets b) what the trade-unions are saying
c) the upper class
4. Plaid Cymru is the name of the ...
a) Welsh Nationalist Party b) Scottish National Party c) Northern Ireland Democratic Party
5. The Liberal Democrats Party is a ... party.
a) centre b) left-wing c) right-wing

Exercise 3. Fill in the blanks using the following words.

Liberal, formation, ruled, support, was formed, opponent, nickname, voters, Conservative, independence, alliance, trade-unions, policy.

The _____ (or Tory) Party started as Royalists in the 17th century. The Tory party _____ from 1783 to 1830, then it reformed as the Conservative. Nowadays much of the party's financial _____ comes from large industrial companies, but most of its _____ live in rural areas, small towns and the suburbs of large cities. Now the Conservatives are the main _____ to the Labour government.

The _____ Party (the political _____ Whigs) arised in the 1850s and 1860s. Religion was an important determinant of the party _____, with Anglicans generally supporting the Tories and Nonconformists – the Liberals. The Liberals believed in free trade, political reform and _____ for Ireland. They also introduced welfare laws including old-age pensions.

The _____ and the rise of the Labour Party at the beginning of the 20th century was a challenge to the _____ parties. The Labour Party had and still has close links with _____. During the last elections the Labour formed the _____ with some parties like the Scottish National Party and the Ulster Democratic Unionist Party.

Exercise 4. Answer the questions on the text.

1. What are the main political parties in Great Britain?
2. When did the word "Conservative" first come into use?
3. What are the fundamental principles of the Conservative Party?
4. What do the Liberal Democrats stand for?
5. What other parties are there in Parliament?

Task 3. Grammar Rules and Exercises.**Модальные глаголы (Modal Verbs)**

Модальные глаголы – это глаголы, которые выражают не действие или состояние, а отношение лица к действию или состоянию. Модальный глагол в сочетании с инфинитивом образует в предложении составное глагольное сказуемое. Модальные глаголы выражают значение возможности, необходимости, желательности и т.п.

**A. Модальные глаголы и их эквиваленты,
выражающие возможность**

| Глагол | Present | Past | Future |
|--|---|--|---|
| CAN to be able to Выражает реальную возможность, физическую или умственную способностью | CAN am is able to are I can do it. (I am able to do it). Я могу (в состоянии, умею) делать это. | COULD was able to were I could do it. (I was be able to do it). Я мог (был в состоянии, умел) делать это. | ----- shall be able to will I shall be able to do it. Я смогу (буду в состоянии, сумею) это сделать. |
| MAY to be allowed to Выражает допущение возможности, разрешение совершить действие. | MAY am is allowed to are You may go home now. Вы можете теперь пойти домой. | MIGHT was allowed to were He said I might smoke here. Он сказал, что я могу курить здесь. She was allowed to go home. Ей разрешили идти домой. | ----- shall be allowed to will You will be allowed to swim. Вы можете купаться (вам разрешат). |

**Б. Модальные глаголы и их эквиваленты,
выражающие долженствование**

| Глагол | Present | Past | Future | С перфектной формой инфинитива |
|--|--|--|---|---|
| MUST Выражает долженство- вание. | MUST I must do it now. Я должен это сделать сейчас. You must not do it. Вам нельзя этого делать. | — | — | — |
| TO HAVE TO Выражает вынужденную необходимость (в связи со сложивши- мися обстоя- тельствами) | HAVE TO HAS I have to do it now. Мне нужно (приходится) делать это сейчас. | HAD TO I had to go there. Я должен был (мне пришлось) пойти туда. Did you have to go there? We did not have to go there. | SHALL HAVE TO WILL You will have to go there. Вы должны будете (вам придется) пойти туда. | — |
| OUGHT TO Выражает моральный долг. | OUGHT TO We ought to help her. Мы должны (нам следует) ей помочь. | — | — | Обозначает дей- ствие, которое должно было состояться, но не состоялось. You ought to have done it yesterday. Вы должны были (вам следовало, следовало бы) сделать это вчера. |
| SHOULD Выражает необходимость или совет. | SHOULD You should not go there. Вы не должны (вам не следует) идти туда. | — | — | Обозначает действие, которое должно было состояться, но не состоялось. You should have helped him. Вам следовало помочь ему. |

| | | | | |
|--|--|---|---|---|
| NEED Выражает необходимость, нецелесообразность, обычно употребляется с отрицанием. | NEED You needn't hurry. Вам не надо спешить. | — | — | Обозначает действие, в совершении которого не было необходимости. You needn't have done it. Вам не нужно было (не было необходимости) этого делать. |
| TO BE TO Выражает необходимость, предусмотренную планом, договоренностью, расписанием. | AM ARE TO IS The train is to arrive at 10. Поезд должен прибыть в 10. I am to go there. Мне предстоит поехать туда. | WAS TO WERE TO He was to attend the seminar. Он должен был присутствовать на семинаре. | — | Обозначает действие, которое должно было совершиться, но в действительности не имело места. They were to have met. Они должны были встретиться (но не встретились). |

В. Модальные глаголы, выражающие вероятность, предположение

| Глагол | С неопределенной формой инфинитива | С перфектной формой инфинитива |
|--|---|--|
| MUST Выражает вероятность. | He must be working now. Он, должно быть, (вероятно) сейчас работает. You must be tired after your work. Вы, должно быть, (вероятно) устали после работы. | He must have been working for some hours. Он, должно быть, (вероятно) работает уже несколько часов. He must have finished his work. Он, должно быть, (вероятно) закончил свою работу. |
| SHOULD OUGHT TO Выражает вероятность, предположение. | He should be about 40. Ему, наверное, около 40. He ought to be at home. Он, должно быть, дома. | The train ought to have left. Поезд, должно быть, уже ушел. |
| CAN (COULD) Выражает сомнение (обычно с отрицанием). | She can't be so stupid. Не может быть, чтобы она была так глупа. | He can't (couldn't) have said it. Не может быть, чтобы он сказал это. |

| | | |
|---|--|--|
| MAY (MIGHT) Выражает предположение оттенком неуверенности. | He may be working now. Возможно, он работает сейчас. He may be at home now. Он, возможно, дома сейчас. | He may have left the key on the table. Он, возможно, оставил ключ на столе. |
|---|--|--|

Exercises.

Exercise 1. Use “must” or “needn’t”.

1. Must I tell the truth? - ..., it's important. 2. Must I go shopping? - ..., we have a lot of food. 3. Must I do this work now? - ..., you can do it later. 4. Must I type these papers today? - ..., I need them today. 5. Must I take the dog out for a walk? - ..., I'm busy now. 6. Must I come on Saturdays? - ..., it's your day off.

Exercise 2. Use “can”, “could”, “may”, “might”.

1. Carol ... speak three foreign languages. 2. If you don't take your umbrella, you ... get wet through. 3. ... you help me with my translation? 4. What ... I do for you? 5. When Bob was a child he ... play the piano wonderfully. 6. ... I use your car tonight? 7. You ... call your mother and ask for the money if you haven't got any. 8. I ... not drink my tea, it's too hot. 9. ... he still be at the office? 10. It ... not be true. 11. You ... take a day off whenever you like. 12. If convicted, an accused person ... appeal to the court. 13. ... I have my test on Tuesday? 14. You ... not enter the house unless you have a permission. 15. Jim said he ... go home for the vacation. 16. They ... come, but I'm not sure. 17. It ... be still raining. 18. He ... be sick. He ate far too much last night. 19. ... I ask your advice? 20. The sky is dark, it ... rain this afternoon.

Exercise 3. Use “must”, “have to”, “should”, “ought to” .

1. You ... tell me the truth. 2. ... I go and see the dean now? 3. The children ... not stay outside by themselves. 4. It's 7 o'clock, they ... be at home now. 5. Soldiers ... obey orders. 6. You ... feel hungry. 7. Somebody ... take the responsibility for the accident. 8. I ... do some shopping today. 9. He ... earn his living when he was 15. 10. we ... stay in town the whole summer? 11. Students ... be well prepared for every class. 12. You're eaten too much ice cream, you ... have a sore throat. 13. Teenagers ... not drink alcohol. 14. If you're not feeling well you ... stay in bed. 15. You ... stop driving so fast. 16. Do you think Paul ... see a doctor? 17. The pills ... be in a safe place. 18. You ... not to eat cakes, you're putting on weight. 19. Parents ... take care of their small children.

Exercise 4. Use “was (were) to” or “had to”.

1. He ... train hard the whole year. 2. The contest ... take place in the school Assembly Hall. 3. The weather was nasty and we ... put off the trip. 4. There was a storm of applause and the singer ... go out on the stage several times. 5. Later they ... meet a few more times. 6. It ... happen. 7. He ... rewrite his paper. 8. I ... repeat the question several times. 9. One party ... ask questions, the other ... answer them in 30 seconds. 10. What ... I do under the circumstances?

Exercise 5. Form questions to the words given in bold type.

1. **The problem** should be discussed again. 2. **Lomonosov** may be considered as the founder of Russian science. 3. All the students will be able to take part **in the concert**. 4. I can imagine **her** teaching children. 5. The sitting was to take place **at one o'clock**. 6. It may cost me **a lot of money**. 7. We have to finish the translation **by tomorrow**. 8. My mother must **do the shopping** in our family. 9. Will **you** be able to prove his innocence? 10. **He** may know about it but he doesn't want to tell us. 11. The weather may be fine **tomorrow**. 12. **Your announcement** may attract her attention. 13. They must still be taking **their exam**. 14. Can she know **the Spanish language**? 15. Can **I** be fit for this? 16. He cannot have been **there** yesterday. 17. **It** must have been true. 18. Can **this information** be relied on? 19. **She** was to become a film star.

Exercise 6. Use “must”, “have (got) to”, “ought to”, “should”.

1. If you want to be fit, you ... not eat cake, but you certainly ... walk a lot. 2. I'm late. I ... hurry. 3. We ... wait an hour for them. 4. ... you get up very early on Saturdays and Sundays? 5. There is light in the house, somebody ... be ... in. 6. We ... reach the station in half an hour. 7. His English ... be giving him a lot of trouble. 8. The bus we took didn't go up the hill and we ... walk. 9. The doctor says I ... stay in bed for a week. 10. Every child ... know traffic rules. 11. My parents are going out to a party tomorrow and I ... stay with my younger brother. 12. It's dark outside, it ... be about 7 now. 13. You ... not eat so many sweets because they contain a lot of calories. 14. When he was at the University he ... work to pay for getting higher education. 15. You ... not speak to your mother like this. 16. ... I offer her my help? 17. They got married at last. They ... be very happy. 18. She ... know the truth, you ... tell her. 19. Why ... I do somebody else's work? 20. Mother leaves early on Mondays and he ... make his breakfast himself. 21. It's two o'clock, you ... be hungry. 22. I think you ... give up smoking. 23. Why ... they worry if they're paid so well?

Part 2

Text: British Universities



There are more than forty universities in Britain, of which 36 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales. The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. The first written record of the town of Oxford dates back to the year 912. Oxford University, the oldest and most famous university in Britain, was founded in the middle of the 12th century, and by 1300 there were already 1,500 students. At that time Oxford was a wealthy town, but by the middle of the 14th century it was poorer, because of a decline in trade and because of the terrible plague, which killed many people in England. The relations between the students and the townspeople were very unfriendly, and there was often fighting in the streets.

Nowadays there are about 12,000 students in Oxford and over 1000 teachers. Outstanding scientists work in the numerous colleges of the University, teaching and doing research work in physics, chemistry, mathematics, cybernetics, literature, modern and ancient languages, art and music, philosophy, psychology.

Oxford University has a reputation of a privileged school. Many prominent political figures of the past and present times got their education at Oxford.

Unlike Oxford, which is both a university town and an industrial city, Cambridge, as the saying goes, "is" the University. Cambridge University is the second oldest university of Britain, which was founded in the 13th century. Today there are more than twenty colleges in Cambridge University. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College,



because of its magnificent chapel. Its choir of boys and undergraduates is also well known.

The University was only for men until 1871. In 1871 the first women's college was opened. Another was opened two years later and a third in 1954. In the 1970s, most colleges opened their doors to both men and women. Nowadays almost all colleges are mixed.

England had no other universities, apart from Oxford and Cambridge, until the nineteenth century. The universities which were founded between 1850 and 1930, including London University, are known as Redbrick universities (they were called so because that was the favourable building material of the time). They are in London, Manchester, Birmingham, Bristol, etc. The University of London is the largest of them. The division between Oxford and Redbrick is sharp. The division is essentially a class one. Redbrick universities were built to provide a liberal education for the poorer boys and to give technological training.

The universities which were founded after the Second World War are called "the new universities". They are in different counties – Kent, Essex, Lancaster, Sussex, York. Some of them quickly became popular because of their modern approach to university courses.

All British Universities are private institutions. Every university is independent and responsible to its own governing council. Although they all receive financial support from the state, the Department of Education and Science has no control over their regulations, curriculum, examinations, appointment of staff, or the way they spend money. Each university decides each year how many students it supposes to admit. The admission to universities is by examination or selection (interviews). The students receive grants.

The British government does not think to build more new universities. There is a tendency to expand the older ones. The most interesting innovation is Open University.

Notes

plague [pleɪɡ] - чума
physics ['fɪzɪks] - физика
chemistry ['kemɪstri] - химия
psychology [saɪ'kɒlədʒɪ] - психология
Cambridge ['keɪmbɪdʒ] - Кембридж
chapel ['tʃæpəl] - часовня
choir ['kwaɪə] - хор, хоровой ансамбль
undergraduate [ˌʌndə'grædʒuɪt] - студент
Birmingham ['bɜːmɪŋəm] - Бирмингем
Essex ['esɪks] - Эссекс

Lancaster ['læŋkəstə] - Ланкастер
Sussex ['sʌsɪks] - Суссекс

Task 1. Read the text. Find the answers to the questions given below.

1. Why is the town of Oxford famous all over the world?
2. How does Oxford University justify its reputation of a privileged school?
3. What subjects are taught in Oxford University?
4. What is Cambridge famous for?
5. How many colleges are there in Cambridge University?
6. Which is the oldest college?
7. When was the most recent college opened?
8. Which is the most famous college?
9. What is it famous for?
10. How many universities are there in Great Britain?
11. What Redbrick universities can you name?
12. Why did "the new universities" quickly become popular?

Task 2. Match English and Russian equivalents.

- | | |
|-----------------------------------|--------------------------|
| 1) местные власти | a) higher education |
| 2) сдать экзамены | b) private institutions |
| 3) учебный план университета | c) local authority |
| 4) высшее образование | d) to pass exams |
| 5) научно-исследовательский центр | e) university curriculum |
| 6) частные учебные заведения | f) research centre |

Task 3. Choose the right word.

1. Oxford is ... of all British universities.
a) the youngest b) the oldest c) the poorest
2. All British universities are ... institutions.
a) state b) old c) private
3. The ... to the Universities is by examination or selection.
a) admission b) regulation c) innovation
4. The students ... grants.
a) spend b) receive c) pay

Task 4. Read the text carefully and agree and disagree with the statements given below.

1. All the British universities are private institutions.
2. The admission to the University is by examination or selection.

3. The Department of Education and Science controls appointment of staff.
4. Universities are centres of research.
5. The British government thinks to build new universities.
6. The most interesting innovation is Open University.

Unit 7

Part 1

Text: Legal Professions in Great Britain



Freedom has to be restricted if it is to survive. This is done by the law which prohibits certain actions because they are against the interests of most citizens. But there is no point in having laws unless they can be enforced. Laws are enforced in two ways. First by the Police, whose duty it is to catch offenders. Secondly by the Law Courts which find out whether a person is innocent or guilty. If he is guilty, the courts then award punishment, either a fine or a term of imprisonment.

The court system is dependant upon the legal profession to make it work. In Britain the legal profession is divided into two branches, barristers and solicitors. The division has a number of significant impacts upon the judiciary system. The English judiciary system is organised on a very different plan. They have no ministry of Justice. Some of the functions of such a ministry are distributed among members of the Cabinet; to a certain extent the Home Secretary is their minister of criminal justice, and to less extent the Lord Chancellor is their minister of civil justice.

The traditional picture of the English lawyer is that the solicitor is the legal adviser of the public. The solicitor may conduct client's case in the lower courts. The barrister can be consulted only through the solicitor; he has the sole right of audience in the higher courts. There is approximately one solicitor to every 1300 of the population, with considerable regional and local variations. There is a heavy concentration in commercial centers. The ratio for barristers is about one per every 10,000. But a lot of work in English solicitors' offices is undertaken by managing clerks, now called "legal executives", who are the third type of lawyers.

The judge is the presiding officer of the court. Judges are not themselves a separate profession: they are barristers who have been elevated to the bench, itself a name derived from the part of the Court where they sit.

The judge decides the interpretation of the law. The great strength of the British legal system lies in the position of the judges. Once they are appointed it is practically impossible to dismiss them as long as they remain of “good behaviour”.

The jury system is one of the most distinctive features of British justice. A jury consists of twelve people who are householders, selected at random by the officers of the court. Notice that they are not legal specialists, but simply ordinary men and women who have been ordered to attend. With a few exceptions, juries are seldom employed today in civil cases. In criminal cases involving more than three months’ imprisonment, which are not tried by the magistrates’ courts, the trial must be by a jury.

The professional judges, “High Court Judges”, deal with the most serious crimes. They are paid salaries by the state. But in Britain, the vast majority of judges are unpaid, doing their work voluntarily, and they are called Magistrates or Justices of the Peace (JPs). They are usually well-known local citizens who are selected not because they have any legal training but because they have “sound common sense”. They are appointed by the Lord Chancellor.

Magistrates are selected by special committees in every town and district. Nobody knows who is on the special committee in their area. The committee tries to draw Magistrates from different professions and social classes.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|-------------------------------|-----------------------------------|
| lawyer [lɔːjə] | elevate ['elɪveɪt] |
| solicitor [sə'lsɪtə] | derive [dɪ'reɪv] |
| barrister ['bærɪstə] | interpretation [ɪn,tɜːpri'teɪʃən] |
| impacts ['ɪmpækt] | judiciary [dʒu(:)'dɪʃɪəri] |
| adviser [əd'vaɪzə] | magistrate [mædʒɪstreɪt] |
| approximately [ə'prɒksɪmɪtli] | voluntarily ['vɒləntərɪli] |
| executives [ɪg'zekjʊtɪvz] | jury ['dʒʊəri] |
| judge [dʒʌdʒ] | |

Task 2. Lexical Exercises.

Exercise 1. Read the international words and guess their meaning.

Mind the stress.

| | | |
|------------|-------------|-----------------|
| `system | pro`fession | indi`vidual |
| `barrister | so`licitor | characte`ristic |
| `function | his`torical | concen`tration |

`specialist
`interview

tra`ditional
com`mercial

`regional

Exercise 2. Find the English equivalents for the words and word-combinations given below.

Невиновный, юрист, значительные воздействия, приблизительно, «законные исполнители», мировой судья, чувство здравого смысла, добровольно.

Exercise 3. Match English and Russian equivalents.

- | | |
|------------------------------------|--------------------------------|
| 1) низшие суды | a) to be elevated to the bench |
| 2) юридическая профессия | b) judiciary system |
| 3) высшие суды | c) at random |
| 4) увольнять | d) social classes |
| 5) система присяжных | e) legal profession |
| 6) юридическая система | f) trial |
| 7) большое количество | g) lower courts |
| 8) наугад | h) higher courts |
| 9) судебное разбирательство | i) legal adviser |
| 10) юрисконсульт | j) to dismiss |
| 11) возвыситься до положения судьи | k) heavy concentration |
| 12) социальные классы | l) the jury system |

Exercise 4. Choose the right word or word-combination.

- The court system is dependent upon the ...
a) legal system b) governing body c) legal profession
- The English judiciary system is organized on a very ... plan.
a) unique b) different c) similar
- The solicitor may conduct client's case in the ... courts.
a) higher b) civil c) lower
- The High Court Judges deal with the ... crimes.
a) less serious b) most serious c) unusual
- A lot of work in English solicitors' offices is undertaken by ...
a) solicitors b) legal executives c) barristers

Exercise 5. Mark the statements that are true.

- The court system is dependent upon the legal profession.
- The Lord Chancellor is the minister of criminal justice in Britain.
- A lot of work in English solicitors' offices is undertaken by managing clerks.

4. There is a heavy concentration of barristers in commercial centres.
5. The judge decides the interpretation of the law.
6. Magistrates are unpaid, doing their work voluntarily.

Exercise 6. Answer the following questions.

1. What is the court system dependent upon?
2. What are the two kinds of lawyers in England?
3. Are solicitors mostly concentrated in towns?
4. What is a third type of lawyers?
5. Are judges themselves a separate profession?
6. What do judges deal with?
7. Are magistrates paid salaries?
8. Who are magistrates selected by?

Task 3. Grammar Rules and Exercises.

Некоторые способы выражения будущего времени в английском языке.

1. Для выражения действия, которое совершится или будет совершаться в будущем (как однократное, так и повторяющееся действие) употребляется **Future Indefinite Tense**.

| | |
|---|--|
| I shall return to Moscow in a few days. | Я вернусь в Москву через несколько дней. |
|---|--|

| | |
|--|--|
| He will take English lessons twice a week. | Он будет брать английские уроки два раза в неделю. |
|--|--|

2. Для выражения будущего действия (вместо **Future Indefinite**) в обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами **if** (если); **unless** (если...не); **provided that** (при условии если); **when** (когда); **till, until** (до тех пор пока...не); **as soon as** (как только); **as long as** (пока); **before** (прежде чем) и т.д. употребляется **Present Indefinite**. В русском языке в соответствующих придаточных предложениях употребляется будущее время.

| | |
|--|---------------------------------------|
| If he comes, I shall ask him about it. | Если он придет, я спрошу его об этом. |
|--|---------------------------------------|

| | |
|-----------------------------------|------------------------------------|
| I shall go there unless it rains. | Я пойду туда, если не будет дождя. |
|-----------------------------------|------------------------------------|

| | |
|-------------------------------------|--|
| I shall stay here until he returns. | Я останусь здесь, пока он не вернется. |
|-------------------------------------|--|

| | |
|---|--|
| We shall send you the documents as soon as we receive them from Moscow. | Мы пошлем вам документы, как только мы получим их из Москвы. |
|---|--|

3. Для выражения будущего действия (как и настоящее время в русском языке) с глаголами, обозначающими движение: **to leave** (уезжать), **to start** (отправляться), **to sail** (отплывать), **to return** (возвращаться), **to arrive** (приезжать, прибывать), **to go** (уходить, уезжать), **to come** (приходить, приезжать) употребляется **Present Indefinite**. В этом случае в английском предложении (как и в соответствующем русском) обычно имеется обстоятельство времени, указывающее на будущее время.

Does your wife arrive on Monday? Ваша жена приезжает в понедельник?

The steamer sails tomorrow. Пароход уходит завтра.

4. Для обозначения будущего действия (как и настоящее время в русском языке), когда выражается намерение совершить действие или уверенность в его совершении, употребляется **Present Continuous**. В этом случае в английском предложении, как и в русском, обычно имеется обстоятельство времени, указывающее на будущее время.

They are going to the theatre tonight. Они идут сегодня вечером в театр.

He is taking his examination on Friday. Он держит экзамен в пятницу.

We are buying a new radio set soon. Мы скоро покупаем новый радиоприемник.

She is leaving by the five o'clock train. Она уезжает пятичасовым поездом.

5. Для выражения намерения совершить действие или уверенности в его совершении в будущем очень часто употребляется **Present Continuous** от глагола **to go - to be going** – в сочетании с инфинитивом.

I am going to learn French next year. Я собираюсь (намерен) изучать французский в будущем году.

He is going to spend his summer vacation in the Crimea. Он собирается провести летние каникулы в Крыму.

We are going to ship these goods by the next steamer. Мы собираемся отгрузить этот товар ближайшим пароходом.

6. Для выражения действия недлительного характера (вместо **Future Indefinite**), когда выражается намерение совершить действие или уверенность в его совершении, употребляется **Future Continuous**.

He will be meeting us at the station. Он будет встречать (встретит) нас на вокзале.

I shall be writing to him tomorrow. Я буду писать (напишу) ему завтра.

Exercises.

Exercise 1. Use the correct tense form of the verbs in the subordinate clauses of time and condition.

1. I can give Bob the message if I (see) him. 2. If I (hear) any news, I (phone) you. 3. If the weather (be) fine tomorrow, we are going to have picnic. 4. Hurry up! If you (catch) a taxi, you (meet) Mary at the station. 5. When I (arrive) in Manchester next week, I (phone) you. 6. If he (not/be) busy tomorrow morning, he probably (give) you a lift. 7. Call for an ambulance if he (feel) worse. 8. Mrs. Clay (go) shopping today if she (finish) her work earlier than usual. 9. Watch the football match on TV at 11 p.m. if you (stay) at home tonight. 10. I'm tired, but if you (make) me strong coffee, I (go on) working. 11. If Dad (buy) a new car, we (go) to the sea-side by car next summer. 12. If they (want) your advice, they (get) in touch with you.

Exercise 2. Use the Present Indefinite or the Present Continuous to refer the actions in the following sentences to the future.

1. I'm Dr Salt. And I have an appointment with your chief. Now where I (to go) in?
2. Do you know what time we (to arrive) at the station?
3. I know that he (to leave) for the village tomorrow.
4. "What we (to do) now?" she asked as they reached the street.
5. The next plane (to leave) Salt Lake at six o'clock. You can catch it yet.
6. She looked at her husband. "I'm nervous. What I (to tell) them?"
7. Her voice was sharp and commanding: "I (not to go) home alone. Come on."
8. Loren (to return) from his honeymoon tomorrow and I'd like to see him before the meeting on Friday.
9. Where we (to go) from here?
10. Ted (to come) here this morning.
11. Norah said: "I (to go) home tomorrow." "Why?" "My term (to begin) soon."
12. "What you (to do) tonight?" "I don't know yet."

Exercise 3. Use the proper forms of the verbs in brackets to express future actions.

1. We'll talk when we (to get) there.
2. I'll see that everything (to be) in order.
3. I don't know when she (to be) home.
4. We'll wait here till it (to get) dark.

5. You will stay here and make sure no one (to approach) the road.
6. He asks if you (to meet) him in the library at five o'clock.
7. He will be very useful if you (to treat) him right.
8. He will take care that they (to be) fit to do the job.
9. He wants to know if I (to deliver) this parcel.
10. If all (to go) well, I shall finish it in a fortnight.
11. Stay by the door and wait to make sure that he (to switch) off the light at the gates.
12. I wonder what the weather is going to be like and if it (to be) warm.

Exercise 4. Use the required future forms in the following sentences.

1. I (to clean) up when you come with my things.
2. Meg came to her father and threw her arms about his neck. "Your father's tea (to get) cold, Meg," said her mother.
3. He probably (to get) here in about three weeks.
4. In that case we (to take) a taxi.
5. You can't live that far from the office. In a little while you (to look) for a place back here.
6. Your father (to be) disappointed.
7. He never (to make) much money.
8. He (to practise) the violin all the afternoon.
9. All of Bennet's men (to wait) when the union organizers show up.
10. The judge (to ask) you a few questions.
11. Come back tomorrow, I (to explain) it all then.
12. He's very much ashamed. He realizes that it's all over between them. I think he (to leave) quite soon.
13. The trial (to last) a few weeks.
14. They (to miss) her a lot, I know.
15. I (to come) round tomorrow night.
16. John is not here. He (to be) back soon though.
17. I (to drop) you a note when I see Paula.
18. Now go to bed or you (to be) ill.
19. "When Rosemary (to come)?" "Some time later this evening, Philip said. And he (to come), too."
20. What time we (to arrive)?
21. How long you (to go) to stay with us?
22. You (to stay) at home tonight?
23. Now that your assistant's gone you (to look) for someone to do his job.

Part 2

Text: Holidays and Special Occasions in Great Britain

Britain is a country governed by routine. It has fewer public holidays than any other country in Europe and fewer than North America. Even New Year's day was not an official public holiday in England and Wales until quite recently. There are almost no semi-official holidays either. Most official holidays occur either just before or just after a weekend. Moreover, there are no traditional extra local holidays in particular places. Although the origin of the word "holiday" is "holy day", not all public holidays (usually known as "bank holidays") are connected with religious celebrations.

There are only six public holidays a year in Great Britain, that is days on which people need not go in to work. They are: Christmas Day, Boxing Day, Good Friday, Easter Monday, Spring Bank Holiday and Late Summer Bank Holiday. In Scotland, the New Year's Day is also a public holiday. All the public holidays, except Christmas Day and Boxing Day observed on December 25th and 26th respectively, are movable, that is they do not fall on the same day each year. Good Friday and Easter Monday depend on Easter Sunday which falls on the first Sunday after a full moon on or after March 21st. The Spring Bank Holiday falls on the last Monday of May or on the first Monday of June, while the Late Summer Bank Holiday comes on the last Monday in August or on the first Monday in September, depending on which of the Mondays is nearer to June 1st and September 1st respectively.

Christmas and New Year. Christmas is the one occasion in modern Britain when a large number of customs are observed by most ordinary people within the family. Even people who consider themselves to be anti-religious quite happily wish each other a "Happy Christmas" or a "Merry Christmas". Every November in Oxford Street (one of the main shopping streets in the centre of London), a famous personality switches on the "Christmas lights" thus "officially" marking the start of the period of Christmas shopping. Most people buy presents for the other members of their household and also for other relatives, especially children. Some people also buy presents for their close friends. And to a wider circle of friends and relatives, and sometimes also to neighbours, they send Christmas cards. Some people even send such greetings to people whom they have not seen for many years. People also buy Christmas trees (a tradition imported from Germany in the 19th century). Almost every household has a tree decorated in a different way (in many cases, with coloured lights). Most people also put up other decorations around the house.

The role of Father Christmas (or Santa Claus) and the customs associated with the giving of gifts vary from family to family. Most households with children tell them that Father Christmas comes down the Chimney on the night of Christmas Eve (even though most houses no longer have a working chimney!). Many children lay out a Christmas stocking at the foot of their beds, which they expect to see filled when they wake up on Christmas morning. Most families put wrapped presents around or on the Christmas tree and these are opened at some time on Christmas Day.

Other activities on Christmas Day may include the eating of Christmas dinner and listening to the Queen's Christmas message. This ten-minute television broadcast is normally the only time in the year when the monarch speaks directly to "her" people on television.

The general feeling is that Christmas is a time for families. Many of the gatherings in houses on Christmas Day and Boxing Day consist of extended families (more than just parents and children). For many families, Christmas is the only time that they are all together.

Parties on New Year's Eve, on the other hand, are usually for friends. Most people attend a gathering at this time and "see in" the new year with a group of other people. In London, many go to the traditional celebration in Trafalgar Square (where there is an enormous Christmas tree which is an annual gift from the people of Norway).

In Scotland, New Year, called Hogmanay, is given particular importance – so much importance that, in Scotland only, 2 January as well as New Year's Day is also a public holiday (so that people have two days to recover from their New Year's Eve parties instead of just one!). Some British New Year customs, such as the singing of the song *Auld Lang Syne*, originated in Scotland. Another, less common, one is the custom of "first footing", in which the first person to visit a house in the new year is supposed to arrive with tokens of certain important items for survival (such as a lump of coal for the fire).

Other notable annual occasions. Easter is far less important than Christmas to most people in Britain. Although it involves a four-day "weekend", there are very few customs and habits associated generally with it. Some people preserve the tradition of eating hot cross buns on Good Friday. Quite a lot of people go away on holiday at this time.

None of the other days of the year to which traditional customs are attached is a holiday, and not everybody takes part in these customs. In fact, many people in Britain live through occasions such as Pancake Day, April Fool's Day or Halloween without even knowing that they have happened.

There is one other day which, although many people do not mark in any special way, is very difficult to ignore. This is 5 November, the day

which celebrates a famous event in British History – the gunpowder plot. It is called Guy Fawkes' Day – or, more commonly, Bonfire Night. At the beginning of the 17th century, a group of Catholics planned to blow up the Houses of Parliament while King James I was in there. Before they could achieve this, one of them, Guy Fawkes, was caught in the cellars under Parliament with the gunpowder. He and his fellow-conspirators were all killed. At the time, the failure of the gunpowder plot was celebrated as a victory for British Protestantism over rebel Catholicism. However, it has now lost its religious and patriotic connotations. In most parts of Britain, Catholic children celebrate it just as enthusiastically as Protestant children. Some children make a "guy" out of old clothes stuffed with newspaper several weeks beforehand. They then place this somewhere on the street and ask passers-by for 'a penny for the guy'. What they are actually asking for is money to buy fireworks with. On Guy Fawkes' Night itself there are "bonfire parties" throughout the country, at which the "guy" is burnt.

Finally, one other day should be mentioned. This is a different day for everybody – their birthday. Once again, it is most important for children, all of whom receive presents on this day from their parents, and often from other relatives as well. Adults may or may not receive presents, depending on the customs of their family and their circle of friends. Many will simply be wished "Happy birthday" (not, by the way, "Congratulations", unless it is a special birthday, such as a twenty-first). Some children and adults have a party, but not all.

Calendar of Special Occasions

New Year's Day (1 January).

2 January is also a public holiday in Scotland.

St. Valentine's Day (14 February).

Pancake Day (Forty-seven days before Easter).

St. Patrick's Day (17 March).

This is a public holiday in Northern Ireland.

Mother's Day (The fourth Sunday in Lent).

50 million pounds worth of flowers are bought for this day. Cards are also sent.

April Fools' Day (1 April).

It is traditional day for people to play tricks or practical jokes on each other on this day. Children are the most enthusiastic about this custom, but even BBC and serious newspapers sometimes have "joke" features on this day.

Good Friday.

The strange name in English for the day commemorating Christ's crucifixion.

Easter Monday (The day after Easter Sunday).

May Day (The first Monday in May).

In Britain this day is associated more with ancient folklore than with the workers. In some villages the custom of dancing round the maypole is acted out.

Spring Bank Holiday (the last Monday in May).

Father's Day (The third Sunday in June).

This is probably just a commercial invention – and not a very successful one either. Millions of British fathers don't even know they have a special day.

Queen's Official Birthday (The second or third Saturday in June).

It is "official" because it is not her real one. Certain public ceremonies are performed on this day.

Summer Bank Holiday (The last Monday in August).

Halloween (31 October).

This is the day before All Saints' Day in the Christian calendar, and is associated with the supernatural. Some people hold Halloween parties, which are fancy-dress parties (people dress up as witches, ghosts, etc.). However, this day is observed much more energetically in the USA than it is in Britain.

Guy Fawkes' Day (5 November).

Remembrance Sunday (Second Sunday in November).

This day commemorates the dead of both World Wars and of more recent conflicts.

Christmas Eve (24 December).

Christmas Day (25 December).

Boxing Day (26 December).

Explanations for the origin of this name vary. One is that it was the day on which landowners and householders would present their tenants and servants with gifts (in boxes), another is that it was the day on which the collecting boxes in churches were opened and the contents distributed to the poor.

New Year's Eve (31 December).

Notes

chimney ['tʃɪmni] – труба, дымоход

"Auld Lang Syne" [ˌɔːldlæŋ'saɪn] – "Доброе старое время" (шотландская песня на слова Роберта Бернса).

token ['tʊken] – подарок на память

Good Friday – Страстная пятница

hot cross buns – горячие крестовые булочки

Gunpowder plot – “Пороховой заговор”

connotation – то, что имеет значение

Lent – Великий пост

crucifixion [ˌkruːsɪˈfɪksən] – распятие на кресте

Task 1. Read the text. Find the answers to the questions given below.

1. How many public holidays are there in Britain?
2. What does the phrase “switch on the Christmas lights” mean?
3. What aspects of Christmas in Britain, and the customs associated with it, are different from those in your country?
4. In Britain, you are generally considered to be unfortunate if your birthday is in the last half of December. Why?
5. What is the difference between May Day in Britain and 1st May in your country?
6. What special days do you have in your country for individuals to celebrate which British people don’t celebrate?

Task 2. Read the text carefully and agree or disagree with the statements given below.

1. Christmas is the one occasion in Britain when a large number of customs are observed by most ordinary people within the family.
2. New Year’s Day was an official public holiday in England and Wales since 17th century.
3. There are a lot of extra local holidays in particular places in Britain.
4. British people have a tradition to send Christmas cards to their friends, relatives and neighbours.
5. Listening to the Queen’s Christmas message is one of the activities on Christmas Day.
6. The general feeling is that Christmas is a time for families.
7. Christmas Day and Boxing Day are movable holidays.
8. Hallowe’en is observed on 1st of November.
9. On Guy Fawkes’ Night itself there are “bonfire parties” throughout the country.

Task 3. Fill in the blanks with the words from the box.

| |
|--|
| home, Mothering Sunday, mothers (2), presents, Mothers’ Day, Lent, Mothers’ Day card |
|--|

Mothering Sunday (Mothers' Day)

Mothers' Day is traditionally observed on the fourth Sunday in _____. This is usually in March. The day used to be known as Mothering Sunday and dates from the time when many girls worked away from _____ as domestic servants in big households, where their hours of work were often very long. _____ was established as a holiday for these girls and gave them an opportunity of going home to see their parents, especially their _____. They used to take _____ with them, often given to them by the lady of the house.

When the labour situation changed and everyone was entitled to regular time off, this custom remained, although the day is now often called "_____". People visit their _____ if possible and give them flowers and small presents. If they cannot go they send a "_____", or they may send one in any case.

Chapter 3. The United States of America

Unit 1

Part 1

Text: Forming the New Nation

In the eighteenth century each individual American state had its own government and behaved very much like an independent country. It made its own laws and its own decisions about how to run its affairs. The first big problem that faced the new United States was how to join together these sometimes quarrelsome little countries into one united nation.

During the War of Independence the states had agreed to work together in a national Congress to which each state sent representatives. The agreement that set up this plan for the states to cooperate with one another was called the Articles of Confederation. It had begun to operate in 1781.

When the War of Independence was over, individual states began to behave more and more like independent nations.

The weakness of its government made it difficult for the new United States to win the respect or the help of foreign nations.

It was clear that for the United States to survive there would have to be changes in the Articles of Confederation. In February 1787, Congress asked each state to send delegates to a meeting or “convention,” in Philadelphia to talk about such changes.

The original purpose of the Constitutional Convention was simply to revise the Articles of Confederation. But the delegates did more than this. They started afresh and worked out a completely new system of government for the United States. They set out the plan for this government in a document called the Constitution of the United States.

The Constitution gave the United States a “federal” system of government. A federal system is one in which the power to rule is shared. A central, or federal, authority has some of it and the rest is in the hands of local authority in the separate regions that make up the country.

The new Constitution still left the individual state governments with a wide range of powers. But it made the federal government much stronger than before. It gave it the power to collect taxes, to organize

armed forces, to make treaties with foreign countries and to control trade of all kinds.

The Constitution made arrangements for the election of a national leader called the President to take charge of the federal government. He would head the “executive” side of the nation’s government. It would be his job to run the country’s everyday affairs and to see that people obeyed the laws.

The law-making, or “legislative,” powers of the federal government were given to a Congress. This was made up of representatives elected by the people.

Finally, the Constitution set up a Supreme Court to control the “judicial” part of the nation’s government. The job of the Supreme Court was to make decisions in any disagreements about the meaning of the laws and the Constitution.

The Constitution went into effect in March 1789. But it was still not really complete. In 1791 ten amendments, or additions, were made to it. Together these ten amendments are called the Bill of Rights.

The reason for the Bill of Rights was that the original Constitution had said nothing about the rights and freedoms of individual citizens. The Bill of Rights altered this. It promised all Americans freedom of religion, a free press, free speech, the right to carry arms, the right to a fair trial by jury, and protection against “cruel and unusual punishments.”

The Constitution and the Bill of Rights illustrated two different sides of American political life. On the one hand people saw that the country needed a strong and efficient central authority. On the other hand they wanted to protect individual rights and freedoms. Differing ideas about the importance of these issues gave birth to the first political parties in the United States.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

affair[ə'feə]

alter[ɔ:l'tə]

Congress[kən'ɡres]

efficient[ɪ'fɪʃənt]

arrangement[ə'reɪndʒmənt]

differing[dɪ'fərɪŋ]

obey[ə'beɪ]

quarrelsome[kwɔ'rələsəm]

Task 2. Lexical Exercises.

Exercise 1. Read the international words and guess their meaning .

Mind the stress.

| | | |
|---------------|-----------|--------------|
| ´national | original | ´separate |
| ´congress | ´system | ´region |
| coóperate | plan | constítution |
| confederátion | ´document | control |
| individual | ´federal | ´president |
| ´delegate | ´central | religion |
| convénition | ´local | pólitical |

Exercise 2. Match the English words and word – combinations given below with their Russian equivalents.

- | | |
|----------------------------------|---------------------------------|
| 1. отдельный штат | a) local authorities |
| 2. независимая страна | b) Articles of Confederation |
| 3. управлять делами | c) federal system of government |
| 4. сварливый, вздорный | d) to collect taxes |
| 5. Статьи Конфедерации | e) to start afresh |
| 6. первоначальная цель | f) to obey the law |
| 7. начать снова | g) to run affairs |
| 8. федеральная система правления | h) to go into effect |
| 9. местные власти | i) to make treaties |
| 10. собирать налоги | j) original purpose |
| 11. заключать договоры | k) individual state |
| 12. подчиняться закону | l) quarrelsome |
| 13. вступить в действие | m) independent country |

Exercise 3. Choose the right word or word-combination.

- Each individual American state made its own ...
a) rights b) laws c) articles
- The weakness of its government made it difficult for the new United States to win the respect of ...
a) foreign nations b) independent nations c) local authorities
- Congress asked each state to send delegates to a ...
a) nation's government b) convention c) confederation
- The original purpose of the Constitutional Convention was simply to revise...
a) Constitution b) federal system of government c) the Articles of Confederation
- The law-making powers of the federal government were given to ...
a) Congress b) the Supreme Court c) the President

Exercise 4. Insert the right words.

(the President; Congress; the Bill of Rights; system of government; central authority; powers)

1. During the War of Independence the states had agreed to work together in a national...
2. The delegates worked out a completely new ... for the United States.
3. The new Constitution still left the individual state government with a wide range of ...
4. The Constitution made arrangements for the election of a national leader called ...
5. In 1791 ten amendments, called ..., were made to the Constitution.
6. On one hand people saw that the country needed a strong and efficient ...

Exercise 5. Answer the questions on the text.

1. What powers did each American state have before the War of Independence?
2. What was the first big problem that faced the new United States?
3. When did the Articles of Confederation begin to operate?
4. Why was it difficult for the new United States to win the respect of foreign nations?
5. Where did Congress take place and when?
6. What was the original purpose of the Constitutional Convention?
7. What did the Constitution give the United States?
8. When did the Constitution go into effect?
9. What did the Bill of Rights promise?

Task 3. Grammar Rules and Exercises.

The Future in the Past

В английском языке есть особые формы для выражения действий, которые представляются будущими с точки зрения прошлого. Они называются формами Future in the Past и образуются с помощью вспомогательных глаголов **should** и **would** с соответствующим инфинитивом, например:

The Future Indefinite
shall / will work

The Future Indefinite in the Past
should / would work

The Future Continuous
shall / will be working

The Future Perfect
shall / will have worked

The Future Continuous in the Past
should / would be working

The Future Perfect in the Past
should / would have worked

Все эти формы “будущего в прошедшем” употребляются в тех же значениях, что и обычные формы будущего времени, с той лишь разницей, что действие в этом случае представляется будущим не с момента речи в настоящем, а с какого-нибудь момента в прошлом.

Сравните:

I think he'll return soon.

Я думаю, что он скоро вернется.

I thought then he would return soon.

Я тогда думал, что он скоро вернется.

Согласование времен. (The Sequence of Tenses)

Видовременные формы могут употребляться двояко. В одних случаях они относят действие непосредственно к настоящему, прошедшему или будущему времени. Такое употребление видовременных форм называется абсолютной. В других случаях видовременные формы не относят действие непосредственно к настоящему, прошлому или будущему, а только выражают одновременность с каким-то другим действием, предшествование ему или следование за ним (то есть одно действие является в этом случае будущим по отношению к другому прошлому действию). Такое употребление видовременных форм называется относительным. Относительное употребление времен известно также, как правило согласования времен, которое строго соблюдается в некоторых типах придаточных предложений, в частности в дополнительных, после всех видовременных форм глагола-сказуемого в главном предложении, но они особенно ярко проявляются если глагол в сказуемом главного предложения выражен одной из форм прошедшего времени.

| Сдвиг времен в придаточном дополнительном при главном предложении в прошедшем времени. | |
|--|---|
| Present Indefinite – Past Indefinite | Действие придаточного предложения происходит одновременно с действием главного. |
| Present Continuous – Past Continuous | |
| Present Perfect | Действие придаточного предложения предшествует действию главного. |
| Past Indefinite | |
| Present perfect | |
| Continuous | |
| Future-Future-in-the Past | Действие придаточного предложения совершается позже действия главного. |

При наличии нескольких придаточных предложений выбор видовременной формы для каждого отдельного предложения определяется в зависимости от того предложения, которому оно подчинено структурно. В других типах придаточных предложений (определятельных, временных, причинных и др.) выбор видовременной формы диктуется смыслом. Иногда правила согласования времен нарушаются:

- 1) в контексте настоящего времени, когда в дополнительном придаточном предложении сообщается фактическое (а не относительное) время событий;
- 2) когда речь идет о вещах, суждениях и явлениях, представляющихся верными во все времена;
- 3) с модальными глаголами *must*, *should*, *ought* и *need*, у которых нет формы прошедшего времени.

Exercises.

Exercise 1. Translate into Russian using the right tenses.

1. I knew that you were ill. 2. I knew that you had been ill. 3. We found that she left home at eight o'clock every morning. 4. We found that she had left home at eight o'clock that morning. 5. When he learnt that his son always received excellent marks in all the subjects at school, he was very pleased. 6. When he learnt that his son had received excellent mark at school, he was very pleased.

Exercise 2. Refer the following sentences to the past.

1. My uncle says he has just come back from the Caucasus. 2. He says he has spent a fortnight in the Caucasus. 3. He says it did him a lot of good. 4. He says he feels better now. 5. He says his wife and he spent most of their time on the beach. 6. He says they did a lot of sightseeing. 7. He says he has a good camera. 8. He says he took many photographs while travelling in the Caucasus. 9. He says he will come to see us next Sunday. 10. He says he will bring and show us photographs he took during his stay in the Caucasus.

