

**МІНІСТЕРСТВО ОБОРОНИ УКРАЇНИ
ВІЙСЬКОВИЙ ІНСТИТУТ
КИЇВСЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ
ІМЕНІ ТАРАСА ШЕВЧЕНКА**

С.С. Свистунова

**ПРАКТИЧНИЙ КУРС З ВИВЧЕННЯ ІНОЗЕМНОЇ
МОВИ (ВІЙСЬКОВО-СПЕЦІАЛЬНОЇ МОВНОЇ
ПІДГОТОВКИ) ДЛЯ КУРСАНТІВ (СТУДЕНТІВ)
4 КУРСУ ЗА СПЕЦІАЛЬНІСТЮ
«ПРАВознавство»
(англійська мова)**

під загальною редакцією В.В. Балабіна

Навчальний посібник

Київ – 2006

Рецензенти:

кандидат філологічних наук О.В. Вінарева
кандидат філологічних наук, професор Київського національного
університету Магушинець І.І.

під загальною редакцією кандидата філологічних наук, доцента,
генерал-майора В. В. Балабіна

***Затверджено до друку Вченою Радою
Військового інституту
Київського національного університету імені Тараса Шевченка
(протокол №3 від 28 вересня 2006 року)***

Свистунова С.С. Практичний курс з вивчення іноземної мови для курсантів (студентів) 4 курсу за спеціальністю «Правознавство» (англійська мова). – К.:, 2006. – 307 с.

Цей практичний курс складений для курсантів за спеціальністю «правознавство», які продовжують вивчення іноземної мови на основі знань, набутих на перших трьох курсах навчання у військовому інституті. Вивчення іноземної мови, як культурного та соціального явища повинно сприяти формуванню у курсантів загальної культури. Метою посібника є практичне оволодіння англійською мовою, ознайомлення з базовою лексикою за спеціальністю, активізація навичок усного мовлення з професійної тематики.

© В. В. Балабін 2006
© С.С. Свистунова 2006

ЗМІСТ

I. ВСТУП	8
II. Тема 28: Структура Збройних Сил України.	
Заняття 1.	
Загальний обрис ЗСУ.	10
Дієслова to be, to have. Повторення.	11
Заняття 2.	
Сухопутні війська ЗСУ.	14
Повторення конструкції there is/are/was/were/will be	16
Заняття 3.	
Повітряні сили ЗСУ	18
Іменник. Множина іменників. Повторення.	19
Заняття 4.	
Військово-морські сили ЗСУ.	22
Присвійний відмінок іменників. Сполучення з of.	24
Заняття 5.	
Міжнародне співробітництво ЗСУ.	26
Порядок слів у англійській мові.	27
Заняття 6.	
Миротворча діяльність ЗСУ.	29
Вживання артиклів.	30
III. Тема 29: Структура збройних сил США.	
Заняття 1.	
Загальна структура збройних сил США.	32
Повторення часів групи Indefinite.	33
Заняття 2.	
Сухопутні війська збройних сил США.	36
Повторення часів групи Continuous.	37
Заняття 3.	
Військово-повітряні сили збройних сил США.	39
Порівняння часів групи Indefinite з часами групи Continuous.	41
Заняття 4.	
Військово-морські сили збройних сил США.	45
Past Indefinite та Present Perfect Tense.	47
Заняття 5.	
Комплектування збройних сил США.	50
Past Perfect Tense.	51
Заняття 6.	
Розпорядок дня.	53
Present Perfect та Past Perfect.	54
IV. Тема 30: Роди військ збройних сил США.	
Заняття 1.	
Бронетанкові війська.	56
Узагальнення вживання часів групи Perfect.	57
Заняття 2.	
Артилерія.	61
Порівняння вживання часів групи Indefinite, Continuous та Perfect.	63

Заняття 3.	
Інженерні війська.	66
Повторення засобів вираження майбутнього часу.	67
Заняття 4.	
Війська зв'язку.	72
Future-in-the Past.	73
Заняття 5.	
Десантні війська.	75
Узгодження часів.	77
Заняття 6.	
Піхота.	80
Пряма та непряма мова.	81
V. Тема 31: Міжнародні організації.	
Заняття 1.	
Організація європейського співробітництва і розвитку.	84
Активний та пасивний стан дієслів. Passive Voice Simple.	86
Заняття 2.	
ВТО.	89
Активний та пасивний стан дієслів. Passive Voice Continuous.	91
Заняття 3.	
ОБСЄ.	92
Активний та пасивний стан дієслів. Passive Voice Perfect.	93
Заняття 4.	
ЮНЕСКО.	95
Complex Object.	96
Заняття 5.	
Організація американських держав.	99
Повторення питальної форми англійської мови.	102
Заняття 6.	
ООН.	105
Повторення вживання прийменників.	106
VI. Тема 32: Проблема тероризму в сучасному світі.	
Заняття 1.	
Визначення тероризму.	110
Прикметники. Ступені порівняння прикметників. Повторення.	112
Заняття 2.	
Боротьба з тероризмом.	113
Конструкція as ... as, not so as....	116
Заняття 3.	
Майбутнє тероризму.	118
Неозначені займенники та похідні від них. Негативні займенники.	120
Заняття 4.	
Причини виникнення тероризму.	122
Зворотні займенники.	124
Заняття 5.	
Аль-Каїда.	127
Вказівні займенники.	129
Заняття 6.	
ЕТА.	131
Кількісні займенники.	132

VII. Тема 33: НАТО

Заняття 1.

НАТО – загальні положення. 134

Поняття про інфінітив. 135

Заняття 2.

Партнерство заради миру. 137

Active Infinitive. Passive Infinitive. 138

Заняття 3.

Україна і НАТО. 140

Indefinite, Continuous, Perfect Infinitive. 142

Заняття 4.

СТАНАГ. 144

Поняття про дієприкметник. Випадки вживання та форми. 145

Заняття 5.

Завдання організації. 147

Participle I та Participle II 149

VIII. Тема 34: Кримінологія. Загальні проблеми.

Заняття 1.

Кримінологія як суспільна наука. 152

Поняття про герундій. . 154

Заняття 2.

Правопорушення та правопорушники. 157

Утворення герундія.. 160

Заняття 3.

Злочинцями народжуються або стають. 163

Дієслова після яких вживається герундій 164

Заняття 4.

Злочинність та її причини. 166

Порівняння герундія дієприкметника та віддієслівного іменника. 168

Заняття 5.

Історичний аналіз покарань. 170

Прислівники. ступені порівняння прислівників. 172

Заняття 6.

Класифікація правопорушень. Загальні положення. 175

Числівник. кількісні та порядкові числівники 176

IX. Тема 35: Криміналістика.

Заняття 1.

Найбільш тяжкі злочини. 178

Умовні речення I типу. 180

Заняття 2.

Методи покарання. 182

Умовні речення II типу. 184

Заняття 3.

Смертна кара. Історія. 186

Умовні речення III типу. 188

Заняття 4.

Смертна кара: за та проти. 191

Умовні речення змішаного типу. 194

Заняття 5.	
Система карного правосуддя. Її реформування.	196
Умовний спосіб після конструкції і wish.	198
Заняття 6.	
Ставлення до злочинців.	200
Сполучники both/both of, neither/neither of, either/either of	202
X. Тема 36: Виправні інститути й установи	
Заняття 1.	
Тюремна система. Лондонська вежа. Бастилія.	204
Question tags.	209
Заняття 2.	
Сучасні виправні інститути.	211
Enough and too.	213
Заняття 3.	
“Мешканці” тюрем. Категорії ув’язнених.	215
Quite and rather.	217
Заняття 4.	
Права ув’язнених.	218
Конструкція used to.	222
Заняття 5.	
Альтернативи тюремному ув’язненню.	224
Складносурядні речення зі сполучниками till, until, as soon as, before, after, while.	228
Заняття 6.	
Реабілітація.	230
Іменні безособові речення.	235
XI. Тема 37: Правоохоронні органи.	
Заняття 1.	
Історичний огляд виникнення поліцейських формувань.	236
Модальні дієслова can, may, to be able to.	242
Заняття 2.	
Організація правоохоронних органів. Британська поліція. Скотланд Ярд.	245
Модальні дієслова must, have to, need.	249
Заняття 3.	
Основні обов’язки правоохоронних органів.	252
Модальне дієслово to be to.	259
Заняття 4.	
Правоохоронні органи та суспільство.	261
Модальні дієслова should, should have.	266
Заняття 5.	
Методи боротьби зі злочинністю у Великобританії.	268
Минулий час модальних дієслів.	269
Заняття 6.	
Методи боротьби зі злочинністю у США.	272
Минулий час модальних дієслів (можливість).	274
XII. Тема 38: : Міжнародне право.	
Заняття 1.	
Права людини та їх міжнародне значення.	276
Фразові дієслова.	277

Заняття 2.	
Значення ООН у формуванні демократичних держав.	280
Складносурядні речення.	282
Заняття 3.	
Універсальна декларація прав людини.	284
Складнопідрядні речення.	285
Заняття 4.	
Особисті, громадянські та політичні права.	288
Складнопідрядні означальні речення.	290
Заняття 5.	
Європейська конвенція прав людини.	293
Вживання прислівника so та прикметника such.	295
XIII. Тема 39: Конституційне та церковне право.	
Заняття 1.	
Верховенство права.	296
Дієслова з двома додатками.	297
Заняття 2.	
Конституційні права та законодавча влада держави.	299
Дієслова make, do.	300
Заняття 3.	
Основні права та свободи. Конституційні гарантії.	301
Дієслова make/let/help + інфінітив без частки to.	302
Заняття 4.	
“Релігійна свобода”.	304
Повторення граматичних засобів вираження часу.	305
XIV. Список методичної літератури	307

ВСТУП

За останні роки в системі військових навчальних закладів особливого значення набуває підготовка курсантів з іноземних мов, значно зростають вимоги до випускників вищих військових навчальних закладів (ВВНЗ) стосовно їх професіоналізму, компетентності та особливо знання іноземних мов. Це зумовлено низкою важливих чинників, а саме: розширенням міжнародного військового співробітництва між Збройними Силами України та Збройними Силами інших держав; збільшенням кількості міжнародних контактів, виникненням необхідності в успішному вирішенні завдань з реалізації міжнародних договорів та програм, тощо. Тому вивчення іноземних мов є невід'ємним елементом підготовки фахівців для Збройних Сил нашої держави, знярядям отримання додаткової інформації з філології.

На четвертому курсі курсанти (студенти) проходять вивчення курсу спеціалізації, який передбачає:

- закріплення та узагальнення раніше отриманих знань з граматики, оволодіння новими граматичними структурами,
- поповнення словникового запасу загальноживаною лексикою а також розширення вокабуляру спеціалізованими термінами та словосполученнями;
- оволодіння певними комунікативними моделями, насамперед такими, що не мають аналогів у рідній мові;
- сприйняття на слух, аудіювання різних за обсягом й рівнем складності текстів;
- удосконалення навичок читання неадаптованих текстів.

Складовими частинами вивчення іноземної мови є: читання і переклад, усне мовлення та письмо, як засіб та мета навчання. Навчання читанню передбачає послідовний перехід від “недиференційованого” до “диференційованого” читання за допомогою системи навчальних завдань, що поступово ускладнюються. Усне мовлення передбачає власне мовлення та аудіювання. Письмо – це допоміжний засіб навчання, що входить до системи вправ при закріпленні та контролі лексичного та граматичного матеріалу, а також при формуванні навичок складання анотацій та рефератів. Навчальний переклад має за мету адекватну передачу інформації, що базується на комплексному підході до подолання граматичних, лексичних та стилістичних труднощів у тексті.

Метою навчального посібника для курсантів (студентів) IV курсу спеціальності “Правознавство” є закріплення й поглиблення фонетичної та граматичної бази отриманої протягом трьох років навчання у Військовому інституті, розширення лексичної бази, зумовленою тематикою текстів та формування комунікативних навичок із врахуванням специфіки галузі права.

Посібник складається з двох блоків: перший включає теми загально-військової тематики (структура збройних сил, проблема тероризму в сучасному світі, міжнародні організації та ін.), другий висвітлює основні теми галузі права, які послідовно вивчаються в юридичному вузі, в тому числі й судове, конституційне, церковне, адміністративне, міжнародне право тощо. Кожне заняття містить нові термінологічні вислови, словосполучення, фрази, звороти, а також статті, тексти та мовні ситуації за темою й вправи на закріплення граматики. Однією з цілей навчального посібника є наближення словникового запасу та навичок усного мовлення до живого спілкування.

Тексти й статті, використані в заняттях навчального посібника являють собою уривки, взяті з американської, канадської, британської юридичної публікаційної літератури. Тексти посібника дозволяють оволодіти правовою лексикою, за допомогою

аутентичного матеріалу ознайомитися з основними поняттями юриспруденції, дізнатися про історію та функціонування державних, політичних й судових структур англomовних країн, а також розвинути необхідні для юриста-професіонала навички аналізу тексту й ведення дискусії. Система вправ забезпечує швидке й ефективне засвоєння студентами та курсантами необхідних знань і формування в них умінь і навичок повсякденного спілкування.

Під час організації процесу навчання слід враховувати такі фактори:

- даний навчальний посібник призначений для курсантів та студентів з різним рівнем знань й забезпечує широкі можливості як аудиторної так і самостійної роботи;
- фонетика та граматика подаються не у вигляді зведення правил для вивчення, а як мовний матеріал, в процесі роботи над яким у курсанта або студента формуються мовні уміння та навички;
- оволодіння лексичним матеріалом відбувається в процесі роботи над текстом навчального посібника, при цьому робота над словом ведеться в контексті, різноманітні вправи закріплюють вивчену лексику;
- навчання читанню, що послідовно здійснюється на всіх етапах вивчення мови, доповнюється позалекційним читанням;
- комунікативні вправи спрямовані на розвиток у курсантів та студентів здібності грамотно, аргументовано й послідовно висловлювати свою думку англійською мовою, демонструвати свою ерудицію.

Комунікативні завдання підібрані таким чином, щоб дати майбутнім юристам можливість обговорити загальні проблеми, важливі для їх професії, такі як людина й закон, злочин й покарання, справедливість та мораль тощо.

Таким чином, даний навчальний посібник ставить своєю метою не лише формування основних навичок та умінь у зв'язку з правовою професією, але й дозволяє закріпити й поглибити знання зі спеціальних дисциплін, які курсанти й студенти-юристи отримують рідною мовою.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 1

ЗАГАЛЬНИЙ ОБРИС ЗСУ



Прочитайте та перекладіть текст українською мовою.

THE ARMED FORCES OF UKRAINE

Proceeding from national interests of Ukraine, the principle task of the Armed Forces of Ukraine is to ensure (jointly with other institutes of the state) the defence of Ukraine, to protect its sovereignty, territorial integrity and the inviolability of its borders. This extremely important national interest can be ensured through the establishment of the modern armed forces capable to fulfil the designated tasks and be interoperable enough to act effectively within international formations, including the NATO ones. Accordingly the Armed Forces of Ukraine should be able to act as a part of multinational formations, to have the necessary level of mutual compatibility and to correspond with NATO standards.

Instability and regional conflicts can have a negative impact on the interests of the national security of Ukraine. That is why the Armed Forces should be able to contribute to the formation of international peace and stability through military cooperation as a part of preventive diplomacy, participation in peacemaking and humanitarian operations, multinational operations to regulate crisis situations, including operations to establish peace.

The Armed Forces of Ukraine should be ready to support the relevant authorities and to contribute to the liquidation of natural disasters and man caused catastrophes.

At the same time the Armed Forces of Ukraine should have opportunities to support the relevant law enforcement authorities in their activities with respect to reacting effectively to risks and threats of a non war nature, viz. international terrorism, illegal trade in arms and the spreading of missile technologies, nuclear and other weapons of mass destruction, uncontrolled migration, religious and ethnic extremism, other negative phenomena inside the state.

? Дайте відповіді на запитання:

1. What is the principle task of the Armed Forces of Ukraine?
2. What is the meaning of the word interoperability?
3. Why do you think the Armed Forces of Ukraine should be able to act as a part of multinational formations?
4. What risks and threats of a non war nature do you know?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Національні інтереси, суверенітет, територіальна цілісність, взаємосумісність, багатонаціональні формування, стабільність, дипломатія, правоохоронні органи, загрози невоєнного характеру.

ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВА TO BE, TO HAVE. ПОВТОРЕННЯ

1.



Доповніть речення дієсловом to be у Present Simple

1. Where ... you? — I ... in the kitchen. 2. Where ... Fred? — He ... in the garage. 3. Where ... Lisa and John? — They .. at college. 4. ... you busy? — No, I ... not. Mike ... busy. He ... the busiest person I've ever met. 5. It... ten o'clock. She ... late again. 6. How ... you? — I ... not very well today. — I ... sorry to hear that. 7. We ... interested in classical music. 8. Vera ... afraid of snakes. 9. My grandmother ... not nervous and she ... rarely upset. She ... the kindest person I've ever seen. My grandmother ... really wonderful. 10. I ... sorry. They ... not at the office at the moment. 11. Where ... the keys? — In your jacket. 12. What... the time, please? — Two o'clock. 13. It ... the biggest, meal I've ever had. 14. Which sport do you think ... the most dangerous? 15. Chess and aerobics ... not as exciting as sky diving and figure skating. 16. Debt... the worst kind of poverty. 17. The game ... not worth the candle. 18. Do you have any idea where he ... ? 19. Used cars ... cheaper but less reliable than new cars....

2.



Доповніть речення дієсловом to be у Present, Past або Future Simple

1. The students ... in the Russian Museum. 2. Last month they ... in the Hermitage. There ... an interesting exhibition there. 3. In two weeks they ... in the Tretyakov Gallery. They ... lucky. 4. My father ... a teacher. 5. He ... a pupil twenty years ago. 6. I ... a doctor when I grow up. 7. My sister ... not ... at home tomorrow. 8. She ... at school tomorrow. 9. ... you ... at home tomorrow? 10. ... your father at work yesterday? 11. My sister ... ill last week. 12. She ... not ill now. 13. Yesterday we ... at the theatre. 14. Where ... your mother now? — She ... in the kitchen. 15. Where ... you yesterday? — I ... at the cinema. 16. When I come home tomorrow, all my family ... at home. 17. ... your little sister in bed now? — Yes, she ... 18. ... you ... at school tomorrow? — Yes, I 19. When my granny ... young, she ... an actress. 20. My friend ... in Moscow now. 21. He ... in St. Petersburg tomorrow. 22. Where ... your books now? — They ... in my bag.

3.**Перекладіть англійською мовою, вживаючи дієслово to be у Present, Past або Future Simple.**

1. Учора вони були в бібліотеці. 2. Зараз вони в школі. 3. Завтра вони будуть у театрі. 4. У даний момент його тут немає. 5. У неділю він буде на концерті. 6. Минулої суботи він був на стадіоні. 7. Мій брат зараз у школі. 8. Мій брат був учора в кіно. 9. Мій брат буде завтра вдома. 10. Ти будеш вдома завтра? 11. Вона була вчора в парку? 12. Він зараз у дворі? 13. Де тато? 14. Де ви були вчора? 15. Де він буде завтра? 16. Мої книжки були на столі. Де вони зараз? 17. Моя мама вчора не була на роботі. Вона була вдома. 18. Мій друг не в парку. Він у школі. 19. Завтра-о третій годині Микола і Михайло будуть у дворі. 20. Ми не були на півдні минулого літа. Ми були в Москві.

4.**Вставте дієслова have got/has got, haven't got/hasn't got.**

1. They like animals. They ... three dogs and two cats.
2. Sarah ... a car. She goes everywhere by bicycle.
3. Everybody likes Tom. He ... a lot of friends.
4. Mr. and Mrs. Johnson ... two children, a son and a daughter.
5. An insect ... six legs.
6. I can't open the door. I ... a key.
7. Quick! Hurry! We ... much time.
8. What's wrong? – I ... something in my eye.
9. Ben doesn't read much. He ... many books.
10. It's a nice town. It ... a very good shopping centre.
11. Alice is going to the dentist. She ... a toothache.
12. Where's my newspaper? – I don't know, I ... it.
13. Julia wants to go on holiday, but she ... no money.
14. I'm not going to work today. I ... a bad cold.

5.**Доповніть діалогі правильною формою дієслова have або have got. Іноді можливі 2 форми. Перекладіть українською мовою.**

1. "Rebecca, _____ you _____ a headache? You don't look very well"
 "No, it's not that. I _____ a baby and I feel sick."
 "Congratulations! Do you want a boy or a girl?"
 "Well, I _____ three boys, so it would be nice to _____ a girl this time."

2. "Jane, _____ any chocolate?"
"No, of course, I _____. I'm on a diet"
"You are joking. You _____ two Mars Bars yesterday."
"I know, I _____ any willpower, but I really want to be slim for my holiday next month."
"Good luck!"
3. "_____ you _____ any pets?"
"No, we _____. _____ you?"
"Oh, yes. We _____ a dog, two cats, and two parrots."
"I'd love to _____ a dog, but I'm not sure about cats and parrots."
4. "Come on! We must hurry! We are late!"

"But I _____ my passport! I can't find it anywhere!"
"What? You _____ it yesterday. _____ a look in your bag!"
"Thanks goodness. It's here!"
5. "Nick, I thought you _____ a company car! Why are you cycling to work?"
"I _____ an accident last week. I drove through a red light and hit a police car."

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 2

СУХОПУТНІ ВІЙСЬКА ЗСУ



Прочитайте та перекладіть текст українською мовою.

THE LAND FORCES (LD)

History of creation

The Land Forces (LD) of the Armed Forces of Ukraine was formed as an organic structure of the Armed Forces of Ukraine on the basis of the Decree of the President of Ukraine according to the Article 4 of the Law of Ukraine “On the Armed Forces of Ukraine” in 1996.

The Land Forces (LD) of the Armed Forces of Ukraine is the main possessor of the combat power of the Armed Forces of the independent Ukrainian country.

According to the its designation and tasks, the Land Forces is a decisive factor in peace and wartime.

The branches of the Army of the Armed Forces of Ukraine

Mechanized and armoured forces, which make a basis of the Army, execute tasks of holding the occupied areas, lines and positions tasks of enemy’s impacts repelling, of penetrating enemy’s defence lines, of defeating the enemy forces, of capturing the important areas, lines and objects, operate in structure of marine and landing troops.

Mechanized and armoured forces consist of mechanized and armoured divisions and brigades.

Formations and units of mechanized and armoured forces are equipped by:

T-64, T-72, T-80, T-84 tanks;

BTR-60, BTR-70, BTR-80 armoured personnel-carriers;

BMP-1, BMP-2 infantry fighting vehicles; other types of armaments.

Rocket troops and artillery of The Land Forces consist of formations of operational-tactical and tactical missiles, of formations and units of howitzer, cannon, jet-propelled and anti-tank artillery, of artillery reconnaissance, of mortar units and of units of anti-tank missiles. They are assigned to destroy human resources, tanks, artillery, anti-tanks enemy weapons, aircraft, objects of air defense and other important objects during the combat arms operations.

Formations, units and elements of Rocket troops and artillery are equipped by: missile complexes of operational-tactical and tactical missiles; multi-launcher rocket systems, as “Smerch”, “Uragan”, “Grad”; “Giacint”,

“Pion”, “Akacia”, “Gvozdika” howitzers; “Shturm”, “Konkurs”, “Rapira” anti-tank weapons.

The Army aviation is the most maneuverable branch of the Land Forces, intended to conduct the tasks under different conditions of combat arms operations.

Units and elements of the Army aviation provide reconnaissance, defeat weapons, equipment and humane resources of enemy, give fire support during the offence or counterattack, land tactical troops, deliver combat weapons and personnel at the specified areas, execute other main tasks.

The Army consists of brigades and regiments of the Army aviation. Formations and units of the Army aviation are equipped by Mi-8, Mi-24 and their modifications.