Exercise 3. Open the brackets, make the right choice.

1. He said he (is staying, was staying) at the «Ritz» Hotel. 2. They realized that they (lost, had lost). 3. I thought that they (shall finish, should finish) my work at that time. 4. Victor said he (is, was) very busy. 5. He said he (will come, would come) to the station to see me off. 6. I was sure he (posted, had posted) the letter. 7. I think the weather (will be, would be) fine next week. 8. I want to know what he (has bought, had bought) for her birthday.

Exercise 4. Open the brackets. Make all the necessary changes.

1. He said he (to leave) tomorrow morning. 2. She says she already (to find) the book. 3. He stopped and listened: the clock (to strike) five. 4. I asked my neighbour if he ever (to travel) by air before. 5. The policeman asked George where he (to run) so early. 6. The delegates were told that the guide just (to go) out and (to be) back in ten minutes. 7. He says that he (to know) the laws of the country. 8. Sarie understood why Lanny (not to come) the previous evening. 9. He understood that the soldiers (to arrest) him.

Exercise 5. Open the brackets. Use the necessary verb form. Use figures '1', '2', '3' to show what relations you are trying to express. Give variants where possible.

Model: 1) I knew he (to tell) the truth.

I knew he was telling the truth. (1)

I knew he had told the truth. (2)

I knew he would tell the truth. (3)

2) He said he not (to come) back.

He said he was not coming back. (1)

He said he would not come back. (3)

He said he had not come back. (2)

3) And then you will realize that she not (to understand) anything.

And then you will realize that she has not understood anything. (2)

And then you will realize that she does not understand anything. (1)

1. He felt that somebody (to watch) him. 2. We wondered how much he (to know). 3. I thought that as he (to leave) next month he (to come) certainly to say good bye. 4. I asked Francie who else (to come) to the party. 5. That is what I (to tell) already your friend. 6. I thought you (to like) him. 7. It was clear that he (to drop) something and now (to look) for it under the table. 8. I looked at her again. She not (to listen) to me, she only (to pretend) to. 9. The explanation was that he not (to expect) that sort of question. 10. He (to travel) with a friend who (to go out) to buy a newspaper and he was sure the man (to be left) behind. 11. There were few people on the platform. All who (to travel) (to take) their seats. 12. Mother said that Aunt Bessie (to come) for visit and (to bring) her little girl. 13. She said carelessly that nothing (to make) her change her mind, once she (to make) it but that at present she still (to examine) the facts. 14. She knew she (to be) right, (to be) right from the very beginning.

Part 2

Text: The First Americans

At daybreak on the morning of Friday, August 3 1492, an Italian adventurer named Christopher Columbus set sail from Spain to find a new way from Europe to Asia. His aim was to open up a shorter trade route between the two continents. In Asia, he intended to load his three small ships with silks, spices and gold, and sail back to Europe a rich man.

Ten weeks after leaving Spain, on the morning of October 12, he stepped ashore on the beach of a low sandy island. Columbus believed that he had landed in the Indies, a group of islands close to the mainland of India. For this reason he called the friendly, brown-skinned people who greeted him "los Indies"-Indians.

In fact, Columbus had reached a new continent. Europeans would soon name the new continent America, but for many years they went on calling its inhabitants Indians. Only recently these first Americans have been described more accurately as "native Americans" or Amerindians.

There were many different groups of Amerindians. Those north of Mexico, in what is now the United States and Canada, were scattered across the grasslands and forests in separate groups called "tribes." These tribes followed very different ways of life. Some were hunters, some were farmers. Some were peaceful, others warlike. They spoke over three hundred separate languages, some of which were as different from one another as English is from Chinese.

Europeans called America "the New World." But it was not new to the Amerindians. Their ancestors had already been living there for maybe 50,000 years when Columbus stepped on to the beach in San Salvador.

We say "maybe" because nobody is completely sure. Scientists believe that the distant ancestors of the Amerindians came to America from Asia. This happened, they say, during the earth's last ice age, long before people began to make written records.

At that time a bridge of ice joined Asia to America across what is now the Bering Strait. Hunters from Siberia crossed this bridge into Alaska. From Alaska the hunters moved south and east across America, following herds of caribou and buffalo as the animals went from one feeding ground to the next. Maybe 12,000 years ago, descendants of these first Americans were crossing the isthmus of Panama into South America.

For many centuries early Amerindians lived as wandering hunters and gatherers of food. Then a more settled way of life began. People living in highland areas of what is now Mexico found a wild grass with tiny seeds that

were good to eat. These people became America's first farmers. They cultivated the wild grass with great care to make its seeds larger. Eventually it became Indian corn, or maize. Other cultivated plant foods were developed. By 5000 BC Amerindians in Mexico were growing and eating beans, squash and peppers.

The Pueblo people of present day Arizona and New Mexico were the best organized of the Amerindian farming peoples. They lived in groups of villages, or in towns which were built for safety on the sides and tops of cliffs. They shared terraced buildings made of adobe (mud and straw) bricks, dried in the sun. Some of these buildings contained as many as 800 rooms, crowded together on top of one another. The Pueblo made clothing and blankets from cotton which grew wild in the surrounding deserts. On their feet they wore boot-shaped leather moccasins to protect their legs against the sharp rocks and cactus plants of the desert. For food they grew crops of maize and beans. Irrigation made them successful as farmers. Long before Europeans came to America the Pueblo were building networks of canals across the deserts to bring water to their fields. In one desert valley modern archaeologists have traced canals and ditches which enabled the Pueblo to irrigate 250,000 acres of farmland.

A people called the Apache were the neighbors of the Pueblo. The Apache never became settled farmers. The Apache were fierce and warlike, and they were much feared by the Pueblo.

The Iroquois were a group of tribes-a "nation" -who lived far away from the Pueblo and the Apache in the thick woods of northeastern North America. Like the Pueblo, the Iroquois were skilled farmers. In fields cleared from the forest they worked together growing beans, squash and twelve different varieties of maize. They were also hunters and fishermen. They used birch bark canoes to carry them swiftly along the rivers and lakes of their forest homeland. The Iroquois lived in permanent villages.

The Iroquois were fierce warriors. They were as feared by their neighbors as the Apache of the western deserts were feared by theirs. From boyhood on, male Iroquois were taught to fear neither pain nor death. Bravery in battle was the surest way for a warrior to win respect and a high position in his tribe.

Many miles to the west, on the vast plains of grass that stretched from the Mississippi River to the Rocky Mountains, there was another warrior nation. This group was better known by the name which other Amerindians gave to them-Sioux, which means "enemies."

The Sioux grew no crops and built no houses. For food, for shelter and for clothing they depended upon the buffalo. Millions of these large, slow-

moving animals wandered across the western grasslands in vast herds. When the buffalo moved, the Sioux moved. They even carried fire from one camp to the next.

To many people the tepee is a symbol of the Amerindian way of life. This large cone-shaped tent was invented by the buffalo hunters of the western grasslands. The lifestyle of the people of North America's northwest coast was different again. They gathered nuts and berries from the forests, but their main food was fish, especially the salmon of the rivers and the ocean. A few months work during spring provided the people of the Pacific coast with enough food to last a whole year. This abundance of food gave the tribes of the Pacific coast time for feasting, for carving and for building.

The Amerindian peoples of North America developed widely varied ways of life. All suited the natural environments in which the tribes lived, and they lasted for many centuries. But the arrival of Europeans with their guns, their diseases and their hunger for land would eventually destroy them all.

Notes:

| | |
|----------------------------|--------------------------|
| Christopher Columbus | Христофор Колумб |
| route [ru:t] | маршрут |
| load [ləʊd] | загружать, груз |
| sail [seɪl] | парус, плыть под парусом |
| land [lənd] | земля, высаживаться |
| inhabitant [ɪnˈhæbɪt(ə)nt] | житель, обитатель |
| tribe [traɪb] | племя |
| ancestor [ˈænsɪstə] | предок |
| Asia [eɪʃə] | Азия |
| Europe [ˈju(ə)rəp] | Европа |
| Siberia [saɪbɪ(ə)rɪə] | Сибирь |
| desert [ˈdezət] | пустыня |
| the Iroquois [ˈɪrəkwɔɪ(z)] | Ирокезы |
| the Apache [əˈpætʃɪ] | Апачи |
| the Sioux [ˈsu:(z)] | Сиу |
| descendent [dɪˈsendənt] | потомок |
| maize [meɪz] | маис, кукуруза |

Task 1: Read the text. Find the answers to the questions given below.

1. Where did the American Indians come from?
2. What was the cultural situation in North America before men from Europe came?

3. Who were the first people from Europe to visit the New World?
4. When did it happen?
5. In what way did Columbus decide to reach the Eastern cost of Asia?
6. Where did Columbus think Asia was?
7. Why did Columbus call the natives Indians?
8. Did Columbus realize that he had discovered a new continent?

Task 2: Match the word and its definition.

| | |
|-------------|---|
| Diverse | a person who has left his own country to live in another one |
| Variety | to take, demand something as the rightful owner |
| Settle | a person who has come to live in another country |
| Escape | to start living permanently |
| Claim | different, made of wide variety of things |
| Flourish | to succeed in getting away from a place or somebody |
| Profitable | a place in which people or ideas of different kinds gradually get mixed together |
| Emigrant | to be successful |
| Immigrant | useful, resulting in money gain |
| License | an official document that gives you permission to do, use or won something |
| Melting pot | an assortment of different things |
| Tribe | to be related to people in earlier generations |
| Descent | a group of people of the same race, language, customs, usually of low level of civilization |

Task 3. Choose the right answer.

1. First Americans descend from... .
 - a. Western Europe
 - b. Norway
 - c. Tribal peoples of North eastern Siberia
2. The major three countries that started colonization of America were...
 - a. Spain, France and Germany
 - b. Spain, France and England
 - c. Holland, Germany and Spain

3. Why was Spain so interested in colonization of new World?
 - a. They were looking for adventures
 - b. They were looking for a new continent.
 - c. They needed new lands and riches as a new source of wealth.
4. The first people who sailed to America were... .
 - a. Vikings
 - b. Spanish
 - c. English
5. The first European settlements in America were founded by... .
 - a. England
 - b. France
 - c. Spain
6. The British Empire started the colonization of America a century later than Spain because it
 - a. did not need new lands
 - b. was busy making war with Spain
 - c. did not have a good fleet

Unit 2

Part 1

Text: US Government

The operation of the US government is based on the US Constitution which was adopted by Congress in 1789. A key feature of the U.S. Constitution is federalism, an original idea for power-sharing between states, on the one hand, and the national government on the other. Another major feature of the Constitution is the principal of separation of powers within the national government, with separate legislative, executive, and judicial branches.

The government of the United States is truly national in character. It can deal with the people of the country directly, not just indirectly through the states. This is, certain powers-such as the powers to make war and deal with other nations-are granted exclusively to the national government and are denied to the states. Still others-such as law enforcement and taxing powers-overlap and can be exercised by both the national and the state governments. The delegates to the Constitutional Convention had no pattern to go by when they sewed this system together. And they were not quite sure what they had when they finished with it, but the system came to be called federalism-in the United States, government based upon a written constitution in which power is divided between (and shared by) the national government and the states, it is also divided within the federal government. The national government features a separation of powers. Its executive branch, its legislative branch, and its judicial branch exercise powers that are largely separate and distinct. Congress is the legislative branch. It makes laws. The President is supposed to execute, or carry out, the laws. And the courts interpret the laws-determining exactly what laws mean-if there is a dispute.

In many instances, all three branches must agree on a decision, or at least acquiesce, before the decision can go into effect. No person can be drafted into the armed forces of the country, for example, unless Congress enacts a draft law, the President signs it, and (if a proper federal court suit is brought by a citizen to stop enforcement of the law) the Supreme Court or some lower federal court rules the new law valid.

There is not a strict and complete separation of powers, but a partial one; the powers of the three branches overlap. The separation and the overlapping of powers are called checks and balances. The presidential veto is a good example. It is a presidential check on the power of Congress. If in

disagreement with a bill passed by Congress, the President can veto (reject) it. In that case, the bill cannot become law unless it is again passed by both houses of Congress, but this time it must be passed by a two-thirds vote of both The House of Representatives and Senate to become law. Congress can check the power of the President and the judiciary in that, for example, it is Congress which has control over the budgets and expenditures of the other branches. Within Congress, itself, each house checks the power of the other because it takes the agreement of both houses to make a law. The judiciary checks the powers of the executive and legislative branches through its authority to interpret the law and the Constitution and to issue orders binding on the other branches- as when the Supreme Court ordered President Richard Nixon to turn over tapes of conversations in his office to a lower court in a criminal case.

Checks and Balances

| | Legislative Branch can be checked by: | Executive Branch can be checked by: | Judicial Branch can be checked by: |
|-------------------------------------|---|---|--|
| Legislative Branch Can check: | NA | Can overrule veto (2/3 vote) Controls appropriations Controls by statute Impeachment of president Senate approval of appointments and treaties Committee oversight | Controls appropriations Can create inferior courts Can add new judges Senate approves appointments Impeachment of judges |
| Executive Branch Can check: | Can veto legislation Can convene special session Can adjourn Congress When chambers disagree Vice-president presides over Senate and votes to break ties | NA | President appoints judges |
| Judicial Branch Can check: | Judicial review of legislation Chief Justice presides Over Senate during proceedings to impeach president | Judicial review over presidential actions Power to issue warrants Chief Justice presides over impeachment of president | NA |

NA = Not applicable

The national government's power is not limited by states' power. The only powers the states have are those the Federal government has not reserved for itself. But in a dispute the Federal government can and will use military force if necessary.

A whole article of the Constitution is devoted to the states. Article 4 recognizes the limited sovereignty of the states by denying the federal authorities the power to alter the boundaries of existing states without their permission. Constitutional procedures for the admission of new states on an equal footing with the original thirteen and a clause guaranteeing them a republican form of government recognize states as the main blocks of the American system. The importance of the states is also woven into other provisions of the Constitution, such as the rule that membership in both chambers of Congress and the election of the President are determined by states. In addition, amendments to the US Constitution can only be made with approval of three-quarters of the states. The above protections and privileges alone go a long way toward explaining the current movements for statehood in Puerto Rico and the District of Columbia.

At the time, it was thought that the Constitution provided for a division of powers between the national authorities, the states, and the people that was appropriate to each. The great and aggregate interests were referred to the national, and the local and particular to state governments. Thus some powers are prohibited the states by the Constitution. They can neither coin money, nor conduct their own foreign policy, keep their own military services, make war, or set their own customs duties.

All these were recognized as 'delegated powers', aggregate interests that had to be exclusively the national government's to prevent conflicts among the states and between them and the federal government. The Constitution specifically gives the national authorities the responsibility for protecting the states from foreign invasion and internal rebellion. To protect the rights of the people from both levels of government, clauses such the right to a jury trial were included in the main document and many more rights were secured through the Bill of Rights.

A considerable list of powers remained that were 'reserved', considered to be local and particular interests inappropriate for the federal government. The powers of the federal (national) government include the right to declare war; the right to tax; the right to borrow and coin money, and to regulate its value; the right to regulate commerce between the states; the right to maintain a postal system. To the states was reserved the establishment of local governments and protecting public safety and morals, which came to mean providing police, fire, and sanitation departments, among other institutions. States also took responsibility for furnishing

educational and health facilities as well as levying taxes and borrowing to fund all these activities. States wrote their own codes of civil and criminal law.

The structure of state government parallels that of the federal government. Each of the fifty states has a written constitution. Each also has a separation of powers among three branches, which share power through a system of checks and balances.

All the state legislatures, except Nebraska's, have the same format as Congress with two houses, usually called the state senate and state assembly. State legislatures also work through committees and pass laws through a process very like that used in Congress. Like the President, the chief executive of a state, the governor, enjoys the powers of administration, appointment and veto. The structure of a state judiciary is also broadly parallel to the federal court system. In most states there is a state supreme court and under it appeals courts and (parallel to the US district courts) county or municipal courts.

Task 1: Phonetic exercises. Practice after the teacher how to pronounce the words given below.

| | |
|------------------------------------|---|
| Congress [ˈkɒŋɡres] | legal procedures [ˈli: g(ə)l prəˈsi:dʒəz] |
| the executive [ɪgˈzekjʊtɪv] | representatives [ˌreprɪˈzentətɪvs] |
| the legislative [ˈledʒɪslətɪv] | amendment [əˈmendmənt] |
| the judicial [dʒuːˈdɪʃ(ə)l] | govern [ˈgʌvən] |
| authority [ɔːˈθɒrɪtɪ] | dispute [(ˈ)dɪsˈpju:t] |
| the Senate [ˈsenɪt] | clash [klæʃ] |
| Supreme Court [s(j)uːˌpri:m ˈkɔ:t] | commerce [ˈkɒmɜ:s] |

Task 2: Lexical exercises.

Exercise 1: Choose one of the new words to make the sentence complete.

1. Every country want to be independent and every country want to... itself.
2. power in our country belongs to Duma.
3. was always the main source of business for island nations. Easy access to the sea allowed them to trade easily with their neighbors.
4. In the United States the decisions of the ... agency can be overruled (отменены) by the courts as not conforming (соответствующие) to the law or the Constitution.
5. The situation is different in Great Britain which does not recognize ... control. The final authority in British law is Parliament.

6. When the interests of different countries... the result can be a war.
7. There are 26 ... to the American Constitution.
8. All over the world there are constant... between countries over the borders.

Exercise 2: Match the word and its definition.

| | |
|-------------|---|
| Govern | to collide with a loud noise, to come into conflict |
| Amendment | relating to courts of law |
| Dispute | relating to law |
| Legislative | an addition to, revision |
| Executive | <i>adj</i> relating to a person or group having administrative or managerial authority in an organization; <i>n</i> the chief officer of a government, state, or political division |
| Judicial | buying and selling of goods |
| Clash | to make and administer public policy and |
| Commerce | affairs, to regulate to argue about, debate |

Exercise 3: Match the English words and word-combinations given below with their Russian equivalents.

| | |
|--|---------------------------------------|
| 1) осуществлять власть | a) civil liberties |
| 2) исполнительная власть | b) to pass a constitution |
| 3) “сдержки и противовесы” | c) to exercise power |
| 4) принять конституцию | d) the legislative branch |
| 5) законодательная власть | e) the judicial branch |
| 6) судебная власть | f) the executive branch |
| 7) гражданские права (свободы) | g) a system of checks and balances |
| 8) осуществлять контроль над какой-л. ветвью властью | h) to exercise a check on some branch |

Exercise 4. Answer the following questions.

1. What document is the operation of the US government based on?
2. How are the powers of government distributed between the federal government and the state governments?
3. What are the three branches of the national government?

4. What is the system of "checks and balances"? How is it exercised?
5. In what way does the legislature exercise a check on the executive branch?
6. What limits the powers of the national and state governments?
7. What is known as the Bill of Rights?

Task 3. Grammar Rules and Exercises.

Косвенная речь (Direct and Indirect speech)

Когда возникает необходимость передать чужую речь, т.е. преобразовать прямую речь в косвенную, соблюдаются следующие правила:

В косвенной речи повествовательные предложения преобразуются с соблюдением правил согласования времен в дополнительные придаточные предложения, следующие за глаголом говорения (to say, to tell, to reply).

При преобразованиях такого рода, естественно, происходит, согласно требованиям логики, необходимая замена личных и притяжательных местоимений, а также некоторых выражений времени и места.

Просьбы и команды в косвенной речи вводятся соответственно глаголами, выражающими просьбу (to ask, to beg, to implore), и глаголами, выражающими команду, повеление (to tell, to order, to compel), а глагол в повелительном наклонении принимает форму инфинитива, который ставится после слова, обозначающего лицо, к которому обращена просьба или команда.

| Indirect statements | | |
|---------------------|------|---|
| He said | that | "I am an engineer. I work at a plant. In the evening I study English." |
| He told me | | He was an engineer and worked at a plant He added that he studied English in the evening |
| He said | that | "I saw my friend yesterday" |
| He told me | | He had seen his friend the day before. |

| | | |
|--|------|--|
| He said | that | “We lived in Rome two years ago. My farther worked there.” |
| He told me | | They had lived in Rome two years before and explained that his farther had worked there. |
| He said | that | “I shall tell you about it tomorrow.” |
| He told me | | He would tell me about it the next day. |
| Косвенная речь | | |
| При переводе предложений в косвенную речь не забывайте заменять обстоятельства времени, как указано в таблице. | | |
| Direct speech | | Indirect speech |
| today | | that day |
| yesterday | | the day before |
| tomorrow | | the next day |
| ... ago | | ... before |
| this ... | | that ... |
| here | | there |
| last year | | the year before |
| last month | | the month before |
| last ... | | the ... before |
| next ... | | the following .., the next... |
| in 2 days | | 2 days later |
| in 3 weeks | | 3 weeks later |
| in 5 month | | 5 month later |
| now | | then |
| these | | those |
| last | | the previous |
| | | |
| Indirect commands | | |
| He told me | | “Keep quiet! Don’t make noise!” to keep quiet and not to make noise. |
| He asked me | | |

Exercise 1: Choose the right answer.

1. He wanted to know if I had been to church

A) this week;

B) that week;

C) next week.

2. The secretary said that Mr. Cummings was not
 A) there;
 B) here;
 C) in there.
 3. My husband asked me how I was feeling
 A) today;
 B) in that day.
 C) that day.
 4. Christina said that she was at home
 A) that night;
 B) tonight;
 C) last night.
 5. He said that ...week had been the longest one in his life.
 A) this;
 B) that;
 C) these.
 6. My neighbor said that her nephew had been killed in a skiing accident a few days
 A) ago;
 B) before;
 C) before long.
 7. Charles said that he hadn't seen the office manager
 A) last night;
 B) the night before;
 C) yesterday in the evening.
 8. Julia said that she had to leave....
 A) now;
 B) at the moment;
 C) immediately.
 9. We promised that we would try to speak English much better....
 A) the following year;
 B) this year;
 C) next year.
 10. He said that he hadn't had anything to eat....
 A) this morning;
 B) that morning;
 C) in that morning.
- Exercise 2: Choose the right answer.**
1. She asked me if I ... my dinner.
 A) enjoyed;
 B) enjoy;
 C) have enjoyed.

2. He said he... late that evening.
A) will be;
B) is;
C) would be.
3. Our children said they ... school.
A) don't like;
B) didn't like;
C) won't like.
4. Liz says she ... the film.
A) already saw;
B) had already seen;
C) has already seen.
5. She said that she ... twenty years old the following Friday.
A) will be;
B) would be;
C) was.
6. They said that they ... to Britain before.
A) had never been;
B) have never been;
C) were never.
7. She said that she ... very busy then.
A) was;
B) is;
C) will be.
8. Mr. Green told the children ... so much noise.
A) don't make;
B) not to make;
C) not make.
9. He boasted that he ... play different musical instruments.
A) could;
B) can;
C) would be able.
10. The girl said that her name ... Joan.
A) is;
B) was;
C) had been.
11. Peter agreed that he ... to give up smoking.
A) has;
B) had;
C) was having.

12. James told his friend that he ... to Germany the following week.
 A) had been going;
 B) will be going;
 C) was going.
13. Thomas told his wife that he ... his umbrella on the bus the day before.
 A) would lose;
 B) lost;
 C) had lost.
14. My uncle wanted to know where ... my summer holiday.
 A) I was going to spend;
 B) I would be going to spend;
 C) I to spend.
15. He asked me whether he ... the doctor.
 A) would call;
 B) should call;
 C) called.

Exercise 3: Write reported statements using the given sentences.

1. "I've never seen the man before," he said.
 He said_____.
2. "If you don't leave now, I'll call the police" she said.
 She said_____.
3. "You haven't got much time," he said to me.
 He said to me_____.
4. "Don't say such things, even in fun," she asked me.
 She asked me_____.
5. "I always thought the worst of myself and had no confidence whatsoever," she said.
 She said_____.
6. "We can't accommodate guests at the moment," the hotel clerk said.
 The hotel clerk said_____.
7. "I'll have to think about this," she says.
 She says that_____.
8. "I must get up and shave," John said.
 John said that_____.
9. "He won't give you a long speech," I promised.
 I promised that_____.
10. "Pam didn't appear till the party was over," Henry says.
 Henry says that_____.

11. "It's rude to point at people," Mrs. Jones told her little son.
Mrs. Jones told her little son_____.
12. "Make sure the door is locked," she told her husband.;
She told her husband _____.
13. "There's an excellent view from my bedroom window," she said to
her companion.
She said to her companion _____.
14. "I am living in the centre of Moscow," the girl said.:
The girl said_____.
15. "You'll see your present tomorrow," she promised.
She promised that_____.
16. "I don't really want to do anything academic school," Mark told
the headmaster.
Mark told the headmaster that_____.
17. "I bought this lovely scarf in the airport shop," she said.
She said that_____.
18. "My job is very stressful," she says.
She says that_____.
19. "I sent all the invitations this morning," Pam said to me.
Pam said to me_____.
20. "It's a heavy day and I'm tired," Joan said to her friend.
Joan said to her friend that _____.

Exercise 3: Turn the following sentences into reported speech: a) using the present tense of the verb in the principal clause; b) using the past tense in the principal clause, and making other necessary changes. Use the following verbs to introduce statements: "to say", "to tell", "to admit", "to declare", "to announce", "to state", "to explain", "to deny", "to claim", "to promise", "to whisper", "to boast", "to shout"; to introduce commands and requests use "to order", "to ask", "to tell", "to beg", "to command".

Example 1: I like cycling.— a) Peter says that he likes cycling,
b) Peter said that he liked cycling.

Example 2: Write down my address.— a) Ann asks me to write down
her address. Or: Ann is asking me to write down her address, b) Ann asked
me to write down her address.

1. I have seen many good films during the festival. 2. We shall finish
the work in a few days. 3. I won't let you go without breakfast. 4. You don't
realize that you have offended me. 5. I have been expecting you all this time.
I am glad you have come at last. 6. We were just speaking about you.
7. I don't speak German but I can read German books with a dictionary. 8.

This month I have missed six lessons of phonetics. 9. We are now learning French as a second foreign language. 10. I shall do the room while you are cooking lunch. 11. Don't interrupt me. Let me finish my story. 12. Post this letter for me, will you? 13. Don't ask me any questions, I shall tell you everything a little later. 14. You are always grumbling over trifling matters. 15. It is her parents who made her this wonderful present. 16. I am writing my course paper at present. I have not yet finished.

Part 2

Text: Puritan New England



"Pilgrims" are people who make a journey for religious reasons. But for Americans the word has a special meaning. To them it means a small group of English men and women who sailed across the Atlantic Ocean in the year 1620. The group's members came to be called the Pilgrims because they went to America to find religious freedom. Sometimes

Americans call them the Pilgrim Fathers. This is because they see them as the most important of the founders of the future United States of America.

The Europe that the Pilgrims left behind them was torn by religious quarrels. For more than a thousand years Roman Catholic Christianity had been the religion of most of its people. By the sixteenth century, however, some Europeans had begun to doubt the teachings of the Catholic Church. They were also growing angry at the wealth and worldly pride of its leaders.

Early in the century a German monk named Martin Luther quarreled with these leaders. He claimed that individual human beings did not need the Pope or the priests of the Catholic Church to enable them to speak to God. A few years later a French lawyer named John Calvin put forward similar ideas. Calvin claimed that each individual was directly and personally responsible to God. Because they protested against the teachings and customs of the Catholic Church, religious reformers like Luther and Calvin were called "Protestants." Their ideas spread quickly through northern Europe.

Few people believed in religious toleration at this time. In most countries people were expected to have the same religion as their ruler. This

was the case in England. In the 1530s the English king, Henry VIII, formed a national church with himself as its head. In the later years of the sixteenth century many English people believed that this Church of England was still too much like the Catholic Church. They disliked the power of its bishops. They disliked its elaborate ceremonies and the rich decorations of its churches. They also questioned many of its teachings. Such people wanted the Church of England to become more plain and simple, or "pure." Because of this they were called Puritans. The ideas of John Calvin appealed particularly strongly to them.

When James I became King of England in 1603 he warned the Puritans that he would drive them from the land if they did not accept his ideas on religion. His bishops began fining the Puritans and putting them in prison. To escape this persecution, a small group of them left England and went to Holland. Holland was the only country in Europe whose government allowed religious freedom at this time.

The people of Holland welcomed the little group of exiles. But the Puritans never felt at home there. After much thought and much prayer they decided to move again. Some of them the Pilgrims decided to go to America.

First they returned briefly to England. Here they persuaded the Virginia Company to allow them to settle in the northern part of its American lands. On September 16, 1620, the Pilgrims left the English port of Plymouth and headed for America. They were accompanied by a number of other emigrants they called "Strangers."

When the Pilgrims arrived off the coast of America they faced many dangers and difficulties. They did not want to put themselves in further danger by quarreling with one another. Before landing at Plymouth, therefore, they wrote out an agreement. In this document they agreed to work together for the good of all. The agreement was signed by all forty-one men on board the Mayflower. It became known as the Mayflower Compact. In the Compact the Plymouth settlers agreed to set up a government-a "civil body politic"-to make "just and equal laws" for their new settlement. All of them, Pilgrims and Strangers alike, promised that they would obey these laws. In the difficult years which followed, the Mayflower Compact served the colonists well. It is remembered today as one of the first important documents in the history of democratic government in America.

The Pilgrims did not have enough food and water, and many were sick. They decided to land at the best place they could find. On December 21, 1620, they rowed ashore and set up camp at a place they named Plymouth.

The winter was sharp and violent with cruel and fierce storms. Before spring came, half of the little group of a hundred settlers were dead.

Other English Puritans followed the Pilgrims to America. Ten years later a much larger group of almost a thousand colonists settled nearby in what

became the Boston area. These people left England to escape the rule of a new king, Charles I. Charles was even less tolerant than his father James had been of people who disagreed with his policies in religion and government.

The Boston settlement prospered from the start. Its population grew quickly as more and more Puritans left England to escape persecution. Many years later, in 1691, it combined with the Plymouth colony under the name of Massachusetts.

The ideas of the Massachusetts Puritans had a lasting influence on American society. One of their first leaders, John Winthrop, said that they should build an ideal community for the rest of mankind to learn from. The Puritans of Massachusetts believed that governments had a duty to make people obey God's will. They passed laws to force people to attend church and laws to punish drunks and adulterers. Even men who let their hair grow long could be in trouble.

Roger Williams, a Puritan minister in a settlement called Salem, believed that it was wrong to run the affairs of Massachusetts in this way. He objected particularly to the fact that the same men controlled both the church and the government. Williams believed that church and state should be separate and that neither should interfere with the other.

Williams' repeated criticisms made the Massachusetts leaders angry. In 1535 they sent men to arrest him. But Williams escaped and went south, where he was joined by other discontented people from Massachusetts, and set up a new colony called Rhode Island. Rhode Island promised its citizens complete religious freedom and separation of church and state. To this day these ideas are still very important to Americans.

Notes

| | |
|--------------------------------|------------------------------------|
| freedom [ˈfri:dəm] | свобода |
| founder [ˈfaʊndə] | основатель |
| quarrel [ˈkwɒrəl] | ссора, ссориться, спорить |
| catholic [ˈkæθ(ə)lik] | католический |
| Christianity [ˌkristɪˈænɪtɪ] | христианство |
| doubt [daʊt] | сомнение, сомневаться |
| monk [mɒŋk] | монах |
| the Pope [pəʊp] | Папа(римский), священник |
| priest [pri:st] | священник |
| responsible [rɪˈspɒnsəb(ə)l] | ответственный |
| toleration [ˌtɒləˈreɪʃ(ə)n] | терпимость |
| elaborate [ɪˈlæbəreɪt] | тщательно разработанный, развивать |
| persecution [ˌpɜ:sɪˈkju:ʃ(ə)n] | преследование, гонение |
| exile [ˈeksail, ˈegzail] | изгнание, изгонять |
| corn [kɔ:n] | кукуруза |

Task 1: Agree or disagree with the following statements.

1. A group of families left the Port of Plymouth for Europe.
2. The people could not find a good place to live on the land and they had to come back to England.
3. It was rather easy for the people from the Mayflower to settle down in the New World.

Task 2: Answer the following questions.

1. When did English colonists first settle in America?
2. Who went to the New World in 1620?
3. Why do you think the Englishmen called their village Plymouth Colony and not by any other name?
4. How did the immigrants spend their first winter in America?
5. What was difficult in the life of Mayflower immigrants?
6. How did the Indians help the white people?

Task 3: Choose the right answer.

1. The first colony was named....
 - a) Jamestown
 - b) Virginia
 - c) New England
2. Puritans on board the *Mayflower* called themselves....
 - a) strangers
 - b) sufferers
 - c) Pilgrims
3. The neighbouring Indians....
 - a) attacked Pilgrims and destroyed the colony
 - b) were friendly and taught Pilgrims to get seafood and cultivate corn
 - c) sold Pilgrims fish and furs
4. Pilgrims set a special holiday in autumn and called it...
 - a) Columbus Day
 - b) Thanksgiving Day
 - c) Independence Day
5. The Puritan Church threatened independent thinkers and ...
 - a) they had to move to New Hampshire and Rhode Island
 - b) they started a rebellion in Massachusetts.
 - c) they returned to England.

Task 4: Match the word and its definition.

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| decade | consisting of people from many different parts of the world |
| merchant | chosen for a position or job |
| commerce | a period of ten years |
| lumber | a person who travels to a holy place as an act of religious love and respect |
| swampy | a person who buys and sells goods in large amounts in foreign countries |
| humid | to continue to live after coming close to death |
| survive | trees considered as a supply of wood for building |
| pilgrim | difficult to endure |
| intolerable | damp and hot (about an atmosphere or climate) |
| appointed | able to support the growth of a large number of strong healthy plants |
| cosmopolitan | buying and selling goods |
| fertile | consisting of swamps |

Unit 3

Part 1

Text: The Executive Power

Some 2,7 million people work in this largest branch of the federal government. The degree of control the President has over the departments (Departments of Justice, Defense, Energy, Commerce, Agriculture, Health and Human Services, the Treasury, the Interior, Labor, Housing and Urban Development, Education, Transportation, State), independent agencies, and government corporations in the federal bureaucracy depends on the rules set up by Congress. Over 99 per cent of federal bureaucrats, for example, are hired through competitive examinations required by the Civil Service Act, rather than by presidential appointment.

The President nominates the highest officials in the executive branch: the Secretaries and Assistant Secretaries who lead the departments; the chief administrators of agencies and commissions; and the ranking officers of American embassies. These appointments must be approved by the Senate. Only the roughly 2,000 positions in the Executive Office of the President (EOP) are filled without congressional approval.

The main components of the EOP that operate outside the White House are the Council of Economic Advisers, the National Security Council, the Office of Management and Budget, and the Central Intelligence Agency (CIA). Inside the White House are the First Lady's and the President's own staff, which includes his personal advisers (some of whom are carried over from his election staff), his press secretary, congressional liaison officer, and chief of staff. The structure and operation of the EOP and the upper levels of the executive branch vary, depending on the style and character of the President.

The President's powers and qualifications reflect the Constitutional clauses intended to prevent the development of the presidential government while providing for strong national leadership. The President must be a natural-born citizen, at least thirty-five years old, and have been a resident of the USA for at least fourteen years. He is elected separately from Congress and cannot be removed from office by a vote of no-confidence. According to the Constitution a president's office is limited to two terms of 4 years each. It also describes how a president can be removed from office (impeachment procedure). The president may only be impeached if he commits crimes in office. To be removed from office, a majority of the House of

Representatives and two thirds of the Senate must approve. The Vice-President of the United States serves as the President of the Senate. He can not take part in the debates. He can vote only if the two opposing sides have equal votes. It is called a tie. In this case the President of the Senate casts the deciding vote.

Presidential duties are stated in the Constitution, delegated by Congress, or the result of circumstances. The most important extra-constitutional duties are acting as chief of state and party leader. The President became the nation's ceremonial head of state by default, because the Constitution provides no other office for that purpose. He became the national leader of his party as parties developed into the organizers of the nation's political life and the presidency became increasingly powerful. The President's popularity with voters can often affect the success of his party's candidates for other offices. He is the administrative head of the nation because the Constitution states that 'the executive power shall be vested in the President'. The Constitution names the President as commander in chief, making him the highest ranking officer in the armed services, but gives Congress the power to declare war.

The powers of the presidency are formidable, but not without limitations. The president often proposes legislation to Congress. The president can also forbid any bill passed by Congress. The veto can be overridden by a 2/3 vote in both the Senate and House of Representatives. The president has the authority to appoint federal judges as vacancies occur, including members of the Supreme Court. All such court appointments are subject to confirmation by the Senate.

Almost three million civilians work in the departments and agencies of the executive branch. This number exceeds the total employed by America's seven largest corporations. These government employees make up the federal bureaucracy. Bureaucracy is a formally established system which has four basic characteristics. The first is job specialization. Each employee in a bureaucracy is supposed to perform a certain, specific job. Second, there is a hierarchy of authority, or chain of command, within a bureaucracy, moving from the top to the bottom. Third, a bureaucracy has a system of rules that defines its operations. Finally, a bureaucracy is characterized by impersonality. Employees within a bureaucracy are expected to treat all persons fairly and impartially. There are approximately ten thousand civil service job classifications which range from a bridge engineer to a clerk. 10% of these federal employees work in Washington D.C.; 6% work outside the U.S.; the rest are located throughout the 50 states.

Task 1: Phonetic exercises.

Practice after the teacher how to pronounce the words given below.

negotiate [nɪˈɡʒʊʃɪeɪt]

appoint [əˈpɔɪnt]

impeachment [ɪmˈpi:tʃmənt]

procedure [prəˈsi:dʒə]

treasury [ˈtreʒ(ə)rɪ]

defense [dɪˈfens]

agriculture [ˈæɡrɪkʌltʃə]

commerce [ˈkɒmɜ:s]

health [helθ]

human [hju:mən]

popular vote [ˈpɒpjələ vʊt]

foreign [ˈfɔrɪn]

policy [ˈpɒlɪsɪ]

bill [ˈbɪl]

Task 2: Lexical exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Офицер связи, вотум недоверия, процедура привлечения к ответственности высших должностных лиц, совершить преступление, располагать решающим голосом, возлагать обязанности, огромный (внушительный), не принимать во внимание, государственные служащие, беспристрастность, относиться справедливо и беспристрастно.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|---|
| 1) гарантировать правовые процедуры и гражданские права | a) to appoint government heads and federal judges |
| 2) вести переговоры о заключение договора | b) to choose in a nation wide election |
| 3) назначать глав ведомств и федеральных судей | c) to guarantee legal procedures and rights |
| 4) командовать вооруженными силами | d) to negotiate a treaty |
| 5) выбирать на общенациональных выборах | e) to command the armed forces |
| 6) снимать с поста | f) to remove from office |
| 7) выставлять, предлагать кандидата | g) by default |
| 8) равное число голосов (избирателей) | h) to nominate |
| 9) за не выполнение обязательств, неявку | i) a tie |

Exercise 3. Mark the statements that are true.

1. The President nominates the highest officials in the legislative branch.
2. The president is not elected separately from Congress.
3. The president may only be impeached if he commits crime.
4. The powers of the presidency are formidable and without limitations.
5. The president has no the authority to appoint federal judges and members of the Supreme Court.

Exercise 4. Answer the following questions.

1. What are the duties of the president?
2. What is the "impeachment procedure"?
3. How can the work of the executive branch of the federal government be described?

Task 3. Grammar Rules and Exercises.

**Косвенная речь
(Direct and Indirect speech)**

В косвенной речи вопросительные предложения преобразуются с соблюдением правил согласования времен в дополнительные придаточные предложения с прямым порядком слов, а вопросительные слова в этом случае выполняют функцию связующего средства.

Общие и альтернативные вопросы в косвенной речи присоединяются к главному предложению с помощью союзов *if* и *whether*.

Exercise 1. Write reported questions using the given sentences.

1. What's the date today?" she asked.
She asked _____.
2. "Why didn't somebody come and tell me?" she wanted to know.
She wanted to know _____.
3. "Are you sure that Ann make the right decision?" he asked.
He asked _____.
4. "Are you being served?" the waiter asked us.
The waiter asked us _____.

5. "Can you see that man over there?" I asked my friend.
I asked my friend_____.
6. "How many people are there in the classroom?" the teacher asked Tom.
The teacher asked Tom_____.
7. "Did you go shopping this morning?" my mother was interested.
My mother was interested_____.
8. "Will you sit down, please?" the manager asked her.
The manager asked her_____.
9. "Would you like any sandwiches?" Kate asks her guests.
Kate asks her guests_____.
10. "What did you expect me to do about that?" she asked me.
She asked me_____.
11. "Do you know when Steve is coming back?" she asked.
She asked_____.
12. "Where were you last night at the time of the burglary?" the police
inspector asked me.
The police inspector asked me_____.
13. "Was he using the computer to find the secret code?" the manager
asked his secretary.
The manager asked his secretary_____.
14. "How long did it take you to get to the office?" he wondered.
He wondered_____.
15. "What was the weather like?" she was interested.
She was interested_____.
16. "Have you finished the essay?" the teacher asked James.
The teacher asked James_____.
17. "What kind of films did you use to like in your childhood?" Laura
asked Roy.
Laura asked Roy_____.
18. "What's your favourite colour?" Tony asked Judy
Tony asked Judy_____.
19. "Will you lend me your jacket for a while?" John asked his friend.
John asked his friend_____.
20. "Whose car are you going to borrow?" he wondered
He wondered_____.

Exercise 2. Change the following direct questions into indirect according to the examples. Answer the questions and report the answers. Mind the pronouns and the word order.

Example: What do you usually do on Sundays in winter? Sally, ask Peter what he usually does on Sundays winter.

Sally: Peter, can you tell me what you usually do on Sundays in winter?

Peter: Usually I go skating or skiing.

Sally: Peter says that he goes skating or skiing.

Sally asked Peter what he usually did on Sundays in winter. He answered that he usually went skiing or skating.

1. Are there any new houses in your street? 2. Who washes up the dishes in your family? 3. Have you an English-Russian dictionary? 4. Is there enough ink in your fountain-pen? 5. How many large lakes are there in Great Britain? 6. Where do you put your scissors? I can't find them. 7. Do you play the guitar? I saw one hanging in your room. 8. Have you informed the group about the time of the lecture? 9. Can you lend me your umbrella? I have left mine at my sister's. 10. Have you been waiting for me long? 11. When did you finish school? 12. How did you manage to repair your apartment so quickly? Did anyone help you? 13. Did Sidney see off his sister yesterday? 14. Did you meet David in Yalta? I believe you stayed at the same hotel. 15. What do you think we shall be doing at this time next year? 16. I missed the lecture in English literature the day before yesterday. Will you show me your notes? 17. In about a month the bridge will be completed. Will the road to the station be any shorter? 18. Why are you so often late for classes? 19. Do you often work in the language laboratory or do you prefer working at home? 20. Who is the best student in your group? 2. When did you last go to the theatre? 22. Are you fond of classical music? 23. You are not feeling well, are you? Why don't you consult a doctor? 24. Has it been raining all day? The grass is all wet. 25. Were you taking a bath? I knew you were at home but you did not hear the telephone ring, did you?

Exercise 3. Change the following statements into questions, answer the questions and report the questions and answers in indirect speech.

Example: I don't read books in the tram. I read newspapers. What did A. say he read in the tram? He said he didn't read books. He read newspapers.

1. I don't listen to the radio in the morning. I listen to it in the evening. 2. I don't go to the office on foot, usually I take the underground to get there. 3. I don't like to play football, I like to play hockey. 4. I don't get up early on Sundays. I get up at 10 or there about. 5. I don't like to write letters, I prefer to type them. 6. I don't go home by bus, I take the underground. 7. I don't stay in town over the week-end. I go to the country. 8. I don't like skating, I like skiing.

Exercise 4. Right / wrong — sequence. Find the mistake and correct it. A) right B) wrong

1. I wonder what does he do all day long.
2. She asked them what colour were they going to paint the living room.
3. The customs officer asked Dan if he has got anything to declare.
4. They said that the lecture was to begin in the afternoon.

5. I'd like to know where are they.
6. Could you tell me why you look so upset?
7. I was sorry that I couldn't meet her after classes.
8. I don't know why they had not kept their promise to take us with them.
9. Why didn't you say that we must translate the whole article?
10. We were told that our parents will be coming back on Saturday.
11. He asked me how I felt about going to school.
12. He said he thought it is rather silly idea and he was not going to take part in it.
13. Do you know if Jane has received a letter from her American pen-pal?
14. Didn't you know that they had been left for London?
15. He asked me whether I would go back there next year.
16. They asked him who he wants.
17. He said penguins can swim.
18. He asked her which hotel she was going to stay at.
19. Can you tell me is there a cafe near here?
20. I had no idea whose book that was.

Part 2

Text: Fighting for Independence



American general Nathan Heard reading the Declaration of Independence to his troops.

The Tea Act of 1773 provoked the revolutionary spirit. This Act showed the power of the British empire, their right to tax colonies, and control American merchants. The colonists boycotted tea. When on December, 16 1773 three British ships loaded with tea reached Boston, fifty people disguised as Indians boarded the ship and threw the tea into the sea. The Bostonians refused to pay for the destroyed property and George III of Britain closed the port. It was the British reaction to the "Boston Tea Party". The King limited the power of the government of Massachusetts and the British troops were quartered in all empty houses. Other colonies supported Massachusetts and decided to unite against the British Government. The spirit of war was in the air.

On the night of April 18, 1775, 700 British soldiers marched silently out of Boston. Their orders were to seize weapons and ammunition that rebellious colonists had stored in Concord, a nearby town.

But the colonists were warned that the soldiers were coming. Signal lights were hung from the spire of Boston's tallest church and two fast riders jumped into their saddles and galloped off with the news.

In the village of Lexington the British found seventy American militiamen, farmers and tradesmen, barring their way. These part-time soldiers were known as "Minutemen." This was because they had promised to take up arms immediately-in a minute-whenver they were needed.