The airmobile forces is a highly mobile component of the Land Forces. The airmobile forces consists of formations, units and elements of the Army and the Army aviation, that well trained for combined activities in the rear of the enemy.

The airmobile forces is in constant combat readiness and is the high mobility branch of forces, that is capable of conducting any task under any conditions.

The airmobile forces consists of airmobile division, single airmobile brigades and regiments.

The Army Air Defense covers troops against enemy attacks from air in all kinds of combat operations, during regrouping and dislocation on terrain.




The Army Air Defense is equipped by effective surface-to-air missile systems and complexes of division level and antiaircraft missile and artillery complexes of regiment level characterized by high rate of fire, vitality, maneuverability, by capability of action under all conditions of modern combat arms operations.

Surface-to-air missile systems and complexes of division level are equipped by surface-to-air missile complexes “Osa”, “Kub”, “Tor”.

Antiaircraft missile and artillery complexes of regiment level are equipped by antiaircraft missile complexes “Strila-10”, “Tunguska”, “Igla”, “Shilka”.

? Дайте відповіді на запитання:

1. What do you know about the history of creation of the Land Forces?
2. What branches of the Land Forces do you know?
3. What types of armament do you know?
4. What is the main task of the airmobile forces?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Сухопутні війська, танкові війська, дивізія, бригада, ракетні війська і артилерія, розвідка, бойова техніка, аеромобільні війська, війська протиповітряної оборони, зенітні ракетні комплекси.

ГРАМАТИЧНІ ВПРАВИ
ПОВТОРЕННЯ КОНСТРУКЦІЇ THERE IS/ ARE/ WAS/WERE/ WILL BE

1.		Задайте запитання, використовуючи звороти Is there? або Are there....?
-----------	---	--

- 1 (any cigarettes?) *Are there any cigarettes in the box*.....?
- 2 (any books?).....in the box?
- 3 (a man?)?
- 4 (any money?).....?
- 5 (any clothes?).....?
- 6 (a key?).....?

2.		Вставте в пропущених місцях there is/there isn't/is there?/there are/there aren't/are there?
-----------	---	---

1. Dunford is a very modern town. *There aren't*.... many old buildings.
2. Look! a photograph of George in the newspaper!
3. Excuse me, a restaurant near here?
4.five people in my family: my parents, my two sisters and me.
5. We can't take any photographs a film in the camera.
6. How many students in your class?
7. Where can we sit?..... any chairs.
8. a bus from the city centre to the airport?

3		Поставте питання до виділених слів
----------	---	---

1. There is a *big park* in the centre of our city.
2. There are *three children* in our family.
3. There are *five English books* on my table.
4. There are *only three mistakes* in my dictation today.
5. There is *a new drama theatre* near my house.
6. There is *a beautiful dress* in the shop.
7. There are *many friends* at the party today.

4.



Вставте в пропущених місцях was/there wasn't/was there?/there were/there weren't/were there?

1. I was hungry but ...*there wasn't*... anything to eat.
2. ...*Were there*...any letters for me yesterday?
- 4a football match on TV last night but I didn't see it.
- 5 "We stayed at a nice hotel." "Did you? a swimming-pool?"
- 6 The suitcase was empty..... any clothes in it.
- 7 I found a wallet in the street butany money in it.
- 8 " many people at the meeting?" "No, very few."
- 9 We didn't visit the museum. enough time.
- 10 I'm sorry I'm late. a lot of traffic.
- 11 The radio wasn't working because any batteries in it.

5.



Перекладіть наступні речення англійською мовою. Зверніть увагу на використання звороту there is/there are, there was/there were

1. В нашому Університеті є багато факультетів.
2. В цій книжці 350 сторінок.
3. Скільки театрів було в Києві у 1978 році?
4. Біля моєї домівки є автобусна зупинка.
5. Скільки студентів було у вашій групі минулого року?
6. На столі лежить газета.
7. В нашій родині лише одна дитина.
8. Чи є у вашій кімнаті комп'ютер?
9. В квартирі мого найкращого друга 3 кімнати.
10. Чи є у вашій країні Діснейленд?

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 3

ПОВІТРЯНІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

THE AIR FORCES (AF)

The main tasks of The Air Forces of the Armed Forces of Ukraine:

- achievements of air superiority;
- covering of forces and objects against enemy air strike;
- the Army and the Navy combat operations aerial support;
- breakdown the enemy maneuver and its transportation;
- landing operations and fight against enemy troops landed;
- aerial reconnaissance;
- air transportation of troops and equipments;
- destruction of enemy military industrial and state objects, communications infrastructure.

The Air Force of the Armed Forces of Ukraine consists of the components:

Aviation

Bomber Aviation (consists of Tu-22m3, Su-24m aircraft) is the main striking force of the Air Force and intended for destruction of troops, aircraft, the Navy and military-industrial and power objects in strategic and operational depth.

Assault Aviation (consists of Su-25 aircraft) provides air support of ground forces and intended for destruction of enemy troops and ground (sea) targets at the tactical depth of the front line.

Fighter Aviation (consists of Su-27, Mig-29 aircraft) carries out the direct air combat with enemy aircraft and intended for aircraft, helicopters, air cruise missiles and terrain (marine) objects destruction.

Reconnaissance Aviation (consists of Su-24mr, Su-17m4r aircraft) intended for enemy, terrene and weather aerial reconnaissance.

Transport aviation (consist of Il-76, An-24 aircraft) intended for landing operations, troops and equipments air carriages.

The Air Defence

Surface-to Air Missile Forces (SAM) are intended to provide the air defense of Ukraine in cooperation with other branches of the Armed Forces.

SAM forces are equipped with different types of anti-aircraft missile (AAM) complexes highly capable to intercept modern air targets of wide range of altitude and speed under any weather conditions and 24 hours per day. The




development of SAM forces means the increase of their mobility in order to create the concentration of SAM forces of enough combat power on the dangerous direction. The basic equipment of SAM forces are: complex S-200, modern multi-channel AAM system S-300 of different modifications and AAM complex “BUK”

Radar Troops are intended to conduct constant air space radar observation and to provide combat operations of SAM forces and fighter aviation. Radar troops are equipped with modern radar sets capable to detect air targets on high spectrum of their distances and altitudes, to determine their exact coordinates and to provide target designation for SAM forces and fighter aviation 24 hours per day under any weather. Nowadays the retrofitting of existing radar sets from analogue to digital signal processing is conducted. It will increase their capabilities and also enable to connect these radar sets to automatic control system, which is being created on principles of modern computerized local networks with usage of new personal computers.

Special Forces, Units, Institutions and Elements of Logistics and Maintenance, Military Educational Institutions are intended to provide combat activity of formations, units and elements of Air Defence branches.


? Дайте відповіді на запитання:

1. What are the main tasks of the Air Forces of the Armed Forces of Ukraine?
2. What are the components of the Air Forces?
3. What components of the Air Defence do you know?
4. What aircrafts can you name?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Авіація (винищувальна, штурмова, розвідувальна, військово-транспортна), протиповітряна оборона, радіолокаційна розвідка, авіаційна підтримка, повітряні перевезення.

ГРАМАТИЧНІ ВПРАВИ ІМЕННИК. МНОЖИНА ІМЕННИКІВ. ПОВТОРЕННЯ

1.		Напишіть іменники у множині (зверніть увагу на артиклі: неозначений артикль у множині опускається, означений артикль зберігається).
-----------	---	--

A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

2.**Переробіть наступні речення, звертаючи увагу на узгодження дієслів з іменниками.**

1. It's a very difficult question to answer. 2. I think I'll have that cake on the right. 3. Look at that pumpkin! It's the biggest one I've seen this year. 4. Is this your scarf? 5. That was a cookie jar. 6. What is that child's name? 7. The cat has caught a mouse. 8. There was a lady, a gentleman, a boy and a girl in the room. 9. In the farmyard we could see an ox, a sheep, a cow and a goose. 10. Is this worker an Englishman or a German? — He is a Frenchman. 11. Why don't you eat this potato? 12. This strawberry is still green. 13. The withered leaf has fallen to the ground. 14. Can you see a bird in that tree? 15. Does your tooth still ache? 16. I held up my foot to the fire to warm it. 17. His child studies very well. 18. This man works at our office. 19. There is a new house in our street. 20. This story is very interesting. 21. I have hurt my foot. 22. The wolf has been shot. 23. He keeps his toy in a box. 24. Put this knife on that table.

3.**Переробіть наступні речення, звертаючи увагу на узгодження дієслів з іменниками.**

1. This is my stocking. 2. He has a new suit. 3. This metal is very hard. 4. That ship is a Russian one. 5. I heard her voice. 6. His dog does not like bread. 7. The plate was on the table. 8. This town is very large. 9. I was talking to her at the tram stop yesterday. 10. Is that girl your sister? 11. I shall give you my book. 12. This story will be a good one. 13. Is this a good match? 14. The boy put his book on the desk. 15. She took off her hat. 16. That house is new. 17. The young man put his hand in his pocket. 18. Is this student coming with us, too? 19. The woman didn't say anything. 20. Does she speak English?

4.**Поставте словосполучення у множині.**

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.

5.**Поставте речення у множині.**

1. This is a spider. 2. That is a snail. 3. This is a space film. 4. That is a cartoon. 5. This is a star. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a

mouse. 26. It is a sheep. 27. It is a cigarette. 28. It is not a girl. 29. It isn't a bag. 30. It isn't a tree.

6.



Напишіть речення у множині. Перекладіть українською мовою.

1. This phone in the office is out of order. 2. That blouse is made of silk. 3. This is an excellent painting. 4. His book is very popular and it really interests me. 5. It's a difficult word to write. 6. My son is a journalist and he has been very successful. 7. This purse isn't made of leather. 8. That is my neighbour's car. 9. Has he got a camera? 10. It's a new cassette, recorder. 11. This room is very large. 12. There is a match in the box. 13. Has this lady a knife? 14. There is a man and a woman in the street. 15. This lady is that gentleman's wife. 16. This shoe is too large for my foot. 17. The child is sitting on a bench. 18. My tooth is white. 19. This key is made of steel. 20. A potato is a vegetable and a cherry is a fruit. 21. This is my friend's study.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 4

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Naval Forces (NF)

The Naval Forces of the Armed Forces of Ukraine consists of 5 branches: surface forces, submarine forces, Navy aviation, coast rocket-artillery and marines. The Naval Forces of the Armed Forces of Ukraine also has as a component part special formations and units, units institutions of technical, logistical and medical support, military educational and scientific institutions.

By its organization the Naval Forces consists of military command and control bodies, formations, large units, units, ships, military educational institutions, institutions and organizations.

Surface forces, having in their disposal surface ships and boats of different classes and destination perform to:

- search and neutralization of surface ships, submarines and boats of the enemy, enemy amphibious elements, patrols and single transports (ships);
- provide security of base regions, deployment and arrival of friendly submarines, protection and support to patrols and single transports (ships), protection of merchant ships;
- perform mine laying missions;
- perform landing of amphibious forces and conduct of their operations on the coast;
- participate in fire support of units, acting at the sea directions; perform minesweeping, reconnaissance, and radio electronic warfare;
- conduct targeting of its strike forces on enemy objectives;
- land reconnaissance special purpose groups (detachments) on the enemy shores, and perform other tasks.

Naval aviation, having in its disposal planes and helicopters of coast and ship basing, performs the following duties:

- to search and neutralize enemy surface ships, submarines and boats, enemy amphibious elements, patrols and single transports (ships);
- to performs mine laying and minesweeping missions;
- to conduct air reconnaissance, radio electronic warfare, conduct targeting of its strike forces on enemy objectives.

Naval aviation may as well be involved in destroying naval and air bases, ports and separate permanent naval objects, oil and gas complexes of the enemy,

provide landing of the amphibious forces and support their actions on the coast, and also for performing other tasks.

Coast rocket-artillery forces, having in its disposal coast installed and moving rocket systems, are aimed to destroy surface ships, amphibious groups and patrols of the enemy, protect bases and coast objects of the fleet, coast sea communications and friendly forces formations, acting at sea directions. Besides, they can be used to destroy bases and ports of the enemy.

Marine Corps, being highly mobile armed branch, is used as a component part of amphibious, airborne and amphibious-airborne operations, alone or in accordance with formations and units of the Army in order to capture parts of the seashore, islands, ports, fleet bases, coast airfields and other coast objects of the enemy. It can also be used to defend naval bases, vital areas of the shore, separate islands and coast objects, security of hostile areas.

Units and organizations of technical, logistical and medical service are directed to support combat and everyday life activities of the Navy. They include units, elements and institutions of technical support, ammunition service and ship maintenance, battalions (groups) of support vessels, logistics bases, bases and depots of materiel, agricultural enterprises, medical units and facilities, post exchanges, aviation, automobile, armor, logistical equipment maintenance workshops (plants).




Special purpose formations and units are aimed to support combat and everyday life activities of formations, large units, units of the Navy and for performing their particular special tasks.

They have as their component parts: reconnaissance, NBC protection, radio electronic warfare, signal, radio, search and rescue, hydrographic and weather, naval engineer service formations, units and elements.

By their organization special purpose formations, units, elements and institutions in general are component parts of maritime regions, and part of them is directly subordinate to the commandment of the Navy.

? Дайте відповіді на запитання:

1. What are the main tasks of the Naval Forces?
2. What branches of the Naval Forces do you know?
3. What tasks do surface forces fullfil?
4. What tasks does naval aviation perform?
5. What do you know about Marine Corps?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Надводні сили, підводні сили, авіація ВМС, морська піхота, десантні загони, конвой, радіоелектронна боротьба, повітряна розвідка, стаціонарні і рухомі ракетні комплекси.

ГРАМАТИЧНІ ВПРАВИ

ПРИСВІЙНИЙ ВІДМІНОК ІМЕННИКІВ. СПОЛУЧЕННЯ З OF

1.  Зробіть присвійний відмінок, використовуючи апостроф чи сполучення з of.

Examples: *the door/the room* – the room of the door
Ann/mother – Ann's mother

1. the newspaper /today
2. the toys/the children
3. the name/your wife
4. the name/this street
5. the name/the man I saw you with yesterday
6. the new manager/the company
7. the result/the football match
8. the car/Mike's parents
9. the birthday/my father
10. the new headmaster/the school
11. the garden/our neighbours
12. the ground floor/the building
13. the children/Don and Mary
14. the economic policy/the government
15. the husband/the woman talking to Tom
16. the house/my aunt and uncle
17. the cat/my granny
18. the marks/those students
19. the beautiful dress/that fashionable woman
20. the horn/the bull
21. the leg/the sofa
22. the ceiling/the dining room
23. the eyes/the frightend animal
24. the rights/the human
25. the Zoo/the city
26. the title/the Olimpic champion
27. the restaurant I visited yesterday/menu
28. the criminal/despicable behaviour
29. the missing girl/letter
30. my boss/signature

2.



Переробіть речення, використовуючи присвійний відмінок підкреслених слів.

Example: The meeting tomorrow has been cancelled. – *Tomorrow's meeting has been cancelled.*

1. The storm last week caused a lot of damage.
2. The only cinema in the town has been closed down.
3. Exports from Britain to the United States have fallen recently.
4. There will be a big crowd at the football match this evening.
5. Tourism is the main industry in the region.
6. I forgot the address Jill gave me.
7. The windows of the room were broken.
8. We have invited 25 people to our wedding party this Sunday.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 5

МІЖНАРОДНЕ СПІВРОБІТНИЦТВО ЗСУ



Прочитайте та перекладіть текст українською мовою.

INTERNATIONAL COOPERATION

International cooperation is one of the important activities of Ukrainian Armed Forces. It plays a vital role in providing national security and defence. It is essential prerequisite for integration of Ukraine into European and Euro Atlantic security structures.

Currently, Ukraine has concluded international agreements on military cooperation and armaments cooperation with more than 50 nations, according to which the Ministry of Defence is one of the executors. In addition, MOD cooperates with other 36 nations according to additional agreements. Some activities are aimed at increasing interoperability with armed forces of other countries. Also military units of other countries take part in multinational exercises held in Ukraine in the frame of bilateral cooperation programs and NATO cooperation program.

The cooperation in the sphere of military training and preparation of units for PSOs is actively developed with the USA, UK, France, Germany, Italy, the Netherlands, Austria, Greece, and Turkey. It has been studied European states defence reform experience.

Cooperation with NATO is a key cooperation activity. It is aimed at fulfilment of two primary tasks: reforming of Armed Forces and preparation forces and equipment designated for NATO-led operations.




The prospective areas of cooperation with EU are strategic airlifts provided by Ukrainian air transport companies; participation of Ukrainian military units in crisis response operations led by EU; improvement of cooperation between enterprises of Ukraine and EU states in the sphere of joint projects for research and production of new armaments and military equipment and old types modernization.

Regional cooperation is essential part of European and Euro Atlantic integration process. Ukraine continues its dialogue with the South Eastern Europe and the Black Sea nations on bilateral level and in the framework of international forums. It is implemented successfully initiative on establishing and functioning multinational naval formation BLACKSEAFOR. Ukraine has the status of observer at the South Eastern Europe Defence Ministerial. The Ukrainian Armed Forces will continue to develop defence cooperation in order to study conflict solution experience, to familiarize with military units of other

countries, to gain practical experience in operations and crisis, to improve cooperation between military personnel from other nations and to create the spirit of confidence and military cooperation.


? Дайте відповіді на запитання:

1. Why do you think international cooperation is so important for Ukraine?
2. What is a key cooperation activity?
3. What prospective areas of cooperation with EU do you know?
4. What do you know about the regional cooperation of our country?


			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Співробітництво, зміцнення національної безпеки і оборони, міжнародний договір, взаємосумісність, двостороннє співробітництво, багатонаціональні навчання, підготовка військових кадрів, реформування.

ГРАМАТИЧНІ ВПРАВИ ПОРЯДОК СЛІВ У АНГЛІЙСЬКІЙ МОВІ

1.		Поставте слова у правильному порядку. Перекладіть українською мовою.
-----------	---	---

1. Jim doesn't like very much football.
2. Ann drives every day by her car to work.
3. When I heard the news, I phoned Tom immediately.
4. Maria speaks very well English.
5. After eating quickly my dinner, I went out.
6. You watch all the time television. Can't you do something else?
7. Jim smokes about 20 cigarettes every day.
8. I think I'll go early to bed tonight.
9. When I heard the alarm, I got immediately out of bed.

2.		Розкрийте дужки. Перекладіть українською мовою.
-----------	---	--

1. I ... sugar in my tea. (take/usually)
2. 'Where's Jim?' 'He ... home early.' (gone/has/probably)
3. Ann ... very generous. (is/always)
4. Ann and Tom ... in Manchester. (both/were/born)
5. Tim is a good pianist. He ... very well, (sing/also/can)
6. Our television set ... down, (often/breaks)
7. We ... a long time for the bus. (have/ always/to wait)
8. My sight isn't very good. I ... with glasses, (read/can/only)
9. I ... early tomorrow. (probably/leaving/will/be)

3.  **Переробіть наступні речення, ставлячи слова в дужках у правильному порядку.**

1. (he won/easily/the game) He won.....
2. (again/please don't ask/that question) Please
3. (football/every week-end/does Ken play?) Does
4. (quietly/the door/I closed) I
5. (his name/after a few minutes/I remembered)
6. (a letter to her parents/Ann writes/every week)
7. (at the top of the page/your name/please write)
8. (some interesting books/we found/in the library)
9. (opposite the park/a new hotel/they are building)
10. (to the bank/every Friday/I go) I go
11. (home/why did you come/so late?) Why
12. (around the town/all morning/I've been walking)
13. (recently/to the theatre/have you been?)
14. (to London/for a few days next week/I'm going)
15. (on Saturday night/I didn't see you/at the party)

4.  **Розкрийте дужки. Перекладіть українською мовою.**

1. Have you been arrested? (ever) Have
2. I don't have to work on Saturdays, (usually) I
3. Does Tom sing when he's in the bath? (always)
4. I'll be late home this evening, (probably)
5. We are going away tomorrow, (all).....
6. (Don't take me seriously.) I was joking, (only) I.....
7. Did you enjoy the party? (both)
8. (I've got a lot of housework to do.) I must write some letters, (also)

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 6

МИРОТВОРЧА ДІЯЛЬНІСТЬ ЗСУ



Прочитайте та перекладіть текст українською мовою.

PEACEKEEPING ACTIVITY

Participation of Ukraine in peacekeeping activity is believed to be the one of the substantial constituents of its foreign policy as well as an essential prerequisite for ensuring its national security. Since the proclamation of Ukraine's independence and creation of its Armed Forces, Ukraine has been actively participating in peacekeeping operations. It holds a fitting place in the midst of the ten most significant state-contributors to the UN's peacekeeping activity. Our military contingents have gained high prestige.

Participation in peacekeeping activity under NATO's leadership as well as exercises within the framework of the 'Partnership for Peace' programme enabled military personnel of Ukraine to improve their knowledge in Alliance staff procedures concerning logistics, and command and control. At the same time, perspective to enhance the level of Ukrainian participation in peacekeeping operations puts the demands for peacekeeping units on a permanent basis as well as it requires to review some force training programmes and structures. The experience in participation in peacekeeping operations enables to define problematic issues in the field of achievement interoperability with NATO forces. The ability to augment command and control systems and logistics capabilities should be further improved in a way of introducing interoperable systems for logistics and command and control.

? Дайте відповіді на запитання:

1. Is it important for our country to participate in peacekeeping operations? Why?
2. What state-contributors to the UN's peacekeeping activity do you know?
3. What is PfP?
4. Are you going to participate in PSO?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Миротворчі операції, держава-контрибутор, “Партнерство заради миру”, тилове забезпечення, набутий досвід, національна безпека.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ АРТИКЛІВ

1.



Вставте артикль *a/an, the*, де необхідно

Вставте артикль *a/an, the*, де необхідно:

1. moon goes round earth every 27 days.
2. Did you see film on TV or at cinema?
3. After breakfast we went for a walk by sea.
4. There is theatre not far from our house. theatre is very beautiful.
5. Tom lives in small village in country.
6. butter and cheese are made of milk.
7. Here is book you wanted.
8. It is beautiful day. sun is shining brightly in sky.
9. What is highest mountain in world?
10. Volga is longest river in European part of Russia.
11. children like ice-cream.
12. What beautiful weather! Let's go for walk!
13. Would you like cup of tea?
14. I usually go to bed at 11 o'clock.
15. Pass me sugar, please.

2.



Виберіть правильний варіант використання артикля в наступних реченнях

1. *Apples / the apples* are good for you.
2. Look at *apples / the apples* on that tree! They are very large.
3. *Women / the women* are often better teachers than men / the men.
4. In Britain *coffee / the coffee* is more expensive than tea / the tea.
5. We had a very nice meal in that restaurant. *Cheese / the cheese* was especially good.
6. Do you know *people / the people* who live next door?
7. Many children don't like to go to *school / the school*.
8. *After work / the work*, Ann usually goes home / to home.
9. All criminals must be sent to *prison / the prison* for their crimes.
10. When Max was ill, we all went to *hospital / the hospital* to visit her.
11. I like to read in *bed / the bed* before going to sleep.
12. How many people go to *university / the university* in your country?
13. Have you ever visited *Tower of London / the Tower of London*?
14. The British Prime Minister lives in *Downing Street / the Downing Street*.
15. Mr. Brown's wife likes to read *Times / the Times*.

3.



Виберіть правильний варіант використання артикля в наступних реченнях

1. Excuse me! Is there ... bank near here?
2. "I haven't got any money." "I'm going to ... bank. I'll get you some".
3. Has ... postman been this morning?
4. My brother works as ... policeman.
5. We've seen ... house we want to move to. It's got ... views over fields, and there's ... lovely garden at ... back.
6. "Where's Nick?" "In ... garden."
7. I bought ... gun to protect myself against ... burglars.
8. Tom joined ... Army because he likes playing with ... guns.
9. We went out for ... meal last night. ... food was excellent. I don't usually like ... Chinese food, but ... duck was superb!

4.



Перекладіть українською мовою. Зверніть увагу на використання артиклів

1. Зима – холодний сезон в Україні.
2. Вода і повітря необхідні для життя.
3. Вранці я п'ю чай з молоком та цукром.
4. Молоко надто холодне, не пий його.
5. Моя найкраща подруга живе на третьому поверсі.
6. Це дуже складне питання. Я не можу його вирішити.
7. Весна – найчарівніша пора року.
8. Він подарував мені квіти. Квіти мені дуже сподобалися.
9. Чорне море знаходиться на півдні України.
10. Історія була моїм найулюбленішим предметом у школі.
11. Вчора я був у театрі. Вистава мені не сподобалася.
12. Моя мати – найчарівніша жінка у світі.
13. Крим знаходиться на півдні України і омивається Чорним морем.
14. Відкрийте ваші книги на сторінці 25 та прочитайте текст 4.
15. Недалеко від мого дому є річка. Влітку річка дуже гарна, ми з друзями часто ходимо туди купатися.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 1

ЗАГАЛЬНА СТРУКТУРА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

US ARMED FORCE ORGANIZATION

The Armed Forces of the USA consist of the Army (Land Forces), Navy, Air Force, Marine Corps and Coast Guard including their Regular and Reserve components.

The Army is responsible for preparing forces for combat operations on land (Land Forces). The Navy and Marine Corps are responsible for preparing forces for combat operations at sea. The Air Force is responsible for preparing forces for combat operations in the air.

The Army is one of the main armed services of the Armed Forces. The Army includes different arms and services. There are about twenty arms and services in the Army.

Arms are those-units that directly participate in combat. They are as follows: Infantry, Artillery and Armour. Their main mission is combat and combat support.

The Corps of Engineers, the Signal Corps and the Military Police Corps are referred to both arms and services because they have units with fighting duties.

The main services are Ordnance Corps, Chemical Corps, Army Medical Service, Transportation Corps and others. The main mission of services is combat service support.

Under the Constitution of the United States the President is commander-in-chief of the Armed Forces. He is assisted by several agencies. The two most important agencies are the National Security Council and the Department of Defence.

The Department of Defence is headed by the civilian Secretary of Defence. It consists of the Department of the Army, Department of the Navy, Department of the Air Force.

The military heads of the Departments are their Chiefs of Staffs. They form the Joint Chiefs of Staff.




Joint Chiefs of Staff is responsible for strategic planning, the joint employment and training of the Armed Forces. The Joint Chiefs of Staff is assisted by the Joint Staff. The Joint Staff is responsible for strategic, intelligence and logistics planning.

All these departments and agencies are housed in Pentagon. Pentagon is a five-sided building (from Greek penta+gon meaning five-cornered). The form of

the building - five concentric rings with a yard inside - has become the emblem of the US Army.

? Дайте відповіді на запитання:

1. How are the US Armed Forces organized?
2. Who is the Commander-in-Chief of the US Armed Forces?
3. What are the US armed services?
4. What are the three military departments in the US?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Збройні сили, вид збройних сил, сухопутні війська, військово-морські сили, повітряні сили, морська піхота, берегова охорона, резерв, бойові дії, головнокомандувач, стратегічне планування.

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ ЧАСІВ ГРУПИ INDEFINITE

1.		Розкрийте дужки, вживаючи дієслова у Present Simple, Past Simple або Future Simple
-----------	--	---

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 14. You (to have) a PT lesson yesterday? No, I 15. What you (to buy) at the shop yesterday? — I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

2.		Розкрийте дужки, вживаючи дієслова у Present Simple, Past Simple або Future Simple
-----------	---	---

1. He (to turn) on the television to watch cartoons every morning. 2. He (to turn) on the television to watch cartoons yesterday morning. 3. He (to turn) on the television to watch cartoons tomorrow morning. 4. I always (to go) to the Altai Mountains to visit my relatives there. 5. I (to be) very busy last summer and I (not to go) there. 6. I (not to go) there next year because it (to cost) a lot of money and I can't afford it. 7. They (to enjoy) themselves at the symphony

yesterday evening? 8. Who (to take) care of the child in the future? 9. How often you (to go) to the dentist's? 10. We (not to have) very good weather, but we still (to have) a good time- during our short stay in London.

3.



Перекладіть англійською мовою, вживаючи дієслова у Present Simple або Future Simple.

1. Він зробить вправи з англійської мови, якщо в нього не буде інших справ. 2. Якщо я не допоможу йому, він не напише контрольну роботу завтра. 3. Він не піде до бібліотеки сьогодні ввечері 4. Якщо він не піде до бібліотеки, він буде вдома. 5. Ми будемо вдома завтра. 6. Якщо ми будемо вдома завтра, ми подивимося цю програму по телевізору. 7. Він не буде завтра вдома. 8. Якщо він не буде завтра вдома, залиште записку. 9. Завтра погода буде гарна. 10. Якщо завтра погода буде гарна, ми поїдемо за місто. 11. Коли вона приходить до школи, вона знімає пальто. 12. Коли вона прийде до школи, вона зніме пальто. 13. Як тільки він згадає цю кумедну сцену, він починає сміятися. 14. Як тільки він згадає цю кумедну сцену, він почне сміятися. 15. Я прийду додому о шостій годині 16. Коли я прийду додому, я зателефоную вам. 17. Вона зателефонує нам увечері. 18. Якщо вона зателефонує вам, попросіть її принести мені книжку. 19. Я побачу Тома завтра. 20. Як тільки я побачу Тома, я розповім йому про це. 21. Я поїду до Парижу наступного тижня. 22. Перед тим як я поїду до Парижу, я зателефоную вам.

4



Розкрийте дужки, вживаючи дієслова у Present або Past Simple.

1. We (to like) to cook but we (not to like) to wash the dishes. 2. He never (to shout) at his students. He (to be) a wonderful teacher, I remember. 3. My friend (to know) Spanish very well. 4. Who (to ring) you up an hour ago? 5. He (to live) on the third floor. 6. It (to take) you long to find his house yesterday? When your lessons (to be) over on Monday? 7. I (to have) dinner with my family yesterday. 8. Her friends (to be) ready at five o'clock. 9. One of her brothers (to make) a tour of Europe last summer. 10. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 11. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven. 12. Antonio Stradivari (to make) wonderful violins. 13. Who (to paint) the world-known picture "Mona Lisa"? 14. She (to know) all the works of Chopin. She (to enjoy) listening to his waltz last night. 15. Steven's friends (to come) to his birthday party last night and (to give) him wonderful presents. His parents (to cook) a special dinner for him. His girlfriend (to promise) to come, but she (not to be) there. He (to try) to phone, but he couldn't get through. He (to be) really upset. Only she (not to wish) him a Happy Birthday.

5.



Перекладіть англійською мовою, вживаючи дієслова у Present Simple або Future Simple.

1. Вона їздить на роботу на автобусі. Я теж їздив на роботу на автобусі, коли жив у цьому районі.
2. Вчора ми не обідали вдома, ми ходили в ресторан.
3. Він почав вивчати англійську, коли був дитиною.
4. Скільки вам потрібно часу, щоб закінчити переклад?
5. Ви дуже добре описали дорогу до музею. Ми його відразу знайшли.
6. Ти знаєш, коли починається сесія?
7. Я послухаю цей диск завтра.
8. Мій день починається з ранкової пробіжки. Але завтра я її не робитиму.
9. Коли ваша родина переїхала в цей будинок?
10. Всі студенти їздили до Лондону під час канікул, окрім Тані.
11. Поїзд відійшов 10 хвилин тому.
12. Коли ми жили в селі, ми вставали дуже рано.
13. В неї завтра день народження. Що ти їй подаруєш?
14. Всі побігли додому, коли почався дощ.
15. Я люблю спорт. Більш за все мені подобається футбол.
16. Мені не подобається ця ідея.
17. Ти знов отримав погану оцінку? Батько буде дуже розлючений.
18. Тут дуже мало місця. Нам потрібна більша кімната.
19. Твоя сестра дуже талановита. Вона матиме великий успіх на сцені.
20. Не йди так швидко. У нас достатньо часу. Ми встигнемо на поїзд.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 2

СУХОПУТНІ ВІЙСЬКА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

ORGANIZATION – HEADQUARTERS, DEPARTMENT OF THE ARMY

The headquarters, Department of the Army (DA), housed in the Pentagon, Washington, D.C. is the place of final decision as to Army affairs, and the nerve center for control of execution of the military missions pertaining to the Army. It is an organizational component of the Department of Defense (DOD). Located together are the command and control elements of the DOD, and the DA, Department of the Navy (DN), and Department of the Air Force (DAF), so they may work together in easy teamwork, and operate together in jointly planned and executed combined operations.

The Secretary of the Army (SA), a civilian, is the head of the Army who has the primary responsibility for the affairs of Army establishment. He is assisted by other civilian officials and by the Army Staff, which is the professional military staff at the HQ, DA. It consists of the Chief of Staff (CofS), the Army General Staff, the Special Staff and the Personal Staff.

The Chief of Staff is the highest military assistant or advisor to the Secretary of the Army. He occupies the pinnacle position within the Army. He is a member of the Joint Chiefs of Staff (JCS) and as a member thereof is adviser to the President, the National Security Council (NSC), and the Secretary of Defense (SECDEF). As Chief of Staff, United States Army (CSUSA), his responsibility is to the SA and includes the worldwide Army mission as well as its administration, training, and supply.




The Army initiated a reorganization of its major field commands in 1973. As a result of the reorganization, the old Continental Army Command, the Combat Developments Command, and the US Third Army were abolished. In their places, the new organization provides the US Army Forces Command, US Army Training and Doctrine Command, US Army Development and Readiness Command, US Army Security Agency, US Army Communications Command, Military Traffic Management Command, US Army Criminal Investigation Command, US Army Health Services Command, US Army Military District of Washington.

The three remaining continental armies now have the prime responsibility for supervising the operations and readiness of Army reserve units. Subordinate to Forces Command (FORSCOM), these armies operate through nine Army

Readiness Regions. The geographical boundaries of the armies, First, Fifth, and Sixth, as well as Army Readiness Regions, are. Each Readiness Region has a small staff to control Readiness Groups which will assist and advise Army Reserve and National Guard (NG) units on a day-to-day basis. The continental armies are also responsible for civil defense planning, defense of the Army areas, support of forces engaged in civil disturbances, and planning for and support of relief operations for wide-spread natural disasters.


? Дайте відповіді на запитання:

1. What is the mission of HQ, DA?
2. What does the Army Staff consist of?
3. Who is the highest military adviser to the SA?
4. What are the responsibilities of the continental armies?


			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Штаб, підрозділ, взаємодія, штаб сухопутних військ, управління, командування сухопутних військ США, реорганізація, континентальна частина США, матеріально-технічний, міністерство оборони США.

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ ЧАСІВ ГРУПИ CONTINUOUS


1.		Напишіть речення, вживаючи дієслова у Future Continuous.
-----------	---	---

1. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30.
So at 4 o'clock tomorrow I
2. Jim is going to study from 7 o'clock until 10 o'clock this evening.
So at 8.30 this evening he
3. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock.
So at 10 o'clock tomorrow morning.....


2.		Розкрийте дужки та напишіть речення, вживаючи дієслова у Past Simple або Past Continuous.
-----------	---	--

1. The cat (to take) a piece of fish and then (to run) away.
2. He (to read) a newspaper when I (to come) in.
3. Yesterday I (to get) up at seven o'clock.
4. The train (to start) at fifteen minutes to ten.
5. He (to put) on his coat and cap, (to open) the door and (to go) out.
6. At this time yesterday I (to sit) at the theatre.
7. He (to come) back to St. Petersburg on the 15th of January.
8. I (to go) to the institute when I (to see) him.
9. At this time yesterday we (to have) dinner.
10. He (to write) a letter when I (to come) in.
11. He (to make) a report when I (to leave) the meeting.
12. Yesterday he (to write) a

letter to his friend. 13. When I (to look) at them, they (to smile) at me. 14. What you (to do) at six o'clock yesterday? 15. I (to go) to bed at half past eleven. 16. Yesterday the lesson (to begin) at nine o'clock. 17. When somebody (to knock) at the door, she (to argue) with her husband. 18. When Pete (to jog) in the park in the morning, he (to lose) his Walkman. 19. When the police (to take) the thief to the car, I (to go) to the cinema to see the new Tom Cruise film. 20. He (to shave) when he (to hear) her scream.

3.  Перекладіть речення, вживаючи дієслова у часах групи Continuous.

1. Зараз я сиджу у приймальні лікаря, чекаючи на прийом.
2. Вчора ми грали у теніс протягом всього дня, а сьогодні ми вчимося цілий ранок.
3. Послухай, як голосно плаче дитина! Вона плакала всю ніч, я навіть не зміг заснути.
4. Що ти тут робиш? – Я чекаю на свого хлопця.
5. Привіт, Піт! Куди ти так поспішаєш? – Я запізноюся до школи!
6. Вчора в цей час я писав листа другу. Він живе зараз у Франції.
7. З 5 до 8 ми готували вечерю, зараз ми насолоджуємося смачним рагу.
8. Коли жінка увійшла до кімнати, вона побачила, що хтось сидить на кроваті й тихенько плаче.
9. Коли ми йшли у кіно, ми побачили Джека, який сидів на лавочці й читав якийсь журнал.
10. Завтра з 2 до 3 я буду прибирати у кімнаті.

4.  Розкрийте дужки, вживаючи дієслова у часах групи Continuous. Перекладіть українською мовою.

1. They (to listen) to the news on the radio when the phone (to ring).
2. Your grandmother (to sleep) when you (to come) home yesterday?
3. What you (to do) now? – I (to wash) dishes.
4. At 6 o'clock yesterday we (to listen) to a very interesting programme on the radio.
5. When I (to enter) the office, the secretary (to type) some letters.
6. When they (to sail) down the river they (to see) a little island.
7. You may (to turn) off the radio, I (not to listen) to it.
8. He (to shave) when he (to hear) the scream.
9. I (to write) an English exercise now. But in 30 minutes I (to be) free. What we (to do) this evening?
10. Look! My cat (to play) with a ball! He (to be) so funny!
11. Tomorrow we (to swim) and (to sunbathe) the whole day! Summer! That's cool!
12. When we (to go) home after our classes we (to meet) him in the street. He (to eat) apple and (to smile).

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 3

ВІЙСЬКОВО-ПОВІТРЯНІ СИЛИ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

DEPARTMENT OF THE AIR FORCE

The DAF comprises the totality of all elements of the USAF. It is administrated by a civilian Secretary appointed by the President, and is supervised by the Chief of Staff, United States Air Force. To assist the Secretary and the Chief of Staff, United States Air Force (CSUSAF), the Air Staff functions in the Pentagon at Washington. The Air Staff employs more than 2,000 Air Force officers and civilian personnel in managing the Air Force.

US AIR FORCE MISSION

The primary mission of the Air Force (as stated in the Air Officer's Guide) is to provide aerospace forces capable of supporting the Nation's objectives in peace and war. The Air Force does this by providing strategic aircraft and missile forces to fight a general war, land-based tactical air forces to support ground forces in combat, primary aerospace forces for the defense of the United States against air and missile attack, and primary airlift capability for use by all the US Military Services.

The USAF also provides the major space research and development support for the Department of Defense (DOD) and assists the NASA in conducting the US space program.

US AIR FORCE LEVELS OF COMMAND

Flight. A formation of aircraft or missiles (usually four or more) which is a functional subdivision of a combat squadron.

Detachment. A flight is the lowest echelon of organization in flying squadrons. Similarly, a detachment is the lowest echelon in non-flying squadron.

Squadron. The squadron is composed of a HQ and two or more flights (detachments). The squadron is the basic AF tactical and administrative unit. It is tactically comparable to an infantry battalion. The squadron is the smallest Air Force unit operated separately.

Group. The group is composed of a HQ and two or more squadrons and may be tactical (have flying squadrons) or support (have non-flying squadrons) in nature. In either case a group has administrative responsibilities. The tactical group is comparable to an infantry regiment.

Wing. The wing is composed of a HQ and combat groups and or squadrons, with necessary support organizations. The wing is capable of completely independent operations.

Air of missile division. An air or missile division is normally an operational agency. However, an air division may be both operational and administrative. An air division normally consists of from two to five wings in addition to the division HQ.

Air Force. An air force is normally composed of the elements of two or more divisions. The air force is usually, but not always, designed, to do a particular type job such as bombardment, troop carrier, or training operations.

Air Command. The air command is usually composed of two or more air forces and may or may not be designed for a particular type of air operations. The air command may have no air forces within it, as in the case of the Air Force Logistics Command. The air command is tailored to the job assigned it.

There really is no standard Air Force organization larger than a wing — actually there are many different types of wings and divisions. The fact is that large units of the Air Force are tailored to accomplish specific nissions.

The major air commands of the USAF are the Strategic Air Command (SAC), Aerospace Defense Command, Tactical Air Command, (TAC), Air Training Command (ATC), Air University, Air Force Logistics Command (AFLC), Air Force Systems Command (AFSC), USAF Security Service, and US overseas air forces consisting of (1) US Air Forces in Europe (USAFE), (2) Pacific Air Forces (PACAF), (3) Alaskan Air Command (AAC), (4) USAF Southern Command (USAFSO).

? Дайте відповіді на запитання:

1. Whom is the Department of the Air Force administrated and supervised by?
2. What agency assists the Secretary and the Chief of Staff of the Air Force?
3. How many Air Force officers and civilian personnel does the Air Staff employ?
4. What is the primary mission of the Air Force?
5. What forces and capabilities does the Air Force provide to accomplish its primary mission?
6. What is a flight (squadron)?
7. What is the difference between flight and detachment?
8. What units is the squadron (group, wing, air division) composed of?
9. What is the air force designed for?
10. What are the major air commands of the United States Air Force?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Штаб ВПС, повітряний напад, ракетний удар, авіаційна група, група матеріально-технічного забезпечення, авіаційна дивізія, ракетна дивізія, бомбардування, авіаційне командування.

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ЧАСІВ ГРУПИ INDEFINITE З ЧАСАМИ ГРУПИ CONTINUOUS

1.



Прочитайте наступні речення й виправте помилки, якщо речення неправильне.

Examples: I don't know your telephone number.

RIGHT

Please don't make so much noise. I study.

WRONG

-I am

studying.

1. Look! Somebody is climbing up that tree over there.
2. Can you hear those people? What do they talk about?
3. Are you believing in God?
4. Look! That man tries to open the door of your car.
5. The moon goes round the earth.
6. I'm thinking it would be a good idea to leave early.
7. The government is worried because the number of people without jobs is increasing.
8. I'm usually going to work by car.

2.



Розкрийте дужки, використовуючи правильний час. Перекладіть українською мовою.

1. I ... (not/belong) to a political party.
2. Hurry! The bus ... (come). I ... (not/want) to miss it.
3. The River Nile ... (flow) into the Mediterranean.
4. The river ... (flow) very fast today - much faster than usual.
5. ... (it/ever/snow) in India?
6. We usually ... (grow) vegetables in our garden but this year we ... (not/grow) any.
7. A: Can you drive?
B: No, but I ... (learn). My father ... (teach) me.
8. You can borrow my umbrella. I ... (not/need) it at the moment.
9. (*at a party*) I usually ... (enjoy) parties but I ... (not/ enjoy) this one very much.

10. George says he's 80 years old but I ... (not/believe) him.
11. Ron is in London at the moment. He ... (stay) at the Hilton Hotel.
12. He usually ... (stay) at the Hilton Hotel when he's in London.
13. My parents ... (live) in Bristol. They were born there and have never lived anywhere else. Where ... your parents/live)?
14. She ... (stay) with her sister at the moment until she finds somewhere to live.
15. A: What ... (your father/do)?
B: He's a teacher, but he ... not/work) at the moment.

3.



Використайте дієслово в дужках в необхідній часовій формі (Present Simple або Present Continuous) Перекладіть українською мовою.

1. .. you the young man who in the corner of the room (to know, to smoke)? – Of course, I him (to know). He is my brother.
2. Where you usually your summer holidays (to spend)? – In the mountains. But this summer I to go to the Crimea with my best friend (to be going).
3. Why you always your things (to lose)?!
4. you what your teacher (to understand, to say)? – Of course, I do.
5. It dark early in winter (to get).
6. It late (to get). It's time to go home.
7. you to visit Peter (to be going)? He tomorrow morning (to leave).
8. Why your father on his raincoat (to put)? – It outside (to rain).
9. My sister to read (to like). She at least two books a week (to read). At the moment she one of her favourite books by Agatha Christie (to read).
10. What you (to do)? – I on the phone with my friend now (to talk).
11. I at 7.30 in the morning (to get up).
12. Listen! Somebody in the hall (to sing).
13. She well (to sing) and a good ear for music (to have).

4.



Перекладіть наступні речення англійською мовою (використайте часові форми Present Indefinite, Present Continuous)

1. Одягни пальто. На вулиці дуже холодно.
2. Що ти читаєш? – Я читаю ранкову газету.
3. Кожного літа мій найкращий друг їздить в Іспанію.
4. Зараз ми пишемо дуже складний тест.
5. Моя дівчина не грає у футбол.
6. Що ви збираєтесь робити після занять?

7. Мій молодший брат навчається у Військовому інституті.
8. Ми маємо заняття з англійської двічі на тиждень.
9. Зараз моя мама готує вечерю для нашої родини.
10. Скільки нових англійських слів ви вивчаєте за тиждень?
11. Восени ми їмо багато овочей та фруктів.
12. Я вивчаю англійську, але наступного року збираюся вивчати німецьку.
13. Скільки коштує твоя нова шкіряна куртка?
14. Через 2 роки мій старший брат їде до Англії.
15. Я не люблю читати. Я надаю перевагу комп'ютерним іграм.
16. Що зараз робить твоя сестра? – Вона розмовляє по телефону зі своєю подругою.
17. Зазвичай, моя мама їздить на роботу на автобусі. Але сьогодні вона їде на таксі, бо в неї бракує часу.
18. Моя мама робить покупки у вихідні дні. Іноді я їй допомагаю.
19. Що ти читаєш? – Я читаю дуже цікавий журнал.
20. Мій собака не їсть помідорів. Більш за все він любить м'ясо.
21. Кожного року 31-го грудня ми з друзями ходимо до сауни (sauna).

5.



Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous. Перекладіть українською мовою.

1. The girl (to cook) dinner when the lights (to go) out. She (to burn) herself. 2. The boy (to hurt) himself while he (to skate). 3. When the woman (to enter) the room, the children (to feed) the goldfish. 4. When I (to visit) my friends in Denmark, I (to buy) two presents for my family. 5. When it (to start) to rain, we (to bathe) in the river. 6. Yesterday at one o'clock I (to have) lunch at the canteen. 7. When he (to come) in, I (to do) my exercises. 8. What you (to do) at eight o'clock yesterday? 9. At this time yesterday I (to go) home. 10. You (to sleep) when I (to go) out. 11. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 12. I (to walk) along the street with my friend when a tram (to pass). 13. She (to look) out of the window when I (to see) her. 14. We (to answer) the teacher's questions when the headmistress (to enter) the classroom. 15. They (to drink) tea when I (to come) home.


6.



Перекладіть наступні речення англійською мовою (використайте часові форми Past Indefinite, Past Continuous)

1. Вчора з 2 до 3 години моя мама готувала обід.
2. Два тижні тому я бачив твого брата на презентації. Він розмовляв з якою-сь дівчиною.
3. Коли ми вийшли на вулицю, йшов дощ.
4. Минулого року мій найкращий друг закінчив школу.
5. Коли задзвонив телефон, я робив домашнє завдання з алгебри та геометрії.