The British commander ordered the Minutemen to return to their homes. They refused. Then someone, nobody knows who, fired a shot. Other shots came from the lines of British soldiers. Eight Minutemen fell dead. The first shots had been fired in what was to become the American War of Independence.

The British soldiers reached Concord a few hours later and destroyed some of the weapons and gunpowder there. But by the time they set off to return to Boston hundreds more Minutemen had gathered. From the thick woods on each side of the Boston road they shot down, one by one, 273 British soldiers. The soldiers were still under attack when they arrived back in Boston. A ring of armed Americans gathered round the city.

The next month, May 1775, a second Continental Congress met in Philadelphia and began to act as an American national government. It set up an army of 17,000 men under the command of George Washington. Washington was a Virginia landowner and surveyor with experience of fighting in the French and Indian War. The Continental Congress also sent representatives to seek aid from friendly European nations-especially from France, Britain's old enemy.

By the following year the fighting had spread beyond Massachusetts. It had grown into a full-scale war.

On July 2, 1776, the Continental Congress finally took the step that many Americans believed was inevitable. It cut all political ties with Britain and declared that "these United Colonies are, and of right ought to be, free and independent states." Two days later, on July 4, it issued the *Declaration of Independence*.

The *Declaration of Independence* is the most important document in American history. It was written by Thomas Jefferson, a landowner and lawyer from Virginia. After repeating that the colonies were now "free and independent states," it officially named them the United States of America.

One of the first members of the Continental Congress to sign the *Declaration of Independence* was John Hancock of Massachusetts. Hancock picked up the pen and wrote his name in large, clear letters—"large enough" he said, "for King George to read without his spectacles."

The *Declaration of Independence* was more than a statement that the colonies were a new nation. It also set out the ideas behind the change that was being made. It claimed that all men had a natural right to "Life, liberty and the pursuit of happiness." It also said that governments can only justly claim the right to rule if they have the agreement of those they govern—"the consent of the governed."

Ideas such as these were a central part of the political traditions that the colonists' ancestors had brought with them from England. Colonial leaders had also studied them in the writings of an English political thinker named John Locke. Men like Jefferson combined Locke's ideas with their own experience of life in America to produce a new definition of democratic government. This new definition said that governments should consist of representatives elected by the people. It also said that the main reason that governments existed was to protect the rights of individual citizens. After some early successes, the Americans did badly in the war against the British. Washington's army was more of an armed mob than an effective fighting force. Few of the men had any military training and many obeyed only those orders that suited them. Officers quarreled constantly over their rank and authority. Washington set to work to train his men and turn them into disciplined soldiers. But this took time, and meanwhile the Americans suffered defeat after defeat. In September 1776, only two months after the *Declaration of Independence*, the British captured New York City. Washington wrote to his brother that he feared that the Americans were very close to losing the war.

Success began to come to the Americans in October 1777. They trapped a British army of almost 6,000 men at Saratoga in northern New York. The British commander was cut off from his supplies and his men were facing starvation. He was forced to surrender. The Americans marched their prisoners to Boston. Here,

after swearing never again to fight against the Americans, the prisoners were put on board ships and sent back to England.

Benjamin Franklin, the American ambassador to France, was delighted when he received the news of the victory at Saratoga. He used it to persuade the French government to join in the struggle against Britain. In February 1778, the French king, Louis XVI, signed an alliance with the Americans. French ships, soldiers and money were soon playing an important part in the war.

From 1778 onwards most of the fighting took place in the southern colonies. It was here that the war came to an end. In September 1781, George Washington, leading a combined American and French army, surrounded 8,000 British troops under General Cornwallis at Yorktown, on the coast of Virginia. Cornwallis was worried, but he expected British ships to arrive and rescue or reinforce his army. When ships arrived off Yorktown, however, they were French ones. Cornwallis was trapped. On October 17, 1781, he surrendered his army to Washington. When the news reached London the British Prime Minister, Lord North, threw up his hands in despair. "It is all over!" he cried.

North was right. The British started to withdraw their forces from America and British and American representatives began to discuss peace terms. In the Treaty of Paris, which was signed in September 1783, Britain officially recognized her former colonies as an independent nation. The treaty granted the new United States all of North America from Canada in the north to Florida in the south, and from the Atlantic coast to the Mississippi River.

Notes

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| rebellious [rɪˈbeljəs] | мятежный |
| weapons [ˈwepənz] | оружие |
| troops [ˈtru:ps] | войска |
| warn [ˈwɔ:n] | предупреждать |
| benefit [ˈbenɪfɪt] | выгода, прибыль |
| govern [ˈgʌvən] | управлять |
| impose [ɪmˈpəʊz] | навязывать, облагать |
| taxes [ˈtæksɪz] | налоги |
| manufacture [ˌmænjuˈfaktʃə] | производство, производить |
| liberty [ˈlɪbəti] | свобода |
| occasional [əˈkeɪz(ə)nəl] | случайный |
| seize [ˈsi:z] | захватить |
| disguise [dɪsˈgaɪz] | переодеваться, маскироваться |
| submit [səbˈmɪt] | подчиняться |
| adopt [əˈdɒpt] | принять (правила, закон), приспособить |
| set out [set aʊt] | изложить |

Task 1: Choose one of the new words to make the sentence complete.

1. He had the ... of *a* high-class education.
2. ... rains can't turn the stream into a river.
3. The policeman... the thief by the collar.
4. Congress... the new measure at last to prevent immigration.
5. He managed to... his looks but he couldn't... his voice.
6. Should a wife ... herself to her husband?
7. The English have the Queen but it is the Prime Minister and Cabinet who
8. The government plans to increase ... on import by five percent.
9. The reasons for my decision are ... in my report.
10. The constitution sets out... of a citizen.

Task 2: Match the word and its definition.

| | |
|-------------|--|
| Benefit | to take possession or hold of something suddenly and violently |
| Govern | to vote to accept a law, resolution |
| Manufacture | happening from time to time |
| Liberty | to explain facts and reasons in writing |
| Occasional | to put oneself under the control of another |
| Seize | advantages, profits |
| Disguise | production of goods in a factory in large quantities |
| Adopt | to rule a country or city and its people |
| Set out | freedom; a chance or permission to do something |
| Submit | to change appearance in order to hide identity |

Task 3: Choose the right answer.

1. The benefits the colonists got from the British empire were....
 - a) taxes on imported and exported goods
 - b) military defense and opportunities for trade
 - c) a number of laws limiting colonial manufacture
2. The name "Boston Tea Party" appeared because
 - a) George III and the government of Massachusetts met in Boston
 - b) fifty colonists disguised as Indians threw the tea from three British ships into the sea

c) the leaders of all the colonies met in Boston to work out a plan of action against Britain

3. The colonies sent their delegates to the First Continental Congress because....

a) they supported Massachusetts and approved of military preparations for defence against Britain

b) they didn't want any fighting and preferred to remain British colonies

c) they wanted to impose new taxes on other colonies

4. The Continental Congresses, the future national government, met in

a) Boston b) Yorktown c) Philadelphia

5. The Declaration of Independence was adopted in

a) July 1776 b) September 1774 c) April 1775

6. The purpose of writing the Declaration of Independence was....

a) to announce war to Britain

b) to explain to the world why the colonists took to weapons

c) to submit to the power of the British King

7. The colonies were united into one state, the union, called the United States of America by

a) the Declaration of Independence

b) the Constitution

c) the Articles of Confederation

8. The Constitution was written in

a) 1776

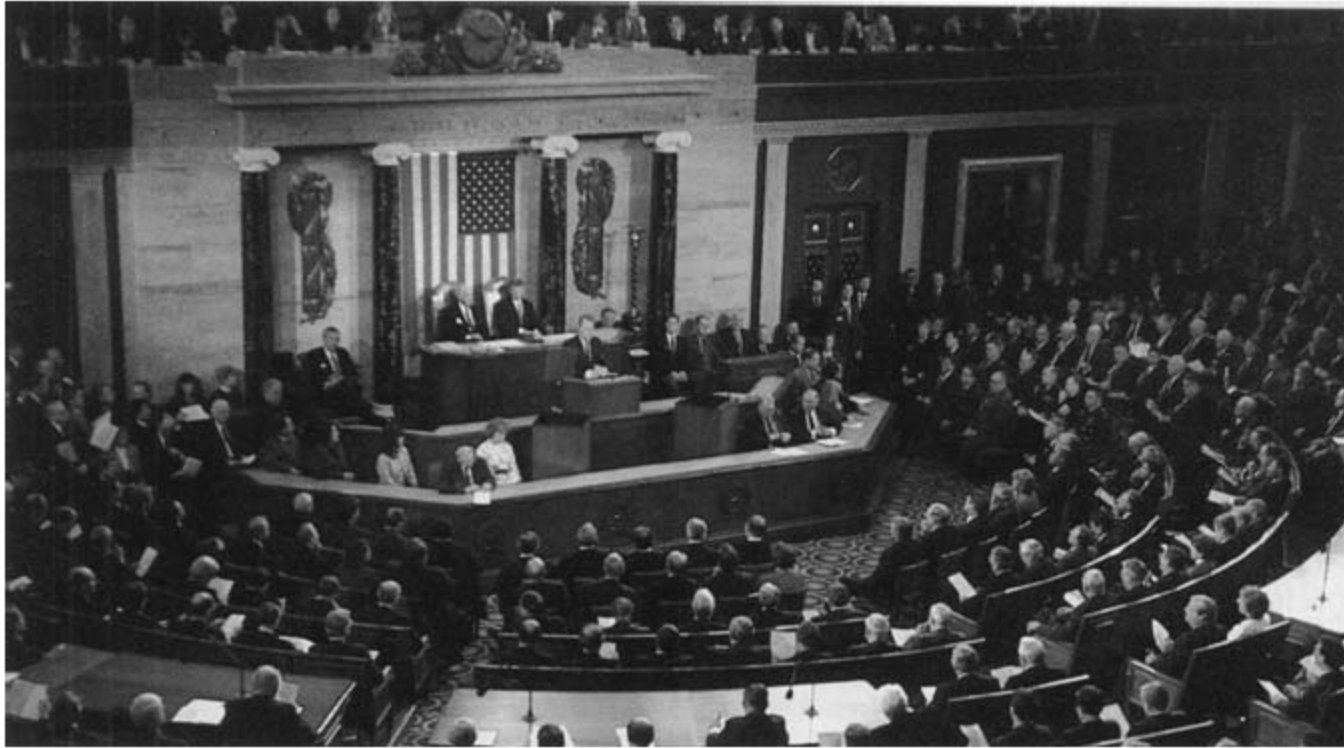
b) 1777

c) 1787

Unit 4

Part 1

Text: The Legislature



The U.S. Congress at work.

The legislative branch of the federal government is represented by Congress. There are two houses of Congress: the Senate and the House of Representatives. The Senate is composed of 100 voting members. The House of Representatives has 435 voting members in addition to two representatives from Puerto Rico and the District of Columbia who are not entitled to vote. The members of the House are called representatives or congressmen (or congresswomen).

Its main functions are lawmaking, forming structures and programmes to implement policy, overseeing the resulting bureaucracy, raising and allocating government funds, and advising the President on foreign affairs and appointments.

While the chambers of Congress are in theory equally powerful, there are several significant differences in their membership, organization and practices. As originally intended, the House continues to respond more quickly than the Senate to the electorate's mood. Elections every two years in smaller geographical units allow Representatives to more closely reflect the current views of local voters than do Senators, who serve six-year terms and represent whole states. The large majority of both chambers has always

consisted of middle-aged white men, many of whom are usually lawyers. The House contains the more diverse membership.

There are constitutional differences between the chambers as well. To qualify for a seat in the Senate, a person must be 30 years old, a citizen for 9 years, and a resident of the state where elected. Representatives must be 25, 7 years a citizen, and (by custom) a resident of their district. Financial bills must begin in the House, although the Senate can amend them. Treaties and Presidential appointments must be approved by the Senate. Size, however, is the constitutional difference that has the most important effect on the chambers.

Because of its much greater size, the House must regulate its business carefully. The Speaker of the House and the Rules Committee are given considerable power to schedule the work of the chamber, limit debate, and restrict amendments to a bill from the floor. The Speaker also influences the assignment of members and bills to committees, decides which bills are brought up for a vote, and has total power over who speaks during debate. The Speaker is chosen by the majority party and in turn chooses his party's members on the Rules Committee. The Majority party also elects a majority leader as the Speaker's next in command and a whip to help round up votes. The other party selects a minority leader and whip.

Members of Congress organize themselves in several ways. The most important of these is by party. Members divide along party lines on between a third and a half of the votes that take place in Congress. Special party groups pick the offices of each chamber and decide which committees members will work on. Each party gets a number of committee members equal to the percentage of seats it won in the last elections. The majority party wins the leadership positions and the most committee staffing.

Within Congress there exist party leaders who are selected by congressional party caucuses¹ (party meetings).

The Constitution grants Congress all legislative powers in the federal government. Only Congress can make laws. The President, interest groups, and private citizens may want laws passed by Congress. But only if they can convince a member of each chamber to introduce their proposals, is there a chance that there will become federal law.

Law-making is only the best known of the legislative branch's duties. Members are truly representatives, so much of their work involves case-work (handling pressure groups and voters' complaints and requests). The national legislature alone can make the federal budget. No federal funds can be raised, allocated, or spent without its direction. Congress also has the constitutional authority to regulate foreign and interstate commerce. Only it

has the power to raise, finance, and regulate military forces and to declare war. The legislative branch has great power over the other arms of the national government. It creates all the federal courts below the Supreme Court, can change the number of Supreme Court justices, and decides which cases the federal courts can hear by defining jurisdictions. Congress, not the President, establishes the departments and the executive bureaucracy.

Congress does most of its work in committees, in which members gain the expertise and power to make their mark on public policy. The volume and complexity of legislation introduced each year are huge, so committees are an indispensable tool for the division of labour. The committee system assigns members to specific legislative work; the supervision of executive departments and agencies; hearings on public issues and (in Senate committees) on presidential appointments. Members strive for assignments on committees of the greatest concern to their states or congressional districts. As government became involved in wider areas of life, the two dozen or so standing (or permanent) committees in each chamber have spawned many subcommittees. The most senior member traditionally becomes chair of a committee and through this position exercises control over the power to kill or promote a proposal. Since the early 1970s subcommittees have won greater independence, and chairmen have been chosen by secret ballot, which has not always resulted in election by seniority.

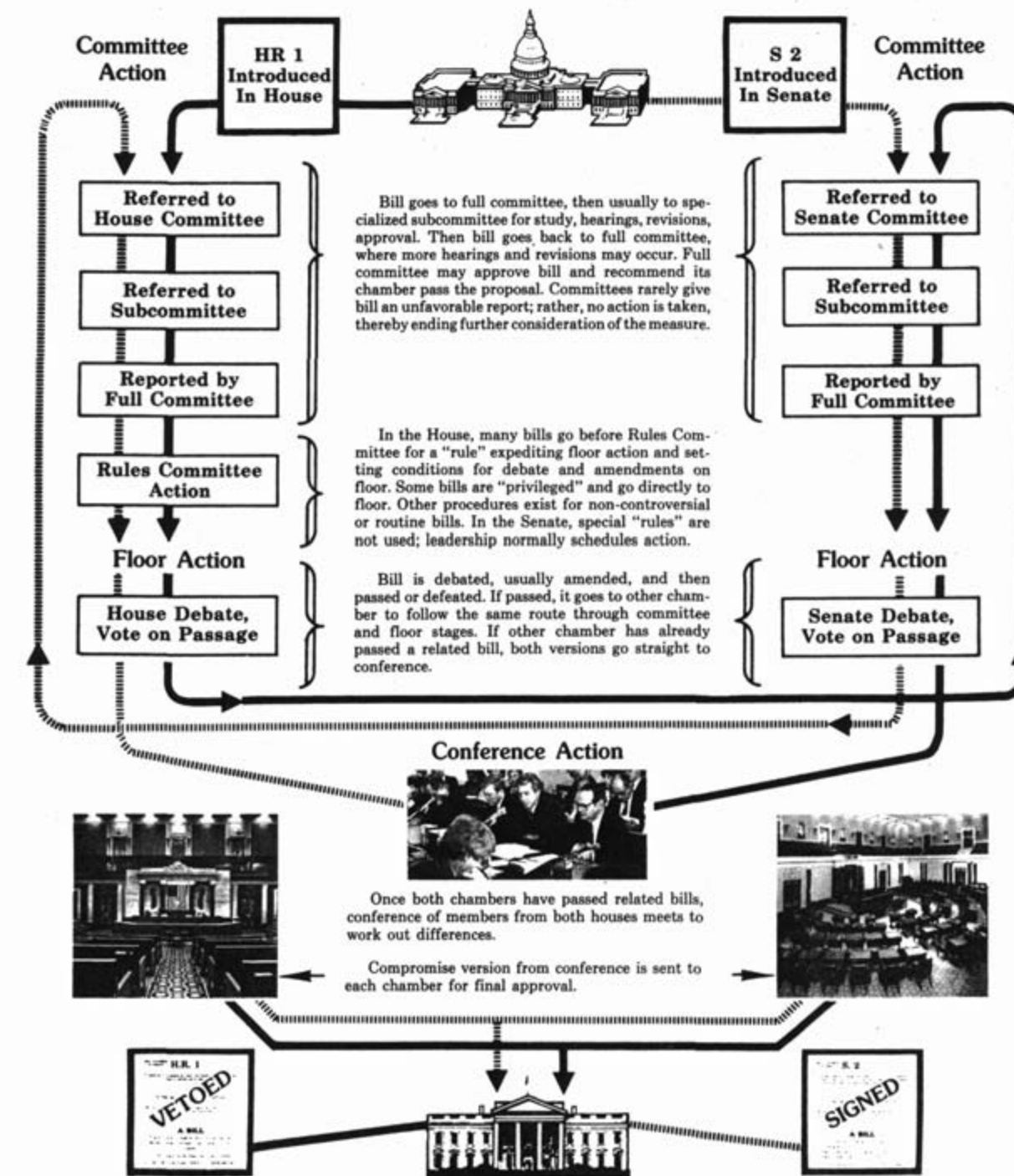
The steps in the law-making process are similar in both chambers. Bills can be introduced in one chamber or in both simultaneously. After that, the bill is referred to a committee, which usually refers it to a subcommittee. There members air their views, gather reports from experts and lobbyists, and hold hearings to get opinions on the proposal. The next step is 'a mark-up session' during which the subcommittee agrees on changes in the bill. It is then returned to the committee for another mark-up session before it goes to the whole chamber for debate and a vote on passage. Most bills die in committee or subcommittee because they were introduced only to publicize a member's willingness to do something about an issue, or because they are too flawed or controversial for passage. If bills pass both chambers, in a few cases amendments added in one or both result in different texts. Then a conference committee from both chambers produces a compromise text for final votes in the House and Senate. If the compromise bill passes, it is sent to the President, who may sign or veto it.

Congress also plays an informative role. It informs the public about different and important subjects, such as crime or space exploration.

How a Bill Becomes Law

This graphic shows the most typical way in which proposed legislation is enacted into law. There are more complicated, as well as simpler, routes, and most bills never become law. The process is illustrated with two hypothetical bills, House bill No. 1 (HR 1) and Senate bill No. 2

(S 2). Bills must be passed by both houses in identical form before they can be sent to the president. The path of HR 1 is traced by a solid line, that of S 2 by a broken line. In practice, most bills begin as similar proposals in both houses.



Compromise bill approved by both houses is sent to the president, who may sign it into law, allow it to become law without his signature, or veto it and return it to Congress. Congress may override veto by two-thirds majority vote in both houses; bill then becomes law without president's signature.

Task1: Phonetic exercises. Practice after the teacher how to pronounce the words given below.

Puerto Rico [pwɜːtəˈriːkəʊ]

party caucuses [ˈpɑːtɪ ˈkɔːkəsɪz]

majority [məˈdʒɔrɪtɪ]

automatically [ə:tə'mætɪk(ə)li]
prevent [ˈprɪvent]

Task 2: Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Члены палаты представителей, выполнять (осуществлять), наблюдать за, нести ответственность, более разнообразный состав, вносить поправки, распределение членов, ставит на голосование, чтобы определить количество противников, парламентский партийный организатор, убеждать, регулировать, быть необходимым инструментом, бороться за распределение, создавать.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|---------------------------|
| 1) иметь право голоса | a) a voice vote |
| 2) открытое голосование | b) to take a vote |
| 3) поименное голосование | c) to adjust differences |
| 4) найти компромисс | d) a roll-call vote |
| 5) наложить запрет (вето на закон) | e) to veto a law |
| 6) иметь право | f) to schedule |
| 7) повышать и распределять | g) to restrict amendments |
| 8) разработать | h) to be entitled |
| 9) ограничивать поправки | i) to raise and allocate |
| 10) продвигать | j) to be flawed or |
| 11) одновременно, совместно | controversial for passage |
| 12) готовность члена | k) to promote |
| 13) быть недействительным или спорным для утверждения | l) simultaneously |
| | m) a member's willingness |

Exercise 3. Answer the following questions.

1. What are the functions of the Senate and the House of Representatives?
2. How is the procedure of passing a law organized?
3. Under what circumstances does a bill become law?

Exercise 4. Answer the questions about details..

1. How many branches is the Government in the United States divided into?

- a) two
- b) three
- c) four

2. How is the legislative branch of the Government called?

- a) parliament;
- b) congress;
- c) court.

3. What branch of the Government has the responsibility to carry out the law?

- a) legislative branch;
- b) executive branch;
- c) judicial branch.

4. What branch of the Government do the Supreme Court and lower national courts make up?

- a) legislative branch;
- b) judicial branch;
- c) executive branch.

5. What branches of the Government are the most powerful?

- a) legislative;
- b) judicial;
- c) executive.

6. Why do the President and Congress have almost complete political independence from each other?

- a) they are chosen in the same elections;
- b) they are chosen in separate elections.

7. What happens to a legislative bill passed by Congress, if the President vetoes it?

- a) it becomes a law;
- b) it dies.

8. What happens to a treaty with a foreign government signed by the President, if Congress refuses to ratify it?

- a) it dies;
- b) it comes into power.

9. What protects specific individual rights and freedom of citizens from government interference?

- a) Constitution;
- b) Court;
- c) Congress.

10. What is the attitude of the Americans to their system?

- a) they are indifferent to it;
- b) they are proud of it;
- c) they are ashamed of it.

Exercise 5. Say whether the statements given below are true or false, express doubt or uncertainty. Make use of the reference list given below.

You are right, certainly, of course, it goes without saying, exactly so.

Far from it, not in the least, nothing of the kind, I don't think so, it's unlikely, certainly not, it's improbable, surely not.

That's hard to tell, it seems so, it looks very much like it, you can never tell, I'm not quite sure about it, may be, perhaps, quite likely.

1. The Government of the USA is not divided into three separate branches.

2. If any one part of the Government has all, or even most of the power, it will become a threat to the freedom of individual citizens.

3. The legislative branch of the Government is formed by the Supreme Court and lower national courts.

4. The executive branch has the responsibility to carry out the law, it is headed by the President.

5. The President and Congress have almost complete political independence from each other.

6. The election of the Congress determines who will be elected President, and the Presidential election determines who will be elected to Congress.

7. It is impossible in the American system to have the leader of one political party win the Presidency, while the other major political party wins most of the seats in Congress.

8. It is not necessary for the President to sign bills passed by Congress in order for them to become law.

9. "Bill of Rights" protects specific individual; rights and freedom from government interference.

10. The Government may interfere with freedom of religious worship.

Task 3. Grammar Rules and Exercises.

Наклонение (The Mood)

Формы наклонения глагола показывают отношение действия к реальности. Это отношение устанавливается говорящим. Он может представить действие как реальное, проблематичное, нереальное или как просьбу или приказание.

Действия, представленные как реальные, выражаются формами *изъявительного наклонения* (The Indicative Mood), которое существует в виде всех тех видовременных и залоговых форм, которые были описаны выше.

Просьбы и приказания выражаются формами *повелительного наклонения* (The Imperative Mood).

Повелительное наклонение в английском языке представляет собой чистую глагольную основу, например:

| | |
|-------------------------|-----------------------------|
| Be careful. | Будь внимателен. |
| Come over here, please. | Подойдите сюда, пожалуйста. |

Отрицательная форма повелительного наклонения образуется с помощью вспомогательного глагола *do*, например:

| | |
|----------------------|------------------|
| Don't be lazy. | Не ленись. |
| Don't listen to him. | Не слушайте его. |

Do в утвердительных предложениях употребляется для эмпазы, например:

| | |
|-------------------------|-----------------------------|
| Do be careful! | Пожалуйста, будь осторожен! |
| Do turn the TV set off. | Да выключите же телевизор! |

Просьба или приказание обычно бывают обращены ко второму лицу единственного и множественного числа. При обращении просьбы или приказания к третьему лицу используется глагол *let*, например:

| | |
|------------------------------------|---|
| Let her get us something to eat. | Пусть она даст нам что-нибудь поесть. |
| Let your assistants find the data. | Пусть ваши помощники найдут все данные. |

При обращении просьбы или приказания к первому лицу множественного числа используется конструкция «*let's (let us) + инфинитив*», которая является приглашением к совместным действиям, например:

| | |
|--------------------------------|------------------------------------|
| Let's go out and have a smoke. | Давай выйдем и покурим. |
| Let's not talk about it. | Давайте не будем говорить об этом. |

Действия, представляемые говорящим как нереальные или проблематичные, выражаются в современном английском языке различными способами, что объясняется причинами исторического характера.

В древнеанглийском языке для выражения нереальных или проблематичных действий использовались особые формы сослагательного наклонения (The Subjunctive Mood). Но в ходе своего исторического развития английский язык утратил большое количество окончаний, и в результате этого многие формы бывшего сослагательного наклонения совпали с формами изъявительного наклонения. Место сослагательного наклонения, от которого в современном английском языке осталось считанное количество форм, в значительной мере заняли аналитические формы и сочетания модальных глаголов с инфинитивом.

Сослагательное наклонение показывает, что говорящий рассматривает действие не как реальный факт, как нереальное, проблематичное, предполагаемое или желательное. Все формы выражения нереальности, проблематичности встречаются главным образом в придаточных предложениях. Их употребление обычно бывает обусловлено либо структурно (когда выбор формы зависит от типа придаточного предложения), либо лексически (когда выбор формы зависит от каких-то слов в главном предложении, которому подчинено придаточное), либо оба этих условия действуют одновременно. В русском языке имеется только одна форма сослагательного наклонения – сочетание формы глагола прошедшего времени с частицей бы (пошел бы, купил бы и т.д.)

Условные предложения обычно делятся на три основных типа. Условные предложения первого типа выражают вполне реальные, осуществимые предположения и соответствуют в русском языке условным предложениям в изъявительном наклонении. Такие условные предложения чаще всего выражают предположения, относящиеся к будущему.

Basic form of Type I conditionals

| | 'if' – clause | main clause |
|------------------------------------|------------------------------------|----------------------------|
| | present tenses | 'shall/will' future |
| | condition to be satisfied | → likely outcome |
| be | If I am better tomorrow | I will get up |
| have | If I have a headache | I will take an aspirin |
| present simple | If she finishes early | she will go home |
| present progressive | If he is standing in the rain | he will catch cold |
| present perfect | If she has arrived at the station | she will be here soon |
| present perfect progressive | If he has been travelling at night | he will need a test |
| can, must | If I can afford it | I will buy it |

В условных предложениях первого типа, относящихся к будущему, глагол в придаточном предложении (условии) главным образом употребляется в Present Indefinite, а в главном предложении (следствии) в Future Indefinite.

If it rains, we'll stay at home.

В придаточном предложении сказуемое может быть также выражено формой сослагательного наклонения – сочетанием should (со всеми лицами) с инфинитивом без частицы to. Употребление в придаточном предложении сочетания should с инфинитивом вместо Present Indefinite придает условию оттенок меньшей вероятности, но не влияет на перевод предложения на русский язык (переводится будущим временем изъявительного наклонения).

If I should see him, I'll ask him to ring you.

Exercises:

Exercise 1. Make sentences. Choose from the boxes.

| | | | |
|------|--|------|--|
| IF + | we don't hurry I you give me your address you come home late I don't feel well you have any problems | + if | please come in quietly. I won't go to the University. we'll be late. I'll try to help you. I'll write you a letter. |
| | I can understand you It will be nice You'll be cold What are you going to do I'm sure they'll understand | | you don't wear a sweater. you don't pass your exam. you explain your problem. you speak slowly. you can come to the theatre. |

Exercise 2. Choose the correct form of the verb.

1. If I *don't feel/won't feel* well tomorrow, I *stay/I'll stay* at home.
2. If the weather *is/will be* nice tomorrow, we can go to the beach.
3. It will be hard to find a hotel if we *arrive/will arrive* late.
4. The alarm will ring if there *is/will be* a fire.
5. I *am/will be* surprised if they *get/will get* married.
6. *Do/will* you go to the party if they *invite/will invite* you?
7. If I *am/will be* late this evening, don't wait for me.
8. What shall we do, if it *rains/will be raining*?
9. I'll be able to understand you, if you *speak/will speak* slowly.

Exercise 3. Put the verbs in brackets into the correct form.

1. If my friend (to come) to see me, I (to be) very glad.
2. If mother (to buy) a cake, we (to have) a very nice tea party.
3. If we (to receive) a

telegram from him, we (not to worry). 4. If you (not to work) systematically, you (to fail) the examination. 5. If you (to be) busy, I (to leave) you alone. 6. If I (to live) in Moscow, I (to visit) the Tretyakov Gallery every year. 7. If I (to get) a ticket, I (to go) to the Philharmonic. 8. If I (to live) near a wood, I (to gather) a lot of mushrooms. 9. If my father (to return) early, we (to watch) TV together. 10. If she (to know) English, she (to try) to enter the university.

Part 2

Text: National Symbols

The first inhabitants of North America were Indians and Eskimos. Now in the USA there are national and racial groups from all over the world: Englishmen, Germans, Scotchmen, Spaniards, Russians, and people from Asia and Africa. Most of the population live in towns and cities. The official language is English.

The U. S. used dollars as the basic unit of exchange. There are two types of money, bills and coins. All U. S. bills are the same colour. A dollar consists of 100 cents. Penny = \$.01. Pennies are one cent and are used as change for purchases. Nickel = \$.05. Nickels are five cents and are used in coin-operated machines, such as candy, soda pop, and cigarette machines. Dime = \$.10. Dimes are ten cents and are used in pay telephones and in coin-operated machines.

Quarter = \$.25. Quarters are twenty-five cents and are used in most pay telephones and coin-operated machines. They are often confused with nickels.

The Flag of the U.S.—THE STARS AND STRIPES

The 50-star flag of the United States was raised for the first time officially at 12:01 a. m. on July 4, 1960, at Fort McHenry National Monument in Baltimore. The 50th star had been added for Hawaii, a year earlier the 49th, for Alaska. Before that, no star had been added since 1912, when New Mexico and Arizona were admitted to the Union.

The true history of the Stars and Stripes is difficult to establish. One they all agree on is that the Stars and Stripes originated as the result of a resolution offered by the Marine Committee of the Second Continental Congress at Philadelphia and adopted June 14, 1777. It read: Resolved; that the flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.

The thirteen stripes in the modern flag, seven red and six white, stand for the thirteen colonies that joined together in 1776 to declare themselves free from the rule of England. The fifty white, five-pointed stars stand for the fifty states that now make up the nation.

Uncle Sam



A poster recruiting soldiers to fight for "Uncle Sam".

There are several stories about the beginning of Uncle Sam, but the one Congress officially recognized in 1961 is the story that follows.

Samuel Wilson was born in Arlington, Massachusetts in 1766. He fought in the Revolutionary War with his father and brothers. When the war was over, he moved to Troy, New York. He started a meatpacking business and was well-respected in his community. During the war of 1812, Sam Wilson supplied meat to the U. S. Army in barrels marked U. S. When asked what the U. S. stood for, one of

Wilson's workers said, Uncle Sam Wilson, the meatpacker. This story gained popularity when it was printed in a New York City Newspaper. Soon many things labeled U. S. were being called Uncle Sam's, not just meat!

After the war, Uncle Sam became the symbol of the nation. People drew him and dressed up like him. Uncle Sam is a United States' symbol that is middle recognized throughout the world. He has appeared in magazines, newspapers, and on posters for the last 150 years. Traditionally, he is cartooned as a tall figure with white hair and chin whiskers, wearing a jacket with stars, striped trousers, and a top hat with stars and stripes.

The Liberty Bell

On July 8, 1776, a bell rang out to announce the first reading of The Declaration of Independence to the people of Philadelphia. It became then, and still is, a symbol of American Independence and liberty.

The bell was commissioned for the state house of the British province of Pennsylvania. It was cast in 1752 by Thomas Lester's foundry in London and bore the biblical inscription "Proclaim Liberty throughout all the land unto all the inhabitants thereof". A contemporary letter notes that soon after reaching Philadelphia, the bell was cracked "by a stroke of the clapper...as it was hung up to try the sound". It was recast locally by John Pass and Charles Stow.

The bell became widely associated with liberty during the antislavery movement, upon the publication in 1839 of a pamphlet entitled *The Liberty Bell*. It was last rung on George Washington's birthday in 1846. The growing legend of the bell revived interest in the object itself, which by the late 1840's was in storage in the state house, its place taken by a larger bell. During a convention of representatives of the original states in Philadelphia in 1853, the bell was displayed in Independence Hall in the room where the declaration had been adopted. There it remained, except for occasional display in other cities, until Jan. 1, 1976, when it was moved to a new adjoining pavilion..

The Liberty Bell continues to "proclaim liberty throughout all land" and to people throughout the world.

The Bald Eagle.

This magnificent bird can be found on many things in the United States.

In many ancient religions the eagle symbolized the protective strength of the deities and was the companion of the chief gods. Some North American Indians used the eagle as a symbol of ancestral immortality on their totem poles. In Hebrew and Christian religions the eagle represents the flight of the soul to heaven and the fulfillment of the messianic promise.

But, not all in Congress wanted this bird as theirs. Benjamin Franklin proposed that the turkey be the national bird, because it was a true native of the country. It was finally decided that the bald eagle, which was unique to North America, be the choice. In 1782 the United States adopted as the central motif of the seal of the United States a spread-winged bald eagle brandishing the arrows of war and the olive branch of peace to represent the strength and liberty of the nation..

The bald eagle is not really bald. The head of the adult bird is white, and was called "bald" by the people from England who first settled in America. To them, "bald" meant "white" or "white-streaked", not hairless! This bird also has white tail feathers.

The bald eagle still serves as the American national bird, a symbol of the size and strength of the nation.

The Great Seal of the U.S.

On July 4, 1776, the Continental Congress appointed a committee consisting of Benjamin Franklin, John Adams and Thomas Jefferson "to bring in a device for a seal of the United States of America." After many delays, a verbal description of a design was finally approved by Congress on June 20, 1782. The design of the great seal consists of the national coat of arms surrounded by two concentric rings. The arms have an American bald eagle with raised wings as their chief feature. The eagle held a bundle of 13 arrows in its left. A ribbon held in its beak displays the motto, *E Pluribus Unum*, meaning "From Many, One." Above the eagle's head is the crest, consisting of 13 stars against a blue sky, surrounded by rays of light and an encircling cloud. The national flag is suggested by the shield on the eagle's breast with its six red stripes on a white field and its chief (upper border). On the reverse side it shows an unfinished pyramid with an eye (the eye of Providence) above it.

The Statue of Liberty.

To many people, the Statue of Liberty is one of America's most cherished symbols. It is the symbol of freedom, a freedom that millions of people have come to America to find.

Since 1886, the Statue of Liberty Enlightening the World has stood in New York harbor. It also commemorates American friendship for it was given by the people of France, designed by Frederic August Bartholdi (1834—1909). A \$ 2.5 million building housing the American Museum of Immigration was opened by President Nixon in 1972, at the base of the statue. It houses a permanent exhibition of photos, posters, and artifacts tracing the history of American immigration institutions, suggested that the French present a monument to the United States that would be a tribute to this liberty as well as a symbol of the friendship between the two countries. This idea became a reality when a sculptor named Frederic August Bartholdi sailed to the United States to find support and a location for France's gift.

STATUE OF LIBERTY is a gigantic statue on Liberty Island (formerly Bedloe's Island) in New York Harbor, 1.5 miles (2.4 km) southwest of Battery Park on the southern tip of Manhattan Island. The statue was originally called *Liberty Enlightening the World*. It was placed to face down the harbor as a symbol to arriving voyagers of the freedom and opportunity that were offered by the United States.

The statue represents a regal woman draped in classical robes and wearing a crown with seven spokes. At her feet lie the

broken shackles of slavery. In her uplifted right hand she carries a torch, and in her left hand she holds a lawbook inscribed "July 4, 1776"— the date of the Declaration of Independence.

The figure is made of large hammered copper plates $\frac{3}{32}$ inch (0.23 cm) thick, which are welded to a steel-alloy (formerly iron) framework bolted to a stone pedestal. Exposure to weather gives the figure a rich green color.

The figure weighs 225 tons (205 metric tons) and is 151 feet 1 inch (46.05 meters) high to the top of the torch. The pedestal is 89 feet (27.1 m) high, and the base is 65 feet (19.8 m) above the level of the bay, making the elevation 1305 feet 1 inch (92.99 m) above sea level.

An elevator takes visitors to the top of the statue's pedestal. From there, two spiral stair-cases climb through the hollow statue into the figure's crown, where windows provide a spectacular view of the harbor. At night the statue, including the crown and torch, is illuminated by floodlights and special lamps.

The Statue of Liberty was a gift of the French people to the United States in commemoration of a centennial of American independence. The statue was designed by Frederic Auguste Bartholdi, who conceived the idea for the work in 1874. The iron framework was designed by Gustave Eiffel, who later created the Eiffel Tower in Paris. Money for the statue was raised by subscription from the French people. The figure was built in Paris, disassembled, and shipped to New York, where a pedestal had been prepared for it with money raised from the American people. The total cost of the monument approached \$800,000. It was dedicated by President Grover Cleveland on Oct. 28, 1886.

In the decades that followed, the statue had great emotional impact upon the millions of immigrants who sailed past it into the New World in search of opportunity. It was regarded warmly by the troops returning from the European front during both world wars.

In 1924 the statue and island were named a national monument.

Here are some interesting statistics about the statue:

pedestal height: 47 meters *statue height:* 46.05 meters *statue weight:* 204 metric tons

Combined height: 92.99 meters from base of the pedestal to the top of the torch

torch arm: 13 meters

face: 3 meters from ear to ear

across each eye: 8 meters

Over the years, *Liberty Enlightening the World* had commonly been called *The Statue of Liberty*. It became a symbol of hope for the millions of immigrants who came by it on their way to settle in America.

Origin of the United States National Motto.

"*In God We Trust*, designed as the U. S. National Motto by Congress in 1956, originated during the Civil War as an inscription for U. S. coins, although it was used by Francis Scott Key in a slightly different form when he wrote *The Star Spangled Banner* in 1814. It first appeared on some U. S. coins in 1864, disappeared and reappeared on various coins until 1955, when Congress ordered it placed on all paper money and coins. In the West was settled by Mormons. Sections of the South and, to some extent, the Midwest are sometimes called the "Bible Belt". In these areas there are many Protestant fundamentalists, who believe that the Bible is literally true and that its message should be at the center of a person's life.

Notes

| | |
|--|-----------------------------|
| star [ˈsta:] | звезда |
| stripe [ˈstraɪp] | полоса |
| National Monument [ˈnæʃ(ə)nəl ˈmɒnjumənt] | Национальный памятник |
| Hawaii [həˈwaɪ:] | Гавайи |
| Alaska [əˈlæskə] | Аляска |
| Arizona [ˌæriˈzɒnə] | Аризона |
| The Marine Committee [məˈriːn kəˈmiti] | Комитет морского флота |
| label [ˈleɪb(ə)l] | прикреплять ярлык, этикетку |
| poster [ˈpɒstə] | плакат |
| liberty [ˈlɪbəti] | свобода |
| independence [ˌɪndɪˈpendəns] | независимость |
| proclaim [prəˈkleɪm] | провозглашать, объявлять |
| Chicago [ˈʃɪkɑːɡəʊ] | Чикаго |
| seal [si:l] | печать |
| motto [ˈmɒtəʊ] | девиз |

Task 1: Answer the questions about American money.

1. How many nickels are there in a dime?
2. How many dimes are there in a dollar?
3. How many nickels are there in a dollar?
4. How many nickels are there in a quarter?
5. How many quarters are there in a dollar?

Task 2: Write down everything you remember about American symbols.

A:

1. Colour:
2. Name:
3. Number of stars:
4. Number of stripes:
5. Colour of stripes:
6. Stripes stand for:
7. Stars stand for:
8. Time of the day it is displayed.
9. Places to see the flag.

B:

1. Year when it appeared in the USA:
2. Country it came from:
3. Reason it came to the USA.
4. Place it is now.

C:

1. Year it became the official symbol.
2. An olive branch stands for:
3. Arrows stand for.
4. Place where this symbol is.

D:

1. Kind of symbol it is:
2. People it stands for.
3. Places where we can see it.
4. Time "Uncle Sam" appeared as a symbol of the US:
5. US stand for:
 - a)
 - b)

Unit 5

Part 1

Text: The Judicial Branch

Millions of cases come to trial every year in the United States. A very large number of civil and criminal cases are handled annually by the courts. Most are determined at state and local (rather than federal) levels. Americans have a constitutional right to have their cases quickly determined in a public trial by an impartial judge or jury (a selected number of citizens who decide the facts in court cases). The only court specially mentioned by the Constitution is the US Supreme Court. Article III of the Constitution created a third branch of government, the independent federal judiciary: 'The judicial power of the United States shall be vested in one Supreme Court and in such inferior courts as the Congress may from time to time ordain and establish'.

The Judiciary Act (1789) created new federal courts, which now have two roles. They interpret the meaning of laws and administrative acts (statutory construction) and examine any law or administrative action by national or state authorities in the light of the US Constitution (judicial review). The power of judicial review was initially contested by states' rights activists. But it was finally conceded and was an important factor in establishing a united nation.

The result of the historical developments was a legal organization for the whole country and authority was divided between state and federal courts. The states still had their own courts, common law, constitutions and statutes and had jurisdiction over state law. But if a state court decision violated federal laws, or involved a federal question, the US Supreme Court could ultimately review and overturn it. Some federal and state matters may thus proceed from local courts to the Supreme Court and federal laws and the Constitution have (in theory) a uniform application throughout the country.

The independence and status of the judiciary were strengthened over time. It is now regarded as an essential safeguard against abuse by the executive and legislative branches. Federal judges are appointed by the president, subject to approval by the Senate. There are some 900 of them who serve until retirement and who can only be removed for gross misconduct. All other judges are appointed by methods peculiar to individual states or may be elected by voters.

The cases which come before the courts in the US are of two main kinds: civil and criminal. Civil law involves claims for compensation (often financial) by individuals (or groups) who have allegedly suffered loss or

damage through acts by others. Domestic actions (divorce, children and custody), automobile accidents and personal injury cases are the largest civil matters. Civil law has a service role and tries to secure social harmony by setting disputes between individuals or organizations. This is achieved by settlement during the course of litigation and negotiations, or by a judge after a trial.

Criminal law involves the trial and punishment of those persons who have committed crimes against society, such as theft or murder. State, local or federal authorities prosecute groups or individuals in an attempt to establish guilt, which may result in a fine, execution or imprisonment. This is the control aspect of the legal system and the criminal law protects society by punishing those who have broken social codes. The trial and any punishment are also supposed to act as deterrents to potential offenders.

Federal courts deal with cases which arise under the US Constitution or federal law and any disputes involving the federal government. They also hear matters involving governments or citizens of different states and thus play a part in state law. If a case in the highest state court of appeal involves a federal question, it can be appealed ultimately to the US Supreme Court. Criminal action under federal jurisdiction includes such cases as treason, destruction of government property, counterfeiting, hijacking, and narcotic violations. Civil cases include violations of other people's rights, such as damaging property, violating a contract, or making libelous statements. If found guilty, a person may be required to pay a certain amount of money, called damages, but he or she is never sent to prison. A convicted criminal, on the other hand, may be imprisoned.

Today the fame and influence of the Supreme Court result from its power of judicial review, the right to decide if congressional, presidential, and state's acts are in accordance with the Constitution and to declare them void if it deems they are not. The Court claimed the right of judicial review by stages and won gradual acceptance for its practice between 1796 and 1865. In the first year the Court asserted its right to invalidate state laws that it considered unconstitutional. Later decisions extended judicial review to cover executive acts. The Court's review power maintains the supremacy of federal law and a uniform interpretation of the Constitution from state to state. As a practical fact, only the Union victory in the Civil War established the supremacy of federal law, the US Constitution, and the Court as their interpreter.

A case involving federal jurisdiction is heard first before a federal district judge. An appeal may be made to the US Court of Appeals and, in the last resort, to the US Supreme Court.

Most federal cases begin and are settled in the lower US District Courts and only a minority of cases are appealed. There are ninety-five

district courts in the US (with states having at least one court). They are trial courts in which a judge or a jury decides each case. Most citizens involved in federal litigation only have dealings with the District Courts.

They try cases involving breaches of federal criminal law, such as bank robbery, drug dealing, kidnapping, currency fraud and assassination. But most of the work of the District Courts is in areas of civil law, such as taxation, civil rights, administrative regulations, disputes between states and bankruptcy.

The US Courts of Appeals system consists of fifteen courts sitting in each of the judicial circuits into which the US divided. These courts (with from three to five judges) mainly hear appeals from decisions of the US District Courts within the circuits. Most of their decisions are final and set a precedent for future similar cases.

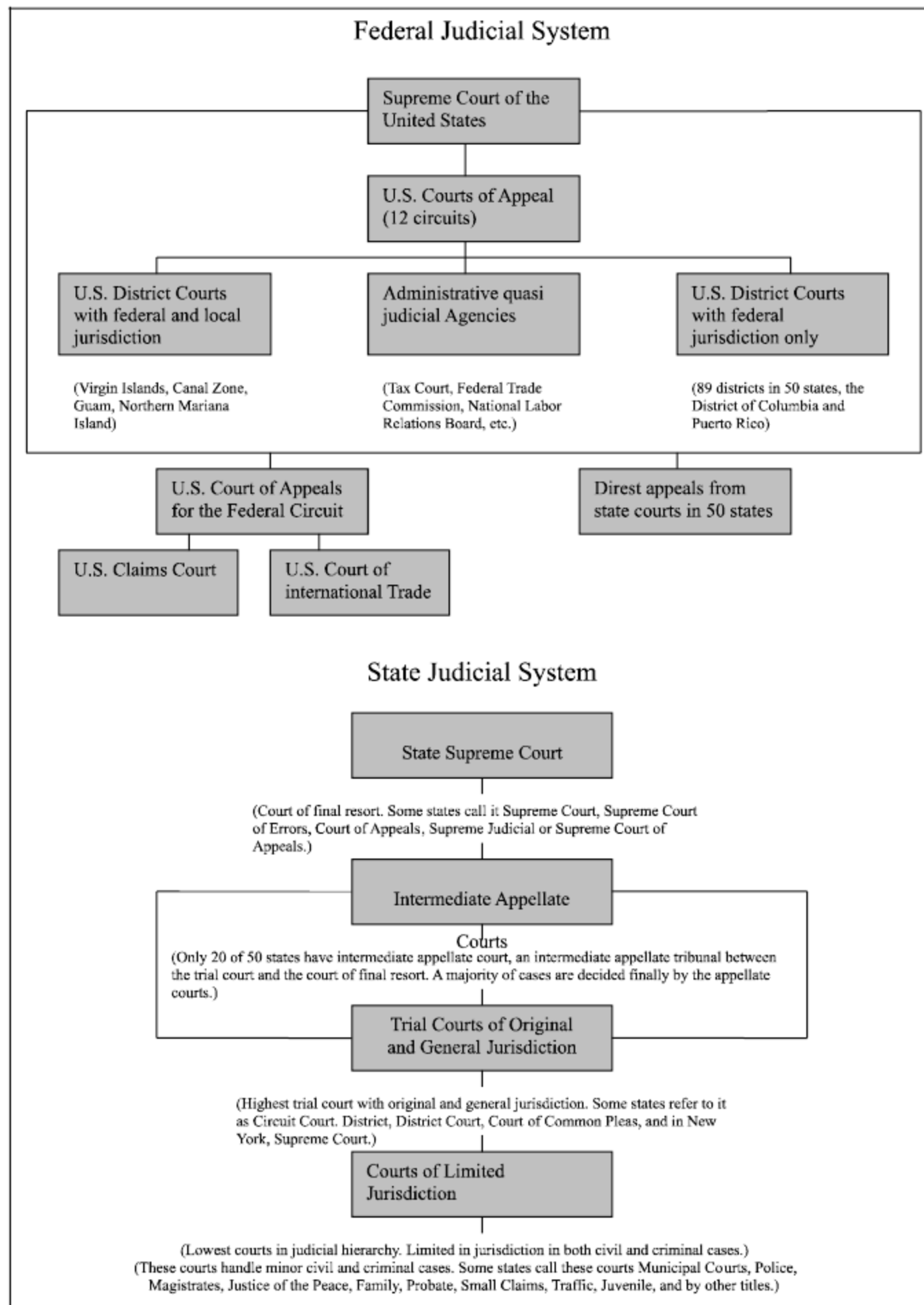
The US Supreme Court in Washington, DC comprises a Chief Justice and eight Associate Justices, assisted by law clerks. It has jurisdiction in national/federal matters. But its main role is that of an appeal court and it hears cases from lower federal and state courts. These appeals usually involve constitutional issues, questions of federal law and conflicts between two or more of the states.

The Court has authority to review any executive and legislative action or law passed by any level of government (if challenged in a court case) and can declare it unconstitutional after judging its compatibility with the Constitution. Although not explicitly given this power of judicial review by the Constitution, the Supreme Court has developed such jurisdiction. It enables the Court to profoundly influence many aspects of American life.

Federal judges are nominated by the President, approved by the Senate and appointed for life in what amounts to a political selection. They hold office during good behaviour and can be removed from office only by impeachment (trial by the Senate for gross misconduct). This process has been very rarely used and never successfully against a Supreme Court justice.

State judges may now be appointed, selected and elected (by the people) depending on the practices of individual states. They may also be investigated by state commissions which may recommend their disciplining or removal.

The judiciary has a range of functions and duties. It enforces the legitimate laws of the legislative and executive branches of government. But it also protects citizens against arbitrary acts by either executive or legislature. Judicial review gives the judiciary a crucial authority and judges' freedom from control by the other branches of government means that they are theoretically 'above politics'. This enables the courts to follow relatively independent courses of action.



Task1: Phonetic exercises. Practice after the teacher how to pronounce the words given below.

| | |
|------------------------|-----------------------------|
| judge [ˈdʒʌdʒ] | counterfeiting [ˈkaʊntəfɪt] |
| justice [ˈdʒʌstɪs] | hijacking [ˈhaɪdʒækɪŋ] |
| interpret [ɪnˈtɜːprɪt] | violations [ˌvaɪəˈleɪʃ(ə)n] |
| treason [ˈtriːz(ə)n] | |

Task 2: Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Определять, справедливый судья, облекать властью, низший суд, устанавливать в законодательном порядке, оспаривать, нарушать, опровергать, возбуждать дело, обсуждение условий, штраф, тюремное заключение, правонарушитель, воздушный бандитизм, превосходство, произвольный закон, решающее право.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|---|
| 1. пересмотр (судом) принятого решения | a) a case of treason |
| 2. дело о государственной измене | b) to damage property |
| 3. дело о подделке документов | c) to make a libelous statement |
| 4. нанести ущерб чьей-либо собственности | d) to come under federal (state) jurisdiction |
| 5. нарушить контракт | e) judicial review |
| 6. сделать клеветническое заявление | f) a case of counterfeiting |
| 7. находится в ведении законодательного штата | g) to violate a contract |
| 8. в конце концов | h) an appeal |
| 9. злоупотребление | i) to declare them void |
| 10. смещать с поста за неправомерное поведение | j) deterrent |
| 11. развод | k) prosecute group |
| 12. опека, попечительство | l) litigation |
| 13. судебный процесс | m) custody |
| 14. группа обвинения | n) divorce |
| 15. средство предупреждения | o) to remove for gross misconduct |
| 16. провозглашать недействительным | p) abuse |
| 17. право апелляции | q) ultimately |

Exercise 3. Answer the following questions.

1. How does the Supreme Court function?
2. What is "judicial review"?
3. What crimes are called "civil"?
4. What is the structure of the state government?

Exercise 4. Choose the right answer.

1. The amendment becomes a law if it is ratified by
 - a) half of the states
 - b) three fourths of the states
 - c) majority of the states
2. The Bill of Rights includes
 - a) the first ten amendments to the Constitution
 - b) the amendments to the Constitution
 - c) several first amendments to the Constitution
3. The legislative branch of the American government is called
 - a) the Congress
 - b) the Senate
 - c) the House of Representatives
4. The President of the Senate is
 - a) elected by the senators
 - b) the Vice-President
 - c) the leader of the party that has majority in the Senate
5. The President of the United States is elected by
 - a) popular vote
 - b) the electors
 - c) members of the two major political parties
6. The jury usually consists of
 - a) people living in the community
 - b) party members
 - c) people who want to serve on the jury
7. The jury must consist of
 - a) 10 people
 - b) 12 people
 - c) 2 people

8. The court of appeals can decide if
- a) the person is guilty
 - b) the person is innocent
 - c) there was technical mistake during the trial

Task 3. Grammar Rules and Exercises.

Второй тип условных предложений. Type 2 conditionals

Условные предложения второго типа выражают невероятные или маловероятные предположения. Они относятся к настоящему или будущему и соответствуют в русском языке условным предложениям с глаголом в сослагательном наклонении (т.е. с глаголом в форме прошедшего времени с частицей “бы”). В условных предложениях второго типа в придаточном предложении (условии) употребляется форма Past Subjunctive, а в главном предложении (следствии) употребляется форма сослагательного наклонения – сочетание **should** (первым лицом единственного и множественного числа) или **would** (со вторым и третьим лицом единственного и множественного числа) с Indefinite Infinitive без частицы “to”. Past Subjunctive глагола to be имеет форму **were** для всех лиц единственного и множественного числа (в современном английском языке с первым и третьим лицом единственного и множественного числа может употребляться форма **was** в более неформальной речи), для всех других глаголов полностью совпадает с формой Past Indefinite изъявительного наклонения.

Basic form of Type 2 conditionals

| | ‘If’ – clause past tense condition to be satisfied | Main clause ‘would/should’ likely outcome |
|--------------------|---|--|
| be: | If I was taller, | I would become a policeman. |
| have: | If he had any money, | he’d leave home. |
| other verb: | If you took a taxi, | you’d get these quicker. |
| could: | If you could see me now | you’d laugh your off. |

If I were you/ in your position, I’d accept their offer.

If you didn’t stay up so late every evening, you wouldn’t feel so sleepy in the morning.

Для подчеркивания малой вероятности предположения в придаточном предложении, которое относится к будущему, наряду с Past Subjunctive может употребляться:

а) **should** (со всеми лицами) в сочетании с инфинитивом без частицы **to**;

б) **were** (со всеми лицами) в сочетании с инфинитивом с частицей **to**.

If I should see him tomorrow, I should ask him about it.

If I were to see him tomorrow, I should ask him about it.

Если бы я увидел его завтра, я спросил бы его об этом.

Exercises:

Exercise 1. Analyse the form of the verb in the following sentences. Translate the sentences into Russian.

1. If I were a good driver, I wouldn't need driving lessons.

2. "Are you sure?"

"Of course I'm sure. I wouldn't tell you unless I were absolutely sure...

Unless I knew it for certain."

3. If I didn't call her every other day, she'd start worrying.

4. If Jinnie were more friendly, she wouldn't be always alone...

5. Grant thought he might be staying at the hotel if he had more money on him.

6. Were they married, they would have rows even more often, I suppose.

7. "Where would he go if they turned him out? What would he do if he were turned out?"

8. If the weather was a little better, the park might be the most beautiful sight he had ever seen, he thought.

9. I'd be surprised if this picture were any better than the ones you've shown me so far.

10. Now you remember the way, don't you? Do you think you could possibly repeat my directions if someone asked you to?

Exercise 2. Practise the following according to the model.

Model: He runs round the park every morning, so he keeps very fit.

If I ran round the park every morning I **would keep** fit too.

1. He lives in the South, so he can grow a lot of flowers.

2. They use electric typewriters, so they finish their work soon.

3. He lives near his work, so he is never late.

4. He goes to bed early, so he always wakes up in time.

5. His French is good, so he reads French books in the original.

6. They have a maid, so they can enjoy themselves.

Exercise 3. Put the verbs in brackets into the correct form.

I

1. If I had this tool, I (give) it to you.
2. If he worked more slowly, he (not make) so many mistakes.
3. I could give you his address if I (know) it.
4. He might get fat if he (stop) smoking.
5. If he knew you were away, he (not come).
6. I (keep) a gardener if I could afford it.
7. What would you do if the lift (get) stuck between two floors?
8. He (not go) there if his family were not invited.
9. The car wouldn't break so often if you (have) it serviced regularly.

II

1. If I (know) her better, I (introduce) you.
2. The journey takes about 3 hours by bus. You (get) there much sooner if you (go) by train.
3. If I (have) money with me then, I (can lend) you some.
4. He couldn't find job when he came to Germany. If he (like) children, he (work) at school.
5. The teacher told Peter that he (not pass) the exam if he (not work) harder.

Exercise 4. Paraphrase the following sentences according to the pattern.

Pattern: I don't know him well. I can't remember his phone number.
If I knew him well, I would remember his phone number.

1. The lecture is quite boring. The students aren't listening.
2. You don't know anything about law. You can't say whether the book contains errors of procedure.
3. He doesn't have any sense. You can't trust him with the simplest task.
4. I can't see his face clearly. I can't say whether I know him or not.
5. Bertha is quite popular. She gets invited to many parties.
6. The play seems to be going on and on forever. The audience is bored.
7. I don't have much time for newspapers. I never read past the third line of any report.
8. Dennys knows a lot about history. He can help you with your project.

9. The cover and the fly-leaf are both missing. We'll have to guess who the author is.
10. Dave is unwell today. He's not going to the country with us. He's staying at home.
11. The information is classified. You'll have to get a permit.
12. I like that actor. I might go and see the play.
13. Mark enjoys gardening. He spends nearly all his time in his garden.
14. I think the test is going to be very complicated. I'm revising again tonight.
15. He never feels self-doubt. He is so difficult to deal with.
16. I'm having a headache. But I don't have time. I can't cancel the party.

Exercise 5. Use the correct form of the infinitives in brackets.

1. If he (not to be) ill, he (to stay) with us. He (not to leave) us so soon, now would he?
2. If I (to be) a true romantic, I (to work) as a clerk? I (to sit) here with you?
3. If their employees (to pay) better, they (not to ask) for a pay-rise.
4. If I (to be) you, I (not to push) him too far. It might be dangerous.
5. Tim (not to lie) in bed unless he (to be) ill. And if he (not to lie) in bed he (not to be) so bored.
6. People (not to repeat) this story if at least some of it (not to be) true. There is no smoke without fire.
7. If I (not to know) him so well, I (to be) surprised. But that's quite like him.
8. "Is the boy manageable?"
"He (to be) so, if he (not to be) used to having his own way with everyone. His parents have spoiled him."
9. If the Larsons still (to live) here, they (car show) you that house. They were the last to remember.
10. Where we all (to be) if every mistake (to take) into account?
11. If Danny (not to like) that little cafe, he (not to frequent) the place.
12. I don't have a minute to spare. If I (to be) less busy, I (to help) you.
13. The children at school (not to tease) him so much if he (not to be) so touchy ... if he (not to take offence) so easily.
14. It (not to be) better if all your moves (to plan)?
15. If I (to know) the man I (to thank) him.

Part 2

Text: American Holidays



Trick or Treating.

People in every culture celebrate holidays. Although the word "holiday" literally means "holy day", most American holidays are not religious, but commemorative in nature and origin. Because the nation is blessed with rich ethnic heritage it is possible to trace some of the American holidays to diverse cultural sources and traditions, but all holidays have taken on a distinctively American flavor. In the USA, the word "holiday" is synonymous with "celebration!"

In the strict sense, there are no national holidays in the United States. Each of the 50 states has jurisdiction over its holidays. In practice, however, most states observe the federal ("legal") public holidays, even though the President and Congress can legally designate holidays only for federal government employees.

Ten holidays per year are proclaimed by the federal government. They are as follows:

New Year's Day (*January 1*)

Martin Luther King Day (*traditional — January 15*) (*official — third Monday in January*)

Presidents' Day (*third Monday in February*)

Memorial Day (*traditional — May 30*) (*official — last Monday in May*)

Independence Day (*July 4*)

Labor Day (*first Monday in September*)

Columbus Day (*traditional — October 12*) (*official — second Monday in October*)

Veterans' Day (*traditional — November 11*) (*official — second Monday in November*)

Thanksgiving (*fourth Thursday in November*)

Christmas (*December 25*)

In 1971, the dates of many federal holidays were officially moved to the nearest Monday by then - president Richard Nixon. There are four holidays which are not necessarily celebrated on Mondays: Thanksgiving, New Year's Day, Independence Day, Christmas. When New Year's Day, Independence Day, or Christmas falls on a Sunday, the next day is also a holiday. When one of these holidays falls on a Saturday, the previous day is also a holiday.

Federal government offices, including the post office, are always closed on all federal legal holidays. Schools and businesses close on major holidays like Independence Day and Christmas but many not always be closed, for example, on Veterans'

Federal legal holidays are observed according to the legislation of individual states. The dates of these holidays, and others, are decided upon by state government, not by the federal government. Each state can agree on the same date that the President has proclaimed, such as Thanksgiving. State legislation can also change the date of a holiday for its own special commemoration. There are other "legal" or "public" holidays which are observed at the state or local level. The closing of local government offices and businesses will vary. Whether citizens have the day off from work or not depends on local decisions.

New year's day (**January 1**)

In the United States the legal holiday is January 1, but Americans begin celebrating on December 31. Sometimes people have masquerade balls, where guests dress up in costumes and cover their faces with masks. According to an old tradition, guests unmask at midnight.

At New Year's Eve parties across the United States on December 31, many guests watch television as part of the festivities. Most of the television channels show Times Square in the heart of New York City. At one minute before midnight, a lighted ball drops slowly from the top to the bottom of a pole on one of the buildings. People count down at the same time as the ball drops. When it reaches the bottom, the new year sign is lighted. People hug and kiss, and wish each other "Happy New Year!"

On January 1, Americans visit friends, relatives, and neighbors. There is plenty to eat and drink when you just drop in to wish your loved ones and friends the best for the year ahead. Many families and friends watch television together enjoying the Tournament of Roses parade preceding the Rose Bowl football game in Pasadena, California. The theme of the Tournament of Roses varies from year to year. Today the parade is usually more than five miles long with thousands of participants in the marching bands and on the floats. City officials ride in the cars pulling the floats. A celebrity is chosen to be the grand marshal, or official master of ceremonies. The queen of the tournament rides on

a special float which is always the most elaborate one of the parade, being made from more than 250,000 flowers. Spectators and participants alike enjoy the pageantry associated with the occasion. Preparation for the next year's Tournament of Roses begins on January 2.

In most cultures people promise to better themselves in the following year. Americans have inherited the tradition and even write down their New Year's resolutions. Whatever the resolution, most of them are broken or forgotten by February.

President's Day (third Monday in February)

Until the mid-1970s, the birthday of George Washington, first president of the United States (February 22) was observed as a federal holiday. In addition, the birthday of Abraham Lincoln (February 12), president during the Civil War (1861—1865), was observed as a holiday in most states. In the 1970s, Congress declared that in order to honor all past presidents of the United States, a single holiday, to be called Presidents' Day, would be observed on the third Monday in February. In many states, however, the holiday continues to be known as George Washington's birthday.

Independence Day (July 4)



Fourth of July fireworks

This day is regarded as the birthday of the United States as a free and independent nation. Most Americans simply call it the "Fourth of July", on which date it always falls. The holiday recalls the signing of the Declaration of Independence on July 4, 1776. At that time, the people of the 13 British colonies located along the eastern coast of what is now the United States were involved in a war over what they considered unjust treatment by the king and parliament in Britain. The war began in 1775. As the war continued the colonists realized that they were fighting not just for better treatment; they were fighting for freedom from England's rule. The Declaration of Independence, signed by leaders from the colonies, states this

clearly, and for the first time in an official document the colonies were referred to as the United States of America.

Generally, picnics with patriotic speeches and parades are held all over the United States on the Fourth of July. It is also a day on which firework displays fill the skies in the evening. The flying of flags, which also takes place on Memorial Day and some other holidays, is common.

Every July fourth, Americans have a holiday from work. Communities have day-long picnics with favorite foods like hot dogs, hamburgers, potato salad, baked beans, and all the fixings. The afternoon activities would not be complete without lovely music, a friendly baseball game, three-legged races, and a pie-eating or watermelon-eating contests. Some cities have parades with people dressed as the original founding fathers who march in parades to the music of high school bands. Wherever Americans are around the globe, they will get together for a traditional 4th of July celebration!

Thanksgiving (fourth Thursday in November)



Almost every culture in the world has held celebrations of thanks for a plentiful harvest. The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies almost 400 years ago

Every year on the fourth Thursday in November Americans celebrate a holiday called Thanksgiving. The first people to celebrate this were the Pilgrims. In November, 1621, they sat down to eat together to thank God for enabling them to survive the hardships of their first year in America.

The Pilgrims were joined at their feast by local Amerindians had given seed corn to the English settlers and shown them how to plant crops that would grow well in the American soil. Without them there would be no Thanksgiving.

Thanksgiving is a time for tradition and sharing. Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things that they have. In this spirit of sharing, civic groups and charitable organizations offer a traditional meal to those in need, particularly the homeless. On most tables throughout the United States, foods eaten at the first Thanksgiving have become traditional.

Turkey, corn, pumpkin and cranberry sauce are symbols which represent the first Thanksgiving. Now all of these symbols are drawn on holiday decorations and greeting cards.

The use of corn means the survival of the colonies. "Indian Corn" as a table or door decoration represents the harvest and the fall season.

Sweet-sour cranberry sauce, or cranberry jelly, was on the first Thanksgiving table, and is still served today. The Indians used the fruit to treat infections. They used the juice to dye their rugs and blankets. The Indians called it "ibimi" which means "bitter berry". When the colonists saw it, they named it "crane-berry" because the flowers of the berry the stalk over, and it resembled the long-necked bird called the crane.

Many people, attend religious services on Thanksgiving Day, and watching football games — sometimes in person but usually on television — is also a popular Thanksgiving Day activity. The next day, a Friday, most people return to work. But some people take the day off to begin shopping for Christmas gifts.

The day is one on which Americans also show increased concern for the poor. Gifts of food for a dinner are common. Charitable organizations and churches provide food or serve dinners for the needy.

Notes

| | |
|-----------------------------|--------------------------------|
| Masquerade [ˌmæskəˈreɪd] | маскарад |
| unmask [ʌnˈmɑːsk] | снимать маску, разоблачать |
| Times Square [ˈtaɪmz skweə] | Площадь Времени |
| midnight [ˈmɪdnait] | полночь |
| parade [pəˈreɪd] | парад |
| band [bænd] | оркестр |
| float [fləʊt] | платформа, |
| pageantry [ˈpædʒ(ə)ntri] | блеск, шик, |
| pageant [ˈpædʒ(ə)nt] | карнавальное шествие, маскарад |
| tournament [ˈtuənəmənt] | турнир |

| | |
|--|-------------------|
| resolution [ˌrezəˈluːʃ(ə)n] | обещание |
| harvest [ˈhɑːvɪst] | урожай |
| feast [fiːst] | пир |
| reunion [ˌriːˈjuːniən] | воссоединение |
| a family reunion [ə fæmɪli ˌriːˈjuːniən] | сбор всей семьи |
| charitable [ˈtʃærɪtəb(ə)l] | благотворительный |
| cranberry [ˈkrænb(ə)rɪ] | клюква |
| pumpkin [ˈpʌmpkɪn] | тыква |
| crane [kreɪn] | журавль |

Task 1: Read the text. Find the answers to the questions given below.

1. How many federal public American holidays do you know? Name them.
2. What is special about New Year's day in America?
3. Which is the most widely celebrated religious holiday?
4. What do people wish each other during the Christmas holiday?
5. Which is the biggest national holiday in the USA?
6. When was the Declaration of Independence signed?
7. What do the Americans celebrate on the 4-th of July.?
8. What do the Americans usually do on Independence day?
9. How do the Americans usually give thanks on Thanksgiving?
10. How and when did Thanksgiving Day originate?
11. When is Veteran's Day celebrated by the Americans?

Unit 6

Part 1

Text: Political Parties

The Founding Fathers (the first cabinet of the USA in 1789 –President George Washington with Thomas Jefferson, Alexander Hamilton, Henry Knox and Edmund Randolph) viewed political parties as factions (interest groups that pursue narrow private interests rather than the common good). They designed a constitutional system that, together with the size and diversity of the country, was meant to keep factions so divided that no one of them could gain significant power. Yet parties emerged quickly, and the Constitution was one cause of their appearance.

The separate and staggered elections required for Senators, Representatives, and the President (and the republican form of government guaranteed the states) create many fragmented electoral interests. But they also ensure many and frequent elections. Parties arose in part because organizations were needed to recruit, screen and nominate candidates for these elections. The separation of powers also helped create parties because a tool was needed to coordinate the policy initiatives of the separated branches. Political parties are organizations seeking influence over government. A party seeks to control the entire government by electing its members to office and thereby controlling the government's personnel.

The Founders set up a system that encourages two parties, rather than no parties. Only one person is elected from each electoral district, and that person needs a plurality (more votes than any other candidate) to win the election. Thus coalitions form before elections. Political parties are few in number, and are coalitions of interests with middle-of-the-road programmes whose vagueness results from compromises made to unity dissimilar elements. Since 1856 there have been two major national parties: the Democrats and the Republicans.

Compared to political parties in Europe, parties in the United States have always seemed weak. They have no criteria for party membership-no cards for their members to carry, no obligatory participation in any activity, no notion of exclusiveness.

In the US, party organizations exist at virtually every level of government. These organizations are usually committees made up of a number of active party members. State law and party rules prescribe how such committees are constituted. Usually, committee members are elected at

local party meetings-called caucuses-or as part of the regular primary election. The best-known examples of these committees are at the national level-the Democratic National Committee and the Republican National Committee. Each of the two major parties also has a central committee in each state. The parties traditionally also have county committees and in some instances state senate district committees, judicial district committees, and in the case of larger cities city-wide party committees and local assembly district "ward" committees as well. Congressional districts also may have party committees. The state and local parties are active on a continuous basis, while the national organizations lie mostly dormant between presidential elections. The party which loses presidential elections can sustain its strength in Congress and state governments.

Two other factors have been important for the development of a two party system in the US. First, winning the presidency is so important an office that it has inspired two broadly based national coalitions, one consisting of the party in the White House and the other of everybody else. Presidential coalitions have defined the major parties and the agenda for national politics for decades. Second, there has usually been a division of voters into two camps on the important issues, such as slavery or government regulation of the economy.

One of the most familiar observations about American politics is that the two major parties try to be all things to all people and are therefore indistinguishable from each other. Parties in the United States are not programmatic or ideological, as they have sometimes been in England or Europe. The national leadership of the Republican party supports increased military spending, cuts in social programs, tax relief for middle- and upper-income voters, tax incentives to business, and the "social agenda" backed by members of conservative religious denominations. The national Democratic leadership, on the other hand, supports expanded social welfare spending, cuts in military spending, increased regulation of business, and a variety of consumer and environmental programs. The Democratic party at the national level seeks to unite organized labor, the poor, members of racial minorities, and the upper-middle-class professionals of the New Politics movement. The Republicans, by contrast, appeal to business, upper and upper-middle-income groups, and social conservatives.

American political parties exist in three principal "guises" or aspects. They are: first, as an individual loyalty to a label, called the "party in the electorate"; second, as a permanent structure or machinery, the "party organization"; and, third, as public officials elected under a party label, called the "party in government". Within each party political philosophies of citizens can be different but they unite to gain political power which they

would not be able to win separately. Sometimes, a special issue produces a third party, but the two major parties often take over the issue and its supporters, and so the third party loses strength. There are several types of third parties. In national elections, independents and some third parties attract votes from people who are dissatisfied with the major parties and the government in general. Other third parties, such as the Socialist and Libertarian Parties, represent ideologies that have only small followings in the US. Others are single-issue organizations, such as the Prohibition, Women's and Right to Life Parties. The most important third parties have been those that result from splits in the major parties. The impact of third parties, however, is most evident in the adoption of their policy suggestions, such as primary elections, direct election of senators, women's suffrage, income tax, and a balanced budget by the major parties.

Individuals who call themselves Democrats, Republicans, or Independents do not pay membership dues, do not attend meetings, do not have cards, as in other countries, but vote for the candidate with whom they want to identify themselves. So, very often it is not the party platform of a candidate which determines a citizen's decision to vote or not to vote for him, but the personal qualities of a candidate (charisma) or family traditions which, as polls show, are the most important in determining party membership. Historical reasons are also important. So, many people in the South have remained Democratic since the Civil War, when a Republican administration led the victorious Northern army against the southern forces. There is a growing tendency among people to split their vote, which means that they choose Democrats for some offices and Republicans for some other offices. The number of those who vote the straight ticket is decreasing.

Parties perform a wide variety of functions. They are mainly involved in nominations and elections-providing the candidates for office, getting out the vote, and facilitating mass electoral choice. They also influence the institutions of government-providing the leadership and organizations of the various congressional committees.

Notes

1. Conservative Democrats — those members of the Democratic Party who maintain

conservative platform positions. Generally, Democrats prefer more government control of social welfare programs and government sponsored projects, such as housing, elderly care, social security, jobs, health care, etc.

2. Prohibition Party — established in the early 20th century, advocating abstinence of alcohol and prohibition of the import, distribution and consumption of alcoholic beverages.

3. Independents — groups of individuals, who maintain autonomy with regard to either the Democratic or Republican Parties. An alternative party with distinct platform principles. Normally, maintaining anti-establishment, radical positions.

Task1: Phonetic exercises. Practice after the teacher how to pronounce the words given below.

| | |
|-----------------------|----------------------|
| devote [dɪˈvəʊt] | maintain [meɪnˈteɪn] |
| reserve [rɪˈzɜ:v] | county [ˈkaʊntɪ] |
| division [dɪˈvɪʒ(ə)n] | nominate [ˈnɒmɪneɪt] |
| divide [dɪˈvaɪd] | |

Task 2: Lexical exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Фракция, придерживаться, обеспечивать, объединять несхожие слои общества, представление об исключительности, фактически, партийное собрание, административный округ, бездействующий, поддерживать, вдохновлять, определять, вид, ярлык, избирательный участок.

Exercise 2. Choose one of the new words to make the sentence complete.

1. Hillsborough ...was the first one to enter the coming election.
2. They ... their candidate and ... a great amount of financial resources to make him popular.
3. Unfortunately they could not ... the same pace for a long time because they ran out of money.
4. But the candidate did not want to give up; he raised more funds, sold his house and a room in a cheap motel as his campaign quarters.
5. He passed his German exam with an excellent score and was transferred to the overseas ... of Coke in Frankfurt.

Exercise 3. Match the word and its definition.

| | |
|----------|---|
| Devote | to propose by name as a candidate the act or process of dividing |
| Reserve | to keep back for future use, to set apart for a particular person or use |
| Division | an administrative subdivision of a state in the United States |
| Maintain | to give one's time, attention or yourself to some activity, cause or person |
| County | to keep in an existing state; preserve or retain |
| Nominate | to keep in a condition of good repair or efficiency |

Exercise 4. Choose the right answer.

1. The principle of federalism means that....
 - a) there is a partnership between two levels of government
 - b) the federal government controls the state government
 - c) the state government has priority over the federal government

2. The main two sources of money for the state government are
 - a) federal and state funds
 - b) gas and road tax
 - c) income and sale tax

3. American Constitution
 - a) did not say anything about political parties
 - b) stated what parties should be formed
 - c) stated that there should be two major political parties

4. While the President of the United States is a Democrat, the Congress....
 - a) is always Democratic
 - b) can be either Democratic or Republican
 - c) can only be Republican

5. Voting on a split ticket means that....
 - a) you vote for the Democrats
 - b) you vote for the Republicans
 - c) you vote for some positions of the Republicans and some positions of the Democrats

6. The main supporters of the Democrats are
 - a) big businesses
 - b) small businesses
 - c) neither of the two

Exercise 4. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|---------------------------------|
| 1. достичь компромисса | a) electoral college |
| 2. на самом низком уровне (движения) | b) at the grass-roots |
| 3. коллегия выборщиков | c) to pay membership dues |
| 4. платить членские взносы | d) to do away with abuses |
| 5. оказывать давление, проводить подготовительную пропагандистскую работу перед обслуживанием какого-л. законопроекта | e) controversial issues come up |

- | | |
|---|--|
| 6. группа, отстаивающая чьи-л. интересы | f) to reach a compromise |
| 7. положить конец правонарушениям | g) an interest group |
| 8. набрать, проверить политическую благонадежность и выставить кандидатов | h) the agenda |
| 9. относительное большинство голосов | i) obligatory participation |
| 10. с умеренными программами | j) with middle-of-the-road programmes |
| 11. обязательное участие | k) a plurality |
| 12. повестка дня | l) to recruit screen and nominate candidates |

Exercise 5. Answer the following questions

1. Why are there sometimes insignificant differences in the views of some Republicans and Democrats?
2. Why do some politicians find the absence of sharp differences in the views of Republicans and Democrats advantageous?
3. Do third parties exist in the United States?
4. What kind of organization do the two leading US parties have?
5. Does the party affiliation of a candidate always determine people's support of him?
6. Why do some people split their vote?
7. What is the main function of the national parties committees?

Task 3. Grammar Rules and Exercises.

Третий тип условных предложений

Type 3 conditionals.

Условные предложения третьего типа выражают предположение, относящиеся к прошлому и являющиеся по этому не выполнимыми. Как и условные предложения второго типа, они соответствуют в русском языке условным предложением с глаголом в сослагательном наклонении (т.е. с глаголом в форме прошедшего времени с частицей **бы**).

В условных предложениях третьего типа в придаточном предложении (условии) употребляется форма **Past Perfect Subjunctive**, а в главном предложении (в следствии) употребляется форма сослагательного наклонения – сочетание **should** (с первым лицом единственного и множественного числа) или **would** (со вторым и третьим лицом

единственного и множественного числа) с **Perfect Infinitive** без частицы **to**. **Past Perfect Subjunctive** всех глаголов полностью совпадает с формой **Past Perfect** изъявительного наклонения.

Basic form of Type 3 conditionals

| | 'if' – clause | | main clause |
|---------------|------------------------------|---|---------------------------------------|
| | past perfect | | 'would have/should have' |
| | imagined condition | → | imagined outcome |
| be: | | | |
| have: | If I had been taller, | | I would have joined the police force. |
| past perfect: | If I had had any sense, | | I would have kept quiet about it. |
| past perfect | If we had gone by car, | | we would have saved time. |
| progressive: | If I had been trying harder, | | I would have succeeded. |
| could have: | If I could have stopped, | | there wouldn't have been an accident. |

If it had rained, we would have stayed at home.

В условных предложениях третьего типа вместо придаточного предложения иногда употребляется оборот **but for** плюс существительное (или местоимения). Предлог **but for** имеет значение **если бы не**.

But for him she would still be in St. Petersburg now. Если бы не он, она еще была бы в Петербурге теперь.

Оборот с **but for** имеет тоже значение, что и придаточное предложение.

If it had not been for the rain, we would have had a good harvest.

But for the rain we would have had a good harvest.

Exercises:

Exercise 1. Analyse the form of the verb in the following sentences. Translate the sentences into Russian.

1. If you hadn't persuaded me, I wouldn't have trusted him with my money.
2. "We should have told him we had no room." "Where would he have gone if we had done so?"
3. Phil wouldn't have told her anything unless he had known her to be discreet.
4. If Martha might have been persuaded to join us, we wouldn't have quarrelled. She is a real peacemaker.
5. I saw he was short of words. Had they asked me first, everything would have been fine.
6. Had anyone been watching, he would have been greatly surprised.
7. If I had been asked to give my opinion at the moment, I wouldn't have been able to answer and would have had to say I didn't know. I wasn't prepared.

8. Now if they could have just drawn anyone's attention to the problem, everything would have been fine.

9. If we had been able to reach her in time, she might have called back.

Exercise 2. Replace the infinitives in brackets by the right form of the verb.

Model: If I (to know) about it, I (to help) you.

If I had known about it, I would have helped you.

1. The place is very dull. Even if it (not to be raining) the whole week, we (not enjoy) our holiday. 2. If you (not to interfere), they (to forget) all about it in an hour. 3. If you (to trust) me, I (can lead) you safely through. 4. The dinner (not to be spoiled) if you (not forget) the dish in the oven. 5. She (to know) how to behave if she (to be) a born lady. 6. He (not to take) this case even if he (to be asked). 7. The accident (not to happen) if you (to be) more attentive. 8. She (to go) there even though she (to have) to walk all the way.

Exercise 3. Paraphrase the following sentences according to the pattern.

Pattern: She pushed her brother. He fell over.

If she hadn't pushed her brother, he wouldn't have fallen over.

(Unless she had pushed her brother, he wouldn't have fallen over.)

1. I didn't know the way. I had to ask for help.

2. I don't know what happened. But I'm afraid he teased that dog. It was furious.

3. Archie made a mystery of the whole matter. No one could understand anything.

4. They were not even angry. It wasn't natural, I think,

5. I'm afraid I really hurt her. I didn't know it was a sore point.

6. She did not understand the last few lines of the poem, so she had to go back and read them again.

7. They did not know how to deal with the problem, so they had to call a specialist.

8. The burglar, whoever he was, was in a hurry to get away. He didn't have time to do everything expertly.

9. He didn't know they had been planning a birthday party for him. It was a complete surprise.

10. It was his first picture. But we didn't know it and sounded too critical.

11. There was no need to say anything, so I went away.

Exercise 4. Use the correct form of the Infinitives in brackets.

1. If George (to be) less patient, he (to fire) you long ago. And that's exactly what he should have done. Poor George, he was always too tolerant!
2. If she (not to provide) them with the information, they (may kill) her.
3. Ho (to know) it, what a fantastic idea it (to seem) to him! But of course he couldn't even imagine anything like that.
4. Unless the rescue party (to arrive), they (to starve) to death.
5. If the warden (to go on) reading, he (not to notice) anything.
6. If Cecile (to be able) to go home once in a while, she (to be) less homesick. But that was out of the question.
7. Larry (to ask) that question long ago unless he (to get) shy so suddenly.
8. If the detective (to go) through the case-histories first, he (to find) the robbers sooner.
9. He (to notice) the fallen chair and (not to fall over) unless the room lights (to put out).
10. Who (to help) him if I (not to happen) to be there?
11. You (to be) surprised if I (to tell) you every thing there and then?

Exercise 5. Compose sentences according to the model.

Use but for + noun/pronoun

Model: ☐ I don't want to tell you this, but I promised to.

But for my promise, I would tell you this.

O He didn't die. The operation saved him.

But for the operation he would have died.

1. He wants to go swimming but the water is cold. 2. He couldn't see us off as he was busy at the office. 3. She wasn't alone in the house, her husband was asleep in his room. 4. I want to go but I have an examination tomorrow. 5. In the end he went to see the doctor. His wife made him do it. 6. It began to rain and we didn't go for a walk. 7. We couldn't have a picnic. The weather was too bad. 8. Of course I want to help you but I have a conference today. 9. He had a good guide so he could see all the sights. 10. You can't prepare the contract because the computer is out of order.

Exercise 6. Complete the following sentences, using the Subjunctive Mood according to the model and translate them.

Model: But for the nasty weather I (not stay at home).

But for the nasty weather I would not stay at home.

But for the taxi they (miss the train).

But for the taxi they would have missed the train.

1. But for a foreign accent one (take him for a Russian). 2. But for the mistake in the address the letter (reach them in time). 3. But for her impatience (be a good teacher): 4. But for his absence the meeting (not be postponed). 5. But for her smile I (not recognize her). 0. But for his signature we (not believe it was his order). 7. But for the late hour it (be possible to get him on the phone). 8. But for the snow storm the plane (arrive in time). 9. But for him nobody (notice the mistake).

Part 2

Text: Washington, the Nation's Capital



Washington D.C. today.

Washington, D.C., the capital of the United States of America, is situated on the Potomac River. Washington does not belong to a state. It is a city and district — the District of Columbia (D.C.). The district is a piece of land ten square miles. Washington, District of Columbia, was named for George Washington and Christopher Columbus. *It is the only city in the United States that is not part of a state.* The city is named in honour of the nation's first President George Washington. The district is named in honour of Columbus, the discoverer of America. Don't confuse it with the State of Washington, which is located in the northwest of the United States.

The capital owes very much to the first President of the United States, George Washington. It was Washington who chose the place for the District and laid in 1790, the corner-stone of the Capitol, where Congress sits. It was decided that the new seat of government should be situated on the left bank

of the Potomac River, between the states of Maryland and Virginia — a compromise area, between the states of the North and of the South.

Pierre L'Enfant, a city planner from France, designed the new city. He decided to place the Capitol Building on the hill and the «President's House» on another hill. L'Enfant had many plans for building the city, but he lost his job after too many disagreements with landowners. The streets and parks that exist in Washington, D.C., today are the result of the work of two surveyors, Andrew Ellicott and Benjamin Banneker, who made maps and plans based on L'Enfant's original designs.

Much of the land surface of the city is flat, with gently rolling areas in the northwest corner broken by the narrow gorge of Rock Creek. Washington's weather is generally cold and damp in winter and hot and humid in summer.

Washington is divided into four unequal quadrants with the Capitol in the centre. North Capitol Street, East Capitol Street, South Capitol Street and the Mall form the lines of division of the city's four sections-Northwest (NW), Northeast (NE), Southwest (SW), and Southeast (SE).Over this arrangement has been placed a grid of streets, with those running north-south designated by number and those running east-west by letter. Broad avenues named for states slash diagonally across the city. Street systems in the four sections are identically labeled, and the guardant initials are therefore an integral part of every Washington address.

Washington, D.C. is one of the fastest-growing metropolitan areas in the US. The metropolitan area now has a population of nearly three million.

Along the banks of the Potomac River there are many green parks and gardens. In 1912 the famous cherry trees were planted in Washington. The 3000 flowering cherry trees were a gift from Japan and are still a major attraction for visitors and residents in the early days of spring.

Parks are scattered throughout Washington. The largest is Rock Creek Park, which follows the course of Rock Creek through the northwestern part of the city. It contains natural woodlands and picnic, hiking, and sports facilities. It is also the site of the National Zoological Park, a unit of the Smithsonian Institution.

Washington's museums and art galleries are among the finest in the world. The National Gallery of Art houses one of the greatest art collections of the world. The pink Tennessee marble building was opened to the public in 1941. It measures 785 feet in length and has more than half a million feet of floor space. Paintings, sculptures, tapestries and many other objects by the great masters from 14th to 19th centuries are exhibited in the Flemish, Dutch, Spanish, Italian, British and American galleries.

There is the famous Pentagon, in Washington. The Pentagon is a building where the headquarters of the Department of Defense, the Army, the Navy and the Air Force are located. It is the military centre of the United States.

The Pentagon was built between 1941—1943. It is a huge five-sided building and five storeys high. It is the largest office building in the world. The Pentagon has more than 17 miles of corridors and a lot of people work here. Inside the Pentagon yard there is a subway station and two helicopter pads.

The NASA Museum is located in Washington, D.C. This Museum is devoted to the US achievements in the exploration of Space.

The Capitol



Capitol Hill.

The Capitol is the seat of the Government of the United States of America. The cornerstone of the Capitol was laid by George Washington on September 18, 1793. Because of its great size, central location, and elevated position on Capitol Hill, the Capitol dominates the Washington skyline. The US Congress meets in this building. Visitors may attend congressional sessions to watch the legislators in action.

The Capitol is one of Washington's most magnificent buildings. It is constructed of white sandstone and marble and crowned by an immense dome. On top of the dome stands a bronze high statue of Freedom. Public rooms include the Rotunda, decorated with paintings and statues of events and people in American history, and Statuary Hall, which contains statues of distinguished citizens from every state.

The Washington Monument and Memorials

Monuments to three presidents — George Washington, Thomas Jefferson, and Abraham Lincoln—are among the most popular sights in the city. They stand in a vast green triangular area, within full sight of one another.

The Washington Monument is a white marble obelisk about 555 feet (169 meters) high. Its interior is hollow, and visitors may climb the stairs or ride the elevator to the top for a panoramic view of the city and its surrounding area.

The Washington Monument stands at the edge of the Mall, a long, narrow park extending from the Capitol. Continuing in a straight line from the monument is West Potomac Park with its Reflecting Pool. Beyond it is the Lincoln Memorial, a monumental structure resembling a classic Greek temple. Its exterior is a white marble colonnade consisting of 36 Doric columns representing the states in the Union at the time of Lincoln's death in 1865. Dominating the interior is an impressive seated statue of Lincoln, the work of the American sculptor Daniel Chester French. The texts of Lincoln's Gettysburg Address and Second Inaugural Address are inscribed on the walls.

Near the Lincoln Memorial, at the west end of Constitution Gardens, is the Vietnam Veterans Memorial, dedicated in 1982. Its walls, made of black granite, are inscribed with the names of over 58,000 servicemen who died or remain missing. The design was by Maya Ying Ling, a student at Yale University. A lifesize sculpture in bronze depicting three servicemen armed and in combat gear, created by Frederick Hart of Washington, D.C., was installed on the grounds in 1984.

South of both the Washington Monument and the Lincoln Memorial is the Jefferson Memorial, standing amid the famed cherry trees on the shore of the Tidal Basin. The Jefferson Memorial is a circular, colonnaded marble structure topped by a beautiful dome. Inside stands a heroic statue of Jefferson. Selections from his writings are inscribed in bronze on panels on the walls.

On the other bank of the Potomac lies the Arlington National Cemetery, where President Kennedy was buried. American soldiers and officers, who died in World Wars I and II, are buried there also but Negro soldiers and officers are buried in another place.

Notes

| | |
|---------------------------------|--|
| apart from [ə'pa:t] | не говоря уже о, не считая |
| attraction [ə'trækʃ(ə)n] | привлекательность |
| be located [lə'keɪtɪd] | быть расположенным |
| belong to [bɪ'lɒŋ] | принадлежать |
| cherry tree [tʃerɪ tri:] | вишни, вишневое дерево |
| confuse [kən'fju:z] | путать |
| Department of Defence [dɪ'fens] | Министерство обороны |
| gift [ɡɪft] | подарок |
| headquarters [hed'kwɔ:təz] | штаб, главное управление; штаб-квартира |
| helicopter pad [ˈhelɪkɔptə] | взлетно-посадочная площадка для вертолетов |
| house [haʊs] | вмещать |
| marble [ˈma:b(ə)l] | мрамор |
| metropolitan [ˌmetrə'pɒlɪtn] | столичный |
| resident [ˈrezɪd(ə)nt] | постоянный житель данного города |
| split [splɪt] | делить на части |
| tapestry [ˈtæpɪstrɪ] | гобелен |
| urban [ˈʌ:b(ə)n] | городской |
| amateur [ˈæmətə] | любитель |
| invade [ɪn'veɪd] | вторгаться, захватывать |
| be buried [ˈberɪd] | быть похороненным |
| be faced with | быть облицованным |
| cemetery [ˈsemitrɪ] | кладбище |
| erect [ɪ'rekt] | сооружать, воздвигать, устанавливать |
| hollow [ˈhɒləʊ] | пустой, полый |

Exercises:

Exercise 1. Find in the text the English equivalents of the following sentences.

1. Вашингтон не принадлежит никакому штату. 2. Этот округ представляет собой участок земли площадью 10 миль. 3. Не путайте этот округ со штатом Вашингтон, который расположен на северо-западе Соединенных Штатов. 4. Эта столица очень многим обязана первому президенту Соединенных Штатов, Джорджу Вашингтону.