6. Мій молодший брат загубив ключі, коли грав з друзями в футбол.
7. Два дні тому моя мама купила нову красиву сукню.
8. Коли я зайшов у кімнату, мій батько читав газету.
9. Поки ти дивився телевізор, я написав 3 листа моїм друзям.
10. Три місяця тому наша родина купила нову квартиру.
11. Що ти робив вчора? – Я був в інституті, потім купив дещо поїсти і пішов до дому.
12. Коли він грав на гітарі, всі слухали з великим задоволенням.
13. Батьки не дозволили нам вчора грати на дворі, бо було дуже холодно і йшов сніг.
14. Коли ми жили в Росії, ми часто відвідували наших родичів з Москви.
15. Вчора о 12 я дивився свою улюблену програму по ТБ.

7.		Розкрийте дужки, вживаючи дієслова у Future Simple або Future Continuous. Перекладіть українською мовою.
----	---	---

1. I (to do) my homework tomorrow.
I (to do) my homework at 6 o'clock tomorrow.
2. When I come home tomorrow, my family (to have) supper.
3. When you come to me tomorrow, I (to read) your book. Don't come to me tomorrow. I (to write) a composition the whole evening.
4. You (to play) tennis tomorrow?
5. What you (to do) tomorrow?
What you (to do) at 8 o'clock tomorrow?
6. You (to do) this work by next Sunday?
7. When you (to go) to see your friend next time?
8. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from 3 till 6.
9. My father (to come) home from work at 7 o'clock tomorrow, we (to go) for a walk together.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 4

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

ORGANIZATION, COMPOSITION AND FUNCTIONS OF US NAVY

The US Navy consists of the Regular Navy and the Naval Reserve. The Regular Navy consists of officers and enlisted personnel who have elected to make the naval service a lifetime career. The Naval Reserve is to provide qualified individuals and trained units to be available for active duty in time of war or national emergency.

The term "Department of the Navy" is synonymous with the term "Naval Establishment." It is construed to mean the Navy Department, the United States Marine Corps; the entire Operating Forces of the US Navy, including naval aviation, and the reserve components of such forces; all HQ, forces, bases and installations, under the control or supervision of the Secretary of the Navy and the US Coast Guard when operating as part of the Navy.

The DN consists of the principal parts as follows:

The Operating Forces (OF) of the Navy, which comprise the several fleets, seagoing forces, sea frontier forces, the Military Sea Transportation Service and such shore activities of the Navy and other forces as may be assigned to the OF of the Navy by the President or the Secretary of the Navy (SECNAV).

The Navy Department, which is the central executive authority of the Department of the Navy (DN) comprises the Office of the SECNAV, the Naval Staff headed by the Chief of Naval Operations and the HQ of the United States Marine Corps (USMC).

The Navy Department (ND) is the HQ of the Naval Establishment. So the term "Navy Department" is quite different in its meaning from the term "Department of the Navy."

The Shore Establishment comprises all activities of the DN not assigned to the OF of the Navy and not part of the ND. These activities include air stations, ordnance plants, recruit depots and training stations, shipyards, supply depots, and other shore activities of the US Navy and the USMC.

The ships that provide transportation for all Military Services are operated under the control of the OF as the Military Sealift Command.

The Coast Guard, which is a part of the Armed Forces, operates under the Treasury Department in peacetime and under the Navy in wartime.

Ships of the OF are organized under three different organizational systems.

First, the majority of forces are assigned to Type Commanders for administration control and for operation control during primary and intermediate training phases.

Second, the same forces are assigned to Fleet Commanders for advanced training and operations.

Third, some elements of these forces are further assigned to Task Organizations for specific operations and missions.

Type Organization. All ships are organized into broad categories under Commands whose titles are self-explanatory, such as Amphibious, Destroyer, Mine, Submarine, Air, etc.

Each type command contains further admin subdivisions such as flotillas, squadrons and divisions.

Fleet Organization. There are four regularly constituted fleets — the Third and Seventh in the Pacific under the CinC, Pacific, and the Second and Sixth Fleets in the Atlantic under CinC, Atlantic Fleet.

Task Force Organization. In order to provide flexibility of organization and ease of communications, the task Force Organization (Task Fleet Organization) are formed. Under this system a flexible structure is provided consisting of fleets further divided into forces, groups, units, elements.

The organization of the ship is based on the requirements for battle of combatant vessel. The ship is organized into six main departments: the operations department, the navigation department, the gunnery department, the engineering department, the supply department, and the medical department. In aircraft carriers there is also the air department. Each department is organized into divisions under the division officer.

Functions of US Navy

Principal functions of the US Navy are: to organize, train and equip Navy and Marine forces for the conduct of prompt and sustained combat operations at sea.




Specifically:

1. to gain and maintain general sea supremacy;
2. to control vital sea areas and to protect vital sea lines of communication;
3. to establish and maintain local superiority (including air) in an area of naval operations;
4. to seize and defend advanced naval bases and to conduct such land operations as may be essential to the prosecution of a naval campaign;
5. to provide naval forces for the conduct of joint amphibious operations;

6. to furnish adequate, timely, and reliable intelligence for The Navy and USMC;
 7. to be responsible for naval recon, ASW, the protection of shipping and for mine laying;
 8. to provide sea-based AD of the United States;
- to interdict en land and air power and communications through operation at sea.


? Дайте відповіді на запитання:

1. What is the organization of the US Naval Establishment?
2. What is the composition of the US Navy Operating Forces?
3. What are the principal Type Commands of the US Navy?
4. What is the Fleet organization of the US Navy?
5. What is the organization of a combatant vessel?


			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Військово-морські сили США, міністерство ВМС, берегова охорона США, флот, морський штаб, оперативна організація, флотилія, ескадра, дивізія.

ГРАМАТИЧНІ ВПРАВИ PAST INDEFINITE TA PRESENT PERFECT TENSE

1.		Розкрийте дужки, вживаючи дієслова у <i>Present Perfect</i> або <i>Past Simple</i>.
-----------	---	--

1. Helen speaks French so well because she (to live) in France. 2. She (to live) there last year. 3. The rain (to stop) and the sun is shining in the sky again. 4. The rain (to stop) half an hour ago. 5. Mary (to buy) a new hat. 6. I (to buy) a pair of gloves yesterday. 7. The wind (to blow) off the man's hat, and he cannot catch it. 8. The weather (to change), and we can go for a walk. 9. The wind (to change) in the morning. 10. We (to travel) around Europe last year. 11. My father knows so much because he (to travel) a lot. 12. I (to see) Pete today. 13. She (to see) this film last Sunday. 14. Alex (to meet) his friend two hours ago. 15. I just (to meet) our teacher. 16. The children already (to decide) what to do with the books. 17. Yesterday they (to decide) to help their grandmother. 18. I (not to see) you for a long time. I (to see) you in town two or three days ago, but you (not to see) me. I (to be) on a bus.

2.		Розкрийте дужки, вживаючи дієслова у <i>Present Perfect</i> або <i>Past Simple</i>.
-----------	---	--

1. Last night I (to feel) tired and (to go) to bed very early. 2. Where you (to spend) your holidays? 3. You ever (to spend) your holidays in the

Crimea? 4. While travelling in the Crimea I (to meet) your friend. 5. I never (to visit) that place. 6. He (to visit) that place last year. 7. I just (to get) a letter from Tom. 8. You (to take) any photographs while travelling in the south? 9. He (to be) abroad five years ago. 10. You (to be) in the Caucasus last year? 11. They (to leave) England when he (to be) still a child. 12. He (not yet to come) back. 13. He (to go) already? 14. When you (to see) him last? 15. I (not to see) him for ages. 16. His health (to improve) greatly since I (to see) him last. 17. You (to pass) your driving test yet? — Yes, I (to pass) it in May, but I (not to buy) a car yet. 18. He already (to move). He (to find) a nice flat before Christmas and he (to be) there two years.

3.



Розкрийте дужки, вживаючи дієслова у *Present Perfect* або *Past Simple*.

1. I (not yet to eat) today. 2. He (not to eat) yesterday. 3. You (to play) the piano yesterday? 4. You (to play) the piano today? 5. What you (to prepare) for today? 6. Look at this birdhouse. Mike (to make) it himself. He (to make) it last Sunday. 7. Where you (to put) my pen? I cannot find it. 8. You (to see) Mary today? 9. When you (to see) Mary? — I (to see) her last week. 10. Your mother (to promise) to take you to the theatre? 11. Look at my new dress! I (to make) it myself. 12. He is not at school today, he (to fall) ill. — When he (to fall) ill? — He (to fall) ill yesterday. 13. I already (to do) my homework. Now I can go for a walk. 14. I (to do) my homework yesterday. 15. He just (to come) home. 16. He (to come) home a minute ago. 17. Nick (to play) football yesterday. 18. She already (to come) from school. Now she is doing her homework. 19. I (to read) this book last year. 20. I (to read) this book this year. 21. I never (to be) to Washington. 22. You ever (to be) to New York? 23. You ever (to see) the eruption of a volcano? 24. I (to invite) Linda to the party. When you (to see) her? — I (not to see) her for ages. I (to call) her an hour ago.

4.



Розкрийте дужки, вживаючи дієслова у *Present Perfect* або *Past Simple*.

1. She just (to go) out. 2. She (to leave) the room a moment ago. 3. We (not yet to solve) the problem. 4. When it all (to happen)? 5. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly. 6. Show me the dress which you (to make). 7. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes. 8. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind. 9. When you (to open) the window? — I (to open) it ten minutes ago. 10. The sun (not to rise) yet, but the sky in the east is getting lighter every minute. 11. I (to see) you walking along the street the other day with a heavy bag. 12. I (not to read) the

newspaper today. 13. It is very late, and trams (to stop) running: we must find a taxi to get home. 14. How many times you (to be) to St. Petersburg? 15. At last I (to translate) this article: now I shall have a little rest. 16. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure. 17. My watch was going in the morning, but now it (to stop). 18. The lecture (not yet to begin) and the students are talking in the classroom.

5.



Розкрийте дужки, вживаючи дієслова у *Present Perfect* або *Past Simple*.

1. It (to be) very cold yesterday. 2. When you (to meet) him? 3. I (not to see) him since 1987. 4. How many mushrooms you (to gather)? 5. Where you (to put) the newspaper? I want to read it, but cannot find it anywhere. 6. The new school (to begin) working last year. 7. At last I (to do) all my homework: now I shall go out. 8. The building of the house (to begin) early in April. 9. The rain (to stop) but a cold wind is still blowing. 10. We already (to solve) the problem. 11. He (to come) a moment ago. 12. I never (to speak) to him. 13. He just (to finish) his work. 14. You (to make) any spelling mistakes in your dictation? 15. What books you (to read) when you (to live) in the country? 16. They (not yet to come) from the south. 17. He (to be) ill last week, but now he (to recover). 18. If everybody (to read) this new novel, let's discuss it. 19. You (to book) tickets? — Yes, I... . I (to book) them several days ago. 20. I can hardly recognize you. I (not to see) you since you (to leave) for Moscow. And you (to change) so much. 21. You (to read) all the books on this shelf? 22. I (not to see) my cousin since last year.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 5

КОМПЛЕКТУВАННЯ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

RECRUITING AND TRAINING

Recruiting in the US Armed Forces in peacetime is based on voluntary enlistment, whereas in time of WWII recruiting was compulsory. The Selective Service Act of 1948 initiated a peacetime draft program which ended soon after the shameful war in Vietnam. Nowadays, to become a serviceman, an individual may enlist or reenlist in the branch selected by him.

The preliminary training of officers is conducted at the United States Military Academy at West Point (USMA), the US Naval Academy (USNA), the US Air Force Academy (USAFA) and at other educational institutions of the Armed Forces and at civilian colleges which maintain Reserve Officers Training Corps (ROTC) units, as well as at Officer Candidate Schools.

Upon graduation, cadets of the USMA and USAFA are commissioned second lieutenants in the Regular Army (RA) and the Air Force (AF), and midshipmen of the USNA are commissioned ensigns in the Navy.




The ROTC consists of a Junior Division (secondary schools) and a Senior Division (colleges). Eligible graduates of the Senior Division are commissioned 2LTs in the Army Reserve (Ares), and certain distinguished graduates may be commissioned in the RA.

Commissioned officers (ComOs) are required to continue development by attending various military educational establishments. Following appointment they receive their school training at the Basic Course, and then at The Advanced Course prior to completing 8 years' service. Thereafter, if selected as best qualified, they may attend one or more of the courses conducted at The Command and Staff College, The Armed Forces Staff College, and some Senior Service Colleges, i.e. The Army War College, The Naval War College, The Air War College, The Inter-American Defense College, and The National Defense University (NDU), the latter created by the DOD in 1975 with The National War College and The Industrial College of the Armed Forces as subordinate elements of the NDU. Selected officers pursue courses of instruction at schools of foreign nations: The British Royal College of Defence Studies, The Canadian National Defense College, and The French Ecole Supérieure de Guerre. Extensive use is also made of civilian colleges and universities. The DOD provides very extensive (language study courses at the Defense Language Institute, Presidio of Monterey, California. This instruction may be obtained by extension courses,

on-duty courses, and other means. Each branch of the Army conducts its own branch service school to prepare officers for branch assignments.


? Дайте відповіді на запитання:

1. When was recruiting in the US Armed Forces compulsory? Were there any advantages in such policy?
2. When was the peacetime draft program initiated?
3. What may an individual do to become a serviceman?
4. Where is preliminary training of officers conducted?
5. What does the ROTC consist of?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Комплектування, призов, військовослужбовець, поступати на військову службу, учбовий заклад, офіцер, військове авіаційне училище США, військово-морське училище США.

**ГРАМАТИЧНІ ВПРАВИ
PAST PERFECT TENSE**

1.		Сформуйте речення, використовуючи слова в дужках.
-----------	---	--

Example: I wasn't hungry. (I/just/have/lunch).....***I had just had lunch***.....

1. Tom wasn't at home when I arrived. (he/just/go/out)
2. We arrived at the cinema late. (the film/already/begin)
3. They weren't eating when I went to see them. (they/just/finish/their dinner)
4. I invited Ann to dinner last night but she couldn't come. (she/already/arrange/to do something else)
5. I was very pleased to see Nora again after such a long time. (I/not/see/her for five years)

2.			Прочитайте речення. Поставте номери в дужках після кожної дії, щоб показати послідовність цих дій.
-----------	---	---	---

Example

I went to bed (3) after I'd had a bath (1) and brushed my teeth (2)

1. When I arrived at John's house (), he had made a cake () and done the washing-up ().
2. When I arrived at John's house (), he made us a cup of tea ()
3. My stomach-ache disappeared () after I'd taken some medicine.().

4. When we got to the theatre (), the play had started () and all the seats had been taken ()
5. James had supper (), then went to sit in his living room (). He felt miserable, it had been an awful day ()

3.



З'єднайте наступні пари речень, використовуючи сполучник у дужках. Поставте одне з дієслів у Past Perfect.

Example

I had a bath. I went to bed. (after)

After a bath I went to bed.

1. I read the letter. I threw it away. (when)
2. He passed his driving test. He bought a car. (as soon as)
3. I took the book back to the library. I finished reading it. (when)
4. I didn't go to bed. I did my homework. (until)
5. I spent all my money. I went home. (when)

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 6

РОЗПОРЯДОК ДНЯ



Прочитайте та перекладіть текст українською мовою.

DAILY ROUTINE

The day a man enters any branch of the Armed Forces he begins to take military training. The daily routine starts with "reveille" and ends with "taps". The military training, based on military regulations, field manuals, technical manuals, and orders, includes instructions and classes, drill and ceremonies, physical fitness program, range practice, field exercises, map reading, tactics, etc.

Interior guard duty routine is also a part of soldier's life. Soldiers are detailed for duty according to a duty roster. The detail for guard consists of an officer of the day with necessary officers, noncommissioned officers and privates. The senior noncommissioned officer of the guard, whatever his grade, is known as the sergeant of the guard. If there is no officer of the guard he will perform the duties of the commander of the guard. There is always one corporal (CPL) of the guard for each relief.

Relief of the old detail for guard takes place after the guard mounting. The usual tour is 24 hours. Sentinels on post (sentries on post) and guards on duty are posted armed and equipped according to their particular duty. The officer of the day (OD) inspects the guard and sentinels at least once between midnight and daytime and visits the guardhouse.

Except in emergencies, members of the old guard may not be detailed for duty until four hours after they have been relieved. Men coming off guard duty are usually allowed 24 hours before being placed on any other duty.

An interior guard consists of a system of patrols and fixed posts. At an appropriate time before sentinels go on post, the CPL assembles them, checks their appearance, fitness for duty, and the condition of their arms, if carried. He issues ammunition, if required, and makes sure that they understand their instructions. When the relief is large, it may be more convenient to form the relief, call the roll, and inspect the sentinels in ranks. The CPL then reports to the commander of the guard that his relief is ready to be posted.

? Дайте відповіді на запитання:

1. What does the daily routine start and end with?
2. What does the military training include?
3. What does the detail for guard consist of?
4. When does the relief of the old guard take place?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Розпорядок дня, підйом, відбій, статут, польовий статут, наказ, інструкція, караул, солдат, графік нарядів, офіцер – начальник караулу, караульний сержант, зміна.

ГРАМАТИЧНІ ВПРАВИ PRESENT PERFECT TA PAST PERFECT

1.



Розкрийте дужки, ставлячи дієслова у правильному часі (Present Perfect або Past Perfect).

1. My sister is so upset: she (to lose) the key to the front door.
2. By the 1st of September all the children (to return) from the country.
3. Columbus (not to know) that he (to discover) America.
4. He (to discuss) this problem with a lot of people before he (to take decision).
5. I never (to be) to Greece.
6. She is very happy: her son (to finish) school.
7. I (not to dance) for ages.
8. My friend was so scared yesterday: his little brother (to fall) from the roof and (to broke) his leg.
9. Your mother (to return) from work? Can I speak to her?
10. I (to buy) a lovely fashionable dress. Now I shall look smart at the party.
11. He (to learn) English before he (to go) to the USA.
12. You ever (to be) to NASA?


2.



Розкрийте дужки ставлячи дієслова у правильному часі (Present Perfect, Past Perfect, Present Perfect Continuous, Past Perfect Continuous). Перекладіть українською мовою.

1. My dog looked guilty. He (to take) some food from the table.
2. I think we should buy a new car. We (to have) this one for ages.
3. You (to hear) about Lenny? He (to make) redundant.
4. After ten miles I had to stop for a rest. We (to walk) non-stop for four miles.
5. My favourite white T-shirt went pink. I (to wash) it with my daughter's red sweater!

6. I wish I'd bought that antique chair I saw in the shop window. It (to sell) by now.
7. At the end of this term I (to teach) for six years.

3. ⇔		Визначте, чи првильно вжито дієслова в наступних реченнях. Виправте помилки, вживаючи дієслова у правильному часі.
----------------	---	---

1. It's been really cold lately, so I've bought some new thermal underwear.
2. I've heard you'll have a baby! Congratulations!
3. When I was a little girl, I've always spent my pocket money on sweets.
4. I went out with Paul for two years now and we're still crazy about each other!
5. She'd trained so hard for the Olympics that I felt sure she would get at least a bronze medal.
6. The teacher said that Megan had been working hard and was deserved to pass all her exams.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 1

БРОНЕТАНКОВІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

GENERAL CHARACTERISTICS AND ROLE OF ARMOR IN MODERN WARFARE

Armor is the arm of speed and violence. It is fast, highly mobile, has great firepower and produces shock effect. Armor has been responsible in the past years for much of the change toward more open and fluid warfare, faster movements, more dispersion, more elastic defense formations, and the ability to concentrate great power at a decisive point.

Modern armor is a combined arms force designed to conduct decisive, highly mobile, ground environment, primary offensive in nature, employing armor-protected vehicles as a primary means of accomplishing a ground combat mission through the use of both ground and air vehicles.

Armor operates normally within a force structure that may include tanks, mechanized infantry, artillery, engineers, armored cavalry, and Army Aviation, supported on the battlefield by a flexible and rapid communication system, and a mobile logistic system.

Armor Missions

Armor units fight normally as a combined arms force of two or more arms, each complementing the other and aiding the forward movement of the force by employing its own special capabilities.

Armor includes tank units, armored cavalry units, and mechanized infantry units, their primary missions being as follows:

1. Tank units close with and destroy enemy forces, using fire, maneuver, and shock effect in coordination with other arms.
2. Armored cavalry units perform reconnaissance and provide security for the unit to which organic, assigned, or attached, and engage in offensive, defensive, and delaying action as an economy of force unit.
3. Mechanized infantry units close with the enemy by means of fire and maneuver to destroy or capture him or to repel his assault by fire, close to combat, and counterattack.

Armor Capabilities

Armor is capable of operating throughout the spectrum of warfare, from cold war to general war. Armored vehicles are particularly suited to a nuclear environment because their armor protection reduces significantly the effects on




personnel of blast and radiation from a nuclear burst and, even at close ranges to such burst, shields personnel from thermal effects.

Armor's inherent characteristics of mobile firepower, mobility, armor protection, shock effect, and responsiveness to command endow it with an optimum capability for accomplishing the following actions: deep penetration and wide envelopment; exploitation; mobile defense; destruction of enemy armor formations; reconnaissance and security; counter-guerrilla operations; close support of infantry; economy of force; counterinsurgency operations.

Objectives appropriate for the armor units are those that are beyond reach of other forces and that will insure success of the corps or field army missions. In the enemy rear areas armor forces attain great freedom of action as they maneuver to seize terrain; disrupt communication; destroy CPs; missile sites, artillery, and troops reserve; and capture or destroy supplies.

? Дайте відповіді на запитання:

1. What are the characteristics of armor?
2. What is the designation of modern armor?
3. Within what force structure does the armor operate?
4. What type of units does the modern armor include?
5. What are the primary missions of armored cavalry units?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Війна, бойові дії, мобільний, система зв'язу, броньована машина, захист, ударна хвиля, радіація, ядерний вибух, бронетанкові війська, ядерна зброя, дії проти партизан, тиловий район.

**ГРАМАТИЧНІ ВПРАВИ
УЗАГАЛЬНЕННЯ ВЖИВАННЯ ЧАСІВ ГРУПИ PERFECT**

1. 	Побудуйте питання, використовуючи слова в дужках.
--	--

Example: (you hear from George recently?) ... ***Have you heard from George recently?*** ...

1. (you/read/a newspaper recently?)
2. (you/see/Tom in the past few days?).....
3. (you/play/tennis recently?)
4. (you/eat/anything today?)
5. (you/see/any good films recently?)
6. (you/have/a holiday this year yet?).....

2.
↔



Дайте відповіді на запитання як вказано в прикладі.

Example: Have you seen the new film at the local cinema?

...*I haven't seen it yet*.....but*I'm going to see it*.....

1. Have you eaten at the new Italian restaurant?

I yet but I'm

2. Have you bought a car?

I but I

3. Has Gerry asked Diana to marry him?

He

3.



Закінчить речення використовуючи зворот *so far*.

Examples: I saw Tom yesterday but ...*I haven't seen him so far*... today.

It rained a lot last week but.....*it hasn't rained much so far*.....this week.

1. We ate a lot yesterday but we..... much so far today.

2. It snowed a lot last winter but it so far this winter.

3. I played tennis a lot last year but..... this year.

4. She worked hard last term but..... this term.

5. I watched television yesterday evening..... this evening.

6. My favourite football team won a lot of matches last season but they many matches so far this season.

4.



Прочитайте ситуацію та закінчить речення.

Example: Ron is phoning Jill again. He has already phoned her twice this evening.

It's the third ...*time he has phoned her this evening*.....

1. You're late again. You've already been late once this week.

It's the second..... this week.

2. The car has broken down. It has already broken down twice this month.

It's the

3. Ann has just finished drinking a cup of tea. She has already had four cups this morning.

It's the fifth

5.



Визначте чи правильними є наступні речення. Виправте неправильні як це показано в прикладі.

Examples: How long have Bob and Alice been married?RIGHT...
I know Bob for five years.WRONG.....- *have known*

1. Sue and Alan are married since July.
2. It is raining all day.
3. How long has George been unemployed?
4. Have you always been living in this house?
5. How long has Ken a beard?
6. How long do you know Ann?
7. She has been ill for quite a long time.

6.



Здайте запитання, використовуючи зворот *how long*.

Examples: Jim is learning Chinese. ..*How long has he been learning Chinese?*...

I know Bob...*How long, have you known Bob?*

1. My sister is married. How long
2. Boris is on holiday. How long
3. I live in Glasgow.....
4. It is snowing.....
5. Jack smokes
6. I know about her problem.....
7. Jack and Jill are looking for a flat.....
8. Diana teaches English in Germany.....
9. Dennis is in love with Margaret.....

7.



Переробіть речення, використовуючи *for* або *since*.

Example: I know Bob. (for five years) ...*I have known Bob for five years.*

1. Jack lives in Bolton. (since he was born) Jack
2. Bill is unemployed. (since April) Bill.....
3. Ann has a bad cold. (for the last few days).....
4. I want to go to the moon. (since I was a child).....
5. My brother is studying languages at university. (for two years)
6. Tim and Jane are working in Sheffield. (since February).....
7. My cousin is in the army. (since he was 17).....
8. They are waiting for us. (for half an hour)

8.**Розкрийте дужки, ставлячи дієслова в правильному часі**

It was ten o'clock in the evening. Peter (sat/ had sat) down on his sofa and thought about the day. What a busy day it (was/ had been)! This was his first night in his own flat. He (lived/ had lived) his entire life in the family home, and now for the first time, he (was/ had been) on his own.

He sat surrounded by boxes that they (didn't manage/ hadn't managed) to unpack during the day. It (took/ had taken) months to get all his things together. His mother (was/ had been) very generous, buying him things like towels and mugs.

He (went/ had gone) into the kitchen and (got/ had got) a beer from the fridge. He suddenly (felt/ had felt) very tired and yawned. No wonder he (was/ had been) tired! He (was/ had been) up since six o'clock in the morning. He (decided/ had decided) to finish his beer and go to bed.

9.**Розкрийте дужки, використовуючи дієслова у Future Perfect.**

1. I (to do) my homework by 6 o'clock tomorrow.
2. When I come home tomorrow, my family (to have) supper.
3. When you come to me tomorrow, I (to read) your book. I'll be able to give it back to you.
4. You (to do) this work by next Sunday?
5. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework by 6.
6. My father (to come) home from work at 7 o'clock tomorrow. I (to finish) my work by the time he comes, and we (to go) for a walk together.
7. The teacher (to correct) all our papers by the end of the lesson.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 2

АРТИЛЕРІЯ



Прочитайте та перекладіть текст українською мовою.

US ARTILLERY GENERAL CHARACTERISTICS

The artillery is a supporting arm. It acts by fire alone and is not capable of independent action. The artillery is prepared to fire under either nuclear or nonnuclear conditions. The primary mission of artillery is to support the ground-gaining arms by fire, give depth to combat by counter battery fires, attack hostile reserve, restrict movement, and disrupt communication systems and other installations. Antiaircraft (AA) protection is another primary mission of artillery.

The two general types of artillery are field artillery (FA) and air defense artillery (ADA) previously antiaircraft artillery (AAA).

US Field Artillery

FA is the principal agency of ground fire support. It is equipped with cannons, missiles, and equipment required for fire control, movement, observation and surveillance, and communication. It provides a powerful means of influencing the course of combat. The efficient exploitation of FA capabilities depends on control, liaison, communication, observation, location and evaluation of targets, surveillance, and logistic support.

FA weapons are classified as cannons or missiles.

FA cannons are classified according to cal as light (120 mm and less), medium (greater than 120 mm but not to exceed 160 mm), heavy (greater than 160 mm but not to exceed 210 mm), very heavy (greater than 210 mm). Very heavy cannons are not employed by active Army field artillery units.

FA cannons are further classified according to their method of organic transport as towed (designed for movement by a separate vehicle generally termed a prime mover), self-propelled (SP) (installed on carriages which provide automotive power for the arty piece and from which the weapon is fired) and aerial (carried on airmobile vehicles). A towed weapon may be auxiliary propelled by a mounted propulsion unit. Depending on the prime mover towed arty may be subdivided into truck-drawn and tractor-drawn. All cannons are considered as short-range FA.

FA missiles are classified as free rockets and guided missiles (GMs). GMs are further classified according to their range capability as short-range GMs (max range less than 100 km), medium-range GMs (max range at least 100 km but less than 500 km), and long-range GMs (max range 500 km or more).

All FA weapons are also classified according to the method of transportation which can be used to deliver a weapon to a combat area. All artillery weapons can be transported by road, rail, or ship. Weapons that can be moved by aerial transportation are classified as air-transportable, and helicopter transportable.

US ADA

ADA is a separate combat arms branch of the Army since 1968. It has the primary mission of destroying, nullifying, or reducing the enemy air threat. ADA provides many deterrent weapons, not only for the support of land warfare operations, but also for the defense of Continental United States (CONUS). It is equipped with GM systems and the Vulcan 20mm gun system which is used in every division, and other equipment required for the provision of protective AD over the battlefield, as well as over important civil and mil establishments, for target acquisition, fire distribution, communication, and movement. ADA is characterized by its ability to place timely effective fire on fast moving aerial targets.

ADA weapons are classified as guns or GMs.

ADA guns are classified according to caliber and weight as light (under 90 mm), medium (90 mm or larger), heavy (larger than 90 mm).

ADA GMs are usually classified according to the guidance systems they employ.

All ADA weapons are classified according to their mobility as fixed (permanently emplaced for the protection of important areas or Installations), towed, SP, or portable (carried by hand).

ADA guns and some ADA GMs are capable of operating as FA weapons.

? Дайте відповіді на запитання:

1. What are the characteristics of US artillery?
2. What are the characteristics of US FA?
3. How are US FA weapons classified?
4. How are FA cannon classified according to caliber?
5. What is the classification of US ADA?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Зенітний, протиповітряна оборона, зенітна артилерія, вогнева підтримка, артилерійська гармата, керована ракета, стаціонарний, переносний, ракета дальньої дії, самохідний.

ГРАМАТИЧНІ ВПРАВИ
ПОРІВНЯННЯ ВЖИВАННЯ ЧАСІВ ГРУПИ INDEFINITE,
CONTINUOUS TA PERFECT

1.



Розкрийте дужки, вживаючи дієслова в одному з таких часів:
Present Simple, Past Simple, Present Continuous, Past Continuous.

1. We (to have) a postcard from them two days ago. They (to say) they (to have) a marvellous time. 2. While she (to shop) this morning, she (to lose) her money. She (not to know) how. 3. They (to announce) our flight. We (to have) a problem. One of our suitcases (to miss). 4. Who (to speak) there? — I (not to know). 5. He (not to smoke). He (not to smoke) now. When he (to be) at the office yesterday, he (not to smoke), he (to work) hard. 6. When my sister (to wash) her skirt, she (to find) a pound note in the pocket. 7. When you (to learn) German? 8. We (to go) home now because it (to be) late. 9. Who you (to wait) for? 10. Her car (to break) down yesterday while she (to drive) to work. 11. When and where it (to happen)? 12. She always (to wear) nice clothes for work. Today she (to wear) a nice blouse and a dark skirt. 13. What she (to watch) at the moment? 14. I (to see) my friend in the street yesterday, but he (to run) for a bus and he (not to have) time to speak to me. 15. What your son (to do)? — He (to study) computer science. 16. What you (to do) at the weekend? 17. When she (to open) the door, a man (to stand) on the doorstep. It (to be) her uncle, but she (not to recognize) him because he (to wear) dark glasses. 18. Last night we (to go) to a cafe to meet our friends.

2.



Розкрийте дужки, вживаючи дієслова в одному з таких часів:
Present, Past, Future Simple; Present, Past Continuous.

1. Where your brother (to work)? — He (to work) at an institute. 2. Your grandmother (to sleep) when you (to come) home yesterday? 3. What your brother (to do) tomorrow? 4. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 5. Where Kate (to go) when you (to meet) her yesterday? 6. Look at these children: they (to skate) very well. 7. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 8. My brother can skate very well. He (to skate) every Sunday. 9. What you (to do) now? I (to wash) the dishes. 10. What you (to do) at three o'clock yesterday? — I (to have) dinner. 11. You (to have) dinner now? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the boss (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday. 18. Look! My friends (to play) football. 19. Kate (not to write) letters every day. 20. You (to see) your friend yesterday? 21. Your father (to go) on a business trip last month? 22. What Nick (to do) yesterday? 23.

When Nick (to get) up every morning? 24. Where your mother (to go) tomorrow? 25. I (to invite) my friends to come to my place tomorrow. 26. A disco, which (to take) place at the club last weekend; (to keep) people awake half the night.

3.



**Розкрийте дужки, вживаючи дієслова в одному з таких часів:
*Present, Past, Future Simple; Present, Past Continuous.***

1. I (to apply) for a visit visa and (to want) to make two journeys to your country while the visa (to be) valid. 2. They (to listen) to the news on the radio when the telephone (to ring). 3. I (to look) for a nice pair of gloves. 4. My train (to leave) in half an hour. — OK, I (to drive) you to the station in my car. 5. I (to check) the battery? — Yes, please. 6. Nowadays cars (to get) more and more expensive. 7. He (to get) a higher salary. 8. A father and his son (to travel) home in a car. It (to snow) and a strong wind (to blow). As they (to go) over a bridge, they (to hear) a loud bang and the father (to lose) control of the car. They (to be) injured and their lives (to be) in great danger. A helicopter (to take) the father and the boy to hospital and they (to be) saved. Now, the happy father (to look) at his son and (to say) to him: “I never (to drive) my car when it (to snow). I (to promise) you. It (to be) very dangerous to drive when it (to be) so slippery.”

4.



**Розкрийте дужки, вживаючи дієслова у потрібній формі так, щоб одержати *Present Continuous* або *Present Perfect*.
Напишіть ці речення.**

1. What's the matter? Why he (to stop)? 2. My cousin (to look) for a job, but he (not to find) a job yet. 3. It (to be) impossible for her to feel at home here. 4. What you (to study) now? 5. They just (to give) you a pay rise? 6. Sophie is busy. She (to knit) a sweater for her grandson. 7. You only (to have) a piece of cake? You (not to eat) much. 8. People (to plant) carrots and tomatoes now. 9. You (to go) to plant tomatoes this year? 10. Johnny, who finally (to find) a new job, (to give) a big party. 11. How long you (to be) sick? 12. You (to see) any good movies recently? 13. What you (to look) forward to? 14. Nancy (to look) forward to this weekend. 15. She (to go) to read Shakespeare and she (not to go) to go for a walk.

5.



Розкрийте дужки, вживаючи дієслова у потрібній формі так, щоб одержати *Present Continuous* або *Present Perfect*.

1. What are you (to do) here? — I am (to write) a letter to my friends. 2. Who has (to write) this article? 3. What language are you (to study)? 4. We have already (to learn) a lot of English words. 5. What is she (to teach) them? 6. Who has (to teach) you to do it? 7. He has just (to do) something for us. 8. Have you (to find) the book? 9. What are you (to look) for? 10. What are you (to talk) about? 11. We have just (to talk) about it. 12. He has just (to say) something about it. 13. She is (to tell) them some interesting story. 14. He has (to

tell) us nothing about it. 15. She has (to tell) them some stories about dogs. 16. We have (to have) two lessons today. 17. They are (to have) a meeting. 18. She has not (to speak) yet. 19. They have (to ask) me several questions. 20. He has already (to learn) the rule. 21. I am (to write) an exercise. 22. What is he (to do)? — He is (to read) a newspaper. 23. Have you (to read) any stories by Jack London? 24. I (to answer) the telephone right now. 25. He (to fix) his car and now he (not to have) any trouble with the brakes anymore. 26. You just (to hear) tomorrow's weather forecast?

6.



Перекладіть англійською мовою, вживаючи дієслова у *Present Perfect* або *Present Continuous*.

1. Вона все ще друкує свою статтю. 2. Ми її давно не бачили. 3. Бабуся з дідусем уже відвідали своїх онуків. А тепер вони сидять у вітальні і розмовляють про них. 4. Ти коли-небудь був в Африці? 5. Він усе зробив для неї. А зараз він збирається купити їй будинок. 6. Концерт ще не почався, і ми сидимо в залі й обговорюємо свої проблеми. 7. Почекай мене! Я не взяла гроші. 8. Я тільки що поснідав. 9. Він уже поснідав. 10. Ми ще не снідали. 11. Вони все ще п'ють чай у їдальні. 12. Я вже зробив свої уроки. 13. Він усе ще робить свої уроки. 14. У нас сьогодні було три уроки. 15. У них тільки що були збори. 16. Вона ще не читала цієї книжки. 17. Вона все ще читає. 18. Хто це написав? 19. Що ви йому написали? 20. Я тільки що була в зубного лікаря і почуваю себе набагато краще. 21. Він говорить неправду. Він не зробив уроки.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 3

ІНЖЕНЕРНІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

CORPS OF ENGINEERS

In the United States activities of the Corps of Engineers encompass both military and civilian engineering and all related planning, organization, training, operation, supply and maintenance. Many public structures, such as the Washington Monument, the Library of Congress, the Pentagon have been built by the Corps. In the more recent past, the construction support of the space program, such as NASA Headquarters in Houston and the launching facilities at Cape Kennedy, was accomplished by the Corps. The CE works hand in glove with the Environmental Protection Agency to prevent further pollution of streams and waterways and to restore them to their former purity. But the most important mission of the Corps (carried out by the engineer troop units) is provision of combat engineer support to the Army units.

Engineer Troop Units

The mission of engineer troop units in a theater of operations are to facilitate the movement of friendly forces, impede the movement of enemy forces, provide engineer staff planning and advice to all commanders in the theatre of operations (TO) and to provide all engineer services required in a TO. To accomplish their respective missions, engineer troop units in a TO are capable of —

1. Participating as a part of the combined arms team in all forms of combat operations (combat engineer units). This includes the offense, the defense and the retrograde in all types of operations, including airborne, airmobile and amphibious operations. In these operations they perform specialized tasks, alone or in cooperation with other units — such as the construction, destruction, breaching, or passage of obstacles and barriers; river crossings; and employment of atomic demolition munitions (ADM). Engineer combat units may be committed as units to engage in infantry type combat.
2. Constructing, rehabilitating, maintaining and repairing all types of facilities such as depots, hospitals, protective shelters, roads, railroads, bridges, ports, POL pipelines, airfields, heliports, etc.
3. Providing potable water for field troops.

4. Providing mapping and terrain intelligence, as well as advice on demolition and camouflage or demolition or cam services when required.
5. Decontaminating vital areas contaminated with chemical agents or radioactive materials.

? Дайте відповіді на запитання:

1. What construction support was accomplished by the Corps of Engineers in the more recent past in the USA?
2. What is the most important mission of the Corps of Engineers?
3. What are the missions of engineer troop units in a TO?
4. What tasks do engineer combat units perform in combat operations?
5. What types of facilities do engineer troop units construct, rehabilitate, maintain and repair?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Військова інженерна частина, інженерне забезпечення бойових дій, форсування річки, трубопровід, підривні роботи, інженерне командування, полегшувати рух своїх військ, приймати участь в бою.

**ГРАМАТИЧНІ ВПРАВИ
ПОВТОРЕННЯ ЗАСОБІВ ВИРАЖЕННЯ МАЙБУТНЬОГО ЧАСУ**

ЗВОРОТ TO BE GOING TO

1.



Напишіть питання з конструкцією going to.

Example: I've won a lot of money. (what/with it?) – *What are you going to do with it?*

1. I'm going to a party tonight, (what/wear?).....
2. Tom has just bought a painting, (where/hang it?)
3. I've decided to have a party, (who/invite?).....

2.



Дайте відповіді на запитання, використовуючи конструкцію to be going to.

Example: Have you cleaned the- car? (tomorrow) – *Not yet, I am going to clean it tomorrow.*

1. Have you phoned Tom? (after lunch)
2. Have you had dinner? (just)

3. Have you painted your flat? (soon)
4. Have you repaired my bicycle? (just)

3.



Використайте was/were going to.

Example: Did you travel by train? – No, I was going to travel by train, but I changed my mind.

1. Did you buy that jacket you saw in the shop window?
No, I but I changed my mind.
2. Did Sue get married?
No, she but she
3. Did Tom resign from his job?
No, but
4. Did Wayne and Sharon go to Greece for their holidays?
No,
5. Did you play tennis yesterday?
No,
6. Did you invite Ann to the party?
No,

4.



Напишіть, що трапиться в наступних ситуаціях.

Example: The sky is full of black clouds, (rain). – It's going to rain.....

1. Terry is doing his examinations tomorrow. He hasn't done any work for them and he is not very intelligent, (fail) He
2. It is 8.30. Tom is leaving his house. He has to be at work at 8.45 but the journey takes 30 minutes, (be late)
3. There is a hole in the bottom of the boat. It is filling up with water very quickly, (sink). It:
4. Ann is driving. There is very little petrol left in the tank. The nearest petrol station is a long way away, (run out of petrol)

МАЙБУТНІЙ НЕОЗНАЧЕНИЙ ЧАС

1.



Прочитайте ситуацію та напишіть власне речення, використовуючи звороти *I think I'll...* або *I don't think I'll...*

Examples: It's cold. You decide to close the window. ...I think I'll close the window.....

1. It's raining. You decide not to go out. ...*I don't think I'll go out....*

2. You feel tired. You decide to go to bed. I
3. A friend of yours offers you a lift in his car but you decide to walk.
Thank you but
4. You arranged to play tennis. Now you decide that you don't want to play.
.....
5. You were going to go swimming. Now you decide that you don't want to go.
.....

2.



Закінчіть речення, вживаючи I'll + відповідне дієслово.

Example: I'm too tired to walk home. I thinkI'll get a taxi.

1. I feel a bit hungry. I think something to eat.
2. It's too late to telephone Tom now. him in the morning.
3. "It's a bit cold in this room." "Is it? on the heating then."
4. "We haven't got any cigarettes." "Oh, haven't we? and get some."
5. "Did you write that letter to Jack?" "Oh, I forgot. Thanks for reminding me.
..... it this evening."
6. "Would you like tea or coffee? coffee, please."

3.



Дайте відповіді на запитання, використовуючи слова в дужках.

Example: When do you think he'll arrive? (expect/tonight) ...I expect he'll arrive tonight....

1. What do you think she'll say? (probably/nothing) She
2. Where do you think she'll go? (expect/London) I
3. When do you think she'll leave? (think/tomorrow) I
4. How do you think she'll go there? (expect/by train) I
5. When do you think she'll be back? (think/quite soon) I
6. Do you think you'll miss her? (I'm sure/very much) Yes,

4.



Прочитайте ситуацію та напишіть речення, використовуючи shall I? В кожній ситуації ви спілкуєтесь з другом.

Example: It's very hot in the room. The window is shut.Shall I open the window?

1. You've just tried on a jacket in a shop. You are not sure whether to buy it or not. Ask your friend for advice.
2. You're going out. It's possible that it will rain and you're not sure whether to take an umbrella or not. Ask your friend for advice.

3. It's Ann's birthday soon and you don't know what to give her. Ask your friend for advice. What
4. Your friend wants you to phone him/her later. You don't know what time to phone. Ask him/her. What

5.



Розкрийте дужки, вживаючи дієслова у Future Simple.

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2. He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr. Setton (to come) in, (to shake) my hand, and (to say) "hello". 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG). 13. After the checkup I (to go) home and (to wait) for Dr. Setton's call. 14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent." He is a very good doctor.

ТЕПЕРІШНІЙ ТА МАЙБУТНІЙ НЕОЗНАЧЕНІ ЧАСИ

1.



Розкрийте дужки, вживаючи дієслова у Present Simple або Future Simple. (усі речення стосуються майбутнього часу).

1. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk. 2. He (to go) to the Public Library very often when he (to be) a student. 3. As soon as I (to return) from school, I (to ring) you up. 4. You (to pass) many towns and villages on your way before you (to arrive) in Moscow. 5. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets. 6. After I (to finish) school, I (to enter) the University. 7. When he (to return) to St. Petersburg, he (to call) on us. 8. If I (to see) him, I (to tell) him about their letter. 9. We (to gather) at our place when my brother (to come) back from Africa. 10. I (to sing) this song with you if you (to tell) me the words. 11. I hope you (to join) us when we (to gather) in our country house the next time. 12. What you (to do) when you (to come) home? 13. When they (to cross) the road, they (to see) the hotel. 14. Before she (to get) to the theatre, she (to go) past the shopping center. 15. What we (to do) if it (to rain) tonight? 16. What she (to do) if she (to see) her best friend again? 17. If the bus (to be) very crowded, you (to be) exhausted by the time you (to get) to work. 18. If it (to be) very cold tonight, our car (not to start) in the morning.

2 ⇄**Розкрийте дужки, вживаючи дієслова у Present Simple або Future Simple. (усі речення стосуються майбутнього часу).**

1. If the weather (to be) nice, we probably (to go) to the beach. 2. If he still (to have) a cold and (not to feel) better, he (not to go) to a disco. 3. If you (to decide) to forget about your diet, you (to eat) wedding cake tomorrow. 4. If I (to drink) too much champagne at my friend's wedding, I (to get) a bad headache. 5. If they (to go) to California next year, they (to visit) his friend in San Francisco. 6. If she (not to work) properly, her boss (to fire) her and (to hire) my sister. 7. I (to see) you before you (to start)? 8. What he (to do) when he (to come) home? 9. Where they (to go) if the weather (to be) fine? 10. He (to ring) me up when he (to return) home. 11. If it (to rain), we (to stay) at home. 12. She (to walk) home if it (not to be) too cold. 13. I am sure he (to come) to say goodbye to us before he (to leave) St. Petersburg. 14. Please turn off the light when you (to leave) the room. 15. If we (to be) tired, we (to stop) at a small village halfway to Moscow and (to have) a short rest and a meal there.

3.**Розкрийте дужки, вживаючи дієслова у Present Simple або Future Simple. (усі речення стосуються майбутнього часу).**

1. My grandmother is superstitious. She always says to me: "If you (to spill) salt, you should throw a little salt over your left shoulder. If you (not to do) this, you (to have) bad luck. If you break a mirror, you (to have) bad luck for seven years." 2. I (not to speak) to him until he (to apologize). 3. Peter (to introduce) us to his friends as soon as, we (to meet) them, 4. We (to go) to the station to meet Sergei when he (to come), to St. Petersburg. 5- Don't go away until mother (to come) back. Give her the note as soon as she (to come). 6. You (to go) to the library with us? — No, I I (to stay) here and (to help) Jane with her grammar. I (to come) to the library after I (to finish). 7. Ring me up before you (to come). 8. I (to speak) to Mary if I (to see) her today. 9. If you (to ask) me a difficult question, I (to be) nervous. If I (to be) nervous, I (to make) a mistake. If I (to make) a mistake, the other students (to laugh) at me. If the other students (to laugh) at me, I (to be) embarrassed. And if I (to be) embarrassed, I (to cry). So please do-not ask me a difficult question!

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 4

ВІЙСЬКА ЗВ'ЯЗКУ



Прочитайте та перекладіть текст українською мовою.

US SIGNAL CORPS

Within the classification of combat, combat support and service support, the Signal Corps is a combat support branch with the overall mission of planning, installing, operating and maintaining the Army's worldwide communication system.

The responsibilities of the Signal Corps include establishing, maintaining, operating and refining communication networks for tactical operations; operating the Army portion of 'the global strategic communication network; training signal specialists, officer and enlisted; carrying out research and development projects; handling the logistics of storage, distribution and repair of communications-electronics materiel, staffing the Army photographic and pictorial services; experimenting in the atmospheric sciences and training meteorological specialists; developing highly specialized electronic equipment for use in the space satellite program; and special research in the fields of avionics and combat surveillance.