5. Три тысячи цветущих вишневых деревьев были подарены Японией и до сих пор в начале весны они привлекают внимание гостей и постоянных жителей. 6. Национальная Галерея Искусств вмещает одну из крупнейших художественных коллекций мира. 7. Картины, скульптура, гобелены и другие творения великих мастеров XIV–XIX веков выставлены в Фламандском, Голландском, Испанском, Итальянском, Британском и Американском залах (галереях). 8. Пентагон — это здание, где размещаются Министерство обороны, Штаб Армии, Министерство военно-морского флота и военно-воздушных сил.

Exercise 2. Answer the following questions:

1. Where is Washington, D.C., situated?
2. What does «D.C.» stand for?
3. Why was the city named Washington?
4. What was the original District of Columbia like?
5. What was the gift from Japan that is still a major attraction for visitors?
6. What parks are located in the capital?
7. What is the name of the largest library of the world?
8. What kind of building is the Pentagon?
9. What have you learned about the National Gallery of Art?

Unit 7

Part 1

Text: Elections

Elections for Congress take place in two different subdivisions of the nation: congressional districts, each of which chooses one member of the House of Representatives, and states, each of which selects two members of the Senate. Congressional elections take place every two years, when all members of the House of Representatives and one-third of the Senate face re-election.

The House expanded as new states entered the Union and their populations grew. But in 1929 its size was fixed at 435 (with three additional non-voting delegates from the District of Columbia). Since then the seats are divided among the states according to their population by a process called *reapportionment* after every ten-year federal census. The Constitution guarantees each state a minimum of one Representative. The number any state has above this minimum depends on how large its population is compared to that of the other states. Since the size of the House is constant, states with declining or slowly growing populations lose seats, and those with more rapidly growing populations gain seats.

The 1962 Supreme Court ruling in *Baker v. Carr* required reapportionment to follow to the one-man-one-vote principle by creating congressional districts with equal populations. Each district contains about 550,000 people.

The two-member constituencies for the Senate are a major exception to the principle of single-member election districts in the US. Even these function as one-member districts because only one of a state's Senators is elected in an election year, unless both seats in the Senate are vacant because of unusual circumstances, such as death or retirement.

Congress does not choose the chief executive. Its members can vote without fear that the government will fall if they do not support their party. This means that they can give their first allegiance to their state or congressional district, rather than to their party or to the chief executive. Members of Congress owe their seats to elections in which their personalities and individual positions on issues matter more than party labels. The parties cannot control who enters congressional elections or directs these campaigns. And most candidates organize their own campaign staff and cover the cost of running for office through their own fund-raising. The party is but one of several sources of support.

To run for a seat in Congress, a person must usually win a *primary election* first. Two or more candidates from the same party compete in a primary for the right to represent the party in the general election campaign. They may put themselves forward or be recruited by the party. State laws require people to document the seriousness of their bid for the party label by collecting a certain number of signatures supporting their candidacy before their names are put on the primary ballot. Victory in a primary is often achieved with a plurality rather than a majority of the votes because the field of candidates is frequently between three and five. In some states, a *run-off primary* is held between the two front runners when no candidate wins a majority. In the general election there are usually two candidates, a Democrat and a Republican, although independent or third-party candidates sometimes run.

Being a member of Congress has become a career. Between 1946 and 2000 more than 90 per cent of House members and about 75 per cent of senators won re-election. They use their office for media attention, their names and faces are consequently better known, and they can take credit for helping to pass government programmes that benefit the state or district.

Electing the President is a long, complicated, and costly affair. After conferring with political advisors, individuals hold press conferences between eighteen months and a year before the election to announce that they are running for president. Several serious candidates from each party commonly propose themselves. Over the following months these candidates 'test the water' to see how warm support is for their candidacy in different parts of the nation. From February to June of the presidential election year the states conduct the process of narrowing the field of candidates to one from each party. Most states use presidential primaries for this purpose, but a few hold party meetings called presidential caucuses. Both procedures are *indirect*: party voters choose delegates to the party's national convention and give these delegates the authority to make its official nomination of a candidate.

Because they result in the choice of roughly 80 per cent of convention delegates, presidential primaries attract much more attention than the caucuses. Some are *closed*, that is, they are elections in which only registered party members can vote. Others are *open* primaries, in which voters from either party can participate. During the 'primary season' the media keep a running count of the delegates pledged to each candidate and track the front runners' progress toward a majority of delegate votes at the party conventions in July and August.

Caucuses and primaries bind delegates only on the first roll-call of the states. If no candidate wins a majority, they are free to switch loyalties on later votes, and the final choice of the convention could be unexpected.

But, if present trends continue, the interest in the convention will lie elsewhere. Because the convention is televised, both parties present a 'packaged media show' of unity to demonstrate that the internal disagreements of the primary season are forgotten. But sometimes elements in the party can gain delegate majorities and promote their views to the disadvantage of the candidate. The convention agrees on a policy programme called the platform.

The parties and their candidates eventually face each other in the post-convention campaign that runs from late August until the voters go to the polls at the beginning of November. Candidates still criss-cross the country to make their stands on the issues known, but now stay in a city only long enough to arrange for the media to take them into the public's living rooms. Short TV 'spots' are used by all candidates, but most depend on getting free coverage by making the evening news with their regular campaign activities. Only a multi-millionaire candidate can afford to buy half-hour 'infomercials' on TV to present his views. In the closing months of the campaign, nationally televised debates between the candidates offer them the best chance to exploit the media for a campaign boost.

On election day the TV networks display huge maps of the country to track two different tallies of the results. One is the 'popular vote' (a count of how many voters across the country have supported the candidates). At first these figures are estimates compiled by polling organizations who ask people how they voted as they exit the polling stations. In late evening the count for eastern states may be official. But because of the difference in time zones, the popular vote in the Pacific West will not be known until very late.

The popular vote, however, does not determine who wins. Not only are the candidates chosen in an indirect fashion through the primaries, but the final election is also decided indirectly. In accordance with rules in the Constitution, the popular vote is not counted nationally, but by state. The second tally on election-day television screens is the electoral college vote.

Electoral College is the collective name for a group of electors, nominated by political parties within the states and popularly elected, who meet to vote for the president and vice president. Each party within a state selects a slate of electors numerically equal to the state's congressional delegation—representatives plus senators. The electors normally pledge to vote for the nominees of their party, but they are not constitutionally required to do so. When the American people vote for president and vice president, they are actually voting for slates of electors pledged to their candidates. Because the electors usually are chosen at large, the electoral vote of each

state win the state's entire electoral vote. The candidates receiving a majority of the total electoral vote in the United States are elected. The Constitution leaves the selection of electors to the state legislators, stipulating only that their number equal the congressional delegation and officers of the federal government are not eligible. Candidates for elector usually are nominated by party conventions, in primary elections, or by party organizations.

The electors, popularly elected on election day, meet in their respective state capitals on the first Monday after the second Wednesday in December in presidential election years. They vote by ballot separately for president and vice president. To discourage having a president and vice president from the same state, at least one of the candidates for whom they vote must not be a resident of the elector's own state. Certified lists of votes cast for the two offices are transmitted to the president of the U.S. Senate—since 1950 through the General Services Administration. On the following January 6 the president of the Senate, presiding at a joint session of Congress, opens the certificates, and the votes are counted by tellers. The election is decided by a majority of the total electoral college vote. In the absence of a majority of electoral votes for the president, the House of Representatives proceeds immediately to elect by ballot from the three candidates standing highest in electoral votes. Each state has only one vote, which is cast as a majority of its representatives determines, and a majority of all the states is necessary for election. For vice president, if a majority is lacking in the electoral college, the Senate effects from the two highest candidates. A majority vote is necessary for election.

In recent years there has been discussion about eliminating the Electoral College procedure. Many people think that the presidential election system, in theory and practice, had undemocratic elements. There has long been debate about whether election of the President through the electoral college should be continued, but no concerted effort for change emerged. Critics reminded the public that a close election could be thrown into the House of Representatives to be decided by an undemocratic one-vote-per state ballot there, as the Constitution requires if no candidate wins a majority in the electoral college. A candidate could win the popular vote but lose in the college, political scientists noted. Supporters of the *status quo* noted that in the American federal system the college properly gives weight to states and that it produces a clearer result.

The political process does not stop after an election. Many organizations with special interests maintain paid representatives in the national and "state capitals. They are called lobbyists who try to influence government policy in favor of the organizations or interest groups which they represent. Lobbying is part of the American political system.

Task 1: Phonetic exercises. Practice after the teacher how to pronounce the words given below.

| | |
|--------------------------------|-----------------------------|
| delegate [ˈdelɪɡɪt] | nominee [ˌnɒmɪˈni:] |
| primary [ˈpraɪm(ə)rɪ] | publicity [pʌˈblɪsɪtɪ] |
| presidential [ˌprezɪˈdenʃ(ə)l] | item [ˈaɪtəm] |
| requirement [rɪˈkwaɪəmənt] | fund [fʌnd] |
| adequate [ˈædɪkweɪt] | procedure [prəˈsiːdʒə] |
| atmosphere [ˈætməsfiə] | overwhelming [ˌəʊvəˈwelmɪŋ] |
| campaign [kæmˈpeɪn] | awkward [ˈɔːkwəd] |

Task 2: Lexical exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Повторное назначение, избирательный округ, после совещания, прослеживать, преданность, комплексное представление средств массовой информации, эксплуатировать, две разные группы, дать обязательство, оговаривать в качестве особого условия, подходящий, удостоверение, исключать.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|---|
| 1) получить ... процентов голосов на общих выборах | a) to run for president on a party's ticket |
| 2) голосовать за кандидатов от разных партий на различные должности | b) to vote the straight ticket |
| 3) привлекательность кандидата | c) primary |
| 4) национальная конвенция | d) a close popular election |
| 5) голосовать за кандидатов от одной и той же партии на различные должности | e) nominee |
| 6) кандидат, выдвигаемый какой-л. партий | f) to receive ... percent of the popular vote |
| 7) баллотироваться на пост президента от какой-л. партии | g) to receive an overwhelming majority of votes |
| 8) первичные выборы; | h) a national convention |
| 9) получить подавляющее большинство голосов | i) charisma |
| 10) перепись населения | j) to split one's vote |
| 11) верность, преданность | k) a slate of electors |
| 12) внутреннее противоречие | l) the internal disagreements |
| 13) список избирателей, выборщиков | m) allegiance |
| | n) census |

Exercise 3. Answer the following questions.

1. What is the procedure for electing delegates to national conventions?
2. How can the atmosphere of a national convention be described?
3. Why is a platform plank sometimes excluded?
4. How many votes should a party's presidential candidate receive at a convention?
5. What kinds of propaganda material are usually distributed in the election campaign?
6. How are the electors to the Electoral College chosen?
7. What is the function of the Electoral College?
8. What is an "interest group"?
9. How is the existence of lobbying officially justified?

Task 3. Grammar Rules and Exercises.

Употребление форм выражения нереальности/проблематичности.

The Use of forms Expressing Unreality in Object Clauses.

1. В дополнительном придаточном предложении, зависящем от глагола **to wish** – желать, сказуемое употребляется в форме **Past Subjunctive (Past Indefinite)** изъявительного наклонения) или **Past Perfect Subjunctive** (Past perfect изъявительного наклонения). Союз **that**, как правило, опускается.

Предложения с глаголом **wish** часто соответствуют русским предложениям, выражающим сожаление, на пример: Как жаль, что ..., или Мне жаль, что ..., или Как бы я хотел, чтобы ... и т.д. При этом в русском предложении употребляется глагол с отрицанием там, где в английском предложении глагол был в утвердительной форме, и на оборот.

А) Предложение, в котором сказуемое придаточного предложения стоит в форме **Past Subjunctive**, служит для выражения пожелания о том, чтобы положение вещей, существующее в момент высказывания, было изменено. Действие придаточного предложения одновременно с действием главного предложения.

I wished I knew her address. Я жалел, что не знал ее адреса.

В) Если действие придаточного предложения предшествует действию главного предложения, то употребляется **Past Perfect**. Предложение, в котором сказуемое придаточного предложения стоит в форме **Past Perfect Subjunctive**, служит для выражения сожаления по поводу упущенной возможности (при **Past Perfect** в утвердительной

форме) или по поводу совершенного поступка (при **Past Perfect** в отрицательной форме).

I wish you had brought your camera.

He wishes he hadn't told them about it.

С) Если действие придаточного предложения следует за действием главного предложения, то употребляются модальные глаголы **would** и **could** с **Indefinite Infinitive**. В этом случае предложение служит для выражения пожелания, выполнение которого зависит от лица, обозначенного подлежащим придаточного предложения. Такие предложения часто имеют характер просьбы, убеждения,

I wish he could come tomorrow.

I wish he would tell me everything.

2. Предложение, начинающееся с **If only ...** и выражающее желание что-то сделать или сожаления. В этом случае употребляется **Past Indefinite** или форма **were**, если действие относится к настоящему времени, **Past Perfect**, если действие относится к прошлому, и **could/would** плюс **Infinitive**, если действие относится к будущему.

3. Дополнительные придаточные предложения после выражения **it is (high) time, it is about time**. Эти выражения употребляются с **Past Indefinite** или **were/was**. Действие в предложении относится к настоящему или будущему времени.

It is (high) time he was (were) taught a lesson.

It is about time he learnt to look after himself.

Exercises:

Exercise 1. Analyse the form of the verb in the following sentences. Translate the sentences into Russian.

1. I wish it weren't true.
2. I wish it was summer.
3. He wished he could run away.
4. Don't you wish he were given a chance?
5. I almost wished I were back in my old house.
6. I wish I were working in an office instead of here.
7. I wish I had my children with me. It's such a lovely place!
8. I wish you would stop that noise!
9. I wish he might have stayed here.
10. I wish everything had been done more efficiently.
11. I wish he hadn't come here at all. I don't want to see him ever again.
12. "Are you working here now?" "I wish I were."

Exercise 2. Practise (the following according to the model).

Model 1: (a) She is fussy. I wish she weren't fussy.

(b) He is not healthy. I wish he were healthy.

1. She is very suspicious about people. 2. He is not a man of principle. 3. It's not up to me to make a decision. 4. There isn't enough room for all of us here. 6. She is not well enough. 6. His suggestion is not sensible. 7. He is lazy. 8. She is wasting time when there is such a rush of work. 9. They are too highbrow for my taste. 10. The kid is so annoying.

Model II: (a) He has no sense of humour. I wish he had a sense of humour,

(b) She always piles my table with her things. I wish she didn't pile my table with her things.

1. She has no sense of proportion. 2. They don't know their duty. 3. He always borrows money. 4. I just can't get rid of this unpleasant feeling. 5. I don't know what they are suspecting him of. 6. He always interrupts people when they are talking. 7. She often misses her English lessons.

Model III: (a) He missed the 8.30. I wish he hadn't missed the 8.30.

(b) He didn't apologize to her. I wish he had apologized to her.

1. They put off the meeting till Friday. 2. This idea occurred to me too late. 3. They didn't include me in the team. 4. He has never been frank with me. 5. I wasted a lot of time on this foolish mystery story. 6. She didn't hide her awful taste in literature at yesterday's party. 7. I followed his advice. 8. They didn't reserve rooms at the hotel for us as they had promised to.

Model IV: (a) He will go by the night train. I wish he wouldn't go by the night train.

(b) She won't apologize. I wish she would apologize.

(c) You are not following me. I wish you would follow me.

1. He won't give up smoking. 2. He will borrow the instruments from his neighbour. 3. She won't admit that she is wrong. 4. They will repeat the same mistake. 5. He will start arguing again. 6. You are not listening to me.

Exercise 3. Practise the following according to the models.

Model : A. I know five languages.

B. I wish I knew five languages, (stress on the second "I") Or: B. If only I knew five languages! (this form is much more dramatic and less generally useful than the "I wish" form) I have a flat here. I live near my work. I have plenty of time for reading. I understand it. My son writes every week. My house looks out on a park. I can take a day off any time.

1. Don't throw rubbish on the floor.
2. Listen to me.
3. Don't waste so much time.
4. Try to answer my questions.
5. Get up earlier.
6. Don't be so impatient.
7. Look where you are going.
8. Speak more clearly.
9. Don't open the windows.
10. Don't walk so fast.
11. Write more carefully.
12. Don't come into the room without knocking.
13. Help me to move this cupboard.
14. Keep quiet.

Exercise 4. Analyse the form of the verb in the following sentences. Translate the sentences into Russian.

1. It's time the child were in bed.
2. "It's time someone gave me a hand!" The remark went unnoticed.
3. It's about time he was given another chance.
4. Isn't it time that you should stop waiting for an opportunity to be offered you on a silver platter?
5. Don't you think it's time you were working on your project?
6. Can't the child behave? It's high time someone told him that won't do.
7. It's time you should be doing something with your life. It's time you were looking for a place to settle in.
8. Isn't it high time she gave up on that idea?
9. Michael was about five when his father thought it was time he should study music.
10. It's time he were having breakfast, isn't it?

Exercise 5. Use the infinitives in brackets in the correct form.

1. It's high time you (to do) something about that dripping tap!
2. It's time the problem (to deal with).
3. Don't you find it's time that someone (to tell) our supervisor that the experiment is going wrong?
4. Isn't it time he (to be) home?

5. It's about time we (to tell) about your plans.
6. Are you still reading? It's time you (to work) again.
7. Late again? It's time you (to look) for another job!
8. It's time someone else (to ask) to attend this boring conference — just for a change.
9. It's high time you (to stop) daydreaming.
10. It's time he (to consult) his colleagues, isn't it?

Exercise 6. Paraphrase the following sentences using attributive clauses.

1. They've been parted for a long time. It's time for him to forget about her.
2. It's time for us to be given a definite answer.
3. Angela has known me for ages. It's time for her to get used to my ways.
4. It's time for you to know the meaning of the proverb "It never rains but it pours".
5. If you want anything done properly, you should start doing it yourself.
6. The scheme is outdated. It's time for some improvement.
7. I've just had bad luck. It's about time for something good to happen.
8. Isn't it necessary to put an end to her nagging?
9. Why don't you ever speak up?
10. You've been learning English for some time. Why can't you spell this word yet?
11. It's time to be going home, I think.
12. It's high time for my fortune to take the turn for the better.

Exercise 7. Open the brackets, using the correct form of the verb.

1. It's time you (take) better care of your health.
2. She said it was time you (get) rid of this bad habit.
3. It's high time something (be done) about your discipline.
4. It's about time she (learn) to do without your help.
5. They said it was time he (tell) us what he was after.
6. It is time you (stop) wasting your efforts and (get) down to real work.
7. I call it a waste of time. It's time somebody (put an end to it).
8. It's high time you (learn) to be more particular about how you speak to people.
9. Isn't it time you (leave) him alone?

Part 2

Text: New York



The Empire State Building.



Times Square.



The Metropolitan Museum of Art cornerstone of "Museum Mile".

New York is the largest city and port in the United States. It is the industrial and cultural centre of the country. It is the financial and business centre of the capitalist world. It is also the centre of the political life, the centre of the mass media and the world's biggest bank centre. New York is the economic capital of the USA with a population of nearly eight million. American travel agencies call New York «the wonder city of the world».

The population of New York, together with the population of its suburbs, comes to 16 million people. It is a multi-national city, the people that live in it speak seventy-five different languages. New York is a city of social contrasts.

Since the creation of Greater New York in 1898, the city has been made up of five boroughs, each of which is also a county of New York state: Manhattan (New York county), Brooklin (Kings county), Queens (Queens county), the Bronx (Bronx county), and Staten Island (Richmond county). Manhattan and Staten Island are entirely surrounded by water, while Brooklin and Queens together make up the western end of Long Island. Thus the only part of New York City that is actually on the mainland is its northernmost borough, the Bronx.

The centre of New York is located on the granite island of Manhattan which lies between the Hudson River and the East River. The island is 13 miles long and 2 miles wide (the smallest island in New York). The population of Manhattan is about two million people. Here is the heart of America's business and culture, the city of skyscrapers, of Broadway, of Wall Street, which is the centre of American money business. .

Wall Street is the site of the New York **Stock Exchange** and the centre of the world financial life. The street got its name in the old days when one of the Dutch governors of Stew Amsterdam built a wall across Manhattan to **protect** the colonists from the Indians. The wall was later broken but the name remained.



Broadway is the centre of the theatres and night life. It is a city that never goes to sleep. Buses and the subway run all night. There are many **drugstores** and restaurants .which never close. There are cinemas with films that start at midnight. Broadway is known as «The Great White Way» because of the electric signs which turn night into day.

New York has a famous opera house, the Metropolitan (the Met), Opera at Lincoln Centre, where international stars sing from September until April. The Carnegie Hall is the city's most popular concert hall. It was opened in 1891 with a concert conducted by P.I. Tchaikovsky.

There are more than 800 museums in New York. The Metropolitan Museum of Art is the most famous art museum in New York. It has great art collections from all over the world. It's located in Central Park. There are some more places of interest in New York such as City Hall, the New York Public Library, Columbia University, Brooklyn Bridge and many others.

The United Nations Building is also located in New York. The United Nations is a world organization of nations who have voluntarily joined together to work for world peace. It was formed just after the Second World War.

The main Headquarters of the UN is located on an 18-acre site of Manhattan. It is an international zone belonging to all Member States. The headquarters consists of four main buildings: The General Assembly building, the Conference Building, the 39-floor Secretariat building, and the Dag Hammarskjöld Library. The complex was designed by an international team of 11 architects, led by Wallace K. Harrison from the United States.

Along First Avenue one can see the colourful display of flags of the Member States.

United Nations Information Centres and Branch offices are located in many of the world's capital cities.

The pride of the New Yorkers is the Empire State Building situated in the centre of the city (at the corner of the 5th Avenue and the 34th Street). It is of 102 storeys high (448 metres) and is built of Indian limestone, aluminium, steel, glass and marble. The building weighs 365 000 tons.

There are two observation platforms: one — on the 86th and the other on the 102nd floor. The building is open for observation seven days and nights a week. The observatory elevators speed the visitors to the 80th floor in less than a minute. The highest, most powerful and far-reaching television antenna in the USA (1454 feet) is erected on that tower. There are 73 elevators in the building, 1860 steps on stairs (from street level to the 102nd floor), 6 500 windows and 3 500 miles of telephone and telegraph wire.

On the main floor a city of shops is located, it is visited by 35 000 people daily. Over two million and a half people visit the Empire State Building each year.

The highest skyscrapers in New York are the two towers of the New York World Trade Centre. When the sun sets, their 110 floors shine like pure gold. They were destroyed on September 11, 2001.

From the History of New York

In 1605 the first Europeans came to Manhattan from Holland. Captain Henry Hudson, searching for the famous Northwest Passage, discovered the land and reached a river to which he gave his name.

Later a Dutchman, Peter Minuit, bought Manhattan Island from the Indians for a barrel of rum and a few glass necklaces, worth about \$26. The Americans say that this was the best business deal ever made in New York. In 1613 the Dutch founded a city there and gave it the name «New Amsterdam».

After the English had taken over the city in 1626 it was renamed New York after the Duke of York who was the commander of the English army.

During the War of Independence New York was an important political centre, and for five years from 1785 till 1790, the capital of the USA.

New York is carefully planned. The city has been built rectangularly. All the streets, except Broadway, run either north and south, or east and west. Only Broadway runs diagonally across the city.

The Americans have not given the New York streets names of their famous men, but have called them by ordinal numbers or letters of the alphabet, e.g. Second Street, First Avenue, Avenue A, Avenue B, etc.

Notes

| | |
|-----------------------------------|---------------------------------------|
| drugstore [ˈdrʌgstɔ:] | аптека |
| limestone [ˈlaɪmstəʊn] | известняк |
| observation [əbzəˈveɪʃ(ə)n] | наблюдение |
| pride [praɪd] | гордость |
| protect [prəˈtekt] | защищать |
| skyscraper [ˈskaɪskreɪpə] | небоскреб |
| slums [slʌmz] | трущобы |
| Stock Exchange [ˈstɒk ɪksˈtʃeɪdʒ] | фондовая биржа |
| suburb(s) [sʌbəːb] | пригород |
| weigh [weɪ] | весить |
| wire [waɪə] | провод, кабель |
| the General Assembly [əˈsembli] | Генеральная Ассамблея |
| the United Nations | Организация Объединенных Наций |
| barrel of rum [ˈbæ r(ə)l əv ˈrʌm] | бочка рома |
| breakneck speed [ˈbreɪknek] | головокружительная скорость, быстрота |
| deal [di:l] | сделка |
| Duke of York [dju:k] | герцог Йоркский |
| necklace [ˈneklɪs] | ожерелье, бусы |
| ordinal number [ˈɔ:dɪn(ə)l] | порядковое числительное |
| rectangular [rekˈtæŋɡjʊlə] | прямоугольный |
| worth [wə:θ] | стоимость, цена |

Exercises:

Exercise 1. Find in the text the English equivalents of the following sentences:

1. Нью-Йорк — это город социальных контрастов.

2. Здесь находится сердце американского бизнеса и культуры.
3. Позднее стена была разрушена, а название сохранилось.
4. Бродвей является центром театральной и ночной жизни.
5. Это город, который никогда не ложится спать.
6. На этой башне установлена самая высокая и самая мощная в США телевизионная антенна.

Exercise 2. Find in the text the English equivalents for:

- 1) промышленный и культурный центр;
- 2) финансовый и деловой центр;
- 3) крупнейший банковский центр;
- 4) население ... приближается к 16 млн.;
- 5) многонациональный город;
- 6) населенный чернокожими;
- 7) построил стену ..., чтобы защитить колонистов от индейцев;
- 8) которые никогда не закрываются;
- 9) которые превращают ночь в день;
- 10) это здание весит ...;
- 11) семь дней и ночей в неделю;
- 12) город магазинов;
- 13) ежедневно.

Exercise 3. Answer the following questions:

1. What kind of city is New York?
2. What is typical for New York?
3. Where is the city located?
4. What are the boroughs of New York?
5. What are the main streets of the city?
6. What is the pride of the New Yorkers? Describe the wonder.

Chapter 4. Russia

Unit 1

Part 1

Text: The History of Russian Law

During his travels to London in 1698 Peter the Great encountered some English barristers wearing their wigs and gowns. “Who are those men?” Peter inquired of his escort. “Lawyers,” was the reply. “Lawyers!” exclaimed Peter, “What is the use of so many? I have only two in my whole empire, and I mean to hang one of them as soon as I return.”

The law and lawyers have not traditionally been accorded much power or status in Russia. Yet, like Peter, a current generation of Russian leaders wishes to reform and modernize Russian society and, in so doing, is eagerly adopting Western practices, concepts, and mores. At the heart of these reforms is the need to create a society based on the rule of law.

The Russian legal tradition, like Russian society generally, is neither Western European, nor wholly Eastern. Russian legal culture is a mix of numerous traditions and influences, some dating back to the Byzantine Empire, some to the 250-year Mongol-Tatar occupation, and still others introduced from Western Europe beginning in the 18th century. As in the West, early Russian law based on custom. The earliest known remnants of Russian law were embodied in Oleg’s Treaty with Byzantium in 911. This document proclaimed that striking someone with a sword requires compensation to be paid in silver and set other punishments for specified actions. Other treaties between the Kievan prince and Byzantium defined the status of foreigners, the process for ratifying treaties, and the law of shipwreck. The adoption of Christianity by Grand Prince Vladimir of Kiev in 988 opened Russia to a wealth of canon law from Byzantium.

The first attempt to codify customary laws was the *Russkaya Pravda*, thought to have been compiled under Yaroslav the Wise in approximately 1016 in Novgorod. Among the provisions of the *Russkaya Pravda* were revenge for murder and monetary payment for damages. The *Russkaya Pravda* began with the rule for blood feuds. The first written codes of law in Russia concentrated on criminal rather than civil matters and focused on regulating the interactions between families.

As in the West, Russian society in the 11th century was evolving into a feudal state, in which feudal relations were only weakly defined by customary law. However, between 1050 and 1150 feudalism in Western

Europe became rationalized through the drafting of feudal and manorial laws. Russia, however, remained remote and isolated from these developments. In the words of the late Russian historian Georgi Vernadsky, Russia was characterized by “feudalism without feudal law.”

The occupation under the Mongols further isolated Russia from cultural and legal developments in Western Europe, and retarded the natural development of law. By the end of the Mongol occupation, Russian civil law had not advanced markedly beyond the primitive state of the *Russkaya Pravda* of four centuries earlier.

Thus, the early influences on the development of Russian law came from the south and the east, rather than from Western Europe. It was only with the emergence of the Russian Empire in the early 18th century and the Westward-looking leadership of Peter the Great that European influences began to reshape traditional Russian law. It is often claimed that Russia inherited its legal traditions from Roman law. This claim is only partly true. Roman law only began to influence Russian law in the 18th century and the conduit was Western Europe, not Byzantium, as commonly believed.

When Peter the Great assumed the throne in 1692 he immediately began a series of reforms designed to modernize and strengthen the Russian state. Much of Peter's rule can be interpreted as a reaction to the traditional Muscovite past. He adopted a military uniform. He changed his title from tsar to emperor. In the field of law, Peter's reforms were largely concerned with strengthening the power of the state, and thereby enhancing his own power over the regional nobility. The use of law and the legal system to reinforce the power of the autocrat is another enduring feature of Russian legal culture.

Catherine II (1762–1796) wished to bring Russia up to the standard of the other European empires. Like her predecessors, she imported noted West European legal scholars, changing the intellectual climate and laying the groundwork for legal reforms. In 1775 a new hierarchy of local, district, and appellate courts was established. The following year she ordered an ambitious plan of legal codification, which was, however, thwarted by her unwillingness to accept legal restrictions on her power as sovereign.

Alexander I (1801–1825), a progressive and reform-minded tsar who admired the logical consistency of the Germanic and French codes, was also determined to modernize the state apparatus and bring order to the chaotic state of Russian laws and legislation. Alexander was much influenced by the ideas of the French Revolution which entered Russia largely as a result of the Napoleonic Wars.

Thus, until the legal reforms of 1864, there was a fundamental ambivalence concerning Russian law: on the one hand there was a desire to

protect justice and order in the state; on the other hand there was a resistance by the tsars to anything that would constrain the exercise of their personal whim or will. Reform in Russia, however, has not been a continual, incremental process, rather it has been cyclical and dialectical in nature.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|------------------------------|---------------------------|
| gown [gaʊn] | conduit ['kɒndɪt] |
| Byzantine [brɪ'zæntaɪn] | autocrat ['ɔ:tʃʊkræt] |
| Mongol-Tatar ['mɒŋɡɔl'ta:tə] | predecessor ['pri:disəsə] |
| Byzantium [brɪ'zæntɪəm] | thwart [θwɔ:t] |
| ambivalence [æm'bɪvələns] | chaotic [keɪ'ɒtɪk] |
| feud [fju:d] | whim [wɪm] |
| manorial [mə'nɔ:riəl] | cyclical ['saɪklɪkəl] |
| dialectical [ˌdaɪə'lektɪkəl] | mores ['mɜ:ri:z] |

Task 2. Lexical Exercises.

Exercise 1. Find the English words and word-combinations given below in the text.

Мантия, парик, Византийская империя, воплощать, кораблекрушение, каноническое право, обычное право, кровная месть, возникновение Российской империи, римское право, вступать на престол, военная форма, усиливать власть самодержца, предшественник, разрушать (планы), ограничения на власть, прихоть.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|---|
| 1) предоставлять большую власть | a) enhancing his own power |
| 2) принимать западные обычаи, концепции и нравы | b) remnants of Russian law |
| 3) следы русского права | c) feudal and manorial laws |
| 4) процесс скрепления договоров | d) a continual, incremental process |
| 5) денежная плата за убытки | e) groundwork for legal reforms |
| 6) феодальные и манориальные (относящиеся к поместью) законы | f) ambivalence |
| 7) задерживать естественное развитие закона | g) to accord much power |
| 8) придавать новый вид традиционному русскому праву | h) consistency of the Germanic and French codes |

- | | |
|--|---|
| 9) усиление своей собственной власти | i) monetary payment for damages |
| 10) основа для правовых реформ | j) to reshape traditional Russian law |
| 11) логичность немецких и французских кодексов | k) to adopt Western practices, concepts and mores |
| 12) противоречие | l) to retard the natural development of law |
| 13) продолжительный нарастающий процесс | m) the process for retifying treaties |

Exercise 3. Answer the following questions.

1. How much power did the lawyers have in Russia in early times?
2. What is there at the heart of legal reforms?
3. What are the roots of Russian law?
4. Where were the earliest remnants of Russian law embodied?
5. What did Russia take from Byzantium?
6. What was the first attempt to codify customary laws?
7. What provisions were there in *Russkaya Pravda* ?
8. What did the first written code of law in Russia deal with?
9. What role did the occupation under Mongols play in the development of law?
10. Where did the early influences on the development of Russian law come from?
11. When did Peter the Great assume the throne?
12. What were Peter's reforms in the field of law concerned with?
13. When was a new hierarchy of courts established?
14. What ideas was Alexander I much influenced?
15. What was a fundamental ambivalence concerning Russian law?

Task 3. Grammar Rules and Exercises.

Неличные формы глагола (Verbals).

Неличные формы глаголов – инфинитив (the Infinitive: to write – писать), причастия I и II (the Participle I, II: writing - пишущий, written – написанный), герундий (the Gerund: writing - писание, письмо) совмещают в себе признаки двух частей речи: инфинитив – глагола и существительного, причастие – прилагательного и глагола, герундий – существительного и глагола. Они выражают действие без указания лица, числа, времени и наклонения, не могут быть сказуемым в предложении, а лишь значимой его частью; имеют формы залога (действительный и страдательный) и формы временной отнесенности

(неопределенные – Indefinite, длительные - Continuous, совершенные - Perfect, совершенные длительные – Perfect Continuous); последние указывают лишь на то, как протекало действие по отношению к действию, выраженному сказуемым. В частности, неопределенные и длительные показывают, что действие протекало одновременно с действием сказуемого, совершенные и совершенные длительные показывают, что действие предшествовало действию сказуемого.

Инфинитив (The Infinitive).

| | Active | Passive |
|--------------------|----------------------|----------------------|
| Indefinite | to write | to be written |
| Continuous | to be writing | – |
| Perfect | to have written | to have been written |
| Perfect Continuous | to have been writing | – |

Функции инфинитива в предложении.

| Функции | Примеры | Перевод |
|--|---------------------------------------|--------------------------------------|
| 1. Подлежащее | To read aloud is very useful. | Читать вслух очень полезно. |
| 2. Часть составного глагольного сказуемого | Our aim is to master English. | Наша цель – овладеть английским. |
| 3. Дополнение | He likes to draw. | Он любит рисовать. |
| 4. Определение | Here is the article to be translated. | Вот статья, которую нужно перевести. |
| 5. обстоятельство | I came to help you. | Я пришел, чтобы помочь вам. |

Инфинитивные конструкции.

| Конструкция | Пример | Перевод |
|---|-------------------------------------|---------------------------------------|
| 1. Сложное дополнение (Complex Object) сущ. (общ. падеж) + инф. | We believe her to be in Moscow now. | Мы полагаем, что она сейчас в Москве. |
| мест. (объект. падеж) | She wanted me to return soon. | Она хотела, чтобы я скорее вернулся. |
| | We expect him to come here. | Мы ожидаем, что он придет сюда. |

Конструкция «Сложное дополнение» употребляется после глаголов, выражающих:

1) желание или потребность: to want – хотеть, нуждаться, to wish, to desire – желать, would like – хотел бы.

I want you to help me. Я хочу, чтобы вы помогли мне.
 Would you like me to translate this text? Хотели бы вы, чтобы я перевел этот текст?

2) предположение: to suppose – предполагать, to expect – ожидать, to consider – считать, полагать, to believe – верить, полагать.

They consider him to become a good engineer. Они считают, что он станет хорошим инженером.

We believe her to be in Moscow now. Мы полагаем, что она сейчас в Москве.

3) физическое восприятие и ощущение: to watch – наблюдать, to see – видеть, to hear – слышать, to feel – чувствовать (без частицы to).

The students heard him play the piano. Студенты слышали, как он играл на пианино.

She felt somebody look at her. Она чувствовала, что кто-то смотрит на нее.

4) утверждение, осведомленность, знание, констатацию факта: to know – знать, to find – обнаруживать, находить, to think – думать, to declare – заявлять.

We know him to have taken part in the conference. Мы знаем, что он принял участие в работе конференции.

5) принуждение, приказ или запрет: to cause – причинять, вызывать, to get, to make – (без частицы to) заставлять, to command, to order – велеть, приказывать.

We could not get him go there. Мы не могли его заставить пойти туда.

6) просьбу, позволение или разрешение: to ask – просить, to allow, to permit – позволять, to enable – давать возможность.

I allowed him to come in. Я разрешила ему войти.

| Конструкция | Пример | Перевод |
|--|---|---|
| 2. Сложное подлежащее (Complex Subject) сущ. (общ. п.) + гл. + инф. мест. (имен. п.) | They are said to have traveled a lot. The data proved to be wrong. | Говорят, что они много путешествовали. Данные оказались неверными. |

Конструкция «Сложное подлежащее» употребляется со следующими глаголами в страдательном залоге: to hear – слышать, to see – видеть, to find – находить, обнаруживать, to know – знать, to report – сообщать, to expect – ожидать, полагать, to consider – считать,

рассматривать, to believe – полагать, to say – говорить, to suppose – предполагать.

The delegation was reported to have already arrived. Сообщили, что делегация уже приехала.

The conference is believed to take place in London. Полагают, что конференция состоится в Лондоне.

Сложное подлежащее употребляется со следующими глаголами в действительном залоге: to seem, to appear - казаться, to prove - оказаться, to happen - случаться, to turn out - оказаться, и со словосочетаниями: to be likely – вероятно, to be unlikely - маловероятно, to be sure - определенно, безусловно, to be certain - определенно, наверняка.

The dinner seems to be ready. Кажется, обед готов.

The weather is not likely to change. Вероятно, погода не изменится.

They are sure to come. Безусловно, они придут.

| Конструкция | Пример | Перевод |
|---------------------------------|---|---|
| 3. for + сущ. + инф. (мест.) | Everybody waited for the meeting to start. He waited for her to speak. | Все ждали, когда начнется собрание. Он ждал, чтобы она заговорила. |

Exercises.

Exercise 1. Translate the sentences into Russian.

1. To learn two foreign languages simultaneously is difficult.
2. How to solve this problem is not clear.
3. My friend is likely to come today.
4. The article is easy to understand.
5. I want them to come here in time.
6. He turned out to be a specialist in such matters.
7. This is the only thing for you to do.
8. He is said to be writing his course paper.
9. I was happy to have been offered this job.

Exercise 2. Translate the sentences into English using:

a) Complex Object

1. Я видел, что мальчик бежал.
2. Я слышал, что он разговаривал в соседней комнате.
3. Он заставил их работать.
4. Она не хотела, чтобы я читал эту книгу.
5. Мы знаем, что он хороший человек.

b) Complex Subject

1. Было известно, что он хороший врач.
2. Говорят, что он хороший студент.
3. Мы, кажется, мало знаем об этом.
4. Мы случайно встретили их вчера.
5. Сообщают, что делегация уже прибыла.

Exercise 3. Write various forms of the infinitive.

- a) Indefinite Passive (to translate – to be translated).

to receive, to defend, to defeat, to tell, to write, to read, to do.

- b) Continuous Active (to translate – to be translating).

to develop, to make, to discuss, to look, to give, to take, to examine, to watch, to enter.

- c) Perfect Passive (to translate – to have been translated).

to send, to finish, to teach, to arrest, to offer, to attack, to make, to do.

- d) Perfect Continuous (to translate – to have been translating).

to live, to work, to tell, to teach, to discuss, to look through.

Exercise 4. Choose the right form of the infinitive.

1. The article is difficult (перевести) .
a) to have translated b) to be translating c) to translate.
2. They proved unable (решить) the dispute.
a) to settle b) to have been settled c) to be settled
3. You do not seem (иметь) a good knowledge of Russian History.
a) to have had b) to be having c) to have
4. Let the children (собратся) in the hall.
a) to have been gathered b) gather c) to be gathering
5. They are known (награждать) with medals recently.
a) to have been decorated b) to be decorated c) to decorate
6. The children are glad (обучать) music.
a) to be taught b) have taught c) to be teaching
7. He waited for the paper (опубликовать).
a) to publish b) published c) to be published

Exercise 5. Construct sentences according to the model.

1. It is difficult to get this book. (pleasant – to work with him; easy – to explain the fact)
2. The problem is how to do it. (where – to stay; what materials – to use)
3. The text is easy to translate. (problem – to solve; matter – to discuss)

4. He is known to work at this problem. (to be the father of Russian science; to live in France)
5. He appeared to be ill. (to be away; to be a true friend)
6. He was the last to come. (to leave; to mention it)
7. I would like you to do it. (to make a report; to start now)
8. Here is a letter to be typed. (the document – to sign; the article – to translate)

Exercise 6. Find the infinitive in the sentences, define its form and function.

1. To drive a car was not difficult for her.
2. I don't like to be interrupted.
3. It's too late now to go to the park.
4. He appears to be satisfied with the results of his work.
5. They are certain to be here on Monday.
6. He worked hard not to lag behind the other students.
7. Give me something to eat.
8. He is said to have written a new play.
9. She seems to have been told about it.
10. They seem to have been writing their composition for an hour already.

Part 2

Text: Russian History: Russia Before The Russians

A number of ancient cultures developed in the huge territory that is today enclosed within the boundaries of the former USSR. In fact, through the Greek colonies which began to appear in southern Russia from the seventh century before Christ and through commercial and cultural contacts in general, the peoples of southern Russian steppe participated in classical civilization. Herodotus himself, who lived in the fifth century B.C., spent some time in the Greek colony of Olbia at the mouth of the Bug river and left us a valuable description of the steppe area and its population.

The best-known neolithic culture in southern Russia evolved in the valleys of Dnieper, the Bug, and the Dniester as early as the fourth millennium before Christ. Its remnants testify to the fact that agriculture was then already entrenched in that area, and also to a struggle between the sedentary tillers of the soil and the invading nomads, a recurrent motif in southern Russia, and later Russian history.

The Cimmerians, about whom our information is very meager, are usually considered to be the earliest such people, again in large part thanks to Herodotus. Their language belonged to the Indo-European language family and they ruled southern Russia from roughly 1000 B.C. to 700 B.C. At one time their domination extended deep into the Caucasus.

The Scythians followed the Cimmerians, defeating them and destroying their state. The new invaders, who came from Central Asia, spoke an Iranian tongue and belonged thus to the Indo-European language family, although they apparently also included Mongol elements. They ruled southern Russia from the seventh to the end of the third century B.C. The Scythian sway extended, according to a contemporary, Herodotus, from the Danube to the Don and from the northern shore of the Black Sea inland for a distance traveled in the course of a twenty-day journey. At its greatest extent, the Scythian state stretched south of the Danube on its western flank and across the Caucasus and into Asia Minor on its eastern. The Scythians were typical nomads: they lived in tentlike carriages dragged by oxen and counted their riches by the number of horses, which also served them as food. In war they formed excellent light cavalry. The Scythians established a strong military state in southern Russia and for over three centuries gave a considerable degree of stability to that area.

The Scythians were finally defeated and replaced in southern Russia by the Sarmatians, another wave of Iranian-speaking nomads from Central Asia. The Sarmatian rule in southern Russia lasted from the end of the third century B.C. to the beginning of the third century A.D. For many centuries the Iranians and the Greeks lived and worked side by side. It has been noted that the Scythians and the Sarmatians made no sustained effort to destroy Greek colonies in southern Russia, choosing instead to maintain vigorous trade relations and other contacts with them. The Sarmatian rule in the steppe north of the Black Sea was shattered by the Goths. These Germanic invaders came from the north, originally from the Baltic area, reaching out in a southeasterly direction. But the Gothic period in Russia, dated usually from A.D. 200 to A.D. 370, ended abruptly with the appearance of new intruders from Asia, the Huns.

The next human wave to break into southern Russian consisted again of an Asiatic, Mongol- and Turkic-speaking, and relatively primitive people, the Avars. Their invasion is dated A.D. 558, and their state lasted for about a century in Russia and for over two and a half centuries altogether, at the end of which time it dissolved rapidly and virtually without trace.

In the seventh century A.D. a new force emerged in southern Russia, to be more exact, on the lower Volga, in the northern Caucasus, and the southeastern Russia steppe in general: the Khazar state. Although the

Khazars were still another Turkic-speaking people from Asia, their historical role proved to be quite different from that of the Huns or of the Avars. To begin with, they fought bitter wars against the Arabs and served as a bulwark against the spread of Islam into Europe. When their own state assumed form in southeastern European Russia, it became notable for its commerce, its international connections, and the tolerance and enlightenment of its laws.

Cultures on the northern shore of the Black Sea and in the southern Russian steppe, from the neolithic period to the time of the Khazars, form an essential part of the background of Kievan Russia. Yet it is true too that the people of the Kievan state who came to be known as Russians were not Scythians, Greeks, or Khazars, much as they might have been influenced in one way or another by these and other predecessors and neighbours; they were East Slavs.

Notes

to testify – свидетельствовать
 nomad – кочевник
 sway – власть, правление
 sustained – длительный
 to shatter – разрушать
 intruder – самозванец, незванный гость
 bulwark – оплот, бастион, защита
 enlightenment – просвещение

Task 1. Answer the questions.

How did the peoples of southern Russia participate in classical civilization?

When did the best-known neolithic culture in southern Russia evolve and where?

Who is considered to be the earliest historic people in southern Russia?

Who followed the Cimmerians? Give as much as possible information about these invaders.

Name another waves of nomads and invaders followed the Scythians.

Who served as a bulwark against the spread of Islam into Europe?

Task 2. Match words with their definitions.

| | |
|-----------|---|
| nomad | a) a person who has come in unasked |
| invader | b) a member of a tribe which travels from place to place |
| intruder | c) a person who spreads into and tries to control a country, city, etc. |
| conqueror | d) a person who takes (land) by force |

Task 3. Comment on the following:

The famous Russian poet Alexander Blok wrote:

“Yes, we are Scythians. Yes, we are Asiatics.

With slanting and greedy eyes.”

Task 4. Role Play.

Work in groups of three.