Signal Corps Units




The complexities of today's Army require a flexible Signal Corps organization. While many types of Table of Organization and equipment (TOE) signal organizations are authorized, if not in actual existence, signal personnel are employed in practically every organizational structure throughout the Army. The Army depends upon the Signal Corps to provide the communication required by the army commander for his operational needs. The Signal Corps provides the command communication system superimposed upon the area communication system to meet this requirement.

A field army signal brigade is the signal organization formed and employed to provide an area communication system and a command communication system for a field army. The brigade assigns servicing elements including the various organic signal battalions (i.e. communication and construction) to plan, install, maintain and operate the integrated network of the command communication system serving from the field army HQ down to each combat brigade. Also, at each combat brigade there is a Signal Corps officer who serves as the brigade Communications-Electronics officer. Every manoeuvre battalion placed under the combat brigade has its own C-E off in charge of organic communications and in command of the battalion communication platoon.

At corps level, there is a signal battalion which provides command communication from the corps command post (CP) to the division CPs. This battalion performs its msn by using five organic cos: a HHC, two command operations companies for the corps main and alternate CPs, a command radio relay and cable company, and command artillery radio relay company.

? Дайте відповіді на запитання:

1. What is the mission of the Signal Corps?
2. What are the responsibilities of the Signal Corps?
3. In what respect does the Army depend upon the Signal Corps?
4. What purpose is a field army signal brigade formed and employed for?


			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Засоби зв'язку і радіоелектроніки, електронне обладнання, мережа зв'язку, начальник зв'язку, рота зв'язку, класифікація, гнучкий, обслуговування, розгортання систем зв'язку.

ГРАМАТИЧНІ ВПРАВИ FUTURE-IN-THE-PAST

1.		Напишіть речення у минулому часі.
-----------	---	--

1. I am afraid I shall be late.
2. Do you think we shall pick all the apples in three days?
3. He hopes you will often visit him.
4. They expect he will be at home in a few days.
5. Are you afraid we shan't be in time?
6. She promises that she will finish the work in a week.
7. I think Henry will help us.

2.		Розкрийте дужки, вживаючи дієслова у <i>Future-in-the-Past</i> або <i>Past Simple</i>.
-----------	---	---

1. I know we (not be) late.
2. I knew we (not be) late.
3. I want to know whether he (to be) at home.
4. I wanted to know whether he (to be) at home.
5. "When you (to be) ready?" he asked.
6. He asked when I (to be) ready.
7. I can't say whether Bob (to do) the work perfectly, but he to do his best.
8. He asked me whether he (to see) Olga there.

9. Are you sure that we (to have) time to do that?
10. I was afraid he (to say): "I don't think I (to be) able to come."

3.  **Перекладіть англійською мовою, звертаючи увагу на час дієслова в головному реченні.**

1. Я думаю, що він спатиме в цей час.
2. Я думав, що він спатиме в цей час.
3. Вона думає, що зробить усю роботу до п'ятої години.
4. Вона думала, що зробить усю роботу до п'ятої години.
5. Я був впевнений, що до десятої години він уже вивчить цей вірш.
6. Я знав, що до дев'ятої години мама вже приготує вечерю і о дев'ятій годині вся сім'я сидітиме за столом. Я боявся, що прийду занадто пізно.
7. Вона боялася, що її друг не прийде.
8. Вони написали, що скоро приїдуть.
9. Я був упевнений, що зустріну його на станції.
10. Я думаю, що тато скоро напише нам листа.
11. Чи сказали вам, що в грудні ми писатимемо контрольну роботу?

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 5

ДЕСАНТНІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

AIRBORNE OPERATIONS

Air born troops involve the movement and delivery by air of combat forces and their logistic support into enemy objective area for the execution of a tactical or a strategic mission. These forces may consist of airborne, infantry, and mechanized infantry divisions and air transportable units with supporting artillery. Air born troops may be a joint effort, using US Air Force, Navy, and Army transport aircraft.

Classification

Air born troops are classified as short-duration and long-duration. Division or division units conduct short-duration operations with limited nondivisional reinforcing units. They engage in combat using accompanying supplies and limited followup supplies. There is no routine supply phase: the assault force receives minimum combat service support in the objective area and the operation terminates with the early relief, withdrawal, or relief for subsequent operations.

In long-duration operation, nondivision combat, combat support, and combat service support units reinforce airborne units. These forces are usually committed to sustained ground combat. Long-duration operations involve a substantial buildup of troop, supply, and equipment primarily by airlines of communications.

The mission assigned to the airborne force determines the type of operation to be conducted. An airborne raid is normally a short-duration operation, while a large-scale operation conducted deep in the enemy's rear is usually a long-duration operation that requires a buildup by airlines of communication and a linkup between two forces. Both types of operations may be either tactical or strategic.

Concept of Employment

Usually airborne forces are not committed on missions that can be performed as economically or as expeditiously by other combat forces. Airborne forces move directly to the objective area or to forward bases. Airborne forces are airlifted from these forward bases by AF aircraft to conduct airborne assault operations. An airborne capability is a strategic threat that may compel the enemy to disperse and dissipate his forces to protect vital installations in his rear areas and on his flanks.

Airborne forces can exploit the results of nuclear, biological, or chemical attack when existing radiation or level of persistent chemical or biological agent contamination in areas of employment is within acceptable limits.

Airborne operations can be conducted in areas occupied by well organized enemy combat forces when preceded by neutralizing preassault air bombardment or intensive FA fires.

Airborne operations can be conducted in either daylight or darkness or under other conditions of reduced visibility. Because of the inherent difficulties in night or reduced visibility operations, commanders prefer to launch major airborne assaults during daylight. Forces conduct loading and a major portion of their air movement during darkness or other conditions of reduced visibility to conceal these operations. Forces avoid establishing a recognizable pattern of timing in the assaults.

Parachute elements normally make the initial assault. Air-landed units then move into protected landing areas. When required, airborne operations can be conducted entirely by parachute. Air-landed units can conduct assault operations without having been preceded by a parachute assault if the landing area is undefended, lightly defended, or neutralized. The airborne force is most vulnerable to enemy counterattack, particularly armoured and mechanized forces, immediately after landing. Tactical air support and artillery restrict the movement of enemy forces into the airhead area during this period.

Since the airborne division is most vulnerable to enemy during the landing and reorganization of its assault echelon it must land and reorganized with maximum speed and precision.

? Дайте відповіді на запитання:


1. What do airborne operations involve?
2. What units may airborne forces consist of?
3. What is meant by short-duration airborne combat operations?
4. What is the airborne force most vulnerable to?
5. What is the concept of employment of US airborne forces?




Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Район десантування, короткочасна десантна операція, матеріальні засоби, що доставляються одночасно з висадкою десанту, матеріальні засоби, що доставляються після висадки десанту, повітряні комунікації, повітряна атака, висадка повітряного десанту, плацдарм десантування.


ГРАМАТИЧНІ ВПРАВИ УЗГОДЖЕННЯ ЧАСІВ

1.  **Розкрийте дужки, вживаючи потрібний час дієслова. Перекладіть українською мовою.**

1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. I didn't know that you already (to wind) up the clock. 3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4. He says that he (to know) the laws of the country. 5. Sarie understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that the soldiers (to arrest) him. 8. He could not understand why people (not to want) to take water from that well. 9. I suppose they (to send) a dog after the burglar immediately.


2.  **Виберіть правильний час дієслова.**

1. My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 5. I knew that he (is, was) a very clever man. 6. I want to know what he (has bought, had bought) for her birthday. 7. I asked my sister to tell me what she (has seen, had seen) at the museum. 8. He said he (is staying, was staying) at the "Ritz" Hotel. 9. They realized that they (lost, had lost) their way in the dark. 10. He asked me where I (study, studied). 11. I thought that I (shall finish, should finish) my work at that time. 12. He says he (works, worked) at school two years ago. 13. Victor said he (is, was) very busy.


3.  **Перекладіть англійською мовою, дотримуючись правила узгодження часів.**

1. Я знала, що вона працює на заводі, що в неї є чоловік і двоє дітей, що сім'я в неї дуже дружна і вона щаслива. 2. Він сказав мені вчора, що раніше він навчався в університеті. 3. Ми вирішили минулого тижня, що наступного літа ми всі поїдемо в Крим. 4. Сестра сказала, що хоче приїхати до нас сама. 5. Я знала, що вона дуже зайнята. 6. Ніхто не знав, що ви чекаєте тут. Ходімо в дім. 7. Він попередив нас, що в цій частині міста рух досить напружений. 8. Секретар не помітив, що директор з кимось розмовляє. 9. Усі ми знали, що вона знову в Санкт-Петербурзі. 10. Олена сказала, що вона дарує нам цю картину. 11. Вона сказала, що її колеги завжди дають їй чудові поради. 12. Він



сказав, що любить цю п'єсу. 13. У минулому році вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони побачили, що читають тексти досить добре. 14. Він сказав мені вчора, що його батько — професор.

4.  **Перекладіть англійською мовою, дотримуючись правила узгодження часів.**


1. Я боявся, що заблукаю у лісі. 2. Вона знала, що ми ніколи не бачили її картини. 3. Вчений був упевнений, що знайде розв'язання проблеми. 4. Я знав, що ти приїхав у Санкт-Петербург, і сподівався, що ти відвідаєш мене. 5. Ми не думали, що він так розсердиться. 6. Ми вчора довідалися, що вона хвора. 7. Він думав, що вона не прийде в школу. 8. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде до Парижу. 9. Мені сказали, що ти мені телефонував. 10. Я думав, що ти в Москві. 11. Я не знав, що ти вже повернувся до Санкт-Петербургу. 12. Ми сподівалися, що поїдемо до Лондону.

5.  **Зробіть речення підрядними додатковими, використовуючи у ролі головних, речення, подані в дужках. Змінійте час відповідно до правила узгодження часів.**


1. You will fall and break your leg. (I was afraid). 2. My friend has never been to Washington. (I knew) 3. She never drinks milk. (I was told) 4. He is a very talented singer. (We were told) 5. They live a happy life. (We knew), 6. The children are playing in the yard. (She thought) 7. Her friend will come to see her. (She hoped) 8. Father has repaired his bicycle. (He thought) 9. She knows English very well. (I supposed) 10. Our sportsmen will win the game. (We were sure) 11. He does not know German at all. (I found out) 12. She made no mistakes in her dictation. (She was glad) 13. He works at his English hard. (I knew) 14. She dances better than anybody else. (I was told) 15. My cousin has received a very interesting offer from his firm. (I learnt) 16. She will come to stay with us. (My aunt wrote in her letter) 17. He is painting a new picture. (We heard) 18. His new picture will be a masterpiece. (We were sure).

6.   **Розкрийте дужки, вживаючи потрібний час дієслова. Перекладіть українською мовою.**

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. She said she (can) not tell me the right time, her watch (to be) wrong.
5. I asked my neighbour if he ever (to travel) by air before.
6. The policeman asked George where he (to run) so early.
7. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

7.  **Перекладіть українською мовою, звертаючи увагу на узгодження часів**

1. When he learn that his son always received excellent marks in all the subjects at school, he was very pleased.
2. When he learn that his son had received an excellent mark, he was very pleased.
3. We didn't know where our friends went every evening.
4. We didn't know where our friends had gone.
5. She said that her best friend was a doctor.
6. She said that her best friend had been a doctor.
7. I did not know that you worked at the Hermitage.
8. I did not know that you had worked at the Hermitage.
9. I knew that you were ill.
10. I knew that you had been ill.
11. We found that she left home at 8 o'clock every morning.
12. We found that she had left home at 8 o'clock that morning.

8.  **Перекладіть англійською мовою, звертаючи увагу на узгодження часів.**

1. Я думав, що він почекає мене.
2. Він боявся, що йому буде важко зробити доповідь.
3. Він сказав нам, що коли він увійшов до кімнати, його друг уже сидів на дивані. Він читав газету.
4. Ми сподівалися, що вона скоро прийде.
5. Він сказав, що не знає, коли почнеться конференція.
6. Я був упевнений, що якщо ми поспішимо, ми встигнемо на літак.
7. Вчитель сказав, що наші друзі надіслали нам листа з Лондону.
8. Вона сказала, що її подруга запросила її до театру.
9. Ми боялися, що не купимо квитків до театру.
10. Ми побачили, що діти граються у піску.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 6

ПІХОТА



Прочитайте та перекладіть текст українською мовою.

CHARACTERISTICS OF INFANTRY

The infantry is the basic ground-gaining arm of the Army. It is also the arm of close combat. Its mission is to close with the enemy by fire and maneuver in order to destroy or capture him, or to hold its positions and repel his attack by fire, close combat, or counterattack.

Because of its versatility today's infantry is capable of fighting under widely varying conditions of terrain, weather, and nuclear availability which often restrict the employment of heavy weapons and equipment. It can move by land, sea or air. The modern infantry may fight on foot, or go into action by parachute, helicopter, armored personnel carrier, or assault boat. The infantry can operate at night, or under any climatic conditions, and can overcome natural and man-made obstacles which would stop other forces.

The advent of nuclear weapons has not changed the role of infantry on the battlefield but has brought to life mechanized infantry which move and fight in armored personnel carrier (APC's). The decisiveness of infantry in combat will continue and four of the five types of current ROAD divisions are infantry.

Type Road Divisions

The ROAD division is the smallest unit of the combined arms and services. There are five types of combat divisions: armored, mechanized, infantry, airborne and air assault. Divisions are formed by combining a division base with varying proportions of six to fifteen combat battalions of different types (tank, infantry, mechanized, airborne infantry and air assault infantry).




The combat battalions have many similarities. They are as nearly the same in organization as possible, consistent with their individual roles. All battalions are of essentially one combat arm, i.e. armor in tank battalion and infantry in other battalions.

Each ROAD division has its own characteristics. The armored division combines fast maneuver with great firepower. The mechanized division resembles the infantry division but has greater mobility and shock power. The airborne division is for vertical envelopment by airborne assault, using parachutes and Air Force troop carrier and assault landing aircraft. The air assault division with its helicopters has an ability to deliver firepower quickly anywhere.

The common base of each type ROAD division consists of the division HQ and HQ company, three brigade HQ and HQ cos, division artillery, support command, aviation battalion (in infantry and air assault divisions) or aviation company (in mechanized and armored divisions), engineer and signal battalions, armored cavalry squadron, ADA battalion, and a military police company.


? Дайте відповіді на запитання:

1. What is the mission of infantry?
2. How can infantry fight?
3. Has the role of infantry changed with the advent of nuclear weapons?
4. What types of combat divisions are there in the US Army?
5. How are divisions formed?
6. What common features do combat battalions have?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---


БТР, ближній бій, контратака, поле бою, механізована дивізія, піхотний батальйон, мотопіхотний батальйон, маневр, вогнева міць, ударна хвиля, мобільність, рота армійської авіації, батальйон зв'язку, розвідувальний батальйон, зенітний дивізіон, відбивати атаку.

ГРАМАТИЧНІ ВПРАВИ ПРЯМА ТА НЕПРЯМА МОВА

1.		Трансформуйте речення з прямої мови у непряму.
-----------	---	---

Example: The teacher said to the pupils, “You may go home.” –
The teacher told the pupils that they might go home.

1. Mother said to her son, “You may go to the cinema.”
2. The doctor said to the sick man, “You may go.”
3. He said to me, “You may come to our party.”
4. The girl said to her friend, “You may work in my room.”
5. My mother said to me, “You may stay at home today.”
6. The boss said to us, “You may take 2 free days.”
7. The shop-assistant said to me, “ You may buy this dress.”

2.		Перекажіть наступні діалоги у непрямій мові.
-----------	---	---

Mary: I don't want to go to the canteen alone. Will you join me for lunch?
Ann: I'd love to.

Mary: When will you be free?
Ann: In half an hour.
Mary: All right, then, we'll go together.

Jack: Will this tie match my new suit?
Mary: Not quite, I'm afraid. It's too dark, don't buy it.
Jack: And what about this one?
Mary: Yes, dear. That's a nice one. Let's take it.

Peter: How long are you going to stay here?
Ann: Two or three days, I think.
Peter: Then you'll have enough time to see the sights.
Would you like to begin tomorrow morning?
Ann: I'd love to.

Max: Excuse me. Can you speak English?
Ann: Yes, a little.
Max: Could you tell me how to get to the Trafalgar Square from here?
Ann: Yes, certainly. You can take the 12 bus.
It won't take you 10 minutes to get there.
Max: Thank you very much.
Ann: Not at all.

Mary: Are you ready to go?
Ann: Not yet.
Mary: When will you be ready?
Ann: In five minutes.
Mary: Hurry up, I'm waiting for you.

3.  **Передайте зміст наданих ситуацій у прямій мові у вигляді діалогів.**

Ann met her old friend Nick at the theatre during an interval. She was surprised to see him, because she had thought that Nick was still travelling on business. They spoke about their impressions of the play. Nick said that he had seen the same play in London, and he didn't see much difference between the two productions. Ann liked the cast very much, she found that her favourite actress played very good. Nick said that the actress who had played the same part in the London theatre was very talented, too, though he didn't remember her name.

Peter asked John whether he could stay and help him with his work. John agreed to stay, but wanted to know whether Peter was going to keep him long. Peter said it would not take them more than an hour.

Jane told Mary that her friends and she had decided to go to the country for the week-end, and asked Mary whether she'd like to join them. Mary said that she'd be glad. Jane told Mary that they had agreed to meet at the station at eight the next morning, and asked her not to be late.

John invited Peter to a party, saying that it was going to take place the next day. Thanking John for the invitation, Peter said at first that he was not sure that he would be able to come, because it was quite unexpected, and he would have to change his plans, and then asked John not to be very angry if he was a little late.

Peter met George in the street and after the usual greetings asked him whether he had really decided to get a new job. George said that he had found a job that had to do with medicine. Peter asked whether this was a strong decision, and George answered that it was, because he was interested in medicine and planned to enter a medical college the next year. trouble with the brakes anymore. 26. You just (to hear) tomorrow's weather forecast?

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 1

ОРГАНІЗАЦІЯ ЄВРОПЕЙСЬКОГО СПІВРОБІТНИЦТВА І РОЗВИТКУ



Прочитайте та перекладіть текст українською мовою.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

The Organisation for Economic Co-operation and Development is a unique forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities.

The Organisation provides a setting where governments can compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies. It is a forum where peer pressure can act as a powerful incentive to improve policy and implement “soft law” – non-binding instruments such as the OECD Corporate Governance Principles – and can on occasion lead to formal agreements or treaties.

Exchanges between OECD governments flow from information and analysis provided by a secretariat in Paris. The secretariat collects data, monitors trends, and analyses and forecasts economic developments. It also researches social changes or evolving patterns in trade, environment, agriculture, technology, taxation and more.

The OECD helps governments to foster prosperity and fight poverty through economic growth, financial stability, trade and investment, technology, innovation, entrepreneurship and development co-operation. It is helping to ensure that economic growth, social development and environmental protection are achieved together. Other aims include creating jobs for everyone, social equity and clean and effective governance.

The OECD is at the forefront of efforts to understand, and to help governments to respond to, new developments and concerns. These include trade and structural adjustment, online security, and the challenges related to reducing poverty in the developing world.

For more than 40 years, the OECD has been one of the world’s largest and most reliable sources of comparable statistical, economic and social data. OECD databases span areas as diverse as national accounts, economic indicators, the labour force, trade, employment, migration, education, energy, health, industry, taxation and the environment. Most of the research and analysis is published.

Over the past decade, the OECD has tackled a range of economic, social and environmental issues while further deepening its engagement with business, trade unions and other representatives of civil society. Negotiations at the OECD on taxation and transfer pricing, for example, have paved the way for bilateral tax treaties around the world.

The OECD is a group of like-minded countries. Essentially, membership is limited only by a country's commitment to a market economy and a pluralistic democracy. It is rich, in that its 30 members produce 60% of the world's goods and services, but it is by no means exclusive. Non-members are invited to subscribe to OECD agreements and treaties, and the Organisation shares expertise and exchanges views on topics of mutual concern with more than 70 countries worldwide, from Brazil, China and Russia to least developed countries in Africa.

HOW HAS IT DEVELOPED?




The OECD grew out of the Organisation for European Economic Co-operation (OEEC), which was set up in 1947 with support from the United States and Canada to co-ordinate the Marshall Plan for the reconstruction of Europe after World War II.

Created as an economic counterpart to NATO, the OECD took over from the OEEC in 1961 and, since then, its mission has been to help governments achieve sustainable economic growth and employment and rising standards of living in member countries while maintaining financial stability, so contributing to the development of the world economy. Its founding Convention also calls on the OECD to assist sound economic expansion in member countries and other countries in the process of economic development, and to contribute to growth in world trade on a multilateral, non-discriminatory basis.

In recent years, the OECD has moved beyond a focus on its 30 member countries to offer its analytical expertise and accumulated experience to more than 70 developing and emerging market economies.

? Дайте відповіді на запитання:

1. What is OECD?
2. What are the objectives of OECD?
3. How does OECD help governments to foster prosperity?
4. When was OECD established?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Співробітництво, глобалізація, координувати, договір, захист навколишнього середовища, соціальний розвиток, торгівля, сільське господарство, інвестиції, оподаткування, бідність, фінансова стабільність, створення робочих місць.

ГРАМАТИЧНІ ВПРАВИ
АКТИВНИЙ ТА ПАСИВНИЙ СТАН ДІЄСЛІВ
PASSIVE VOICE SIMPLE

1.



Поставте дієслова в дужках в *Passive voice*.

1. This copy (not read). The pages (not cut).
2. Why the car (not lock) or (put) into the garage?
3. This room (use) only on special occasions.
4. Bicycles must not (leave) in the hall.
5. He was taken to hospital this afternoon, and (operate on) tomorrow morning.
6. It was a lonely road, and the girl was afraid; she thought she (follow).
7. The paintings (exhibit) till the end of the month.
8. The little girl is an only child, and she (spoil) by her parents and grandparents.
9. Normally this street (sweep) every day, but it (not sweep) yesterday.
10. It was very cold yesterday afternoon, but we couldn't light a fire in the sitting-room: the chimney (sweep).

2.



Перекладіть англійською мовою, вживаючи дієслова у *Present, Past* або *Future Simple Passive*.

1. Мені розказали. – Мені розказують. – Мені розкажуть.
2. Нам відповіли. – Нам відповідають. – Нам дадуть відповідь.
3. Нас спитали. – Нас питають. – Нас спитають.
4. Їм порадили. – Їм радять. – Їм порадять.
5. Її запросили. – Її запрошують. – Її запросять.

3.



Поставте дієслова в дужках в *Passive voice*. Перекладіть українською мовою.

1. The printing press (invent) in the fifteenth century.
2. Last night I (invite) to a party by a friend from Scotland.
3. Spain and Portugal (visit) by millions of tourists every year.
4. Italy and Russia (invade) by Napoleon.
5. The menu in that restaurant (change) every month.
6. Nowadays oil (carry) from Alaska to California in large ships.
7. These strawberries are fresh; they (pick) yesterday.
8. Today rugby football (play) in many countries.
9. Many people (kill) in road accidents every year.
10. The United Nations (found) in 1945.
11. The "Mona Lisa" (paint) by Leonardo da Vinci.

12. San Salvador and Cuba (discover) by Columbus in 1492.
13. This type of transistor radio (manufacture) in Japan.
14. The worker claimed that he (victimize) by his employers.
15. In 1666, a large part of London (destroy) by fire.
16. The Fire of London, as it (call) in the history books, (commemorate) by a monument which (build) near where the fire started.
17. Last Saturday one of our teams (send) off the field for rough play.
18. Very much research (do) to prevent our rivers and lakes from being polluted.
19. The little girl (save) from being run over because she (pull) away in time by a policeman.

4.



Переробіть речення, використовуючи *Passive voice*.

1. The doctor prescribed her new medicine.
2. They often speak about her.
3. Everybody laughed at this funny animal.
4. They teach three foreign languages at this school.
5. The girl put all her books on the shelf.
6. They did not invite her to the party.
7. The boy was angry because his mother didn't allow him to go to the stadium.
8. A young teacher started a school in this village.

5.



Напишіть речення, використовуючи *Passive Voice*.

1. Did the government take any important measures in the past few weeks?
2. I don't think anyone can help me.
3. The soldiers kept the man prisoner.
4. What should people do in these circumstances?
5. He must finish his work before eight o'clock.
6. His friends will never forget him.
7. People speak much of him.
8. They will look after the children well.
9. People will laugh at you if you say it.
10. They sent for the doctor immediately.
11. Everybody listened to her attentively.
12. They always wait for me after the lessons.

6.



Перекладіть речення англійською мовою.

1. Цю книжку взяли з бібліотеки тільки вчора. 2. Цей роман перекладений українською мовою. 3. Ця миша була спіймана вночі. 4. Мою подругу щороку посилають за кордон. 5. Статтю напишуть наступного тижня. 6. Нам показали дуже дивну картину. 7. Вона завжди була дуже рада, коли її відвідували друзі. 8. Коли були посаджені ці яблуні? 9. Відповідь буде відправлена через декілька днів. 10. Наступного року збудують багато шкіл. 11. Коли він був маленьким хлопчиком, його батька посадили до боргової тюрми.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 2

ВТО



Прочитайте та перекладіть текст українською мовою.

WTO

WTO (the World Trade Organization) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible.

The WTO has nearly 150 members, accounting for over 97% of world trade. Around 30 others are negotiating membership. Decisions are made by the entire membership. This is typically by consensus. A majority vote is also possible but it has never been used in the WTO, and was extremely rare under the WTO's predecessor, GATT. The WTO's agreements have been ratified in all members' parliaments.

The WTO's top level decision-making body is the Ministerial Conference which meets at least once every two years. Below this is the General Council (normally ambassadors and heads of delegation in Geneva, but sometimes officials sent from members' capitals) which meets several times a year in the Geneva headquarters. The General Council also meets as the Trade Policy Review Body and the Dispute Settlement Body.

At the next level, the Goods Council, Services Council and Intellectual Property (TRIPS) Council report to the General Council.

Numerous specialized committees, working groups and working parties deal with the individual agreements and other areas such as the environment, development, membership applications and regional trade agreements.

The WTO's rules — the agreements — are the result of negotiations between the members. The current set were the outcome of the 1986–94 Uruguay Round negotiations which included a major revision of the original General Agreement on Tariffs and Trade (GATT).

GATT is now the WTO's principal rule-book for trade in goods. The Uruguay Round also created new rules for dealing with trade in services, relevant aspects of intellectual property, dispute settlement, and trade policy reviews. The complete set runs to some 30,000 pages consisting of about 30 agreements and separate commitments (called schedules) made by individual members in specific areas such as lower customs duty rates and services market-opening.

Through these agreements, WTO members operate a non-discriminatory trading system that spells out their rights and their obligations. Each country receives guarantees that its exports will be treated fairly and consistently in other countries' markets. Each promises to do the same for imports into its own market. The system also gives developing countries some flexibility in implementing their commitments.

Banks, insurance firms, telecommunications companies, tour operators, hotel chains and transport companies looking to do business abroad can now enjoy the same principles of freer and fairer trade that originally only applied to trade in goods.

These principles appear in the new General Agreement on Trade in Services (GATS). WTO members have also made individual commitments under GATS stating which of their services sectors they are willing to open to foreign competition, and how open those markets are.

The WTO's intellectual property agreement amounts to rules for trade and investment in ideas and creativity. The rules state how copyrights, patents, trademarks, geographical names used to identify products, industrial designs, integrated circuit layout-designs and undisclosed information such as trade secrets — “intellectual property” — should be protected when trade is involved.

The WTO set up reference centres in over 100 trade ministries and regional organizations in capitals of developing and least-developed countries, providing computers and internet access to enable ministry officials to keep abreast of events in the WTO in Geneva through online access to the WTO's immense database of official documents and other material. Efforts are also being made to help countries that do not have permanent representatives in Geneva.

? Дайте відповіді на запитання:

1. What is WTO?
2. What is the main function of WTO?
3. How many members are there in WTO?
4. What are the advantages and disadvantages of WTO membership?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Всесвітня організація торгівлі, прийняття рішень, консенсус, ратифікувати, генеральний договір по митним тарифам і торгівлі, інтелектуальна власність, гнучкість, база даних.

ГРАМАТИЧНІ ВПРАВИ
АКТИВНИЙ ТА ПАСИВНИЙ СТАН ДІЄСЛІВ
PASSIVE VOICE CONTINUOUS

1.



Переробіть речення, ставлячи дієслово у пасивному стані.

1. They are translating this article now.
2. It is now 6 a.m. and at most of the hospitals in the country patients are waking with cups of tea.
3. Why are they laughing at her?
4. At 2 o'clock the workers were loading the trucks.
5. They are repairing the clock now.
6. They were playing tennis from four to eight yesterday.
7. We were looking at the man with great surprise.
8. They were selling new children's books in this shop, when I entered it yesterday.
9. I'm not blaming him for this mistake.
10. They will be doing their morning exercises from 7 to 8 tomorrow.
11. We moved out of our house while they were building the extension.
12. Someone's decorating my bedroom at the moment.

2.



Перекладіть речення англійською мовою.

1. Коли читали нове оповідання, хтось постукав у двері.
2. На який підручник ви посилаєтеся у вашій доповіді?
3. Її слухали неухважно, і все, що вона сказала, було скоро позабуте.
4. Обід готували, коли я прийшов додому.
5. У нашому районі будуються 3 нових школи.
6. Про цей епізод зараз ми якраз і говоримо.
7. Коли я прийду додому, обід будуть готувати.
8. Це оповідання обговорювали на уроці літератури.
9. Цей міст ще будується. Він будувався, коли я його побачив вперше.
10. Коли я його побачив, за ним ішла величезна юрба.

3.



Розкрийте дужки ставлячи дієслова у *Passive Voice*.

1. The book (to discuss) the whole lesson yesterday.
2. The letter (to read) very carefully now.
3. He (to work) on this article the whole day tomorrow.
4. When I came home yeaterday the dinner(to cook) by my younger sister.
5. I know that when I come to school tomorrow, this news (to discuss) by everybody.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 3

ОБСЄ



Прочитайте та перекладіть текст українською мовою.

THE ORGANIZATION FOR SECURITY AND CO-OPERATION IN EUROPE

The OSCE is the world's largest regional security organization whose 56 participating States span the geographical area from Vancouver to Vladivostok.

About the OSCE

With 56 participating States from Europe, Central Asia and North America, the Organization for Security and Co-operation in Europe (OSCE) forms the largest regional security organization in the world.

The OSCE is a primary instrument for early warning, conflict prevention, crisis management and post-conflict rehabilitation in its area. It has 18 missions or field operations in South-Eastern Europe, Eastern Europe, the Caucasus and Central Asia.

The Organization deals with three dimensions of security - the politico-military, the economic and environmental, and the human dimension. It therefore addresses a wide range of security-related concerns, including arms control, confidence- and security-building measures, human rights, national minorities, democratization, policing strategies, counter-terrorism and economic and environmental activities. All 56 participating States enjoy equal status, and decisions are taken by consensus on a politically, but not legally binding basis.

History of the OSCE

The OSCE traces its origins to the détente phase of the early 1970s, when the Conference on Security and Co-operation in Europe (CSCE) was created to serve as a multilateral forum for dialogue and negotiation between East and West. Meeting over two years in Helsinki and Geneva, the CSCE reached agreement on the Helsinki Final Act, which was signed on 1 August 1975. This document contained a number of key commitments on politico-military, economic and environmental and human rights issues that became central to the so-called 'Helsinki process'. It also established ten fundamental principles (the 'Decalogue') governing the behaviour of States towards their citizens, as well as towards each other.




Until 1990, the CSCE functioned mainly as a series of meetings and conferences that built on and extended the participating States' commitments, while periodically reviewing their implementation. However, with the end of the Cold War, the Paris Summit of November 1990 set the CSCE on a new course.

In the Charter of Paris for a New Europe, the CSCE was called upon to play its part in managing the historic change taking place in Europe and responding to the new challenges of the post-Cold War period, which led to its acquiring permanent institutions and operational capabilities.

As part of this institutionalization process, the name was changed from the CSCE to the OSCE by a decision of the Budapest Summit of Heads of State or Government in December 1994.

? Дайте відповіді на запитання:

1. What is OSCE?
2. What are the main objectives of OSCE?
3. What dimensions of security do you know?
4. What do you know about the security of OSCE?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Організація з безпеки і співробітництва в Європі, співпраця, попередження конфліктів, три виміри безпеки, контроль над озброєнням, права людини, національні меншини, холодна війна.

ГРАМАТИЧНІ ВПРАВИ АКТИВНИЙ ТА ПАСИВНИЙ СТАН ДІЄСЛІВ PASSIVE VOICE PERFECT

	1. Напишіть речення в <i>Active voice</i>. Вживайте підмети, що підходять за змістом.
---	--

1. The room has just been cleaned and aired.
2. Whom have been these letters written by?
3. The letter has just been typed.
4. She showed me the picture that had been painted by her husband.
5. I shall not be allowed to go there.
6. All the questions have already been answered.
7. The chicken has been eaten with appetite.
8. The dictation has been written without mistakes.
9. This house had been built by the new year.
10. The letter has just been sent.
13. Somebody has stolen my car.
14. Somebody has left the light on all.
15. Nobody has ever found the secret.
16. They have told us about a lot of interesting things.

2.



Переробіть речення, використовуючи *Passive voice*.

1. Nobody has taken notice of this little boy.
2. He has just proposed to her.
3. We have already given him all the money.
4. They have just shown me a new magazine.
5. Mother has promised the boy a new toy.
6. Nobody has told me the news yet.
7. They had sent you the invitation the week before.
8. They have recommended me several articles on that problem.
9. Someone had taught him French before.
10. We arrived home from holiday to find someone had burgled our house.
11. Mr. Taylor was furious with a newsagent because he hadn't delivered his Sunday newspaper.

3.



Перекладіть англійською мовою.

1. Мене ніколи про це не просили.
2. Її всюди шукали, але не знайшли.
3. Цю вправу вже написали олівцем.
4. Нас тільки що послали в лабораторію.
5. Усі ваші твори будуть повернуті до наступного тижня.
6. Дітей ніколи не залишали вдома одних.
7. Коли я прийшла додому, обід було вже зварено.
8. Тебе запросили на вечір? – Ще ні, але я впевнена, що мене запросять.
9. Він зробив все, про що його просили.
10. Мені щойно запропонували цікаву роботу.
11. Вони все ще не надрукували цей підручник, але запевняють, що до наступного тижня все буде готово.
12. Вас вже привітали з днем народження? – Ще ні, я ще нікого не бачила сьогодні, крім вас.

4.



Розкрийте дужки ставлячи дієслова у *Passive Voice*.

1. He had already read the book that (give) to him on his retirement.
2. When I returned I found that my car (tow) away. I (tell) that it was because it (park) under a No-Parking sign.
3. The man who (bite) by a snake was given a serum.
4. Three hundred new houses (build) by the end of the next year.
5. The full impact of the strike will not be felt till next week, by which time present stocks (exhaust).

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 4

ЮНЕСКО



Прочитайте та перекладіть текст українською мовою.

UNESCO

UNESCO (United Nations Educational, Scientific and Cultural Organization) is a specialized agency of the United Nations established in 1945. Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.

In total 191 nations belong to UNESCO. The organization is headquartered in Paris, with over 50 field offices and several institutes and offices throughout the world. Most of the field offices are "cluster" offices covering three or more countries; there are also regional offices. UNESCO pursues its action through five major programmes: education, natural sciences, social and human sciences, culture and communication and information. Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; regional and cultural history projects, the promotion of cultural diversity; international cooperation agreements to secure the world cultural and natural heritage and to preserve human rights; and attempts to bridge the world-wide digital divide.

UNESCO has been at the centre of controversy, particularly in the United States, the United Kingdom, and Singapore. During the 1970s and 1980s, UNESCO's support for a "New World Information Order" and its MacBride report calling for democratization of the media and a more egalitarian access to information was condemned in these countries as attempts to destroy the freedom of the press. UNESCO was perceived as a platform for communist and Third World countries to attack the West. In 1984, the United States withheld its contributions and withdrew from the organization in protest, followed by the United Kingdom in 1985 and Singapore in 1986. The UK later rejoined in 1997 and the United States in 2003, after considerable reforms were implemented in the organization.




The staff pyramid, which was the most top-heavy in the UN system, was cut back as the number of high-level posts was halved and the "inflation" of posts was reversed through the down-grading many positions. Open competitive recruitment, results-based appraisal of staff, training of all managers and field

rotation were instituted, as well as SISTER and SAP systems for transparency in results-based programming and budgeting.

Programming coherence and relevance remains a challenge at UNESCO. One of the main reasons for this is that activities and projects can be identified and supervised by various services within the organisation (divisions and sections based at UNESCO Headquarters in Paris, UNESCO regional and cluster field offices and international institutes) with insufficient coordination between them.


? Дайте відповіді на запитання:

1. What is UNESCO?
2. When was UNESCO established?
3. What are the objectives of UNESCO?
4. Where is UNESCO HQ located?
5. What are the major UNESCO programmes?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Миротворчі операції, хартія ООН, вирішувати конфлікт, дипломатія, угода, підтримання миру, Організація ООН з питань освіти, науки і культури, міжнародне співробітництво, культурна різноманітність, захищати права людини, послідовність.

ГРАМАТИЧНІ ВПРАВИ COMPLEX OBJECT

1.		Закінчить речення, вживаючи складний додаток.
-----------	---	--

Example: “Bring me a book,” said my brother to me. My brother *wanted me to bring* him a book.

1. The teacher said to the pupils: “Learn the rule.”
2. “Be careful or else you can split the milk,” said my mother to me.
3. “My daughter will go to a ballet school,” said the woman.
4. The man said: “My son will study mathematics.”
5. “Oh, father, buy me this toy, please,” said the little boy.
6. “Fix the shelf in the kitchen,” said my father to me.
7. “It will be very good if you study English,” said my mother to me.
8. “Bring me some water from the river, children” said our grandmother.
9. “Collect some insects in summer,” said our biology teacher to us.
10. “Don’t eat the ice-cream before dinner,” said our mother to us.

2.



Перепишіть речення, вживаючи складний додаток замість підрядних додаткових речень.

Example: I expect *that she will send* me a letter. – I expect *her to send* me a letter.

I know *that he is* a great scientist. – I know *him to be* a great scientist.

1. I know that my friend is a just man.
2. I expect that he will understand your problem and help you to solve it.
3. I expected that he would behave quite differently.
4. I didn't expect that my brother would forget to send her flowers.
5. He knows that my mother is a very kind woman.
6. She expected that her brother would bring her the book.
7. I know that your uncle is an excellent mathematician.
8. People expected that the 21st century would bring peace on the earth.

3.



Перекладіть на українську мову, звертаючи увагу на складний додаток.

1. He wanted his letters sent at once.
2. I don't want my papers looked through.
3. She didn't want her child taken to hospital.
4. She gave him some papers and said that the client wanted them signed.
5. The teacher wants our homework to be prepared well.
6. Would you like your luggage carried upstairs?
7. I want a bedroom prepared for my guest.
8. If you want things done well, do them yourselves.
9. I should very much like it to be made clear to me.
10. The traveller entered the inn and ordered supper to be prepared.
11. She had the children looked after in the evening when she went out.
12. I must have those shoes mended.
13. I must have my hair cut tomorrow.
14. She has had no photographs of herself taken since her childhood.
15. The planters had the trees in the jungle cut down.

4.



Перепишіть наступні речення, використавши *any/no*:

1. There aren't good hotels here.
2. There are buses at the bus station.
3. I didn't write letters last night.
4. There are big shops in this part of the city.
5. She can't speak foreign languages.
6. Don't buy food. We don't need

7. My brother is married but he's got children.
8. I'm afraid there's coffee. Would you like some tea?
9. I can't see dogs in the street.

5.



Перепишіть наступні речення, використовуючи *nobody*, *no-one*, *nothing*

1. There isn't anything in the bag.
2. There isn't anybody in the office after 5 p.m.
3. I haven't got anything to do.
4. I don't know anyone in this room.
5. There isn't anything interesting on TV tonight.
6. Jack hasn't got anyone to help him.
7. We didn't find anything.
8. She could not say anything.
9. I haven't got anything to eat.
10. I don't know anything about car engines.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 5

ОРГАНІЗАЦІЯ АМЕРИКАНСЬКИХ ДЕРЖАВ



Прочитайте та перекладіть текст українською мовою.

OAS

The Organization of American States (OAS) brings together the countries of the Western Hemisphere to strengthen cooperation and advance common interests. It is the region's premier forum for multilateral dialogue and concerted action.

At the core of the OAS mission is an unequivocal commitment to democracy, as expressed in the Inter-American Democratic Charter: "The peoples of the Americas have a right to democracy and their governments have an obligation to promote and defend it." Building on this foundation, the OAS works to promote good governance, strengthen human rights, foster peace and security, expand trade, and address the complex problems caused by poverty, drugs and corruption. Through decisions made by its political bodies and programs carried out by its General Secretariat, the OAS promotes greater inter-American cooperation and understanding.

The OAS member states have intensified their cooperation since the end of the Cold War, taking on new and important challenges. In 1994 the region's 34 democratically elected presidents and prime ministers met in Miami for the First Summit of the Americas, where they established broad political, economic and social development goals. They have continued to meet periodically since then to examine common interests and priorities. Through the ongoing Summits of the Americas process, the region's leaders have entrusted the OAS with a growing number of responsibilities to help advance the countries' shared vision.

Here are some of the ways in which the OAS is making a difference:

Defending democracy – The Inter-American Democratic Charter defines the essential elements of democracy and establishes guidelines for responding effectively when it is at risk. This landmark document, which the member states adopted on September 11, 2001—as it happened, the same day terrorists attacked the United States—provides a compass to guide the region's collective action when democracy faces serious challenges.

The OAS plays a key role in strengthening democratic institutions and practices in the countries of the Americas. Through its Unit for the Promotion of Democracy (UPD), the OAS has observed elections in a majority of its member states, helping to ensure transparency and integrity in the voting process. Guided

by the principles of the Democratic Charter, the OAS also supports efforts to decentralize governments, modernize political parties, strengthen national legislatures, and consolidate democratic values and culture. It also works to promote a greater role for civil society in decision-making.

Protecting human rights – Despite the prevalence of freely elected governments in the Americas, the region continues to see such problems as police abuse, violations of due process of law, and lack of independence in the administration of justice. The OAS human rights system provides recourse to people in the Americas who have suffered violations of their rights by the state and who have been unable to find justice in their own country. The pillars of the system are the Inter-American Commission on Human Rights, based in Washington, D.C., and the Inter-American Court of Human Rights, located in San José, Costa Rica. These institutions apply the regional law on human rights.

The Commission examines petitions filed by individuals who claim the violation of a protected right and may recommend measures to be carried out by the state to remedy the violation. If the country involved has accepted the Inter-American Court's jurisdiction, the Commission may submit the case to the Court for a binding decision.

The Commission also conducts on-site visits to member countries, at their invitation, to analyze and report on the status of human rights. It promotes human rights throughout the hemisphere, focusing attention on specific issues such as freedom of expression, the rights of indigenous peoples and women's rights.

Strengthening Security – The OAS is working on a number of fronts to make the region safer. The Inter-American Committee against Terrorism (known as CICTE) seeks to prevent the financing of terrorism, strengthen border controls and increase cooperation among law enforcement authorities in different countries. The peaceful resolution of territorial disputes is another concern, and the OAS has created a Fund for Peace to provide support in this area.

The OAS also coordinates comprehensive international efforts to remove buried landmines that pose a threat to civilians in previous zones of conflict, including parts of Central America and along the border between Ecuador and Peru. In 2002, Costa Rica became the first of the affected countries to be declared free of landmines. The OAS also supports mine awareness and victim rehabilitation programs, and has helped several member states destroy stockpiled mines.

In 2003, the member states reviewed the hemisphere's overall security structure in light of new threats and priorities, and reaffirmed their commitment to help preserve peace through close cooperation. "Peace is a value and a principle in itself, based on democracy, justice, respect for human rights, solidarity, security, and respect for international law," they said in the Declaration on Security in the Americas.

Fostering Free Trade – Since the Summit process began, a central goal has been the creation of a hemisphere-wide trading zone, the Free Trade Area of the Americas (FTAA). Working in partnership with the Inter-American Development Bank (IDB) and the United Nations Commission for Latin America and the Caribbean (ECLAC), the OAS Trade Unit has provided extensive technical support to the FTAA negotiations. It has placed particular emphasis on ensuring that the concerns of smaller economies are taken into account in the negotiating process.




In 2004, at the Special Summit of the Americas in Monterrey, Mexico, the hemisphere’s presidents and prime ministers reaffirmed “the important role that trade plays in promoting sustained growth and economic development.”

Combating illegal drugs – Through the OAS Inter-American Drug Abuse Control Commission (CICAD), the nations of the hemisphere are strengthening anti-drug laws, enhancing prevention programs, and taking other steps to stem the trafficking of illegal narcotics, related chemicals and firearms. The Multilateral Evaluation Mechanism (MEM), which monitors progress against drugs in each country and the region as a whole, has significantly increased cooperation on this issue. By sharing knowledge on accomplishments, obstacles and strategies, the countries develop a clearer picture of needs and weaknesses and identify areas that warrant closer coordination, better legislation, more research or additional resources.

Fighting Corruption – In 1996 the OAS member countries adopted the Inter-American Convention against Corruption, the first treaty of its kind in the world. A monitoring process evaluates how countries that have ratified the treaty are complying with its key provisions. As with the anti-drug evaluation process, the goal is to strengthen cooperation among the countries to address shared problems.

? Дайте відповіді на запитання:

1. What is OAS?
2. What is at the core of the OAS mission?
3. What is CICTE?
4. How does OAS work to make the American region safer?
5. What are the major programmes of OAS?



			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Право на демократію, боротьба з корупцією, співпраця, вибори, забезпечувати прозорість і чесність, децентралізовувати, демократичні цінності, прийняття рішень, протипіхотні міни, правоохоронні органи, безпека.

ГРАМАТИЧНІ ВПРАИ ПОВТОРЕННЯ ПИТАЛЬНОЇ ФОРМИ АНГЛІЙСЬКОЇ МОВИ

1.  **Напишіть запитання до кожного члену речення.**

1. Somebody lives in the house.
2. Tom said something.
3. They have lost their keys.
4. Somebody cleaned the kitchen.
5. I asked my father for some money.
6. A terrible accident happened this night.
7. Somebody phoned me yesterday.
8. Jim knows the answer.
9. Some noise woke me up this morning.
10. This word means something.
11. Ann has got my pen.
12. I'm going to cook something delicious for my husband.
13. John's wife has just bought a new dress.
14. She told me about the accident.
15. Somebody broke the window.
16. He took my umbrella.
17. A man wants to talk to you.
18. I'm reading a very interesting magazine.


2.   **Поставте загальні, розділові й альтернативні запитання до наступних речень.**

1. He can swim.
2. I smoke 20 cigarettes a day.
3. Ann was late this morning.
4. My parents will be here tomorrow.
5. John likes his work very much.
6. I live near the city centre.
7. My friends enjoyed their holidays.
8. Max had a cold shower this morning.
9. Mary likes chocolate more than anything else.
10. We are going out this morning.