One of you has just read an interesting book about ancient cultures. One of you is a friend who is told some pieces of information from this book, and you are interested in this topic because you have some knowledge about origin of ancient civilizations. And the third person is another friend who is eager to insist on the statement that every nation has its own reputation because of its origin. For example, Englishmen are cold-blooded and warlike because they are descendants of ancient Germans. Act out your reactions to the situation.

**Part 3
Everyday English****Telephone Calls. Patterns.**

- | | |
|---|--|
| 1. Where is the nearest call-box? | Где ближайший телефон-автомат? |
| 2. Is there a telephone booth anywhere here? | Есть ли здесь поблизости телефонная будка? |
| 3. May I use your phone? | Могу я воспользоваться Вашим телефоном? |
| 4. What is your extension? | Какой Ваш добавочный номер? |
| 5. I want to put a call through to Moscow. | Мне нужно позвонить в Москву. |
| 6. Can you book me a call through to N., please? | Примите, пожалуйста, заказ на телефонный разговор с городом Н. |
| 7. I've got a telephone call for tomorrow. | У меня вызов на телефонный разговор на завтра. |
| 8. Where can I make a trunk-call? | Откуда можно позвонить по междугородному телефону? |
| 9. I have to go to the call-office (telephone exchange). | Мне нужно пойти на переговорный пункт (на междугородную телефонную станцию). |
| 10. I want to get a connection by telephone with London. | Я хочу связаться по телефону с Лондоном. |
| 11. I want to talk on (over) the telephone. | Я хочу поговорить по телефону. |
| 12. I want to ring up (phone up, call up) Paul. | Я хочу позвонить Полу. |
| 13. I want to get connected with the Institute switchboard. | Я хочу связаться с коммутатором института. |
| 14. My telephone number is 123-45-67. | Номер моего телефона 123-45-67. |
| 15. What is the fee for each conversation? | Какова плата за один разговор? |

| | |
|---|--|
| 16. Can I dial or must I call the operator? | Здесь прямое соединение или нужно вызывать телефонистку? |
| 17. Give me the directory, please. | Дайте мне, пожалуйста, телефонную книгу. |
| 18. Insert (drop) a coin into the slot. | Опустите монету в щель. |
| 19. Pick up the receiver (off the lever). | Снимите трубку (с рычага). |
| 20. I don't hear the buzzing sound. | Я не слышу гудка. |
| 21. Dial the number wanted. | Наберите нужный Вам номер. |
| 22. The line (number) is engaged (busy). | Линия занята (номер занят). |
| 23. We are disconnected (cut off). | Нас разъединили. |
| 24. The phone is out of order. | Телефон не в порядке. |
| 25. I couldn't get him on the phone. | Я не могу ему позвонить. |
| 26. The line is clear (free). | Линия свободна. |
| 27. I'll put you through in a moment. | Я соединю Вас сию минуту. |
| 28. I'll connect you with the Information Bureau. | Я соединю Вас со справочным бюро. |
| 29. Are you there? | Вы слушаете? |
| 30. Hallo! Is this number - ? | Алло! Это номер ...? |
| 31. Hallo! That you, John? – George speaking – Say - . | Алло! Ты, Джон? ... Говорит Джордж ... Слушай ... |
| 32. Wait a minute! Hold the line! (Hold on! Hold the wire!) | Одну минуту! Подождите у телефона. |
| 33. Don't hang up, Tom. | Не вешайте трубку, Том. |
| 34. I can't make out what are saying. | Я не могу разобрать, что Вы говорите. |
| 35. Speak up. | Говорите громко (разборчиво). |

Exercise 1. Study the following dialogues. Try to learn them.

Dialogue 1.

- Directory Enquiries (Information). Do you want a London number?
- Yes. Can you tell me the number of Beck's in Leicester Square?
- Hold the line, please. The number's 246-8071.
- And can you tell me the number of Sam's Place?
- What's the address of Sam's Place?
- I'm sorry, but I don't know.
- Oh, that's difficult ... There are four of them. Three of them are nightclubs and the other's a restaurant.
- Which one's near Shaftesbury Avenue?
- Two of them ... one's in Wardour Street. The other's in Kingly Street.
- Can you give me both numbers?
- Yes. The one in Wardour Street's 246-8043. The other's 246-8047. By the way, I've been to both clubs. The one in Kingly Street's nice but the other's nicer.. It's the nicest one in London.
- Thank you for the information.

Dialogue 2. A long-distance call.

- Number, please.
- I want to make a long-distance call to Sussex. I want to speak to Mrs. Blake.
- What's the number, please?
- Mountbay 261.
- Thank you. What's your number, please?
- 090-4020.
- Trying to connect you. You're through.
- Hello, Mountbay 261.
- Hello, Clare. This is Martin Hunt.
- Oh, hello, Martin. How are you?
- Fine, thanks. I've booked a table for Monday night.
- Oh? Which club?
- Sam's Place.
- Good ... When are you going to visit us?
- May we come on Saturday, the fourth of July? I'm going to hire a car and we're going to drive there.
- What time are you going to come?
- Is ten thirty in the morning all right?
- Fine.
- May we bring a friend?
- Of course you may.

Dialogue 3.

- Can you tell me where there is a call-box around here?
- Let me see. There is a booth at – but no, that'll be too far. Oh, I recollect now that there is one in Green Street. Do you know where Green Street is?
- Sorry. I'm a stranger in this part of the town.
- I'm going that way myself. You may come with me, if you wish.
- Most willingly. Oh, too bad. I have forgotten my friend's call-number.
- There must be a directory in the booth. Well, here we are. Step in, please.
- Oh, yes, here is the directory on the shelf. Thank you.
- Don't mention it.
- Good-bye. (He puts a call through). George speaking. I would like to speak to Tom, please. – Yes, I'm holding on. – Hello, is that you, Tom? – Yes, that's me. How do you feel now? – That's good. – Me? Well. Tom, suppose we go to the football match, eh? – Yes. So, you don't mind. – Now,

where shall we meet? – That'll suit me. And what about the time? – At six o'clock. But we must meet earlier. – Five o'clock? Well, so long.

Exercise 2. Making a call.

A few common expressions are enough for most telephone conversations. Practice these telephone expressions by completing the following dialogue using the words given in the box.

on, speak to, back, message, bad, number, call, through, office,
speak, speaking, can, hello, rang, hold, moment

- Operator; can I help you?
- Could I _____ Mr Harrison, please?
- Putting you _____.
- Hello, Mr Harrison's secretary. _____ I help you?
- _____, can you hear me? It's a _____ line. Could you _____ up, please?
- IS THAT BETTER? Who's _____, please?
- Mr Hunt.
- _____ the line a moment. I'll see if he's in. I'm so sorry, I'm afraid he's not in the _____ at the _____. Could you give me your _____, and I'll ask him to _____ you _____?
- I'm _____ 347 8621. That's London.
- Would you like to leave any _____ for him?
- No thanks. Just tell him I _____.
- Certainly. Nice to hear from you again. Good-bye.

Exercise 3. Discuss in your group.

1. What are the advantages and disadvantages of owning an answerphone?
2. What are the advantages and disadvantages of leaving messages on other people's answerphone?

Unit 2

Part 1

Text: The State System of Russia

Russia is a democratic federative law-governed state with a republican form of government. The Russian Federation consists of 89 constituent entities (republics, territories, regions, cities of federal significance, the autonomous regions and autonomous area, which have equal rights). The authorities of the constituent entities have the right to pass laws independently from the federal government. The laws and other normative legal acts of the subjects of the Russian Federation may not contradict federal laws. The President of the Russian Federation is the head of state. The President of the Russian Federation has the right to suspend the actions of acts of executive bodies of Russian Federation members if they contradict the Constitution of the Russian Federation, federal laws, or the international obligations of the Russian Federation.

State power in the Russian Federation is exercised on the basis of its separation into legislative, executive, and judicial branches. The Federal Assembly – the Parliament of Russia – is the supreme representative and legislative body of the Russian Federation. Executive power belongs to the central and local governments. Justice in the Russian Federation is administered by the courts of law only. Judicial power is effected by means of constitutional, civil, administrative, and criminal judicial proceedings.

The President is elected to office for a term of four years by the citizens of the Russian Federation on the basis of universal, direct and equal suffrage by secret ballot. One and the same person cannot serve as President for more than two terms in succession. The President stops performing his duties ahead of time if he resigns, because of impeachment, or if he cannot continue to carry out his duties due to poor health. Elections of a new President are to take place within three months and in the meantime his duties are acted upon by the Chairman of the Government of the Russian Federation. The President of the Russian Federation:

- appoints, with the consent of the State Duma the Chairman of the Government of the Russian Federation, chairs the meetings of the government, accepts the resignation of the government;
- nominates for approval by the State Duma the Chairman of the Central Bank;
- nominates judges to the Constitutional Court, Supreme Court, and Court of Arbitration of the Russian Federation, and the Prosecutor-General of the Russian Federation for appointment by the Federation Council;

- organizes and chairs the Security Council of Russia;
- is the Supreme Commander-in-Chief of the Armed Forces of the Russian Federation and appoints and dismisses the supreme commanders of the Armed Forces;
- appoints diplomatic representatives for approval by the Parliament. He confers supreme military and supreme special titles and honorary titles of the state;
- has the right to show mercy and to decide on issues of citizenship;
- has the right to introduce the state of emergency throughout the country or in a particular territory within the Russian Federation;
- dissolves the State Duma;
- announces elections ahead of time and passes the decision to conduct a referendum on federal issues, etc.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|--|------------------------------|
| constituent entities [kən'stɪtjuənt'entɪtɪz] | resignation [ˌreɪzɪɡ'neɪʃən] |
| autonomous [ɔ:'tɒnəməs] | arbitration [ˌɑ:bɪ'treɪʃən] |
| Federal Assembly ['fɛdərələ'sembli] | Prosecutor [ˈprɒsɪkjʊ:tə] |
| Supreme Court [sju(:)'pri:m'kɔ:t] | emergency [ɪ'mɜ:dʒənsɪ] |

Task 2. Lexical Exercises.

Exercise 1. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|------------------------------------|--------------------------------------|
| 1) республиканская форма правления | a) representative |
| 2) представитель | b) to pass law |
| 3) сущность | c) republican form of government |
| 4) принять закон | d) international obligations |
| 5) вводить чрезвычайное положение | e) resignation of the government |
| 6) международные обязательства | f) entity |
| 7) всеобщее избирательное право | g) to perform one's duties |
| 8) выполнять свои обязательства | h) to suspend the activity of an act |
| 9) отставка правительства | i) to introduce a state of emergency |
| 10) приостановить действие законов | j) Prosecutor-General |
| 11) Генеральный прокурор | k) universal suffrage |

Exercise 2. Choose the words from the box to complete the sentences.

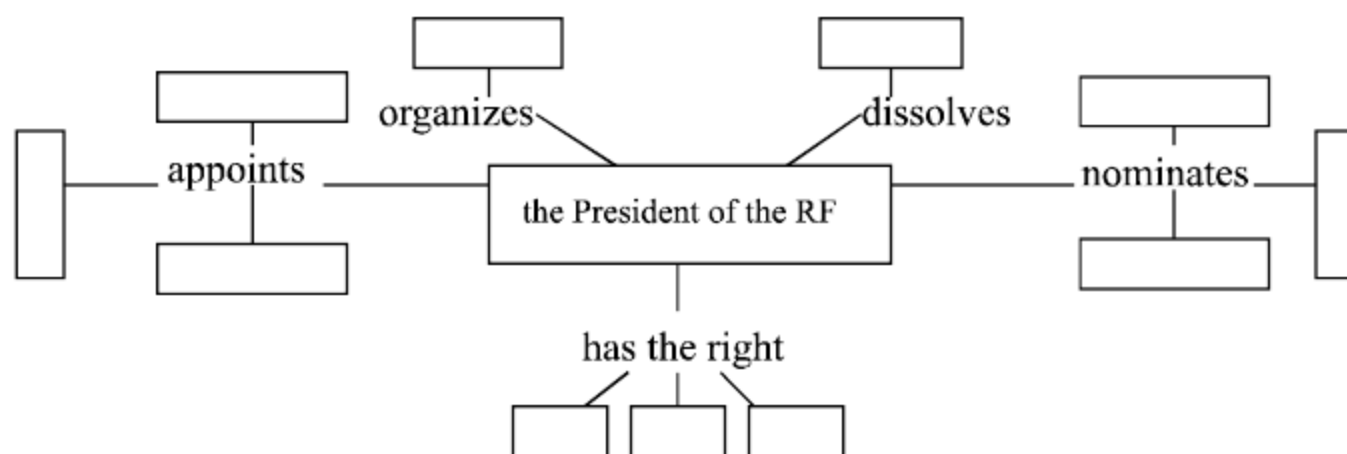
local, constituent entities, judges, emergency, federative democratic, federal laws, legislative

- 1) Russia is a ... state.
- 2) Russia consists of
- 3) The laws and other normative legal acts of the subjects of the RF may not contradict
- 4) The Federal Assembly is the supreme representative and ... body of the RF.
- 5) The President nominates ... to the Constitutional and Supreme Courts and Court of Arbitration of the RF.
- 6) The President has the right to introduce the state of ... throughout the country.
- 7) Executive power belongs to the central and ... governments.

Exercise 3. Answer the following questions.

1. What type of state is Russia?
2. Who is the head of the Russian Federation?
3. In which case does the President have the right to suspend acts passed by local executive bodies?
4. What are the three independent branches of state power in Russia?
5. When does the President stop performing his duties ahead of time?
6. What are the basic principles of voting when electing the President?
7. Name 4–5 duties of the President.

Exercise 4. Complete the diagram about the competence of the Russian President.



Task 3. Grammar Rules and Exercises.

Причастие (The Participle).

Причастие – это неличная форма глагола, которая обладает свойствами глагола, прилагательного и наречия.

Подобно прилагательному, причастие может быть определением к существительному или именной частью составного сказуемого:

нарушенное соглашение
соглашение было нарушено

Подобно наречию, причастие может быть обстоятельством, характеризующим действие, выраженное сказуемым:

Читая текст, он выписывал новые слова.

Формы причастия

| | Participle I | Participle II | Perfect Participle |
|---------|--------------|---------------|--------------------|
| Active | asking | ----- | having asked |
| Passive | being asked | asked | having been asked |

Причастия, образованные от непереходных глаголов, имеют один залог (действительный).

Функции причастия в предложении

| | | |
|--|--|--|
| 1. Определение (the attribute) | Mother is looking at her sleeping child | Мать смотрит на спящего ребенка |
| 2. Обстоятельство (the adverbial modifier) а) времени (of time) б) причины (of reason) в) образа действия или сопутствующего обстоятельства (of manner or attendant circumstances) | When asked he refused to answer the question. Having been translated into many languages the book became world famous. He was reading the newspaper sitting in the armchair. | Когда его спросили, он отка- зался отвечать на вопрос. Так как книга была переведена на многие языки, она стала известной во всем мире. Он читал газету, сидя в кресле. |
| 3. Часть сказуемого (part of the predicate) | The plan is being discussed. All doors were locked. | План обсуждается. Все двери были закрыты. |

Причастные конструкции

| Конструкция | Пример | Перевод |
|--|--|---|
| Объектный причастный оборот the Objective Participle Construction. Сущ. (общ. п.) + прич. 1 и 2 мест. (объект.п.) | We heard him playing the piano. I considered the work done. I had my books bound. | Мы слышали, как он играл на пианино. Я считал, что работа выполнена. Я переплел свои книги. (Кто-то переплел их для меня). |
| Субъектный причастный оборот the Subjective Participle Construction. сущ. (общ.п.) + прич. 1 и 2 мест. (им.п.) | He was seen crossing the street. She was heard talking about it. He was seen looking for something. | Видели, как он переходил улицу. Слышали, как она об этом говорила. Видели, как он что-то искал. |

| | | |
|---|---|--|
| Независимый причастный оборот the Absolute Participle Construction. сущ. (общ.п.) + прич. 1 и 2 мест. (им.п.) | It being warm, we went for a walk. Radio was invented in 1895, the inventor being the Russian scientist. | Так как было тепло, мы пошли гулять. Радио было изобретено в 1895 г., причем изобретатель был русским ученым. |
|---|---|--|

Exercises.

Exercise 1. Write Participles of the following verbs.

- a) Perfect Participle Active (to begin – having begun)
to translate, to finish, to take, to tell, to live, to leave, to buy, to say, to do, to break, to lose, to eat, to meet, to read.
- b) Present Participle Passive (to build – being built)
to invite, to examine, to defeat, to check, to prepare, to show, to give, to discuss, to type, to write.

Exercise 2. Use different forms of Participles as an attribute.

Model: The boy who is standing at the window is my brother.

The boy standing at the window is my brother.

1. The man who is smoking a cigarette is my father.
2. I picked up the letter which was lying on the floor.
3. The house which is being built in our street is a new theatre.
4. The problem which is being discussed now is very important.
5. The film which is so much spoken about is very interesting.
6. We were watching the boys who were playing hockey.

Exercise 3. Use different forms of Participles as an adverbial modifier.

Model: When he was asking me about it, he smiled.

(When) Asking me about it he smiled.

1. When I was going to the University I met a friend of mine.
2. When the boy was running home the boy lost one of his mittens.
3. He hadn't received the answer to his letter, so he sent a telegram.
4. She was sitting on the sofa and reading the book.
5. As I had lost the key I couldn't open the door.
6. As he had lived in the town all his life he knew it very well.
7. If you ask her she will tell you a lot of interesting things about her life abroad.

Exercise 4. Change the sentences so as to use the Past Participle as an attribute.

Model: I noticed the book which was left on the table.

I noticed the book left on the table.

1. He brought the documents which were signed by the manager.
2. We read the article which was written in English.
3. The letter which was sent by you arrived in time.
4. He couldn't answer the question which was asked by the teacher.
5. The doctor who was sent for lived in the next house.

Exercise 5. Change the complex sentences into simple ones using the Objective Participle Constructions.

Model: I saw the children as they were running.

I saw the children running.

1. I saw as he was working in the garden.
2. I noticed that they were waiting for somebody.
3. I heard as he was coming up the stairs.
4. The man watched as the children were playing hockey.
5. He watched as they were swimming across the river.

Exercise 6. Use the Absolute Participle Construction in the subordinate clauses.

Model: As my mother was ill I couldn't go to the concert.

My mother being ill, I couldn't go to the concert.

1. When the work was over everybody went home.
2. As it was Sunday the shops were closed.
3. As it was very dark I could see nothing there.
4. As the weather was fine they went for a walk.
5. He went to the station and his friends were accompanying him.
6. When the experiment had been carried out they started new investigations.

Exercise 7. Choose the right Russian equivalent.

1. **Having finished** the translation she typed it.
а) заканчивая б) закончив в) законченный
2. The student **being asked** by the teacher is Smirnov.
а) которого спрашивают б) спрошенный в) спрашивая
3. **Having been defeated**, the enemy had to retreat.
а) потерпев поражение б) терпящий поражение
4. The problem **being discussed** now is very important.
а) обсуждая б) обсуждаемая

5. **Having read** many books on the problem, he made an interesting report.
а) читая б) читающий в) прочитав
6. The house **being built** in our street is a new school.
а) строящийся б) построенный в) построив
7. **Having been signed** by both sides the treaty came into force soon.
а) подписавший б) подписанный в) подписав
8. **Having refused** to accept the invitation he left the office.
а) отказывая б) отказав в) отказавшись

Exercise 8. Use Participles instead of the subordinate clauses.

1. We didn't like the film **which was being shown** to us. 2. The text **which was being translated** by the students was rather difficult. 3. **After he had asked** the doctor about the child he left. 4. **When he had arranged** everything he decided to take a rest. 5. **As he had visited** the town several times he refused to join our trip there. 6. **When she was asked** to express her opinion she didn't know what to say. 7. **As I had never come** across the word I decided to consult a dictionary.

Exercise 9. Choose the right English equivalent.

1. (Сдав) all the examinations we decided to go on a tour.
а) passing б) having passed в) being passed
2. (Когда ему сказали) to stay he refused.
а) telling б) having told в) being told
3. (Закончив) the translation we gave it to the teacher.
а) having finished б) finishing в) being finished
4. (Потеряв) the key I couldn't enter the room.
а) losing б) being lost в) having lost
5. The plant (строящийся) here will produce radio-sets.
а) building б) having been built в) being built
6. (Оставшись) alone I decided to finish my work.
а) leaving б) being left в) having left
7. (Получив) the telegram I hurried to meet my friend.
а) having received б) receiving в) being received
8. The letter (отправленное) today will be received in two days.
а) sending б) being sent в) having sent
9. (Сломанное) by the wind the tree was lying on the road.
а) breaking б) having broken в) broken
10. (Позавтракав) she went to the Institute.
а) having breakfast б) having had breakfast

Part 2

Text: Russian History: The Reign of Ivan The Terrible



Ivan IV was only three years old in 1533 when his father, Basil III, died, leaving the government of Russia to his wife – Ivan's mother Helen, of the Glinsky family – and the boyar дума. In 1538 she died suddenly, possibly of poison.

All evidence indicates that Ivan IV was a sensitive, intelligent, and precocious boy. He learned to read early and read everything that he could find, especially Muscovite Church literature. He became of necessity painfully aware of the struggle and intrigues around him and also of the ambivalence of his own position.

The year 1547 is commonly considered the introduction to Ivan

IV's effective reign. In that year, at the age of sixteen, he decided to be crowned, not as grand prince, but as tsar, paying attention to details in planning the ceremony in order to make it as majestic as possible. In the same year Ivan IV married Anastasia of the popular Romanov boyar family.

In 1549 he called together the first full *zemskii sobor*, an institution similar to a gathering of the representatives of estates in other European countries. While our knowledge of the assembly of 1549 remains fragmentary, it seems that Ivan IV solicited and received its approval for his projected reforms, notably for a new code of law and for changes in local government, and that he also used that occasion to hear complaints and learn opinions of his subjects concerning various matters.

In 1551 a great Church council, known as the Council of a Hundred Chapters, took place. Ivan the Terrible presented to the Church council his new legal code, the *Sudebnik* of 1550, and the local government reform, and received its approval. The institution of a novel scheme of local government deserves special attention as one of the more daring attempts in Russian history to resolve this difficult problem. The new system aimed at the elimination of corruption and oppression on the part of centrally appointed

officials by means of popular participation in local affairs. Various localities had already received permission to elect their own judicial authorities to deal, if need be, with crime. Now, in areas whose population guaranteed a certain amount of dues to the treasury, other locally elected officials replaced the centrally appointed governors. And even where the governors remained, the people could elect assessors to check closely on their activities and, indeed, impeach them when necessary.

In 1556 Ivan IV established general regulations for military service of the gentry. While this service had existed for a long time, it remained without comprehensive organization or standardization until the new rules set a definite relationship between the size of the estate and the number of warriors and horses the landlord had to produce on demand. It should be noted that by the middle of the sixteenth century the distinction between the hereditary *votchina* and the *pomestie*, granted for service, had largely disappeared: in particular, it had become impossible to remain a landlord, hereditary or otherwise, without owing service to the tsar. In 1550 and thereabout Ivan the Terrible and his advisors also engaged in the army reform, which included new emphasis on artillery and engineering as well as development of the southern defense line. Moreover, the first permanent, regular regiments, known because of their chief weapon as the *streletsy* or musketeers, were added to the Russian army.

In late 1564 Ivan IV suddenly abandoned Moscow for the small town of Aleksandrov some sixty miles away. A month later two letters, addressed to the metropolitan, arrived from the tsar. In them Ivan IV expressed his desire to retire from the throne and denounced the boyars and the clergy. Yet, in the letter to be read to the masses, he emphasized that he had no complaints against the common people. In confusion, the boyars and the people of Moscow begged the tsar to return and rule over them. Ivan the Terrible did return in February 1565, after his two conditions had been accepted: the creation of a special institution and subdivision in the Moscovite state, known as the *oprichnina* – from the word *oprish*, that is, *apart, beside* – to be managed entirely at the tsar's own discretion; and an endorsement of the tsar's right to punish evil-doers and traitors, executing them when necessary and confiscating their possessions. The term *oprichnina* also came to designate especially this new corps of servants to Ivan the Terrible – called *oprichniks* – who are described sometimes today as gendarmes or political police. The oprichniks, dressed in black and riding black horses, numbered at first one thousand and later as many as six thousand. Their purpose was to destroy those whom the tsar considered to be his enemies. In 1572 Ivan the Terrible declared the oprichnina abolished.

In 1560 Ivan the Terrible's young and beloved wife Anastasia died suddenly because of a plot to poison her. Following the death of his first

wife, Ivan the Terrible appeared to have lost his emotional balance. His six subsequent wives never exercised the same beneficial influence on him as had Anastasia. The tsar was increasingly given to feelings of outbreaks of wild rage. He saw traitors everywhere. After the oprichnina began its work, Ivan the Terrible's life became part of a nightmare which he had brought into being. With Maluta Skuratov and other oprichniks the sovereign personally participated in the investigations and the horrid tortures and executions. In 1582, in a fit of violence, Ivan the Terrible struck his son and heir Ivan with a pointed staff and mortally wounded him. It has been said that from that time on he knew no peace at all. The tsar died in March 1584, a Soviet autopsy of his body indicating poisoning.

Ivan the Terrible remains the classic Russian tyrant in spite of such successors as Peter the Great, Paul I, and Nicholas I.

Notes

ambivalence – противоречивость
 to solicit – требовать, просить
 due – налог, сбор
 assessor – податной чиновник
 landlord – помещик, землевладелец
 metropolitan – митрополит
 to denounce – осудить, обвинить
 clergy – духовенство
 discretion – усмотрение, свобода действий
 endorsement – поддержка
 corps – корпус, род войск
 staff – посох, жезл
 autopsy – вскрытие

Task 1. Answer the questions.

1. When did Ivan IV decide to be crowned? What title did he accept?
2. What does the word “zemskii sobor” mean? Give as much as possible information about zemskii sobor.
3. When was a new legal code “Sudebnik” adopted and where?
4. Why does a novel scheme of local government deserve special attention?
5. What are the reasons of leaving Moscow by Ivan IV in late 1564?
6. What happened after the death of Ivan the Terrible's wife Anastasia?

Task 2. Fill in the blanks with the words from the box.

The Russians, territories, Mongol, centre, an expedition, Siberia, salt, town, the Siberian khanate

In concluding the story of Ivan the Terrible, mention should be made of more development, in the last years of his reign: Ermak's so-called conquest of Siberia. Even prior to the _____ invasion the Novgorodians had penetrated beyond the Urals. The Russians used northern routs to enter _____ by both land and sea and, by the middle of the sixteenth century the Stroganov family developed large-scale industries, including the extracting of _____ and the procurement of fish and furs, in northeastern European Russia, especially in the Ustiug area. After the conquest of Kazan, the Stroganovs obtained from the government large holdings in the wild upper Kama region, where they maintained garrisons and imported colonists. The local native tribes' resistance to _____ was encouraged by their nominal suzerain, the so-called khan of Sibir, or Siberia, beyond the Urals. In 1579 the Stroganovs sent _____ against the Siberian khanate. It consisted of perhaps 1650 cossacks and other volunteers, led by a cossack commander, Ermak. Greatly outnumbered, but making good use of their better organization, firearms, and daring, the Russians defeated the natives in repeated engagements and, in 1582, seized the headquarters of the Siberian Khan Kuchum. Ivan the Terrible appreciated the importance of this unexpected conquest, accepted the new _____ into his realm, and sent reinforcements. Although Ermak perished in the struggle in 1585 before help arrived and although the conquest of _____ had to be repeated, the Stroganov expedition marked in effect the beginning of the establishment of Russian control in western Siberia. Tiumen, a fortified _____, was built there in 1586, and another fortified town, Tobolsk, was built in 1587 and subsequently became an important administrative _____.

Task 3. Discussion.

Ivan the Terrible's reign provided a close parallel to that of Henry VIII in England, who similarly suppressed his aristocracies and clergy.

Give your reasons for and against this point of view.

Part 3 Everyday English

Looking for a Job. Letter of Application.

Those seeking employment will want to investigate all available possibilities. The following are the main sources of information about job vacancies.

- Job centers run by the government's Training Agency.
- Employment agencies run by private firms.

- Local careers officers.
- Newspaper advertisements.
- Friends and relatives.

Advertisements are the most common way of publicising a job vacancy and inviting applications. Prospective applicants should read the advertisement carefully. Not only will it give important information about the job and the firm, but it may also offer clues of what should be included in the letter of application.

In some cases it may be acceptable to type a letter, in others the advertisement may state that the application should be in “first hand”, in which case the letter should be handwritten, preferably on plain paper. It is sensible to make a rough draft of the proposed letter before writing it out in detail.

A Sample of Job Advertisement.

| | |
|--|---|
| OFFICE JUNIOR 3500 pounds a year | ← Is the pay suitable? |
| to check invoices and calculate insurance and freight costs. | ← Will you enjoy the work? |
| Experience preferred, but school leaver with Business Studies background considered. | ← Have you the qualities required? |
| Neat handwriting and minimum GCSE Grade C in English and Mathematics required. | ← Do you have the right qualifications? |
| - Luncheon vouchers | ← Are there any fringe benefits? |
| - Flexible hours | |
| - Sports and social club | |
| - Pleasant offices near railway station | ← What form of application is required? |
| Applications in writing to: | |
| Mr. B Mason, The Personnel Officer, | ← Is the job within convenient reach? |
| Astor Publications PLC. 7 Pleasant Street, BIRMINGHAM B 10 9UB | |

The letter of application is also called the covering letter. It provides the first direct contact between a candidate and an employer. If it is not written properly, it can produce a bad impression.

First of all, you should point out:

- Your home address – note use of post code and home town in capitals.
- Name and address of the person you are writing to.

Usually the letter of application contains 3 or more paragraphs in which you should:

- Say which job you are applying for.
- Qualifications or examinations taken.
- Relevant past experience and why you think you are suitable.
- Indicate your willingness to attend an interview.

A Sample of Letter of Application.

| | |
|---|---|
| <p>Mr P. Daley 11 Blackpool Street DEPTFORD Essex ST7 DJ6</p> <p>Dear Mr Daley, I would like to apply for the position of the Public Affairs Associate which you advertised in the International Herald Tribune of August 4. I'm 30 years old and I graduated from the University of London. Although I'm presently working at National Trust Fund, it has always been my intention to work in commercial environment. I would particularly enjoy the chance to work for your company and the job you are offering matches my professional interests. My work experience has familiarised me with the challenges involved in public relations today. I am sure that this together with my fluent knowledge of French would be extremely relevant to the position. I hope you find my application of interest and I would be pleased to attend an interview at your convenience. I look forward to hearing from you.</p> | <p>46, Thomas Drive, DEPTFORD, Essex SD7 OTX Telephone: 268 6949 10 June, 200...</p> <p><i>Yours sincerely Patricia Smith</i></p> |
|---|---|

Exercise 1

Your company needs a legal adviser (an accountant, a sales manager, etc.). Advertise in a newspaper about one of these positions:

- 1) specify what specialist the company is looking for;
- 2) mention the qualifications needed;
- 3) briefly outline the opportunities the company offers to those who will be employed.

Exercise 2. Write letters of application for the following positions.

1. Accountant: up to 35, degree in Finance/ Economics; spoken English
Knowledge of accounting, software.

Preparing accounting documentations and reporting to Chief Accountant.
Preparing documents for tax authorities, salary calculation.
Contact with the banks for operations.
Salary up to 500 pounds a month.
2. Chief of Department of Bank Currency Operations:
30—40; university degree in Finance; fluent English;
over 3 years experience in currency operations and international
payments. Salary 1000 pounds.

Unit 3

Part 1

Text: The Parliament and the Government of the Russian Federation

The Federal Assembly – the Parliament of the Russian Federation is the representative and legislative body of the Russian Federation. The Federal Assembly consists of two houses: a Federation Council and a State Duma. The Federation Council is composed of two representatives from each member of the Russian Federation – one from its representative and one from its executive body of state authority. The State Duma consists of 450 deputies. The Federal Assembly is a permanently working body. The Federation Council and the State Duma have their sessions separately. Their sessions are public, but in the cases stipulated by their code of procedure, they may hold their sessions in camera. Each of the houses forms committees and commissions and holds hearings on the appropriate issues. To supervise the execution of the federal budget the Federation Council and the State Duma form an Accounting Chamber. Its composition and procedure of work is determined by federal legislation.

The Federation Council has power:

- to approve changes of borders between members of the Russian Federation;
- to approve the decree of the President of the Russian Federation on the introduction of martial law;
- to approve the decree of the President on the introduction of the state of emergency;
- to decide the possibility of using the Armed Forces of the Russian Federation beyond its territory;
- to call the elections of the President of the Russian Federation;
- to remove the President of Russia from office by impeachment;
- to appoint the judges of the Constitutional Court, the Supreme Court and the Supreme Court of Arbitration of the Russian Federation;
- to appoint and remove from office the Prosecutor-General of the Russian Federation;
- to appoint the Deputy Chairman of the Accounting Chamber and half of its auditors and to remove them from office.

The State Duma has power:

- to approve the nominee of the President of the Russian Federation to the office of the Chairman of the Government of the Russian Federation;

- to appoint the Chairman of the Central Bank of the Russian Federation and to remove him from office;
- to appoint the Chairman of the Accounting Chamber and half of its auditors and to remove them from office;
- to appoint an Office for Human Rights, who acts in accordance with a federal constitutional law, and to remove him from office;
- to declare amnesty;
- to bring charges against the President of the Russian Federation for the purpose of removing him from office by impeachment.

The Government (executive power) of the Russian Federation is composed of the Chairman of the Government (the Prime Minister), Deputy Chairmen of the Government and the federal ministers. The Chairman of the Government is appointed by the President of the Russian Federation with the consent of the State Duma. The State Duma considers the candidate for the office of Chairman of the Government proposed by the President of the Russian Federation within a week of the submission of the nomination of the candidate. After the State Duma rejects three candidates to the office of Chairman of the Government, the President of the Russian Federation appoints the Chairman of the Government of the Russian Federation, dissolves the State Duma, and calls new elections. The Chairman of the Government of the Russian Federation proposes to the President his candidates to the offices of Deputy Chairmen of the Government of the Russian Federation and federal ministers.

The Government of the Russian Federation has power:

- to prepare and submit to the State Duma the federal budget and ensure its execution; submit to the State Duma a report on the implementation of the federal budget;
- to ensure the pursuit in the Russian Federation of a uniform financial, credit, and monetary policy;
- to ensure the pursuit in the Russian Federation of a uniform state policy in the fields of culture, science, education, health protection, social security, and ecology;
- to manage federal property;
- to carry out measures aimed to ensure the defense and state security of the country and the pursuit of the foreign policy of the Russian Federation;
- to carry out measures aimed to ensure legality, protect human rights, personal freedoms and property, maintain public order, and combat crime.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|-----------------------------------|--------------------|
| implementation [ˌɪmplɪmen'teɪʃən] | amnesty ['æmnɪstɪ] |
| pursuit [pə'sju:t] | combat ['kɒmbət] |

martial ['ma:ʃəl]
auditor ['ɔ:dɪtə]

ecology [ɪ'kɒlədʒɪ]

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Законодательный орган; без посторонних; состав; военное положение; чрезвычайное положение; освободить от должности; кандидат, предложенный на какую-то должность; ревизор (контролер); представлять на рассмотрение; выполнение федерального бюджета; стремление; государственная безопасность.

Exercise 2. Match these words and word-combinations with Russian equivalents.

- | | |
|--------------------------|-----------------------------|
| 1) Совет Безопасности | a) committee |
| 2) Федеральное Собрание | b) commission |
| 3) Генеральный прокурор | c) the Federal Assembly |
| 4) помощник председателя | d) supreme body |
| 5) Совет Федерации | e) the Prosecutor-General |
| 6) Совет Министров | f) the Federal Council |
| 7) комиссия | g) the Deputy Chairman |
| 8) комитет | h) the Council of Ministers |
| 9) Счетная палата | i) the Accounting Chamber |
| 10) верховная власть | j) the Security Council |

Exercise 3. Say if it is true or false.

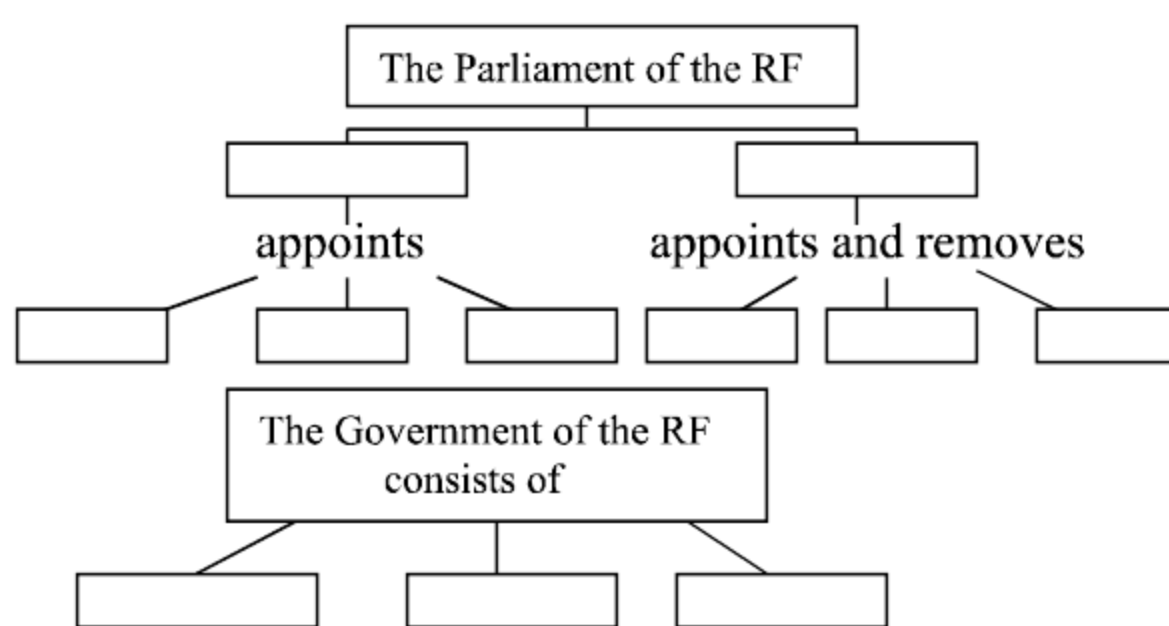
1. The Federation Council consists of two houses.
2. The Federation Council and the State Duma have their sessions separately.
3. Each of the houses forms committees and commissions and holds hearings on the appropriate issues.
4. The Federation Council has power to call the elections of the President of the Russian Federation.
5. The State Duma doesn't have the power to declare amnesty.
6. The Chairman of the Government of the Russian Federation is appointed by the President of the RF with the consent of the State Duma.
7. The Government of the Russian Federation has power to manage federal property.

Exercise 4. Answer the following questions.

1. What kind of a working body is the Federal Assembly?
2. What house has the right to conduct closed sessions?

3. Which of the houses has the right to approve changes of borders between members of the RF?
4. Whose power is to appoint and remove from office the Prosecutor-General of the RF?
5. What is the head of the Government of the RF?
6. In what connection does the word “impeachment” appear in the text?

Exercise 5. Complete the diagrams.



Task 3. Grammar Rules and Exercises.

Герундий (The Gerund).

Герундий – это неличная форма глагола, соединяющая в себе свойства существительного и глагола. В этом отношении герундий сходен с инфинитивом, но отличается от него тем, что передает оттенок процесса действия.

В русском языке нет формы глагола, соответствующей английскому герундию. Формы герундия совпадают с формами причастия.

Функции герундия в предложении и способы его перевода на русский язык

| Функции | Употребление | Примеры | Перевод |
|-----------------------------|--|---|---|
| Подлежащее | | Swimming is my favourite sport. | Плавание – мой любимый вид спорта. |
| Часть составного сказуемого | после глаголов: to stop прекращать; to finish кончать; to continue, to go on, to keep продолжать; to begin, to start начинать. | Stop talking. He kept on asking her about the details. | Прекратите разговаривать. Он продолжал спрашивать ее о подробностях. |

| | | | |
|--|---|--|--|
| Дополнение 1) прямое дополнение | после глаголов: to like нравиться; to need нуждаться; to prefer предпочитать; to remember помнить; to enjoy получать удовольствие; to mind возражать; to excuse извинять; to be busy быть занятым; to be worth стоить. | Your suggestion needs discussing. I prefer reading classical novels. She is busy preparing for the exam. I don't mind going there. | Ваше предложение нужно обсудить. Я предпочитаю читать классические романы. Она занята: она готовится к экзамену. Я не возражаю (не против) пойти туда. |
| 2) предлож- ное допол- нение | после глаголов с предлогами: to depend on зависеть от; to rely on полагаться на; to object to возражать против; to blame ...for винить за; to thank for благодарить за; to be responsible for отвечать за; to be fond of любить; to be tired of устать от; to be afraid of бояться; to look forward to с нетерпением ожидать; to feel like быть склонным и т.д. | He is fond of collecting stamps. I am afraid of making a mistake. I am tired of arguing with you. | Она любит собирать марки. Я боюсь, как бы не сделать ошибку. Я устал спорить с вами. |
| Определе- ние | после абстрактных существительных с предлогами: way (of) способ; opportunity (of) возможность; hope (of) надежда; experience (in) опыт; reason (for) причина, основание; interest (in) интерес; importance (of) значение и т.д. | You have no reason for saying that. I understand the importance of learning English. | У вас нет оснований говорить это. Я понимаю важность изучения английского языка. |
| Обстоятель- ство 1) обстоя- тельство времени 2) обстоя- тельство об- раза дейст- вия | употребляется всегда с предлогом. с предлогами: after, before, on, in с предлогами: by, without, instead of, besides | After returning home he resumed his work. She left the room without looking at me. | После того как он вернулся домой (после возвращения), он возобновил работу. Она ушла из комнаты, не взглянув на меня. |

Примечание.

После глаголов to like, to begin, to start, to continue, to stop, to intend и словосочетаний it is no good, it is (of) no use, it is useless употребляется как герундий, так и инфинитив.

Как видно из таблицы, герундий может переводиться на русский язык существительным, глаголом в личной форме или неопределенной формой глагола, деепричастием.

Exercises.

Exercise 1. Write a gerund in the required form, using the following verbs.

- 1) Perfect Active (to do – having done)
to fail, to make, to consider, to settle, to buy, to come, to discuss, to ask, to win, to tell, to pass.
- 2) Perfect Passive (to do – having been done)
to speak, to give, to discuss, to sign, to tell, to write, to open, to study, to show.

Exercise 2. Make up sentences according to the models.

1. I don't mind seeing the film again.
(to take part in the conference; to stay in the country for another week)
2. I can't (couldn't) help smiling.
(to tell you about it; to laugh when I see him)
3. The book is (not) worth reading.
(the question – to discuss; the proposal – to consider)
4. It's no use doing it.
(to talk to them; to help him)
5. Did you enjoy spending your holiday there?
(to watch the match; to visit the museum)
6. I remember talking to him.
(to attend the lecture; to invite them to the party)
7. We insisted on (his) going there.
(to make the report; to organize a conference)
8. You can learn to speak English by speaking English.
(to read French; to swim)
9. How about going to the club?
(to have a bite; to visit a museum)
10. Instead of going home he went to the club.
(to answer my question – to ask me his question; to do one's homework – to look through magazines)

Exercise 3. Translate into Russian, paying attention to the function and the form of the gerund.

1. Testing began last Friday.
2. Reading science fiction excited my imagination.
3. His having received a bad mark did not surprise anybody.
4. She doesn't like being praised.
5. I don't mind being criticized when it is fair.
6. I prefer doing this work myself.
7. She is busy translating some article.
8. I don't object to being disturbed.
9. You are responsible for arranging the conference.
10. Don't be afraid of being punished.
11. I don't feel like going to the cinema so late.
12. The boy succeeded in winning the first prize.
13. What's the reason for his being so angry?
14. He has a habit of interrupting people.
15. On seeing the approaching bus we ran to the bus stop.
16. After reading a story in English, I came across many useful word combinations.
17. You can't become a good specialist without being trained for a long time.
18. Besides being clever she was very beautiful.
19. I left the cinema without waiting for the end of the film.
20. You can perfect your English by practicing it every day.

Exercise 4. Choose the right Russian equivalent.

1. Oleg's refusing our help is regrettable.
1) То, что Олег отказался 2) То, что Олег отказывается 3) То, что Олегу отказали
2. She is upset of her son being accused of bad conduct at school.
1) ее сына обвинили 2) ее сын обвиняет 3) ее сына обвиняют
3. He apologized to the teacher for not having done his lessons.
1) за то, что не сделал 2) за то, что не делает 3) за то, что не будет делать
4. I don't like being asked such questions.
1) задавать такие вопросы 2) когда мне задают 3) когда мне задавали
5. The teacher was surprised at your having made so many mistakes.
1) что вы сделали 2) было сделано 3) делаете

Exercise 5. Use gerund instead of subordinate clauses.

Model: When you consider the question, don't forget to use the latest information on the subject.

In considering the question don't forget to use the latest information on the subject.

1. When he arrived at the airport, he went to the left-luggage office first thing.
2. When he was looking through the documents, he came across a very interesting photograph.
3. After he had packed all the things, he phoned for a taxi.
4. She hesitated before she entered the room.
5. When I was passing their house, I noticed that all the windows were dark.
6. After they settled down, they started enjoying the place.
7. When I learned the results of the competition, I rushed to the telephone booth.
8. When he reached the village, he slowed down.
9. Before she rose from table, she made me a sign to follow her.
10. When she left school, she got a job at the post office.
11. When the delegation completed its tour over country, it left for home.
12. Before you go to visit her, make sure she is at home.
13. A student can improve his pronunciation if he works with a tape-recorder.
14. The students developed their speaking skills because they practiced their English every day.

Exercise 6. Make up sentences, using gerundial phrases according to the model.

Model: a) be tired of; b) argue

I am tired of arguing.

1. a) be good at; b) make friends
2. a) be busy; b) arrange an exhibition of the best photos of the year
3. a) be proud of; b) be a pilot
4. a) be tired; b) quarrel with smb
5. a) be afraid of; b) catch a cold
6. a) be fond of; b) dance
7. a) be sure of; b) be ill
8. a) be ashamed of; b) be impolite to smb
9. a) be worth; b) remember.

Exercise 7. Translate into English.

1. Плавать в холодной воде неприятно.
2. То, что он не сдал экзамен, удивило всех.
3. Не уходите, не оставив нам своего нового адреса.
4. Придя домой, я обычно немного отдыхаю.
5. Они, вероятно,

гордятся тем, что выиграли матч. 6. Я помню, что документ подписан обеими сторонами. 7. Я настаиваю, чтобы решение было принято немедленно.

Part 2

Text: Russian History: The Reign of Peter The Great



Peter the Great's reign began a new epoch in Russian history, known variously as the Imperial Age because of the new designation of ruler and land, the St. Petersburg Era because of the new capital, or the All-Russian Period because the state came to include more and more peoples other than the Great Russians, that is, the old Muscovites.

Tsar Alexis, Peter's father, had been married twice, to Mary Miloslavskaja from 1648 to 1669, and to Nathalie Naryshkina from 1671 until his death in 1676. He had thirteen children by his first wife, but of the sons only two, Theodore and Ivan, both of them

sickly, survived their father. Peter, strong and healthy, was born on June 9, 1672, about a year after the tsar's second marriage. Theodore, as we know succeeded Alexis and died without an heir in 1682. In the absence of a law of succession, the two boyar families, the Miloslavskys and Naryshkins, competed for the throne. The Naryshkins gained an early victory: Peter was proclaimed tsar in April 1682. Because of his youth, his mother became regent, while her relatives and friends secured leading positions in the state. In 1694 Nathalie died, and Peter I finally assumed the direction of the state at the age of twenty-two.

The impression that Peter I commonly made on his contemporaries was one of enormous strength and energy. Almost seven feet tall and powerfully built, the tsar possessed astonishing physical strength. Moreover, he appeared to be in a constant state of restless activity, taking on himself tasks

normally done by several men. In addition to his extraordinary physical attributes, Peter I exhibited some remarkable qualities of mind and character. He proceeded to participate personally in all kinds of state affairs, technical and special as well as general, becoming deeply involved in diplomacy, administration, justice, finance, commerce, industry, education, and practically everything else besides. In his reforms the tsar invariably valued expert advice, but he was also generally independent in thought and did not hesitate to adapt projects to circumstances. Peter I also developed into an accomplished military and naval commander. He studied the professions of soldier and sailor from the bottom up, serving first in the ranks and learning the use of each weapon before promoting himself to his first post as an officer. The monarch attained the rank of full general after the victory of Poltava and of full admiral after the successful conclusion of the Great Northern War. In addition, the sovereign found time to learn some twenty different trades and prided himself on his ability to make almost anything, from a ship to a pair of shoes. With his own hands he pulled the teeth of his courtiers and cut off their beards.

As to character, the tsar impressed those around him by his energy, unbending will, determination, and dedication. Less attractive, but at times equally imposing, traits included a violent temper, crudeness, and frequent cruelty. Yet Peter the Great must not be confused with Ivan the Terrible, whom he, incidentally, admired.

In the field of military reforms Peter the Great's measures must be regarded as radical, successful, and lasting, as well as imitative of the West; and he has rightly been considered the founder of the modern Russian army. To an even greater extent than the army, the modern Russian navy was the creation of Peter the Great. One can fairly say it was one of his passions. He began from scratch – with one vessel of an obsolete type, to be exact – and left to his successor 48 major warships and 787 minor and auxiliary craft, serviced by 28,000 men. The British considered the Russian vessels comparable to the best British ships in the same class, and the British government became so worried by the sudden rise of the Russian navy that in 1719 it recalled its men from the Russian service.

Although mainly occupied with military matters, Peter reformed the central and local government in Russia as well as Church administration and finance, and he also effected important changes in Russian society, economy, and culture.

Long ago Pogodin, a historian and one of the many admirers of the emperor, wrote:

“Peter the Great did much for Russia... We cannot open our eyes, cannot make a move, cannot turn in any direction without encountering him

everywhere, at home, in the streets, in church, in school, in court, in the regiment, at a promenade – it is always he, always he, every day, every minute, at every step!

We wake up. What day is it today? January 1, 1841 – Peter the Great ordered us to count years from the birth of Christ; Peter the Great ordered us to count the months from January.

A book strikes our eyes – Peter the Great introduced this script and himself cut out the letters. You begin to read it – this language became a written language, a literary language, at the time of Peter the First, superseding the earlier church language.

Newspapers are brought in – Peter the Great introduced them.

At dinner, all the courses, from salted herring, through potatoes which he ordered grow, to wine made from grapes which he began to cultivate, will speak to you of Peter the Great.

Let us go to the university – the first secular school was founded by Peter the Great.

You receive a rank – according to Peter the Great's Table of Ranks. The rank gives me gentry status – Peter the Great so arranged it.

I must file a complaint – Peter the Great prescribed its form. It will be received – in front of Peter the Great's mirror of justice. It will be acted upon – on the basis of the General Regliment.

You decide to travel abroad – following the example of Peter the Great; you will be received well – Peter the Great placed Russia among the European states and began to instill respect for her; and so on, and so on, and so on.

Notes

the ranks – рядовой состав

to attain – достигать

unbending will – непреклонная воля

determination – решительность, решимость

dedication – самоотверженность

obsolete – устарелый

craft – суда всякого наименования

to instill – вселять

Task 1. Answer the questions.

1. How can you name a new epoch in Russian history after Peter the Great?
2. When was Peter proclaimed tsar?
3. Why did Peter the Great try to study different trades?
4. The modern Russian navy is the creation of Peter the Great. Prove it.
5. Why did Pogodin, a historian, write about Peter the Great that he had done much for Russia?

Task 2. Discuss in your group.

Describe the features of Peter the Great's character and compare them with Ivan the Terrible's traits.

Try to explain the phrase: "Ivan the Terrible remains the classic Russian tyrant in spite of such successors as Peter the Great, Paul I and Nicholas I".

Task 3. Project: writing biographies of Peter the Great or Ivan the Terrible. Explain your choice.

Part 3 Everyday English

Curriculum Vitae.

Job advertisements today frequently ask for a curriculum vitae (CV) or resume from applicants. A CV is a brief history of the applicant, for example, school, qualifications, relevant experience, etc. This may be written or typed to accompany the letter of application, thus making it possible to make the letter shorter and more concise.

A Sample of Curriculum Vitae.

| | |
|------------------------------|--|
| Name: | Martha Holdsworth |
| Date of birth: | 30 January, 1974 |
| Nationality: | British |
| Address: | 21 Courtfield Road Nottingham Tel: 01282-448-5612 |
| Place of birth: | Nottingham |
| Education: | 1981-1986 St. Martin's School 10 West Street Nottingham 1986-1989 Bedford College, London University England 1989-1991 Bergen University, Bergen, Norway |
| Work experience: | 1994 to present solicitor with a lot of experience at the Citizens' Advice Bureau 1991-1994 clerk for a local court |
| Interests and skills: | Windows and Excel user Fluent French and German, fair Italian Driver's Licence music |
| Personal details: | married, with one child |

Exercise 1. Your friend is searching for a job. Give him recommendations as to how CV should be organized.

Use: a summary of one's personal history and professional qualifications; emphasize the kind of work you can do; it is important to present oneself well on paper; personal data; date and place of birth; list previous jobs, hold positions; organize the information in the reverse chronological order; mention interests and skills; command of foreign languages.

Model: You are going to write CV. It should not be a detailed personal history. Under "Personal" write the date and place of birth, then ...

Exercise 2. You want to work as:

1) judge; 2) secretary; 3) sales manager; 4) accountant;
5) purchasing manager.

Write CV to apply for one (or two) of these jobs.

Unit 4

Part 1

Text: Judicial Power

Justice in the Russian Federation is treated as a special type of independent state activity. Accordingly, it is administered by a hierarchy of courts unified within a single judicial system which organizationally functions separately from other state systems. The aim of justice in Russia is to safeguard both the citizens' rights and interests as well as those of the state and of individual institutions, enterprises and organizations.

Justice in the Russian Federation is administered by the courts of law only. Judicial power is effected by means of constitutional, civil, administrative, and criminal judicial proceedings. Citizens of the Russian Federation who have reached the age of twenty-five, have a higher legal education, and have a record of work in the legal profession of no less than five years, may become judges. Federal law may set additional requirements for the judges of the Russian Federation courts. Judges are independent and subject only to the Constitution of the Russian Federation and federal law.

Proceedings in all courts are open. Hearings in camera are only allowed in cases provided for by federal law. No criminal charge is considered in a court in the absence of the defendant, except for the cases provided for by federal law. Judicial proceedings are conducted on the basis of adversary procedure and equality of the parties. They are conducted with the participation of a jury in cases provided for by federal law.

There are courts of first instance (original jurisdiction) and second instance (appellate jurisdiction). A court in which a case is first heard is called the court of first instance. A court of original jurisdiction is one which first examines a case in substance and brings in a sentence or decision. Any court, from the district court to the Supreme Court of the state may sit as a court of first instance. In almost all cases it is possible to appeal to higher court for reconsideration of the decision of the first instance court. A court of second instance is one which examines appeals and protests against sentences and decisions of courts of first instance.

The Constitutional Court of the Russian Federation interprets the Constitution of the Russian Federation at the request of the President of Russia, the Federation Council, the State Duma, the Government of Russia, and the bodies of legislative power of the members of the Russian Federation. The Constitutional Court is comprised of nineteen judges.

The Supreme Court of the Russian Federation is the highest judicial authority on civil, criminal, administrative and other cases within the

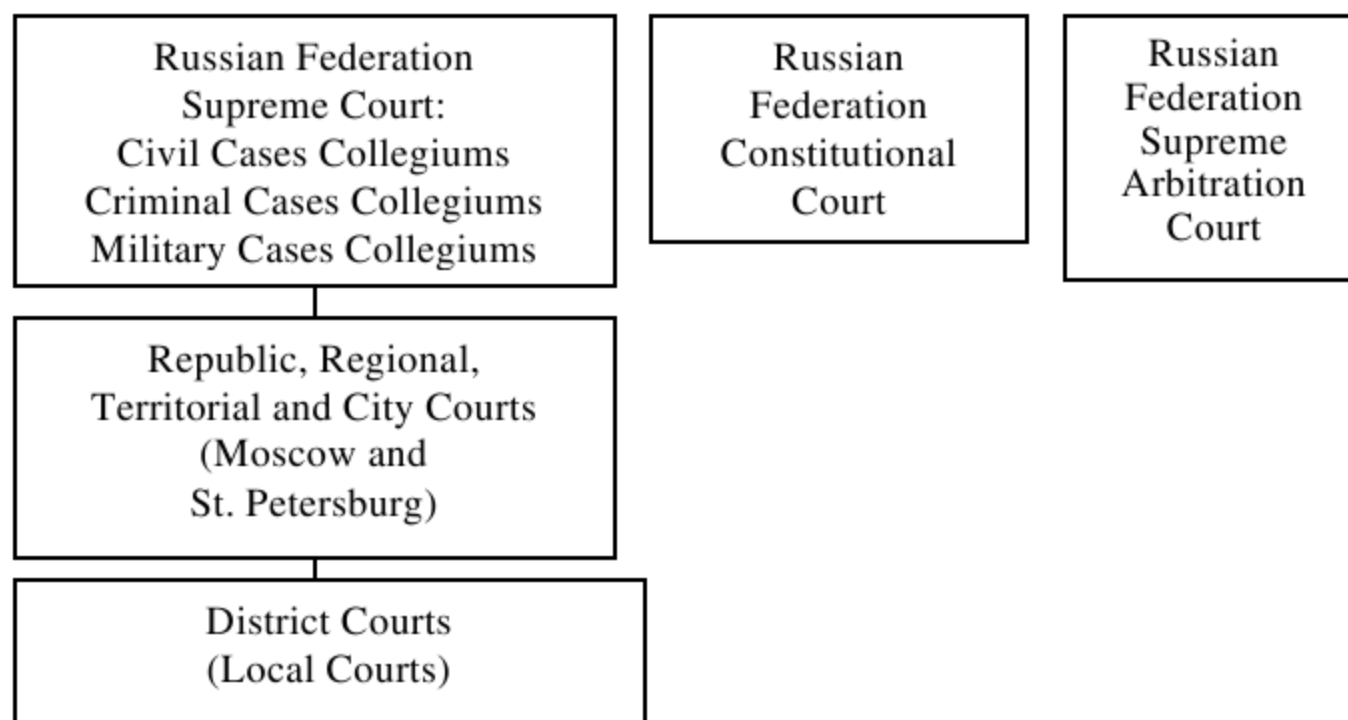
jurisdiction of the common pleas courts. The Supreme Court is charged with supervising subordinate courts and resolving disputes between them. The Supreme Court regularly issues instructions to inferior courts directing them in the handling of various types of cases or pointing out mistakes and shortcomings in their practice. Subordinate to the Russian Federation Supreme Court are courts of the constituent national republics, regions and territories, as well as the cities of Moscow and St. Petersburg.

The Supreme Arbitration Court of the Russian Federation is the highest judicial authority in settling economic and other disputes within the jurisdiction of the courts of arbitration.

The judges of the Constitutional Court, the Supreme Court and the Supreme Arbitration Court are appointed by the Federation Council upon nomination by the President of the Russian Federation.

At the lowest level of the judicial hierarchy are the city and district courts (formerly known as “people’s courts”), that exist in towns and rural districts, as well as in urban districts of large cities. These courts function as the courts of first instance for the vast majority of civil and criminal cases.

Structure of the Courts of the Russian Federation.



Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|-------------------------|--------------------------------|
| hierarchy ['haɪərə:kɪ] | substance ['sʌbstəns] |
| adversary ['ædvəsəri] | plea [pli:] |
| appellate [ə'pelɪt] | jurisdiction [ˌdʒʊərɪs'dɪkʃən] |
| collegium [kə'li:dʒjəm] | |

Task 2. Lexical Exercises.

Exercise 1. Find the English words and word-combinations given below in the text.

Судебная система, предприятия, высшее юридическое образование, судья, подчиненный, уголовное обвинение, ответчик, противник (соперник), апелляционный, районный суд, Верховный суд, суд высшей инстанции, арбитраж.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|---|
| 1) трактуется как особый вид | a) judicial proceedings |
| 2) отправляется (ведется) иерархией судов | b) courts of first instance |
| 3) охранять | c) plea |
| 4) права и интересы граждан | d) to examine a case in substance |
| 5) судебное разбирательство | e) is treated as a special type |
| 6) равенство сторон | f) to bring in a sentence or decision |
| 7) суды первой инстанции | g) to safeguard |
| 8) рассматривать дело по существу | h) equality of the parties |
| 9) вынести приговор или решение | i) the bodies of legislative power |
| 10) жалоба, прошение | j) the citizens' rights and interests |
| 11) органы законодательной власти | k) is administered by a hierarchy of courts |

Exercise 3. Answer the following questions.

1. What is the aim of justice in Russia?
2. Who can become judges?
3. What can you say about proceedings in the courts?
4. What is the function of a court of first instance?
5. What is the function of a court of second instance?
6. What is the basic judicial body of the state?
7. What is the main function of the Constitutional Court?
8. What is the highest judicial authority in settling different disputes within the jurisdiction of the courts of arbitration?
9. What does the Supreme Court deal with?
10. Whom are the judges of the Constitutional, Supreme and Supreme Arbitration Courts appointed by?

Exercise 4. Match the words with the correct definition.

- | | |
|----------------|---|
| 1) court | a) a public official who has the power to decide questions brought before a court of law. |
| 2) proceedings | b) a group of people chosen to hear all the details of a case and give their decisions on it. |
| 3) judge | c) a punishment for a criminal declared to be guilty in court. |
| 4) defendant | d) a formal request to a higher law court. |
| 5) jury | e) the people, who are gathered together to hear and judge a law case. |
| 6) sentence | f) a person against whom a charge is brought in a court of law. |
| 7) appeal | g) an action taken in law. |

Part 2

**Text: Russian History:
The Reign of Catherine the Great**



Catherine the Great was thirty-three years old when she ascended the Russian throne. She had acquired considerable education and experience. Born a princess in the petty German principality of Alhalt-Zerbst, the future empress of Russia grew up in modest but cultured surroundings. In 1744, at the age of fifteen, she came to Russia to marry Peter of Holstein-Gottorp and prepare herself to be the wife of a Russian sovereign.

She participated in political intrigues and plots, carefully covering up her tracks, until she led the successful coup in mid-summer 1762, which brought deposition and

death to her husband and made her Empress Catherine II.

Catherine the Great's personality and character impressed many of her contemporaries as well as later commentators. A woman quite out of the ordinary, the empress possessed high intelligence, a natural ability to administer and govern, a remarkable practical sense, and an iron will.

Catherine II had to behave carefully during her first years on the throne. Brought to power by a palace revolution and without a legal title to the crown, the empress had the enthusiastic support of guardsmen such as the Orlov brothers. Gradually Catherine II consolidated her position. She distributed honours and rewards on a large scale. She traveled widely all over Russia, reviving Peter the Great's practice, both to learn more about the country and to win popularity. She selected her advisers carefully and well. Time itself worked for the empress: with the passage of years memories of the coup of 1762 faded, and the very fact that Catherine II continued to occupy the throne gave the reign a certain legitimacy. In late 1766 she felt ready to introduce into Russia important changes based on the precepts of the Enlightenment, and for that purpose she called the Legislative Commission.

The aim of the Commission was to codify laws, a task last accomplished in 1649, before the Westernization of the country. Moreover, Catherine the Great believed that the work of the Commission would go a long way toward rationalizing and modernizing Russian law and life. Although the empress had certainly no desire to grant her subjects a constitution, and although her propaganda greatly exaggerated the radical nature of her intentions, the *Nakaz*, or *Instruction*, which she prepared for the Legislative Commission, was in fact, even in its final version, a strikingly liberal document. Composed by Catherine the Great herself over a period of eighteen months, the *Instruction* found its inspiration in the thought of the Enlightenment, particularly in the writings of Montesquieu and the jurist Beccaria. As to the influence of Beccaria, Catherine the Great could afford to follow his views more closely, as they were expressed in his treatise *Crimes and Punishments*, and she did. Thus the *Instruction* denounced capital punishment – which had already been stopped in Russia by Elizabeth – as well as torture, argued for crime prevention, and in general was abreast of advanced Western thought in criminology. On the whole, the liberalism of the *Instruction* produced a strong impression in a number of European countries, and led to its being banned in France.

The Legislative Commission, which opened deliberations in the summer of 1767, consisted of 564 deputies, 28 appointed and 536 elected. The appointees represented the state institutions, such as Senate. The elected deputies comprised delegates from different segments of the population of the empire: 161 from the landed gentry, 208 from the townspeople, 79 from the state peasants, and 88 from the cossacks and national minorities.

The Legislative Commission met for a year and a half, holding 203 sessions; in addition, special committees were set up to prepare the ground for dealing with particular issues. But all this effort came to naught. The commission proved unwieldy, not enough preliminary work had been done,

often there seemed to be little connection between the French philosophy of the empress's *Instruction* and Russian reality. Most important, however, the members of the commission split along class lines. For example, gentry delegates argued with merchant representatives over serf ownership and rights to engage in trade and industry.

Social antagonisms which simmered in the Legislative Commission exploded in the Pugachev rebellion. Although the extent and organization of the Pugachev uprising deservedly attract attention, it still suffered from the usual defects of such movements: a lack of preparation, co-ordination, and leadership.

Much has been written for and against Catherine the Great. The sovereign's admirers have included many intellectuals, from eighteenth-century philosophes led by Voltaire to Sidney Hook, who proclaimed her an outstanding example of the hero who makes history. The empress has received praise from numerous historians, in particular specialists in the cultural development, foreign relations, and expansion of Russia, including some famous judicious scholars. A few also commended her policy toward the gentry, in which they saw the indispensable first step in the direction of liberalism.

Notes

principality – княжество
coup – удачный ход, (зд.) переворот
deposition – свержение
legitimacy – законность
precept – правило, указание
to exaggerate – преувеличивать
treatise – трактат
abreast – на уровне
deliberation – обсуждение, дискуссия
serf – крепостной
to simmer – еле сдерживать

Task 1. Answer the questions.

1. How did Catherine II come to power?
2. Which Catherine II's actions led to winning popularity among her subjects?
3. What was the aim of the Legislative Commission?
4. Express your attitude to Catherine the Great's activity towards revolutionizing and modernizing Russian law.
5. Where did the Instruction find its inspiration?

6. Why did all the Commission's effort come to naught?
7. What are the reasons of the Pugachev rebellion?
8. What has the empress Catherine II received praise for from numerous historians?

Task 2. Comment on the following:

Montesquieu's celebrated admiration of the division of powers in England into the executive, the legislative, and the judicial became an administrative arrangement meant to improve the functioning of Russian autocracy.

Task 3. Discussion.

Some historians affirm that Catherine II, in spite of her display and championing of culture, was an enlightened despot supporting serfdom. Give your pros and cons on it.

Task 4. Role Play. My Proposals for A Good Government.

You live in Russia of the 18th century.

Your task is to conduct research and find out what kind of government is more appropriate for prosperity of the country.

Step 1. Work in group. Each research group prepares a questionnaire for some inhabitants of the country (nobility, gentry) to find out their needs and preferences.

We recommend a multiple choice system:

E.g. What kind of government do you prefer?

- a) absolute monarchy
- b) constitutional monarchy
- c) republican form of government

Step 2. Each research group appoints an interviewer who goes to question people from other teams.

Step 3. Interviewers report back to their research groups.

Step 4. At a round-table session all the groups discuss the results of their research and prepare a general report to the head of the country.

Part 3

Everyday English

A Job Interview.

Applicants for employment are invariably interviewed (usually in the Personal Department) before any job offer is made. The aim of the interview is not only to assess the suitability of the candidate for the vacant position, but also

to give the applicant the opportunity to seek further information about the job. During the interview the applicants may be required to complete an aptitude test designed to assess their suitability for the job available.

The interview is crucial for the applicant because it is at this time that the interviewer assesses the candidate's appearance, ability to communicate and general manner. Consequently, it is important to be thoroughly prepared for the interview.

Preparation for the interview:

- Do a little homework about the job for which you have applied.
- Use your common sense about your appearance.
- Remember the name of the person you have to see.
- Know exactly where the interview will take place.
- Plan the route to get there.
- Arrive promptly for the interview.

During the interview:

- Only sit down when invited to.
- Do not smoke.
- Try to be relaxed and confident.
- Concentrate fully on the interviewer.
- Be prepared to answer questions.
- Try to ask some sensible questions when you are invited to do so.

At the interview:

- Dress carefully.
- Take the letter inviting you for the interview.
- Arrive promptly.
- Appear confident but not flippant.
- Do not be over-familiar.

Questions to be prepared for:

- Why do you want the job?
- What qualities do you have to offer?
- What is your future ambition?
- What do you do in your spare time?
- What do you read?

Questions you could ask:

- What does the job involve?
- What hours are involved?
- What is the salary?
- What are the opportunities for promotion?
- What are the holiday arrangements?

Exercise 1. Here is a sample of a business interview. Learn it by heart and make an interview of your own.

Interviewer: Who do you work for now, Ms Holdsworth?

Ms Holdsworth: The Citizens' Advice Bureau.

Interviewer: How long have you worked for them?

Ms Holdsworth: I've worked for them for 3 years.

Interviewer: And what did you do before joining the Citizens' Advice Bureau.

Ms Holdsworth: I worked as a clerk for a local court.

Interviewer: Have you got any experience in organizing conferences?

Ms Holdsworth: Yes, I have actually. Why?

Interviewer: Your future job will require a lot of organizing meetings and conferences.

Exercise 2. Situation.

Your colleague applied for a new job but was turned down. Why did it happen?

Use: produce unfavourable impression; be not properly dressed; look untidy; badly shaven; dirty boots; long hair; wear too bright colours; wrinkled trousers; not a fresh shirt; have no professional look; be late for the interview; keep the boss waiting; not punctual; not take one's career seriously; have no self-control; sound not confident enough; speak poor English; hesitate in answering questions; not have enough experience; have poor professional skills.

Model: 1. Your colleague applied for a new job, but was turned down.

2. Why? What happened?

1. I'm afraid it was his own fault. To begin with, he was late for the interview and kept the boss waiting. Besides ...

Review Grammar Rules

Exercise 3. Review *Degrees of Comparison of Adjectives*. Respond to the statements.

Model: 1. I think reading a paper at a conference is **as essential as** making personal contacts with other researchers.

2. And I think making personal contacts is sometimes **much more (far more) essential** than reading a paper.

1. It seems to me this room is as spacious as that one.

2. Many people believe that St. Petersburg is as beautiful as Moscow.

3. I believe Dr Gray's contribution to this area of science is as important as Dr Rundle's.
4. I'm sure Dr Lavrov's paper was as exhaustive as that of Dr Petrov's.
5. I think this seminar will cover as urgent and important problems as the one we had last month.
6. I hope Dr Smith's talk will be as informative as it always is.
7. Our last conference programme was very interesting. I do hope this one will be as interesting.
8. I believe this hall will be as suitable for our sessions as the one we had last time.

Exercise 4. Review *Degrees of Comparison of Adjectives*. Respond to the statements.

Model: This book is more exciting than any other.

Yes, I believe (I think, it seems to me) it's **the most exciting** book of all (I've ever read, known, heard of).

1. It is a more detailed analysis of the problem than the one published recently.
2. Our professor gave a more exhaustive description of the phenomenon than any of those present.
3. Dr Green's opinion about the problems discussed is always more interesting than that of his colleagues.
4. Dr. Brown's approach to this problem is more original than what I've heard before.
5. A team of researchers in our company have collected some data. Their data are more convincing than I expected.
6. Dr White's talk has been more informative than what I've heard at this conference.
7. The method he mentioned in his talk is more practicable than others.
8. I think his method is more efficient.

Exercise 5. A. Answer the questions. Use *Passive Voice*.

Model: 1. Did they tell you about the seminar yesterday or last week?

2. I **was told** about it only yesterday.

1. Do they teach students English or French in these language groups?
2. Have they promised you tickets for a ballet or a variety show?
3. Will they inform us about our visit to their company today or tomorrow?

4. Will they show us the sights of the city during the conference or after the opening of the conference?
5. Will they offer us any opportunity to get acquainted with the products of the company?
6. Will they inform the conference participants about the next conference now or later?
7. Did they ask Dr Lavrov questions about his experiment after his talk or during the interval?
8. Will they tell us about the conference dinner now or later do you think?

B. Say the same without mentioning who did (does, will do) the action. Use *Passive Voice*.

Model: a) 1. Do researchers give much attention to getting the material ready for publication?

2. Yes. As a rule much attention **is given to** getting the material ready for publication.

b) 1. Can one rely on Lavrov?

2. Yes, he **can be relied on**. He always keeps his word.

1. Did Lavrov refer to Gray's previous data?

2. Did the Grays take great care of Lavrov during his stay in London?

3. Did he give any attention in his talk to the future business contacts between Russia and Great Britain?

4. Did the audience listen to the speaker attentively?

5. Did they speak highly of Lavrov's paper?

6. He may need a doctor. He looks ill. Will you send for a doctor?

Unit 5

Part 1

Text: The Procuracy (the Prosecutor's Office)

The Procuracy dates back to 1722, when Peter the Great created the post of procurator-general, subordinate to the Imperial Senate. The Procuracy was charged with the functions of supervising the activities of the Senate to protect against abrogation of its decrees and regulations.

A decree of the Council of People's Commissars of November 24, 1917 abolished the Procuracy and all other tsarist legal institutions.

In 1922 the Bolshevik Government reestablished the Procuracy and invested it with the power to supervise the legality of administrative officials, agencies, and citizens. The Procuracy's central position in the administration of justice after 1922 derived not only from its hierarchical and centralized organizational structure, but also from the wide range of functions it performed. The procurator was involved at every stage in the criminal process. The arrest of a suspect and the search for evidence required his written authorization. In Soviet criminal procedure, the prosecution of cases proceeded through two stages: preliminary investigation and trial. The procurator participated in both stages. In the most serious cases, investigators were often procuratorial officials.

Throughout the post-Stalin period, the Procuracy also maintained its responsibility for investigating and prosecuting criminal cases. Under Brezhnev the Procuracy was particularly active in arresting and prosecuting dissidents.

The early days of glasnost and perestroika unleashed an outpouring of public and press criticism of the functioning of Soviet law enforcement agencies, including the Procuracy. The new legislation ("Law on the Procuracy" adopted in 1992) preserved the Procuracy as a single and centralized institution charged with "supervising the implementation of laws by local legislative and executive bodies, administrative control organs, legal entities, public organizations, and officials, as well as the lawfulness of their acts". The most important change in the new "Law on the Procuracy" was the elimination of procuratorial supervision over the activities of the courts. The Procuracy also lost responsibility for conducting criminal investigations. The preliminary investigation now falls to a special investigatory body, although the Procuracy retains supervisory authority over the lawful conduct of this new investigatory agency.

The Law on the Procuracy of the Russian Federation retained the Procuracy's powers of general supervision over the legality of activities of local administrative agencies, enterprises, institutions, organizations and associations, military administrative organs, political organizations and movements, and officials.

The 1993 Constitution makes only minor changes affecting the Procuracy. The Procurator-General (the Prosecutor-General) of the Russian Federation is nominated by the President and confirmed by the Federation Council and serves for a five-year term. Procurators of the republics are appointed to five-year terms by the Russian Prosecutor-General and confirmed by the legislative bodies of their respective republics. Regional, district, and city procurators are appointed by the Russian Prosecutor-General and do not require confirmation by any elective body.

It may be said that the Procuracy like all Russian courts, protects legality, law and order.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|---------------------------------|-------------------------------|
| procuracy ['prɒkjʊrəsi] | supervisory [ˌsju:pə'vaɪzəri] |
| hierarchical [ˌhaɪə'ra:kɪk(ə)l] | decree [dɪ'kri:] |
| supervising ['sju:pə'vaɪzɪŋ] | abrogation [ˌæbrʊ'geɪʃ(ə)] |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Прокуратура, имперский Сенат, Совет народных комиссаров, подозреваемый, улика (основание), предварительное расследование, судебное разбирательство, законодательство, сохранять, местные законодательные и исполнительные органы, законность, утверждается.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|---|
| 1) ведение дел | a) law enforcement agencies |
| 2) развязать излияние критики со стороны общественности и печати | b) special investigatory body |
| 3) правоохранительные органы | c) elimination of procuratorial supervision |
| 4) наблюдение за исполнением законов | d) legality of activities |
| 5) устранение прокурорского надзора | e) prosecution of cases |

- | | |
|-----------------------------------|---|
| 6) уголовное расследование | f) prosecuting dissidents |
| 7) специальный следственный орган | g) criminal investigation |
| 8) законность действий | h) to unleash an outpouring of public and press criticism |
| 9) преследование диссидентов | i) supervising the implementation of laws |

Exercise 3. Answer the following questions.

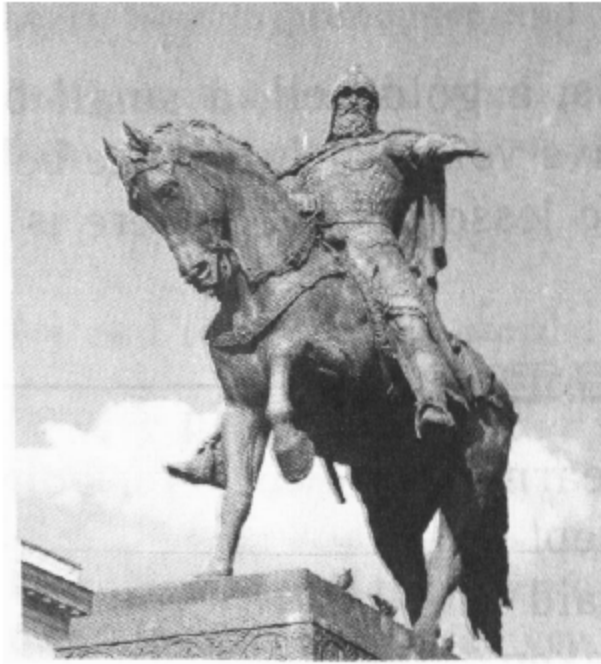
1. How old is the Procuracy?
2. Who created the post of procurator-general?
3. When was the Procuracy abolished?
4. Who reestablished the Procuracy and when?
5. When was the new legislation adopted?
6. What is the Procuracy charged with?
7. What was the most important change in the new legislation?
8. Who conducts criminal investigations?
9. Who is the head of the Procuracy?
10. Who appoints the Prosecutor-General and who confirms?

Exercise 4. What are the endings of the phrases?

1. Peter the Great created the post of procurator-general, subordinate to ...
2. The Procuracy's central position in administration of justice after 1992 derived not only from its hierarchical and centralized organizational structure, but...
3. Throughout the post-Stalin period, the Procuracy also maintained ...
4. The new legislation preserved the Procuracy as ...
5. The Law on the Procuracy of the Russian Federation retained the Procuracy's powers of ...

Part 2

Text: Discovering Moscow: the History of Moscow



Moscow is first mentioned in the annals of history of the year 1147. Since then its name has not left the pages of history. Moscow rendered a great service to the nation by uniting the country and giving it a single government. During the first centuries of Russia's development as a state, it was Moscow that gave its name to the land, which was called Muscovy. Such was the historical fate of the little settlement atop a hill overlooking the Moskva River, a settlement founded by Prince Yuri Dolgoruky.

The Russian people cherish the history of their country and capital. Under tsar Fyodor Moscow was already considered to be one of the largest cities of Europe. An English traveler wrote, "I should say that the city as a whole is larger than London and its suburbs." Another Englishman John Belias, the author of Little Guide Book of Moscow wrote, "Who would not wish to visit the old capital – Moscow, with its Kremlin and golden domes? I am sure that everyone's heart will beat faster at the view of the golden dome of the Cathedral of the St. Saviour, with the hope of visiting the Kremlin."

In the 16th century, under Ivan the Terrible, Moscow became the capital of the state of Muscovy. By that time the city had probably over 100,000 people and was one of the biggest in the world. The Kitay-Gorod, east of the Kremlin, was the main part of the town. By 1600 a nine-km white stone wall with 27 towers was erected round the line of the Boulevard Ring. They are inside the white wall came to be known as the Beliy Gorod (White City).

In 1712 Peter I transferred the capital to the newly built St. Petersburg, but Moscow remained the cultural and economic centre of the country.

After the victory over Napoleon Moscow was quickly rebuilt in just a few years. It was around this time that its two outer rings were replaced by three-lined Boulevard Ring and Garden Ring roads. As new industrial suburbs grew up beyond the Garden Ring, the city's population increased from 350,000 in the 1840s to 1.4 million in 1914. In 19th century Moscow

became a centre of industry and commerce, as well as a leading cultural, scientific and political centre.

In 1918 the Soviet Government decided to make Moscow the capital again. On March, 10, 1918 a special train left Petrograd for Moscow; the Government had moved back to the ancient Russian city. Since that time all the major acts and documents of our Government are signed, "The Kremlin, Moscow."

Notes

fate – судьба, удел

to cherish – хранить (в памяти), нежно любить

St. Saviour – Святой Спаситель

Task 1. Read the text. Find the answer to the questions given below.

1. When is Moscow first mentioned in the annals of history?
2. Who founded Moscow?
3. What's the name of tsar under whom Moscow was already one of the largest cities of Europe?
4. What did the foreigners write about Moscow?
5. When did Moscow become capital of the state of Muscovy?
6. Who transferred the capital to the newly built city?
7. When were the two outer rings of Moscow replaced by Boulevard Ring?
8. When did Moscow become the capital again?

Task 2. Match the names from the left column with the sentences from the right column.

| | |
|--|--|
| 1) Prince Yuri Dolgoruky | a) gave Moscow the name of the capital city of the state of Muscovy. |
| 2) Tsar Fyodor | b) defeated Tatars at Kulikovo Polye. |
| 3) Prince Ivan I Kalita | c) founded Moscow. |
| 4) Tsar Ivan the Terrible | d) defeated Napoleon. |
| 5) Tsar Peter the Great | e) built one of the largest cities of Europe. |
| 6) Prince Dmitry, Ivan Kalita's grandson | f) transferred the capital to the newly built city. |
| 7) Tsar Alexander I | g) gained the title of Grand Prince in 1328. |

Task 3. Use the words from the box to complete the text.

Batu Khan, rings, Russian, annals, Mongolian Tatar, centre, state, Prince Yuri Dolgoruky, largest

Moscow's history covers about two thousand years, though the earliest _____ set the date of its foundation as A. D. 1147, which is the official "birthday" of the city.

The first wooden Kremlin was erected by _____ in 1156. By the 13th century it had become the centre of the Moscow principality. It was destroyed by the _____ invasion, but the rule of _____ did not last very long.

By the 15th century, Moscow has established its global rule over various _____ principalities and its urban area was over five square kilometers. A hundred years later it had grown into the capital of a strong and prosperous _____, one of the _____ in the world. A system of concentric fortifications with the Kremlin as its _____ enclosed Kitai-Gorod and Bely Gorod, new and large sections of the city with two other outer _____; the city has spread to over twenty square kilometers.

Part 3

Everyday English

Business Meeting.

Meetings are an important means of communication within organisations. They give the opportunity for exchange of ideas and collective efforts to solve problems and formulate policies. They also provide a convenient means of issuing instructions or information to many people at one time.

The principal officers of a meeting are the chairman, secretary and treasurer:

- The chairman is responsible for the correct conduct of the meeting
- The secretary sends out notices of the meeting and a copy of the agenda, ensures meeting decisions are carried out.
- The treasurer is responsible for finance matters. Sometimes the job of secretary and treasurer are combined.

Agenda.

The agenda is a summary of the items of business to be discussed at a meeting. The agenda follows an accepted form of order in presentation as follows:

| |
|--|
| Agenda. |
| 1. Correspondence – discussion of important letters received since the last meeting. |

2. Reports – may be made by people who have special information to give to the meeting, for example, reporting back from the work of a committee.
3. Special matters – here will be discussed the purpose of the present meeting; decisions which have to be made; proposals to be discussed and voted on; action to be followed before the next meeting.
4. Next meeting – date, time and place of next meeting.
5. Any other business (AOB) – at this point members bring up matters or questions not included in the agenda.

Voting.

There are four basic ways of recording votes at a meeting:

1. Secret ballot – votes are marked on a slip of paper by the voters and then put into a ballot box for later counting.
2. Show of hands – hands are raised and counted for or against a motion.
3. Standing – at large meetings voters may be asked to “stand and be counted”.
4. Proxy – members unable to attend meeting may vote by post or give permission for someone else to vote on their behalf.

Exercise 1. Study the following situation at the business meeting. Try to learn it.

Chairman: Good morning, everybody. We have two points on the agenda today. Point 1 is our visit to Moscow to get acquainted with the work of a local court. We have been offered a quite interesting programme. You all have it. Do you want to put forward any proposals or amendments? Well, who'd like to start the ball rolling?

Personnel Manager: May I begin? First of all I am strongly for the cooperation which seems to be mutually beneficial. Being Personnel Manager I would like to know more about their labor regulations.

Chairman: All right, John. We'll notify our Russian colleagues about that. Who's next?

Company Secretary: As far as I am Company Secretary and deal with most legal matters, I'm interested in structure of their legal department and its activities such as contracts, insurance, compensation, guarantees, and so on.

Chairman: I think it is all on the programme.

Company Secretary: Yes, but I'd like to discuss it in detail.

Chairman: All right. And now let us discuss Point 2: coordinating the activities of the various departments of the company.

Personnel Manager: I have a suggestion. Let us vote on this issue. I think we are all in favour.

Exercise 2.

While you were speaking at the meeting your colleague may interrupt to make a point. You will have to deal with it! Look at the interruptions listed below and some possible replies. Match the reply to the interruption.

Interruptions.

- 1) You haven't mentioned the price yet!
- 2) Your product is more expensive than your competitor's!
- 3) I'd like the exact specifications, please!
- 4) Your new model seems much heavier than the old one!

Replies.

- a) I take your point ... but have you taken into account the improved durability?
- b) I'll be coming to that in a moment.
- c) You're quite right, but on the other hand our product has a number of unique design features.
- d) Our technical department will be able to give you an answer on that.

Review Grammar Rules

Exercise 3. Confirm the following statements. Use *on + Gerund* to express a preceding action, and *in + Gerund* to express a simultaneous action.

Model: a) 1. Gray received Lavrov's telegram and went to the airport to meet him.

2. Quite so (exactly). **On receiving** Lavrov's telegram Gray went to the airport to meet him.

b) 1. Lavrov recognized some familiar faces when (while) he was passing through the hall.

2. That's right (exactly). **In passing** through the hall he recognized some familiar faces.

1. Lavrov arrived at Heathrow airport and had to go through the Customs.

2. When you learn a foreign language you should pay proper attention to the pronunciation and intonation.

3. John introduced Lavrov to all his guests and then showed him around the house.

4. Lavrov received the conference programme and decided that he wanted to participate in it.

5. When we choose a career we should not ignore the advice of our parents I think.
6. The people in the hall heard the chairman's voice and stopped talking.
7. Lavrov mounted the platform and began to speak.
8. When we plan to use a new method we ought to consider all its advantages and disadvantages.

Exercise 4. Confirm the following negative statements. Use *without* + *Gerund*.

Model: 1. I cannot leave like this. I must say good-bye first.

2. No, you cannot leave **without saying** good-bye. You're right (I agree with you).

1. I cannot speak about this matter. I must make inquiries first.
2. We cannot go to the airport to meet the arriving delegation. We don't know the date of their arrival.
3. I cannot speak about this joint work and not mention the names of my colleagues.
4. We couldn't write Mr. Green. We had to find out his address first.
5. We cannot refer to these data; we must check them first.
6. We cannot pass over to the second point. We must finish the first one.
7. I'm afraid one cannot learn a foreign language if one doesn't know grammar.
8. I cannot translate this text I'm afraid. I have to look up the unfamiliar words first.

Exercise 5. Answer the questions. Use *by* + *Gerund*.

Model: 1. How can one learn to speak a foreign language quickly? (speak it).

2. (Only) **by speaking** it as much as possible.

or: You can do it **by speaking** it as much as possible.

1. In what way can I get in touch with Mr. Armstrong? (call him up).
2. How can I get acquainted with the sights of your beautiful city? (go on a sightseeing tour, walk about the city).
3. How can I get to know the English people and have a better idea of the English national character? (live in an English family for some time, read a book about England).
4. In what way can we inform Mr. Murray about the business meeting? (reach him by phone).

5. What's the best way to come to the right conclusion do you think? (take into consideration all opinions and factors).
6. We want our foreign partners to get this information as soon as possible. What would you recommend? (send it by fax).

Exercise 6. Express your opinion or attitude in reply to the questions. Use *can't help* + *Gerund*.

Model: 1. Do you agree that Betty is a nice-looking kid?

2. She's lovely indeed. One **can't help admiring** her.

1. What do you think of John Gray? He's totally absorbed in his work (feel respect for him).

2. What's your opinion of Dr N's thesis? (appreciate it highly).

3. What can you say about my first attempt to write a paper? (criticize).

4. How do you like my new flat? (feel happy for you).

5. What can you say about this girl? She seems clever and hard-working (like and respect her).

6. What's your impression of our city? (admire its beautiful parks, palaces and embankments).

7. Do you feel sorry for this man? He seems to be having a hard time (sympathize with him).

8. Write an essay "The Importance of Scientific and Business Contacts".

Unit 6

Part 1

Text: The Russian Bar

Instrumental in the transformation of the Russian legal system will be the *advokatura* or Russian bar – attorneys who provide representation to citizens in civil and criminal cases. Following long-standing Soviet practice, advocates are organized into “colleges” of about 150 lawyers each. These colleges maintain consultation bureaus in virtually every town and city throughout the country. Each bureau has a staff of approximately twenty advocates. At the consultation bureaus citizens may seek legal advice on a vast array of questions: divorce, custody, inheritance, property rights, housing disputes, labor conflicts, and so forth. The colleges also provide legal defense for people accused of criminal offences. The constitution provides that a defendant is guaranteed the right to legal counsel and that legal assistance will be provided free of charge if the defendant cannot afford a lawyer. Prior to 1988 legal fees were set by state authorities. After 1988 advocates were permitted to set their own fees.

There were approximately 27,000 advocates in the Soviet Union. Until February 1989 advocates were not represented by a professional organization, although there had been repeated calls for an organization to represent their interests. The creation of the Union of Advocates, however, for the first time gave defense attorneys an institutional basis for pressing their demands for legal reform. A December 1990 draft of a new Law on the Advokatura proposed keeping the structure of colleges of advocates under the direction of the Ministry of Justice. The Union of Soviet Advocates organized a public protest march in Moscow which drew some 600 attorneys. The advocates demanded the right to be a self-governing profession, free of the ministry’s control or supervision.

Increasingly, Russian attorneys are establishing their own law firms, independent of the colleges and consultation bureaus. Such private law firms began on an experimental basis in Moscow and St. Petersburg and are rapidly spreading throughout Russia.

With the collapse of the USSR, former Union of Soviet Advocates has fragmented into three organizations. The International Union of Advocates endeavors to unite all advocates of the former Soviet Union. Closely associated with it is the Russian Union of Advocates. Both associations favor preserving the existing system of colleges and consultation bureaus. A rival organization, the Association of Russian Advocates, draws on support from provincial lawyers who resist the collegiate structure and dominance of Moscow and St. Petersburg lawyers in the other organizations.

The International Union and its affiliate Union of Russian Advocates claim a membership of about 40 percent of all advocates, while the association's membership represents approximately 30 percent of the profession. The remaining advocates apparently are not affiliated with any professional organization.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

attorney [ə'tɜ:nɪ]

advocate ['ædvəkɪt]

bureau [bjʊ(ə)'rɜ:ʊ]

array [ə'reɪ]

collapse [kə'læps]

endeavour [ɪn'devə]

rival ['raɪvəl]

affiliate [ə'fɪliɪt]

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Давнишний, консультационное бюро, юридический совет, опека, имущественные права, трудовые конфликты, юридическая помощь, бесплатно, защитник, министерство юстиции, юридические фирмы (консультации).

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|---|---|
| 1) обеспечивать представительство граждан | a) to endeavor to unite |
| 2) обширное множество вопросов | b) the collapse of the USSR |
| 3) споры по жилищным вопросам | c) to provide representation to citizens |
| 4) быть самоуправляемой профессией | d) to favour preserving the existing system |
| 5) крах СССР | e) housing disputes |
| 6) стараться объединить | f) affiliate |
| 7) поддерживать сохранение существующей системы | g) to be a self-governing profession |
| 8) конкурирующая организация | h) a vast array of questions |
| 9) коллегиальный | i) a rival organization |

Exercise 3. Answer the following questions.

1. Who provides representation to citizens in civil and criminal cases?
2. What questions can citizens seek at the consultation bureaus?

3. What does the constitution provide for people accused of criminal offences?
4. How many advocates were there in the former USSR?
5. Why did the Union of Soviet Advocates organize a public protest march?
6. What right did the advocates demand?
7. What three organizations has the former Union of Soviet Advocates fragmented into?
8. What is the percentage of advocates in every of the three organizations?

Exercise 4. Match the words and word-combinations with the definitions.

| | |
|---------------------|---|
| 1. legal aid | a) a lawyer |
| 2. bar | b) a person who speaks in defense of another person |
| 3. attorney | c) a person whose business is to advise people about laws |
| 4. advocate | d) the services of a lawyer in a court case |
| 5. lawyer | e) a serious offence, esp. one that you could be sent to prison |
| 6. criminal offence | f) the profession of barrister (or lawyer) |

Part 2

Text: Discovering Moscow: the Kremlin



It is better to begin making the acquaintance of Moscow with the Kremlin.

Let us start our tour of Moscow with Red Square, which is right in the centre of things. The square was laid out in the 15th century. Moscow is built on seven hills, one of which is encircled by a red wall. The Kremlin stands on this hill. First, look at the Moscow Kremlin with its beautiful red walls and towers crowned with ruby stars, the Lenin Mausoleum and History Museum.

In front of you is an ancient monument of Red Square – Pokrovsky Cathedral, which is known as the St. Basil's. It was built during the reign of Ivan the Terrible by architects Posnik and Barma to commemorate Russian's

conquest of the Kazan kingdom in 1552. It is a masterpiece of Russian architecture.

If we walk back to the middle of Red Square we are in front of the Mausoleum and have a good view of the Kremlin, the heart of Moscow and Russia. If the Kremlin is a symbol of Russia then the Saviour's Tower (Spasskaya Bashnya) is a symbol of the Kremlin. It was built in 1491 and got its name from the icon of the Saviour (Spas), that formerly stood above the tower gate. The star-topped tower is 71 meters high. It is notable for its clock, whose melodious chimes are well-known to all those who listen to Moscow radio.

The Gates of the Kremlin are opened to visitors. Enter them and you will see the Kremlin cathedrals, churches and administrative buildings. There is so much to see in the Kremlin that we need plenty of time to look and to dream a little about the past.

Grand Kremlin Palace is a group of several buildings. The main section is the newest, built between 1838 and 1849 by architects Chichagov, Gerasimov and Ton. Here you can find the George's Hall, the Vladimir Hall, Terem, etc.

In the Kremlin there are the Uspensky (Assumption) Cathedral built by the Italian architect Aristotle Fiorovanti; Rispolozheniye (Church of the Deposition of the Robe) – now it is a museum; Blagoveshiinsky (Annunciation) Cathedral next to it; the Cathedral of the Archangel.

The tallest building of the square in the Kremlin is the Ivan the Great Bell-Tower. It was built in the 16th century. The Tsar Bell, standing on a stone pedestal nearby is the biggest bell in the world, cast in the Kremlin in 1733-35, it weighs more than 200 tons and is 20 feet high. Not far from the Bell is the Tsar Cannon with the largest caliber of any gun in the world, cast in bronze in 1538.



Notes

to encircle – окружать
masterpiece – шедевр
chime – звон курантов
bell-tower – колокольня

Task 1. Answer the questions.

1. What is the best way of making acquaintance of Moscow?
2. When was Red Square laid out?
3. How many hills are there in Moscow?
4. Where does the Kremlin stand?
5. Who built St. Basil's Cathedral and when?
6. What is the symbol of the Kremlin?
7. What icon gave the name to the Spasskaya Bashnya? Why?
8. What is the Spasskaya Bashnya famous for?
9. Who built Grand Kremlin Palace? When?
10. What well-known cathedrals are there in the Kremlin?
11. What is the tallest building in the Kremlin?
12. What can you say about the Tsar Bell and the Tsar Cannon?

Task 2. Match the names from the left column with the sentences from the right column.

| | |
|----------------------------------|--|
| 1) Red Square | a) built by the Italian architect Aristotle Fiorovanti. |
| 2) the Kremlin | b) is notable for its clock. |
| 3) Pokrovsky Cathedral | c) is the tallest building of the Kremlin. |
| 4) the Saviour's Tower | d) cast in bronze in 1538. |
| 5) Grand Kremlin Palace | e) is a symbol of Russia. |
| 6) the Assumption Cathedral | f) cast in the Kremlin in 1733-35. |
| 7) the Ivan the Great Bell-Tower | g) was laid out in the 15th century. |
| 8) the Tsar Bell | h) houses the George Hall, the Vladimir Hall, Terem, etc. |
| 9) the Tsar Cannon | i) was built to commemorate Russian's conquest of the Kazan kingdom. |

Task 3. Fill in the blanks with the words from the box.

bells, highest, Kremlin (2), Russian, tower, top, built, height

Visitors to the _____ admire the Bell-Tower of Ivan the Great. There are twenty-two large _____ and over 40 small ones in the bell tower. The stone foundation of the _____ is over 40 meters deep. The Tower was first _____ under Ivan IY, and extended to its present _____ of 80 meters in 1600, during Boris Godunov's reign.

For a long time the Bell Tower of Ivan the Great remained the _____ structure in Moscow. The famous _____ poet Mikhail Lermontov wrote that "he who has not seen Moscow from the _____ of

the Ivan the Great Bell Tower has not seen all of Moscow.” It is the composition centre of the Square and of the entire _____ ensemble.

Part 3

Everyday English.

Business Correspondence

Exercise 1. In the following letter select the item that is more formal.

Dear Mr. Kents,

(Thanks/ Thank you) for your letter of 20 July. As I am sure you will (understand/ appreciate) I am (most upset/ very sorry) to (hear/ learn) that you (were unable to/ could not) send me the documents that I (need/ require) for my (job/ work). I do hope to (get hold of/ obtain) them by the end of the month. I can not (complete/ finish) my research without them. I (hope/ trust) that you will be able to post them (immediately/ straight away). (Should you have/ if you have) any difficulties in doing it, please (inform me/ let me know).

I (look/ am looking) forward to hearing from you.

Yours sincerely,

Robin Hazard

Exercise 2. Write a reply to the letter. Apologize for the delay and give reasons for it: some of the documents are irreplaceable and you can give only copies.

Exercise 3. What would you say if:

1. You are speaking with an English businessman in your office. A telephone is ringing. You want to answer the telephone.
2. Your American colleague asks you to inform him about the date and agenda of your next meeting.
3. Your partner invites you to the Covent Garden.
4. You are at a table at a restaurant with your business colleagues. You want to leave the table for some time.

Exercise 4. Study the dialogue given below and make up its continuation.

Opening a Conference.

Chairman: Ladies and Gentlemen, could I have your attention, please? Thank you. Today we have gathered to discuss the crucial problem of rising

criminality. We have one of the most famous experts in the field to speak to you today. It's my proud duty to present Mr. Watson.

Mr. Watson: Thank you, Mr. Chairman. Thank you, ladies and gentlemen. I am very honored to be invited to speak to such knowledgeable audience ...

Review Grammar Rules

Exercise 5. Describe some well established facts. Use Complex Subject – is/are known + Infinitive.

Model: a) 1. It is known that the English are rather conservative.

2. You are quite right. The English are known to be rather conservative.

b) 1. It is known that a lot of traditions are associated with the Queen.

2. It's perfectly true. A lot of traditions are known to be associated with the Queen.

1. It is known that Trooping the Colour takes place on the sovereign's official birthday in June. 2. It is known that the State Opening of Parliament is headed by the Queen. 3. It is known that the Magna Carta is the great charter of liberty in Britain. 4. It is known that the election of Lord Mayor is traced back to King John's Charter of 1215. 5. It is known that Lord Mayor of London is elected annually. 6. It is known that British Parliament is the oldest in the world. 7. It is known that Britain was famous for its wool. 8. It is known that the Olympic Games date back to ancient Greece. 9. It is known that the British cling to their traditions. 10. It is known that Great Britain is a Constitutional Monarchy.

Exercise 6. Answer the questions. Say that something was happening during some other action. Use *Past Continuous* and *Past Indefinite*.

Model: a) 1. When did you get the telegram? (have dinner).

2. I **got** the telegram while I **was having dinner**.

b) 1. How did you cut your finger? (repair my car).

2. I **cut my finger while I** was repairing **my car**.

1. When did the telephone ring? (take shower).

2. How did John get acquainted with Nick? (visit Moscow).

3. How did Billy break his leg? (play football).

4. Why did you stay at home and didn't work in your garden? (rain heavily).

5. When did Betty enjoy herself best? (dance and sing).
6. How did Ann meet her friend? (read in the library one day).
7. When did you fall off the ladder? (paint the ceiling).
8. How did Ann lose her bag? (do the shopping).
9. How did Billy get a black eye? (fight with his neighbor).
10. How was Mary dressed at the party when you meet her? (wear a really beautiful dress).

Exercise 7.

A. Answer the questions. Express a more desirable situation. Say that you regret that something is not as you would like it to be at present. Use *wish* + *Past Indefinite*.

Model: a) 1. Do you enjoy being a teacher?

2. Not really. I **wish I were** an actress.

1. Can Mary use a computer?

2. No, she can't. But she **wishes** she **could**.

1. Can John fix his car by himself?

2. Do you know anything about English traditions?

3. Do you enjoy working here?

4. Does Billy play basketball well?

5. Can you speak French?

6. Have you signed a contract with this firm? They are doing good business.

7. Are you pleased that your son wants to be a scientist and not a businessman?

8. Do you enjoy living in the suburbs, far from your job?

9. Can Betty play the piano well?

10. Do you make good progress in English?

B. Express a desirable action in the future. Use *I wish someone would (wouldn't) do something; I wish something to happen*.

Model: a) 1. You are looking for a job; so far without success. What do you say?

2. I **wish** someone **would help** me.

a) 1. Tom wants to go out, but it's raining heavily.

2. Tom **wishes** the rain **would stop**.

1. He always leaves the door open. You don't like it. What do you say?

2. John drives the car very fast. Ann doesn't like that.

3. Your neighbors are too noisy. They disturb you.

4. Your colleague smokes too much. You don't like it and persuade him to give up smoking.
5. Your son often misses his classes. That worries you.
6. I want to go for a walk but it's awfully cold outside.
7. Your partner never comes on time and keeps you waiting for him.
8. He never keeps his promises and often lets his friends down.
9. You want to get a promotion but it's impossible.
10. Your colleague must go abroad to participate in a business meeting. He doesn't know any foreign language. His manager is very disappointed.

C. Say that you regret something that happened or didn't happen in the past. Use *wish* + *Past Perfect*.

Model: a) 1. I would like to take some photographs of London but I didn't bring my camera.

2. I **wish I had brought** my camera.
3. I **wish I had taken** some photographs of London.
1. The weather was awful and I didn't see Trooping the Colour when I was in London.
2. I missed the Ceremony of Horse Guards' Parade. I didn't know about it.
3. Our football team didn't play well and lost the game.
4. I had a wonderful chance to buy a new car and the price was reasonable and I don't know why I didn't.
5. Ann wanted to become a doctor but she became a teacher instead.
6. Nick had problems understanding English speech and missed some important points.
7. A young man regretted studying chemistry instead of business.
8. A good friend of yours visited your town but unfortunately you were away when he came. So you didn't see him.
9. You've just come from your holiday. Everything was fine except for the hotel which wasn't comfortable.
10. John didn't go jogging and gained some extra weight.

Unit 7

Part 1

Text: Crime and Criminal Code

A crime is understood as a social dangerous act directed against the social and state system, the system of economy, property and other rights of citizens or any other act infringing law and order which is defined in criminal legislation as dangerous to society.

One of the unfortunate results of the reform process in the former USSR is the breakdown of public order and a rapid increase in violent crime. An increasing portion of violent crimes appear to be linked to the rise of Mafia-type organized crime syndicates. According to one estimate, two-thirds of all commercial and financial enterprises in Russia and 40 per cent of individual businessmen were engaged in some form of corruption. Organized crime was increasingly inflecting Russian youth. Tempted by easy money, many young people gave up on attending school and instead were involved in semi-legal or criminal activities. Some scholars indicate that the period of rapid inflation and the flooding of the private economy with desirable and expensive consumer goods created an incentive for criminals to acquire cash quickly, resulting in a precipitous rise in armed robberies and thefts. The outbreak of crime has prompted proposals for changes to the criminal code.

For several years, Soviet and Russian jurists have noted the need to recodify criminal law. Work was begun in 1987 on a comprehensive revision of the criminal code. In 1985, legal scholars at the Institute of State and Law drafted a "Theoretical Model of a Criminal Code" that greatly influenced the direction of efforts to reform the criminal code. Work on the new draft criminal code was completed in mid-1988. Chief among the concerns of jurists during the drafting were extending the right of counsel during the preliminary investigation, restricting the application of the death penalty, formally adopting the presumption of innocence. Given the importance of the preliminary investigation and the extremely high conviction rate of persons who are formally charged, advocates long argued that they need to be involved in every stage of the criminal investigation and trial. The draft scaled back the number of offences for which the death penalty can be imposed. Under the previous criminal code of the former USSR, the death penalty, by shooting, was applied in cases of treason, espionage, terrorist acts, sabotage, and intentional homicide committed under aggravating

circumstances (e.g. murder for profit, murder for to cover up a previous crime, or especially brutal murder). Capital punishment was also employed to punish officials in flagrant cases of economic crimes (e.g. accepting bribes on a grand scale, theft of state property, etc.). The new draft criminal code would permit the death penalty only for murder, espionage, treason, terrorist acts, and sabotage.

Although the draft code has not been enacted, several of its provisions were introduced via amendment to the existing criminal code. Article 70 of the code which specified up to seven years deprivation of freedom for anti-Soviet agitation has been deleted. Article 154 of the former code made it a crime to “resell goods for the purpose of making a profit” and was amended in October 1990.

Finally, the revised criminal code increases sentencing limits for crimes committed “by an organized group.” For example, an attack by a group is punishable by imprisonment from six to fifteen years and the seizure of hostages draws a sentence of five to fifteen years.

Task 1. Phonetic Exercise.

Practice after the teacher to pronounce the words given below.

| | |
|---------------------------|---------------------------|
| infringing [ɪn'frɪndʒɪŋ] | presumption [prɪ'zʌmpʃən] |
| unfortunate [ʌn'fɔ:tʃnɪt] | espionage [ˌespɪə'na:ʒ] |
| corruption [kə'rʌpʃən] | sabotage ['sæbətɑ:ʒ] |
| flood [flʌd] | aggravating ['ægrəveɪtɪŋ] |
| precipitous [prɪ'sɪpɪtəs] | seizure ['si:ʒə] |

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Насильственное преступление, оценка, коррупция, стимул для преступников, вооруженный грабеж, воровство, презумпция невиновности, обвинять, государственная измена, шпионаж, диверсия, преднамеренное убийство, взятки, лишение свободы.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

- | | |
|--|------------------------------|
| 1) посягающий на закон и порядок | a) precipitous rise |
| 2) развал общественного порядка | b) increasingly |
| 3) мафиозные синдикаты организованной преступности | c) seizure of hostages |
| 4) все больше и больше | d) breakdown of public order |

- | | |
|---|---|
| 5) полулегальная или уголовная деятельность | e) to scale back |
| 6) резкий подъем | f) aggravating circumstances |
| 7) пересмотр уголовного кодекса | g) restricting the application of the death penalty |
| 8) адвокат | h) infringing law and order |
| 9) ограничение применения смертной казни | i) semi-legal or criminal activities |
| 10) уменьшать | j) via amendment |
| 11) отягчающие вину обстоятельства | k) counsel |
| 12) через поправку | l) revision of the criminal code |
| 13) захват заложников | m) Mafia-type organized crime syndicates |

Exercise 3. Answer the questions.

1. What is a crime?
2. What are the unfortunate results of the reform process in the former USSR?
3. What is an increasing portion of violent crimes linked to?
4. What has prompted proposals for changes to the criminal code?
5. When was work on the new draft criminal code completed?
6. What were the chief concerns of jurists during the drafting?
7. Which offences where the death penalty can be imposed were left in the new draft code?
8. What provisions were introduced via amendment to the existing criminal code?

Exercise 4. Match the words and word-combinations with the definitions.

- | | |
|---------------|---|
| 1. corruption | a) stealing |
| 2. robbery | b) intentional damage to machines, buildings, etc. |
| 3. theft | c) a dishonesty, esp. by people in positions of power |
| 4. treason | d) great disloyalty to one's country esp. by helping its enemies |
| 5. espionage | e) smth., esp. money, offered or given someone in a position of power |
| 6. sabotage | f) the crime of taking someone else's property |
| 7. bribe | g) the action of spying |

Part 2

Text: Discovering Saint-Petersburg: the Largest Museum in Russia (the Hermitage)



The Hermitage is one of the greatest museums in the world. It is largest museum in Russia. In the world only Louvre is larger than the Hermitage. There are 2.6 million objects of art and culture belonging to different epochs, countries and nations in the Hermitage. They are exhibited in the five buildings.

1. The Winter Palace.

It was the official residence of Russian emperors. The White Palace was built in 1754—1762 by the architect Bartolomeo Rastrelli. It was the

biggest and most elegant building in St. Petersburg in the 18th century.

2. The Small Hermitage.

The Small Hermitage was erected in 1767—1769 after the design of the architect Vallin de la Mothe.

3. The Old Hermitage.

The building of the Old Hermitage was built in 1775—1784 by Yuri Felten.

4. The Hermitage Theatre.

The Hermitage Theatre was designed by Giacomo Quarenghi and completed in 1787. The architect built its auditorium in the form of an amphitheatre. There are no boxes, circles, or stalls, and the seats for the audience descend to the stage in wide tiers. The Hermitage Theatre was the private theatre of Catherine the Great and her descendents. Today this is the lecture hall of the Hermitage.

5. The New Hermitage.

The New Hermitage was erected in 1839—1852 after the design of Leo von Klenze by the architects Vasily Stasov and Nicolai Yefimov. The main entrance of the New Hermitage is decorated with ten huge statues of atlantes. They were made from the model of the sculptor Alexander Terelenev.

The word Hermitage means “the dwelling of a hermit.” This name dates back to the 18th century when Catherine II was the empress of Russia. The story of the Hermitage collection began with Catherine II. 225 Dutch and Flemish paintings were bought in Berlin for the Winter Palace in 1764. Only a few of the empress’s courtiers were allowed to see her collection. It was only in 1852 when members of the elite were admitted to the museum on special invitation cards. There was a fire in the palace on the 17th of December in 1873. The fire burnt for three days. It destroyed everything but the brick walls. The soldiers managed to take away all the pictures from the palace. They were piled in the square near Alexander Column. The passages leading to the Small Hermitage were heaped with bricks and thus the fire was stopped. The restoration was done by the architects V. Starov and A. Bryullov.

At present the Hermitage collections include not only pictures, drawings, engravings, sculptures, but items of decorative and applied art as well.

Notes

to descend – спускаться

tier – ряд

dwelling – уголок, жилище

hermit – отшельник

countier – придворный

to pile – сваливать в кучу

to heap – завалить

engraving – резьба (по камню, дереву, металлу)

Task 1. Answer the questions.

1. What is the largest museum in Russia?
2. What museum is larger than the Hermitage?
3. Where was the official residence of Russian emperors?
4. When was the Winter Palace built?
5. When was the Small Hermitage erected?
6. Who created the design of the Old Hermitage?
7. How did Giacomo Quarenghi built its auditorium?
8. What is situated in the Hermitage Theatre now?
9. When was the New Hermitage erected?
10. How is the main entrance of the New Hermitage decorated?
11. When did the story of the Hermitage collection begin?
12. Who could see Catherine’s II collection?
13. When was there a fire in the Palace?
14. How was the fire stopped?
15. What do the Hermitage collections include at present?

Task 2. Read the beginning of the sentence and find its end in the text.

1. At present the Hermitage collections include ...
2. It destroyed everything ...
3. The New Hermitage was erected in ...
4. The soldiers managed to take away ...
5. The main entrance of the New Hermitage is decorated ...
6. The Hermitage means ...
7. In the world only Louvre is ...

Task 3. Match the architects with their creations.

- | | |
|-------------------------|--------------------------|
| 1) Yuri Felten | a) The Hermitage Theatre |
| 2) Giacomo Quarenghi | b) The Winter Palace |
| 3) Vallin de la Mothe | c) The New Hermitage |
| 4) Leo von Klenze | d) The Old Hermitage |
| 5) Bartolomeo Rastrelli | e) The Small Hermitage |

Task 4. Find in the text the historical event according to the date.

1. 1852
2. 1754—1762
3. 1787
4. 1839—1852
5. 1767—1769
6. 17th of December, 1873
7. 1775—1784

Part 3 Everyday English

Talking about Companies

There are many types of business organizations, and the different terms can be confusing. The left-hand column below gives various types of organization, and the other column contains short descriptions of each type.

| Type | Description |
|-------------------------|--|
| company (UK) | organization operating to make profit |
| corporation (US) | |
| society | friendly association of people; for example, a sport society (society is not equal to firm) |
| enterprise | new commercial activity, for example, How's your new enterprise? Also in some company names; for example, Smiths Enterprises (enterprise is not equal to firm) |
| limited company | firm where shareholders' liability is limited |
| cooperative | democratic firm owned by its workers |
| multinational | organization operating in several countries |
| parent company | company which owns another |
| subsidiary (=affiliate) | firm owned by a parent company |
| holding company | firm, usually without commercial activity, created to be parent to other companies |
| public company | company whose shares are publicly available |
| private company | company whose shares are not publicly available |
| nationalized company | company owned by the state |
| government agency | organization which is part of the state administration |
| charity | organization to relieve poverty, advance religion or education, etc.; benefits from some financial concessions |
| operation | general word for a company, usually a small one, and part of a large group. It also means activity; for example, our commercial operation |
| partnership | two or more partners working together for profit, without limited liability |

Exercise 1. What sort of company is it?

First, read both columns together. Then, cover the left-hand column, and from the description try to name the type of organization described. Finally, cover the right-hand column, and try to describe each organization listed on the left.

Exercise 2. Who's responsible for Business Systems?

Below is a diagram showing the structure of a "mixed" type of multinational company based in the US: some activities are organized into

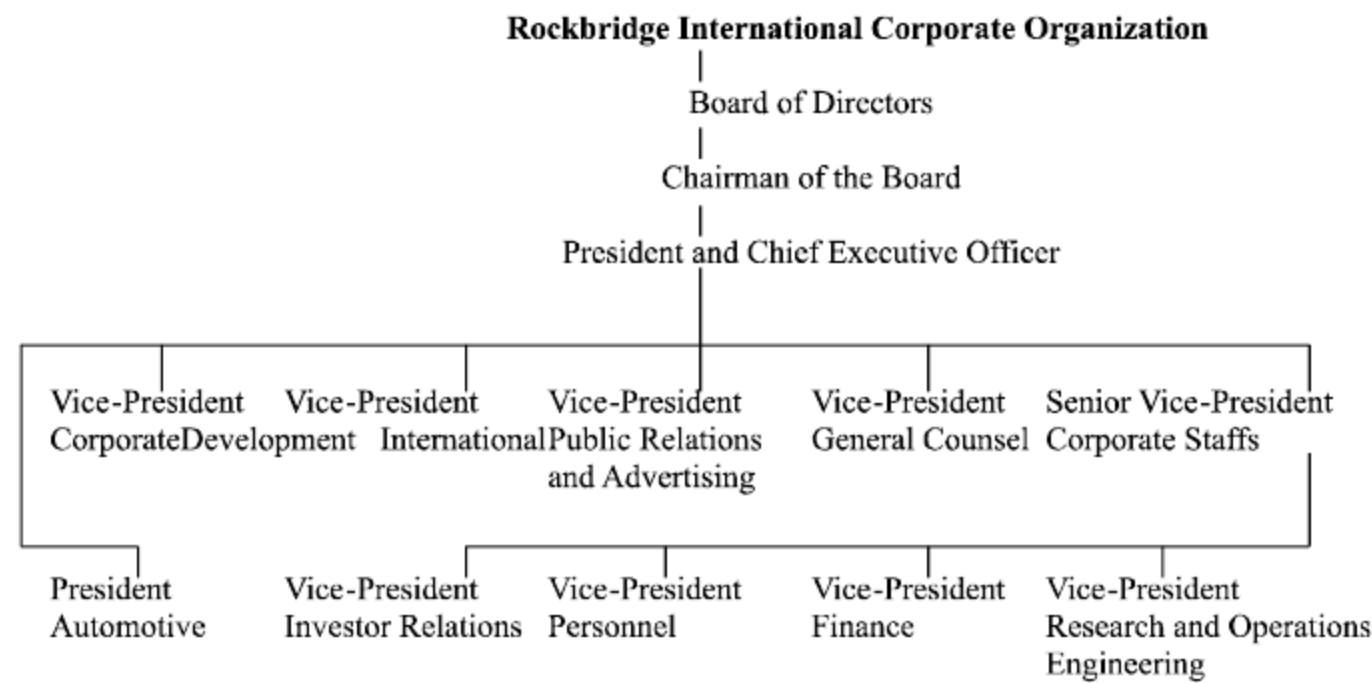
domestic, regional and international divisions, others into worldwide product divisions.



Now write questions and answers using responsible for/ comes under.
 Example, Who's responsible for Business Systems in the Pacific? That comes under the Pacific Division.

Corporate Planning _____
 Defense Systems in Africa _____
 Telecommunications in USA _____
 Business Systems in Europe _____
 Telecommunications in SE Asia _____

Exercise 3. Who's the boss?



The above diagram is called an **organization chart** (or **family tree**). It shows the **chain of command** in an organization. We can say that the

Vice-President, Corporate Development **is responsible to / reports to** the President and Chief Executive Officer.

Can you make similar statements about the chain of command, by completing the following sentences?

- a) The Vice-President, Finance _____
- b) The President, Automotive Operations _____
- c) The President and Chief Executive Officer _____
- d) The Senior Vice-President, Corporate Staffs _____
- e) The Chairman of the Board _____

Review Grammar Rules

Exercise 4. Review *Indirect Speech*. Respond to the situations. Use Indirect Speech after the verbs *say, tell, remark, declare, announce, add, admit, emphasize, etc.*

Model: 1. Dr Berg said, "Scientific community in this country has most friendly feelings for their colleagues in Russia."

2. Pardon? Did you hear what Dr Berg said?

or: Would you mind repeating Dr Berg's words? I didn't quite catch what he said. It's rather noisy here.

1. He (Dr Berg) **remarked** that scientific community **had** most friendly feelings for their colleagues in Russia.

1. Dr Berg said, "We are all anxious to work in the most cordial way with our Russian colleagues."

2. The speaker said, "Contacts like ours help much to bind closely the ties between men of different countries and different creeds."

3. The president of the Congress addressed the guests, "I want to propose this toast to closer cooperation in science between our two countries."

4. "Contacts in the sphere of science open up new opportunities for further research," said Dr Gray.

5. Lavrov said to his British colleagues, "I owe a great deal to this laboratory for the opportunity it gave me to do research."

6. "I am very grateful for the kind words in recognition of my own country," said Lavrov.

7. Lavrov said, "I thoroughly enjoyed my stay here and I was greatly impressed by the warm reception given me everywhere."

8. Gray said, "I like Moscow very much, for it combines both beauty and history."

9. Nick said to the Grays, "I've had a wonderful time as your guest and I am greatly pleased with the results of my work at the lab."

10. Nick said, "I'll be very happy to welcome you all in Moscow."

Exercise 5. Review *Indirect Speech*. Express indirect request after the verbs *ask* and *tell*.

Model: a) 1. Ann said to the stewardess, "Give me some remedy for air-sickness, please."

2. What did Ann say?

1. She **asked** the stewardess **to give** her some remedy for air-sickness.

b) 1. John said, "Don't go away, Billy. The flight is announced."

2. Sorry? What did John say?

1. He **told** Billy **not to go away** as the flight was announced.

1. Nick said, "Would you kindly fetch me some morning papers, John?"

2. John said, "Billy, help Mr. Lavrov with his hand luggage."

3. John said, "Don't forget to write to us, Nick. Remember I'll be waiting for your paper."

4. Nick said to Billy, "Give my love to Betty. What a pity she couldn't come."

5. "Give my best regards to your family," said John.

6. "Don't smoke so much, John," said Ann, "It's bad for your health."

7. "Put the papers into your brief-case, Nick," said John.

8. "Don't leave your seats, please," said the stewardess to the passengers.

9. A custom-officer said to me, "Open your suit-case, please."

10. "Don't start a new experiment until you are through with this one," said my chief.

Exercise 6. Review *Indirect Speech*. Ask for additional information using indirect questions.

Model: Dr Berg made a speech at the farewell party.

1. Will you tell me **who** this party was given for?

2. I'd like to know **What** Dr Berg said in his speech.

3. I wonder **if** the party was a success.

1. Gray said he likes Moscow very much.

2. The Grays came to the airport.

3. Dr Goodwill is learning Russian.

4. Gray and Lavrov carried out some research together.

5. Dr Black performed a new series of experiments.

6. Gray's colleagues combined two methods of research.

7. Academician A. gave an interesting talk at the conference.

Exercise 7. Answer the questions. Use *Infinitive* to express purpose.

Model: a) 1. For what purpose do you think Lavrov gave a lecture to his British colleagues?

2. He did it (**with a view, in order**) **to demonstrate** the achievements of Russian science.

b) 1. Why was this fundamental work done?

2. It was done (**with a view, in order**) **to show** what factors affect the process.

1. Why did Lavrov speak at the farewell party?

2. Why are international contacts among businessmen, researchers, politicians indispensable?

3. Why did you start a new series of experiments?

4. For what purpose do you think Dr N. undertook such a difficult task?

5. Why do scientists meet regularly?

6. Why do you attend the laboratory seminars?

7. For what purpose did you carry out this investigation?

8. Why did you apply a new technique in your research?

9. Why do you want to work abroad for some time?

10. Why do you read professional literature?

ОСНОВНЫЕ ПРАВИЛА ЧТЕНИЯ ГЛАСНЫХ

| | | | |
|----------------------|---|--|---|
| A | Ударный слог в открытом слоге в закрытом слоге перед <i>r</i> перед <i>re</i> | [eɪ] [æ] [ɑ:] [ɛə] [ə] | take, place, name, cake, state map, sat, stand, happy, apple car, art, dark, farm, party care, bare, share, prepare ago, about, legal, formal |
| | Неударный слог a Буквосочетания <i>ai, au</i> <i>aw, au</i> <i>ar</i> после <i>w</i> <i>ar</i> после <i>qu</i> <i>an</i> + согласная <i>a</i> + <i>ss, st, sk</i> <i>a</i> + <i>ft, th</i> <i>w (h)</i> + <i>a</i> | [ei] [ɔ:] [ɔ:] [ɔ:] [ɑ:] [ɑ:] [ɑ:] [ɒ] | main, chain, day, way, play saw, law, autumn, cause war, warm, warn quarter, quarrel answer, dance, chance class, last, ask, task after, craft, bath, rather watch, wash, was, what, want |
| E e | Ударный слог в открытом слоге в закрытом слоге перед <i>r</i> перед <i>re</i> Неударный слог Буквосочетания <i>ee, ea</i> <i>ea</i> + <i>d</i> <i>Исключения:</i> <i>ei</i> + <i>gh</i> <i>ew</i> <i>ey</i> <i>ee, ea</i> + <i>r</i> <i>ear</i> + согласная | [i:] [e] [ɜ:] [iə] [ɪ] [ə] [i:] [ə] [əɪ] [ju:] [u:] [ei] [ɪə] [ɜ:] | be, he, me, see, meter, Peter best, next, left, smell her, term, verse here, mere, severe begin, return, because, between mother, father, corner, over green, seem, sea, clean bread, head, already read [ri:d], lead [li:d] eight, weigh few, new, grew, blew grey, obey deer, dear, hear, appear learn, earth, early |
| I i | Ударный слог в открытом слоге <i>Исключения:</i> в закрытом слоге перед <i>r</i> перед <i>re</i> | [aɪ] [i] [ɜ:] [aɪə] | life, five, fine, tie, time live [liv], give [giv] sit, lift, pick, little bird, girl, first, circle fire, tired, admire |

| | | | |
|----------------------|---|---|---|
| | Неударный слог Буквосочетания <i>i + ld, nd</i> Исключения: <i>i + gh</i> | [I] [ai] [ai] | origin, engine child, find, king, mind children ['tʃɪldrən] window ['wɪndʒu] right, light, night, high |
| О о | Ударный слог в открытом слоге в закрытом слоге перед <i>r</i> перед <i>re</i> Неударный слог суффиксы <i>ous</i> суффиксы <i>or</i> Буквосочетания <i>oa</i> <i>oi, oy</i> <i>oo + k</i> <i>oo + l, m, n, d, t</i> <i>oo + r</i> <i>ou + gh</i> <i>o + l + согласная</i> <i>ow + согласная</i> <i>ow (на конце)</i> <i>or после w</i> | [ʒʊ] [ɒ] [ɔ:] [ɔ:] [ʒʊ] [əʊ] [ə] [ʒʊ] [ɔɪ] [ʊ] [u:] [ɔ:] [ɔ:] [ʒʊ] [ʒʊ] [ʒʊ] [ɜ:] | close, note, rose, home stop, long, song, cooper form, born, fork, border store, before, restore photo, motto, Negro famous, various, numerous doctor, tractor, conductor coat, boat, road, roast oil, noise, boy, enjoy look, book, took cool, room, soon, food, root door, floor bought, thought, brought old, cold, told, hold town, brown, crowd, down know, grow, low, slow, show <i>but: now</i> [au] work, word, world, worse |
| У u | Ударный слог в открытом слоге в открытом слоге в закрытом слоге перед <i>r</i> + согл. перед <i>r</i> + гласн. Неударный слог | [ju:] [u:] [ʌ] [ɜ:] [jʊə],[ʊə] [ə] | tube, tune, useful blue, true, June cut, but, hurry, hunter turn, burn, curly, hurt pure, during, sure upon, success, difficult |
| | Ударный слог в открытом слоге в открытом слоге перед <i>r</i> перед гласной Неударный слог | [ai] [i] [aiə] [j] [i] | my, try, type, cycle symbol, system tyre year, you, young, yet any, many, very, only |

ОСНОВНЫЕ ПРАВИЛА ЧТЕНИЯ СОГЛАСНЫХ

| | | | |
|----------------------|--|-------------------|--|
| C c | перед <i>e, i, y</i> перед <i>a, o, u</i> и согласной | [s] [k] | face, city, bicycle case, cat, cut, cool, coal class, fact |
| | Сочетания <i>ch, tch</i> <i>ck</i> | [tʃ] [k] | watch, match, bench, chief clock, thick, quick |
| G g | перед <i>e, i, y</i> перед <i>a, o, u</i> и согласной | [dʒ] [g] | page, age, engineer, gym gate, got, gun, fog great |
| | Сочетания <i>ng</i> | [ŋ] | bring, sing, ring |
| S s | в начале слова | [s] | say, such, send, stop, speak |
| | перед глухой согласной | [s] | rest, best, ask, test |
| | после глухих согласных | [s] | books, desks, asks, gets, puts |
| | после звонких согласных и гласных | [z] | beds, reads, boys, days, goes factories |
| | между гласными перед суф. <i>-ion, -ure</i> в суффиксе <i>-ous</i> | [z] [ʒ] [s] | rise, these, please occasion, pleasure, measure famous, numerous |
| W w | перед гласной | [w] | |
| | перед <i>h</i> | [w] | |
| | Сочетания <i>who</i> | [h] | |
| | <i>wr</i> | [r] | |

БУКВОСОЧЕТАНИЯ

| | | | |
|-----------|---|------|--|
| | <i>bt</i> | [t] | debt, doubt, subtle |
| | <i>ght</i> | [t] | light, night, right |
| | <i>gn</i> | [n] | sing, design, reign |
| | <i>kn</i> | [n] | know, knife, knit |
| | <i>ph</i> | [f] | photo, philosophy |
| | <i>qu</i> | [kw] | queen, question |
| | <i>sh</i> | [ʃ] | wish, show, fresh |
| | <i>ss + ion</i> | [ʃn] | permission |
| | <i>ss</i> | [s] | passive, possible |
| | В начале и в конце знаменательных слов | [θ] | thin, thick, month, path |
| th | в начале служебных слов, междометий, наречий и между гласными | [ð] | the, this, that, those, thus, they, gather, bathe, weather |

ТАБЛИЦА НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-------------|-------------------------------|------------------------------|
| abide | abided, abode | abided |
| arise | arose | arisen |
| awake | awoke, awakened | awoken |
| be | was/were | been |
| bear | bore | borne |
| beat | beat | beaten |
| become | became | become |
| Befall | befell | befallen |
| beget | begot (also begat biblical) | begotten |
| Begin | began | begun |
| behold | beheld | beheld |
| Bend | bent | bent |
| bereave | bereft, bereaved | bereft, bereaved |
| beseech | besought, beseeched | besought, beseeched |
| beset | beset | beset |
| bestride | bestrode | bestriden |
| bet | bet, betted | bet, betted |
| betake | betook | betaken |
| bethink | bethought | bethought |
| bid | bade, bid | bid, bidden |
| Bind | bound | bound |
| bite | bit | bitten |
| bleed | bled | bled |
| Bless | blessed, blest | blessed, blest |
| Blow | blew | blown |
| break | broke | broken |
| breed | bred | bred |
| Bring | brought | brought |
| broadcast | broadcast | broadcast |
| browbeat | browbeat | browbeaten |
| Build | built | built |
| Burn | burned, burnt | burned, burnt |
| burst | burst | burst |
| Bust | (BrE) bust, (esp. AmE) busted | (BrE) bust (esp. AmE) busted |
| buy | bought | bought |
| Cast | cast | cast |
| catch | caught | caught |
| chide | chided, chid | chid, chidden |

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-------------|-----------------------|------------------------|
| choose | chose | chosen |
| cleave | cleaved, cleft, clove | cleaved, cleft, cloven |
| Cling | clung | clung |
| come | came | come |
| Cost | cost | cost |
| creep | crept | crept |
| cut | cut | cut |
| Deal | dealt | dealt |
| dig | dug | dug |
| Dive | dived, (AmE) dove | dived |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed, dreamt | dreamed, dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| dwell | dwelt, dwelled | dwelt, dwelled |
| eat | ate | eaten |
| fall | fell | fallen |
| Feed | fed | fed |
| Feel | felt | felt |
| Fight | fought | fought |
| Find | found | found |
| Flee | fled | fled |
| Fling | flung | flung |
| fly | flew | flown |
| forbear | forbore | forborne |
| forbid | forbade, forbad | forbidden |
| forecast | forecast | forecast |
| foresee | foresaw | foreseen |
| foretell | foretold | foretold |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| forgo | forwent | forgone |
| forsake | forsook | forsaken |
| forswear | forsook | forsook |
| freeze | froze | frozen |
| gainsay | gainsaid | gainsaid |
| get | got | got (also gotten AmE) |
| gird | girded, girt | girded, girt |
| give | gave | given |

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-------------|------------------------------|------------------------------|
| go | went | gone |
| grind | ground | ground |
| grow | grew | grown |
| hamstring | hamstrung | Hamstrung |
| hang | hung, hanged | hung, hanged |
| have | had | had |
| hear | heard | heard |
| heave | heaved, hove | heaved, hove |
| hew | hewed | hewn, hewed |
| hide | hid | hidden, hid |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| input | inputted, input | inputted, input |
| inset | inset, insetted | inset, insetted |
| interbreed | interbred | interbred |
| interweave | interwove | Interwoven |
| keep | kept | kept |
| kneel | knelt, (esp. AmE) kneeled | knelt, (esp. AmE) kneeled |
| knit | knitted, knit | knitted, knit |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| lean | leaned (a/so leant esp. 8r£) | leaned (also leant esp. BrE) |
| leap | leapt, (esp. AmE) leaped | leapt, (esp. AmE) leaped |
| learn | learned, learnt | learned, learnt |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lit, lighted | lit, lighted |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| miscast | miscast | miscast |
| mishear | misheard | misheard |
| mislay | mislaid | mislaid |
| mislead | misled | misled |
| misread | misread | misread |

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-----------------|--------------------------|------------------------------------|
| misspell | misspelt, misspelled | misspelt, misspelled |
| misspend | misspent | misspent |
| mistake | mistook | mistaken |
| misunderstand | misunderstood | misunderstood |
| mow | mowed | mown, mowed |
| outbid | outbid | outbid |
| outdo | outdid | outdone |
| outgrow | outgrew | outgrown |
| outride | outrode | outridden |
| outrun | outran | outrun |
| outsell | outsold | outsold |
| outshine | outshone | outshone |
| overbear | overbore | overborne |
| overcast | overcast | overcast |
| overcome | overcame | overcome |
| overdo | overdid | overdone |
| overdraw | overdrew | overdrawn |
| overeas | overate | overeaten |
| overhang | overhung | overhung |
| overhear | overheard | overheard |
| overlay | overlaid | overlaid |
| overload | overloaded | overloaded |
| overpay | overpaid | overpaid |
| override | overrode | overridden |
| overrun | overran | overrun |
| oversee | oversaw | overseen |
| oversell | oversold | oversold |
| overshoot | overshot | overshot |
| oversleep | overslept | overslept |
| overtake | overtook | overtaken |
| overthrow | overthrew | Overthrown |
| partake | partook | partaken |
| pay | paid | paid |
| plead | pleaded, (esp. AmE) pled | pleaded, (esp. AmE) pled |
| pre-set | pre-set | pre-set |
| proofread prove | proofread proved | proofread proved (a/so proven AmE) |
| put | put | put |
| read | read | read |
| rebind | rebound | rebound |

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-------------|-------------------|------------------------|
| rebuild | rebuilt | rebuilt |
| recast | recast | recast |
| redo | redid | redone |
| relay | relaid | relaid |
| remake | remade | remade |
| rend | rent | rent |
| repay | repaid | repaid |
| rerun | reran | rerun |
| resell | resold | resold |
| reset | reset | reset |
| resit | resat | resat |
| retell | retold | retold |
| rethink | rethought | rethought |
| rewind | rewound | rewound |
| rewrite | rewrote | rewritten |
| rid | rid, rided | rid, ridden |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| saw | sawed | sawn, sawed |
| say | said | said |
| see | saw | seen |
| seek | sought | sought |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| sew | sewed | sewn, sewed |
| shake | shook | shaken |
| shave | shaved | shaved |
| shear | sheared | shorn, sheared |
| shed | shed | shed |
| shine | shone, shined | shone, shined |
| shit | shitted, shat | shitted, shat |
| shoe | shod | shod |
| shoot | shot | shot |
| show | showed | shown, showed |
| shrink | shrank, shrunk | shrunk |
| shut | shut | shut |
| sing | sang | sung |

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-------------|---|---|
| sink | sank, sunk | sunk |
| sit | sat | sat |
| slay | slew | slain |
| sleep | slept | slept |
| slide | slid | slid |
| sling | slung | slung |
| slink | slunk | slunk |
| slit | slit | slit |
| smell | (esp. BrE) smelt, (esp. AmE) smelled | (esp. BrE) smelt, (esp. AmE) smelled |
| smite | smote | smitten |
| Sneak | sneaked (also snuck AmE) | sneaked (also snuck AmE) |
| sow | sowed | sown, sowed |
| speak | spoke | spoken |
| speed | sped, speeded | sped, speeded |
| spell | (esp. BrE) spelt, (esp. AmE) spelled | (esp. BrE) spelt. (esp. AmE) spelled |
| spill | (esp. BrE) spilt, (esp. AmE) spilled | (esp. BrE) spilt. (esp. AmE) spilled |
| spin | spun, span | spun |
| spit | spat (also spit AmE) | spat (a/so spit AmE) |
| split | split | split |
| spoil | spoiled, spoilt | spoiled, spoilt |
| Spoon-feed | spoon-fed | spoon-fed |
| Spotlight | spotlighted, spotlit | spotlighted, spotlit |
| spread | spread | spread |
| spring | sprang (a/so sprung AmE) | sprung |
| Stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |
| stink | stank, stunk | stunk |
| strew | strewed | strewn, strewed |
| stride | strode | stridden |
| strike | struck | struck |
| string | strung | strung |
| strive | strove, strived | striven, strived |
| swear | swore | sworn |
| sweep | swept | swept |
| swell | swelled | swollen, swelled |

| <i>verb</i> | <i>past tense</i> | <i>past participle</i> |
|-------------|-------------------|------------------------|
| swim | swam | swum |
| swing | swung | swung |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| thrive | thrived, throve | thrived |
| throw | threw | thrown |
| thrust | thrust | thrust |
| tread | trod | trodden, trod |
| unbend | unbent | unbent |
| unbind | unbound | unbound |
| undergo | underwent | undergone |
| underlie | underlay | underlaid |
| undersell | undersold | undersold |
| understand | understood | understood |
| undertake | undertook | undertaken |
| underwrite | underwrote | underwritten |
| undo | undid | undone |
| unwind | unwound | unwound |
| uphold | upheld | upheld |
| upset | upset | upset |
| wake | woke, waked | woken, waked |
| waylay | waylaid | waylaid |
| wear | wore | worn |
| weave | wove | woven |
| wed | wedded, wed | wedded, wed |
| weep | wept | wept |
| wet | wetted, wet | wetted, wet |
| win | won | won |
| wind | wound | wound |
| withdraw | withdrew | withdrawn |
| withhold | withheld | withheld |
| withstand | withstood | withstood |
| wreak | wreaked, wrought | wreaked, wrought |
| wring | wrung | wrung |
| write | wrote | written |

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