3.  **Вставте потрібні питальні слова. Перекладіть українською мовою.**


1. _____ is that man's name?
2. You can have tea or coffee. _____ do you want?

3. "I can't find my umbrella." "_____ colour is it?"
4. This is a very nice house. _____ room is yours?
5. _____ is more expensive, meat or fish?
6. _____ is your telephone number?
7. _____ nationality are you?
8. _____ did he stay when he was in Paris?
9. _____ language are you going to learn?
10. _____ size of pullover do you wear?

4.  **Задайте запитання про Еда та Лізу. Перекладіть українською мовою.**

Examples: (Ed and Liz / be / married?) *Are Ed and Liz married?.....* "Yes, they are."
 (they / have / any children?).....*Have they got any children?...* "Yes, three."

1. (where / Ed and Liz live?)..... "In Nottingham."
2. (how long / they / be / married?) "15 years."
3. (they / go out very often?)..... "No, not very often."
4. (what / Ed do for a living?)..... "He's a policeman."
5. (he / enjoy his job?)..... "Yes, very much."
6. (he / arrest anyone yesterday?) "No."
7. (they / have / a car?)
"Yes."
8. (when / they / buy it?) "A year ago."
9. (how much / it cost?) "£3,000."
10. (they / go / on holiday next summer?) "Yes."

5.  **Задайте запитання, використовуючи *who* або *what*. Перекладіть українською мовою.**

Examples: Somebody hit me. "Who hit you?"
 "I hit somebody." "Who...did you hit?"

1. "Something happened." "What?"
2. "Someone lives in that house." "Who?"
3. "Somebody gave me this key" "Who?"
4. "Henry gave me something." "What?"

5. "Tom meets someone every day." "Who"?"
6. "I fell over something." "What"?"
7. "Something fell on the floor." "What"?"
8. "This word means something." "What"?"

6



Задайте запитання, використовуючи питально-заперечну форму. Кожного разу ви здивовані.

Example: "We won't see Ann this evening." "Oh! (she / not / come / to the party tonight?)" *Isn't she coming to the party tonight?.....*

1. "I hope we don't meet Brian tonight." "Why? (you / not / like him?)"... ..
2. "I'll have to borrow some money." "Why? (you / not / have / any?)"... ..
3. "Don't go and see that film." "Why? (it / not / be / good?)".....

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 6

ООН



Прочитайте та перекладіть текст українською мовою.

UN

The United Nations (UN) is an international organization that describes itself as a "global association of governments facilitating co-operation in international law, international security, economic development, and social equity." It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing The League of Nations which was founded in 1919.

As of 2006 there exist 191 United Nations member states, including virtually all internationally recognised independent nations. From its headquarters in New York City, the UN's member countries and specialized agencies give guidance and decide on substantive and administrative issues in regular meetings held throughout each year. The organization is divided into administrative bodies, including the UN General Assembly, UN Security Council, UN Economic and Social Council, UN Trusteeship Council, UN Secretariat, and the International Court of Justice, as well as counterpart bodies dealing with the governance of all other UN system agencies, such as the WHO and UNICEF. The UN's most visible public figure is the Secretary-General.

The UN was founded after the end of World War II by the victorious world powers with the hope that it would act to prevent conflicts between nations and make future wars impossible, by fostering an ideal of collective security. The organization's structure still reflects in some ways the circumstances of its founding. For example, the five main victors of World War II are the Security Council permanent members with veto power: The United States of America, the Soviet Union (which was replaced by Russia), the United Kingdom, France, and the Republic of China (later replaced by the People's Republic of China).

The current United Nations headquarters building was constructed in New York City (the building does not however belong to the United States) in 1949 and 1950 beside the East River on land purchased by an 8.5 million dollar donation from John D. Rockefeller, Jr., and designed by an international team of architects that included Le Corbusier (Switzerland), Oscar Niemeyer (Brazil), and representatives of numerous other nations. Wallace K. Harrison, principal of Harrison & Abramovitz (NYC), headed the team. There is disagreement among scholars as to attribution. UN headquarters officially opened on January 9, 1951.

While the principal headquarters of the UN are in New York, there are major agencies located in Geneva, The Hague, Vienna, Montreal, Copenhagen, Bonn and elsewhere. The street address of the UN headquarters is 760 United Nations Plaza, New York, NY 10017, U.S.A. Security concerns subjects all mail addressed there to sterilisation.

The UN buildings are not considered separate political jurisdictions, but do have certain aspects of sovereignty. For example, under agreements with their host countries the United Nations Postal Administration is allowed to issue postage stamps for local mailing. Since 1951 the New York office, since 1969 the Geneva office, and since 1979 the Vienna office, have had their own issues. UN organizations also use their own telecommunications ITU prefix, 4U, and unofficially the New York and Vienna sites are considered separate entities for amateur radio purposes.

As the UN main building is aging, the UN is in the process of building a temporary headquarters designed by Fumihiko Maki on First Avenue between 41st and 42nd Streets for use while the current building is being expanded.

The United Nations Office at Geneva is the United Nations European headquarters. Prior to 1949, the United Nations was based in San Francisco and then moved to New York City.

? Дайте відповіді на запитання:

1. What is the basic goal of UN?
2. When was UN established?
3. Where is UN head quarters located?
4. What administrative bodies of UN do you know?
5. What are the permanent members of UN Security Council?
6. What is UNICEF?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Міжнародне право, соціальна рівність, хартія ООН, Генеральна Асамблея ООН, ЮНІСЕФ, постійні члени Ради Безпеки ООН, суверенітет, домовленість, Всесвітня організація охорони здоров'я.

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ ВЖИВАННЯ ПРИЙМЕННИКІВ


1.



Вставте прийменники *on, in, into* у речення.

1. Where is the book? – It is ... the table.
2. Put the plates ... the table.
3. Put the book ... the bag.
4. There is a beautiful picture ... the wall.

5. He came ... the room.
6. I like to sit ... the sofa ... my room.
7. Mother is cooking dinner ... the kitchen.
8. There are many people ... park today.
9. There is a girl standing ... the bridge. Why is she crying? – She has dropped her doll ... the water.
10. There is no tea ... my cup.
11. Pour some milk ... my glass, please.
12. I opened the door and came ... the classroom. The teacher was writing something ... the blackboard. There were some books and pens ... his table. There were two maps ... the wall and some flowers ... the window-sills.

2.  Перекладіть речення англійською мовою, вживаючи прийменники *on, in, at, to, into*.

1. Йдіть до дошки. Напишіть на дошці тему урока.
2. Вона налила води у вазу і поставила у неї квіти. Потім вона підійшла до окна і поставила вазу на підвіконня.
3. Нік увійшов до кухні та сіл за стіл. Його мати стояла біля плити. Вона готувала вечерю. Вона підійшла до столу і налила в чашку чаю.
4. Ми зібрали багато грибів та ягід у лісі.
5. Маша відкрила двері та увійшла у хату. Вдома нікого не було. Батьки були на роботі, а молодший брат – у школі.
6. На полу був товстий килим. Діти сіли на килим та почали грати.
7. Де хлопці? – Вони грають на дворі.
8. Зараз зима. На землі лежить сніг.
9. Де твоя ручка? – Вона в моїй кишени
10. Він стрибнув у річку і поплив до острова.
11. Вчора батько був на роботі, а мати була вдома.
12. Де Том? – Він на стадіоні. Він завжди ходить на стадіон по неділях.
13. Коли ми прийшли на вокзал, ми поставили речі на платформу і сіли на скамійку. Потім батько сходяв до крамниці і купив нам морозива.

3.   Складіть речення з наступними виразами.

ON – on the table, on the floor, on the ground, on the platform, on the shelf, on the bench, on the wall, on the blackboard;


IN – in the room, in the kitchen, in the house, in the car, in the box, in the bag, in the pocket, in the hall, in the plate, in the cup, in the glass, in the bottle, in the river, in the sea, in the wood, in the park, in the garden, in the yard, in the classroom;

INTO – into the room, into the kitchen, into the house, into the car, into the box, into the bag, into the pocket, into the hall, into the plate, into the cup, into


the glass, into the bottle, into the river, into the sea, into the wood, into the park, into the garden, into the yard, into the classroom;

AT – at the wall, at the door, at the window, at the blackboard, at the map, at the river, at the table, at the desk, at the theatre, at the cinema, at the museum, at the library, at the shop, at the institute, at the station, at the concert, at the stadium, at the bus-stop, at the factory, at work, at school, at the lesson;

TO – to the wall, to the door, to the window, to the blackboard, to the map, to the river, to the theatre, to the cinema, to the museum, to the library, to the shop, to the institute, to the station, to the concert, to the stadium, to the bus-stop, to the factory, to work, to school, to the lesson.

4.  Перекладіть речення англійською мовою, вживаючи прийменники *on, in, at, to*.

Минулого місяця моя подруга Таня була у відпустці. Вона не ходила на роботу, вставала о 9 годині і лягала спати опівночі. Вона часто ходила в театри та кіно. Але цього місяця Тетяна повертається на роботу. Вона працює в інституті. Навчальний рік починається у вересні і закінчується в травні місяці. У серпні та червні студенти складають іспити. Таня ходить в інститут по вівторках, середах, четвергах та п'ятницях. По понеділках вона завжди працює в бібліотеці – пише наукову роботу. У робочі дні моя подруга дуже багато працює, тому у вихідні вона зазвичай відпочиває – їздить за місто, відвідує друзів, багато читає та грає на гитарі. Наступного тижня Таня їде до Лондону, а через два місяці – до Нью Йорку.

5.  Перекладіть речення англійською мовою, вживаючи прийменники *on, in, at, by, since*.

1. Вони повернулися з вечірки далеко за північ.
2. Мій день народження 3 квітня.
3. Літні канікули починаються в кінці червня.
4. В нашій країні люди святкують Різдво 25 грудня.
5. Минулого тижня ми ходили до театру.
6. Минулого літа ми з батьками їздили на південь. Кожен день ми вставали дуже рано. Після сніданку ми ходили купатися в морі, потім обідали й відпочивали. Ввечері ми ходили до парку або у кафе. Як правило, ми лягали спати десь о дванадцятій.
7. Я закінчив школу в 2000 році. Протягом року я працював, а через рік поступив до університету.
8. Наступного року мої батьки їдуть на Далекий Схід працювати.
9. Чарльз Дікенс народився у 1812 році.
10. Через два дні ми зустрічаємо наших друзів в аеропорту. Літак прибуває о сьомій годині вечора.
11. Ми повинні закінчити цю роботу до завтра.

12. Ми не були в Луганську з 1998 року.
13. Почекайте, будь ласка. Я повернуся через кілька хвилин.
14. Через 2-3 роки все зміниться.
15. Взимку нам подобається відпочивати на Кавказі.

6.



Вставте прийменники *of* або *to* у речення.

1. He bought a new book by Stephen King and gave it ... his sister.
2. I wrote ... him asking to send me a box ... chocolates.
3. The roof ... the house is very old.
4. There is a monument ... Nelson on the Trafalgar Square.
5. One wheel ... my car must be changed.
6. He was standing outside the door ... his house and explaining ... some woman the way ... the nearest supermarket.
7. I sent a letter ... my friend.
8. London is the capital ... Great Britain.
9. It is clear ... me that you don't know the lesson.
10. Jane was devoted ... her friend.

7.



Вставте прийменники *by* або *with* у речення

1. The boat was carried ... the waves into the sea.
2. The boy cut his finger ... a knife.
3. The teacher was pleased ... our work at the lesson.
4. America was discovered ... Christopher Columbus.
5. 'Hamlet' was written ... William Shakespeare.
6. We eat soup ... spoon.
7. We were shocked ... the news.
8. He was taken to the hospital ... the ambulance.
9. She wrote her letter ... the red pencil. Isn't it strange?
10. He was treated ... very effective drugs.

8.



Складіть речення з наступними виразами

Listen to, look at, look for, look after, look forward to, wait for, speak to, laugh at, complain of, be afraid of, answer the question, enter the room, turn the corner.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 1

ВИЗНАЧЕННЯ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

DEFINITION OF TERRORISM

Definitions provided by journalists, governmental spokespersons and public debaters often reflect the purely political definition, and, more importantly, tend to be descriptive. One such example is that provided by Schmid. He writes: "Terrorism is a method of combat in which random or symbolic victims serve as an instrumental target of violence. These instrumental victims share group or class characteristics which form the basis for their selection for victimization. Through previous use of violence or the credible threat of violence other members of that group or class are put in a state of chronic fear (terror). This group or class, whose members' sense of security is purposefully undermined, is the target of terror. The victimization of the target of violence is considered abnormal by most observers from the witnessing audience on the basis of its atrocity, the time (e.g., peacetime) or place (not battlefield) of victimization, or the disregard for rules of combat accepted in conventional warfare. The norm violation creates an attentive audience beyond the target of terror; sectors of this audience might in turn form the main object of manipulation. The purpose of this indirect method of combat is either to immobilize the target of terror in order to produce disorientation and/or compliance or to mobilize secondary targets of demands (e.g., a government) or targets of attention (e.g., public opinion) to changes of attitude or behaviour favouring the short or long term interests of the users of this method of combat."

To some scholars, the purely political definition of terrorism was not only confusing, but was also based on, among other things, forms of violence that are restricted to violence against a government. Yet, upon closer investigation, it is apparent that even acts of violence which originate in state governments, or in their authorities, can be terrorism, as for example, state-inspired or state-sponsored terrorism. Consequently, terrorism is not necessarily the same thing as violence against a government, and that the term "terrorism" is not to be confused with guerrilla war, riots, etc.

On the other hand, some scholars prefer to look at the nature of the terrorist act itself, rather than address terrorism in abstract legal norms.

Thus, Brian Jenkins, in his down to earth approach, opines that: "All terrorist acts are crimes. Many would also be violations of the rules of war, if a state of war existed. All involve violence or the threat of violence, often coupled

with specific demands. The targets are mainly civilians. The motives are political. The actions generally are designed to achieve maximum publicity. The perpetrators are usually members of an organized group, and unlike other criminals, they often claim credit for the act. (This is a true hallmark of terrorism.) And, finally, it is intrinsic to a terrorist act that it is usually intended to produce psychological effects far beyond the immediate physical damage. One person's terrorist is everyone's terrorist."

According to Richard Clutterbuck, an ancient Chinese proverb tells it all: "Kill one to frighten ten thousand".

Thus, in order to produce this fear, the selected victims are usually civilians, not soldiers or policemen. Killing a soldier does not frighten his ten thousand comrades. On the contrary, their reaction is to urge their officers to lead them out with their guns to find the killer. But if a member of a family is killed by political terrorists on the street outside his home, everyone on that street is in terror lest it happens to them. Thus, according to this theory: "terrorism is theatre; it is aimed at the audience rather than at the victim."

On his part, Yoram Dinstein makes a very personal definition of terrorism. He writes:

"I regard terrorism as any unlawful act of violence committed with a view to terrorizing. To my mind, it is no accident that the term "terrorism" has been chosen to describe a certain pattern of human conduct. Terrorism is a derivative of terror. My contention is that almost any crime can amount to an act of terrorism, provided that it is perpetrated in order to instill fear. The same crime will not qualify as an act of terrorism if its motive or purpose is not to terrorize."

? Дайте відповіді на запитання:

1. What is international terrorism?
2. What definitions of terrorism do you know?
3. What are the objectives of terrorism?
4. Do you think there is a difference between terms "warfare" and "terrorism"?
5. What methods of terrorism do you know?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Визначення, тероризм, жертва, загроза, насилля, мета, жорстокість, мирний час, поведінка, партизанська війна, повстання, злочинець, страх, злочин, мотив.

ГРАМАТИЧНІ ВПРАВИ
ПРИКМЕТНИКИ. СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ.
ПОВТОРЕННЯ

1.



Розкрийте дужки, вживаючи потрібну форму прикметника.

1. St. Petersburg is one of the (beautiful) cities in the world. 2. The rivers in America are much (big) than those in England. 3. The island of Great Britain is (small) than Greenland. 4. What is the name of the (high) mountain in Asia? 5. The English Channel is (wide) than the Straits of Gibraltar. 6. Russia is a very (large) country. 7. Which country is (large): the United States or Canada? 8. What is the name of the (big) port in the United States? 9. Moscow is the (large) city in Russia. 10. The London underground is the (old) in the world. 11. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.

2.



Перекладіть речення англійською мовою.

1. Я думаю, що наш учитель англійської мови був дуже терплячий. 2. Наш старий лікар був завжди зайнятий. Наш новий лікар більш зайнятий. 3. Моя вчителька з німецької мови — найенергійніша людина. 4. Ми знаємо, твій сусід знизу — дуже нудна людина. 5. Я вважаю, що твій дідусь — най-щедріша людина, яку я будь-коли зустрів. 6. Годинник у Рональда точний, але годинник його тітки точніший. 7. Вона купила годинник у Швейцарії, бо вона вважає, що швейцарські годинники найточніші у світі. 8. Цей телевізійний фільм набагато гірший, ніж сьогоднішній фільм. 9. Яка найкумедніша телевізійна програма? 10. Це були найщасливіші дні в її житті. 11. Це дуже легка задача. Дайте мені більш складну задачу. 12. Улітку дні довгі, а ночі короткі. 13. 22 червня — найдовший день. 14. У липні дні коротші. 15. У грудні дні найкоротші. 16. "Четвірка" — добра оцінка, але "п'ятірка" краща. 17. "П'ятірка" — найкраща оцінка. 18. Найгірша оцінка — "двійка". 19. Твоя сукня, звичайно, дуже красива, але моя сукня красивіша. 20. Мій тато — високий чоловік. 21. Це тепліше пальто.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 2

БОРОТЬБА З ТЕРОРИЗМОМ



Прочитайте та перекладіть текст українською мовою.

COMBATING TERRORISM

There is much confusion over what terrorism is and is not. The following is an essay from the US Army's Command & General Staff College in Fort Leavenworth, Kansas. The essay does an excellent job of explaining not only the basics of terrorism, but also details the US policy towards this phenomenon. U.S. Army, Field Manual 100-20, Stability and Support Operations, (Final Draft), "Chapter 8: Combating Terrorism." Introduction Terrorism is a special type of violence. It is a tactic used in peace, conflict, and war. The threat of terrorism is ever present, and an attack is likely to occur when least expected. A terrorist attack may be the event that marks the transition from peace to conflict or war. Combating terrorism is a factor to consider in all military plans and operations. Combating terrorism requires a continuous state of awareness; it is a necessary practice rather than a type of military operation. Detailed guidance for establishing an organizational program to combat terrorism, including preventive and protective measures and incident response planning, can be found in Joint Publication 3-07.2 (1993). Terrorism is a criminal offense under nearly every national or international legal code. With few exceptions, acts of terrorism are forbidden in war as they are in times of peace. See, for example, the Hague Regulation of 1907 and the Geneva Conventions of 1949. The DOD definition of terrorism is "the calculated use of violence or the threat of violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological." This definition was carefully crafted to distinguish between terrorism and other kinds of violence. The act of terrorism is defined independent of the cause that motivates it. People employ terrorist violence in the name of many causes. The tendency to label as terrorism any violent act of which we do not approve is erroneous. Terrorism is a specific kind of violence.

The official definition says that terrorism is calculated. Terrorists generally know what they are doing. Their selection of a target is planned and rational. They know the effect they seek. Terrorist violence is neither spontaneous nor random. Terrorism is intended to produce fear; by implication, that fear is engendered in someone other than the victim. In other words, terrorism is a psychological act conducted for its impact on an audience.

Modern terrorism offers its practitioners many advantages. First, by not recognizing innocents, terrorists have an infinite number of targets. They select their target and determine when, where, and how to attack. The range of choices gives terrorists a high probability of success with minimum risk. If the attack goes wrong or fails to produce the intended results, the terrorists can deny responsibility.

Ironically, as democratic governments become more common it may be easier for terrorists to operate. The terrorist bombings of the New York City World Trade Center and the Oklahoma City Federal Building prove how easy it is for terrorists to operate in a free and democratic society. Authoritarian governments whose populace may have a better reason to revolt may also be less constrained by requirements for due process and impartial justice when combating terrorists. As commanders and staffs address terrorism, they must consider several relevant characteristics. First is that anyone can be a victim. (Some terrorists may still operate under cultural restraints, such as a desire to avoid harming women, but the planner cannot count on that. Essentially, there are no innocents.) Second, attacks that may appear to be senseless and random are not. To the perpetrators, their attacks make perfect sense. Acts such as bombing public places of assembly and shooting into crowded restaurants heighten public anxiety. This is the terrorists' immediate objective. Third, the terrorist needs to publicize his attack. If no one knows about it, it will not produce fear. The need for publicity often drives target selection; the greater the symbolic value of the target, the more publicity the attack brings to the terrorists and the more fear it generates. Finally, a leader planning for combating terrorism must understand that he cannot protect every possible target all the time. He must also understand that terrorists will likely shift from more protected targets to less protected ones. This is the key to defensive measures.

Combating Terrorism Program

Combating terrorism involves two sets of actions to oppose terrorism: antiterrorism (defensive measures) and counterterrorism (offensive measures). Antiterrorism is defined as "defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, to include limited response and containment by local military forces." Counterterrorism involves those offensive measures taken to prevent, deter, and respond to terrorism. Counterterrorism programs, which will not be addressed here, are classified and addressed in various national security decision directives, national security directives, and contingency plans. This publication addresses only antiterrorism.

The principles of stability and support operations offer guidance about the range of combat and noncombat operations in peace and conflict. In the following paragraphs, these requirements for success are applied to various aspects of combatting terrorism.

Objective The general objective of combatting terrorism programs is neutralizing terrorist groups. As in most stability and support operations, neutralization in this context means rendering the source of threat benign, not necessarily killing the terrorists. In antiterrorism, the objective can be further refined as preventing attacks and minimizing the effects if one should occur. It includes any action to weaken the terrorist organization and its political power and to make potential targets more difficult to attack. Counterterrorism includes spoiling action, deterrence, and response. As in all stability and support operations, interagency action is required to combat terrorism. Unity of effort requires ways to integrate the actions of various responsible agencies of the US and foreign governments. Intelligence is particularly important and sensitive. International cooperation in combatting terrorism has advanced to the point at which it is not unusual for a deployed US Army unit to interact with several US government intelligence agencies which, in turn, are interacting with multiple international systems. An Army unit is also likely to have close intelligence relations with host country military and civilian agencies. Unfortunately, it is easier to prescribe unity of effort than to achieve it.

In combating terrorism, intelligence is extraordinarily important. The essential elements of information (EEI) differ somewhat from those normally found in traditional combat situations. In addition to the terrorists' strength, skills, equipment, logistic capabilities, leader profiles, source of supply, and tactics, more specific information is needed. This includes the groups' goals, affiliations, indication of their willingness to kill or die for their cause, and significant events in their history, such as the death of martyrs or some symbolic event. The specific EEI are particularly important because most terrorist groups are interested in symbolically significant targets rather than in targets that would be operationally more damaging to US forces. For example, a communications center is operationally significant, but a terrorist interested in publicity to influence US policy might find a few off-duty personnel or a motor pool more appealing and probably less protected. Unless terrorists' specific interests are known, predicting the likely target is pure chance.

? Дайте відповіді на запитання:

1. What is the DOD definition of terrorism?
2. What do you know about the tactics of terrorists?
3. Is it easier for terrorists to operate in democratic countries? Why?
4. What do you know about combating terrorism program?
5. What are the objectives of combating terrorism program?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Політика, стабільність, боротьба з тероризмом, загроза, ймовірність, превентивні заходи, насилля, визначення, страх, жертва, перевага, вільне демократичне суспільство, авторитарний уряд, справедливість, програма боротьби з тероризмом, розвідка.

ГРАМАТИЧНІ ВПРАВИ КОНСТРУКЦІЯ AS ... AS, NOT SO ... AS

1.



Перекладіть речення українською мовою.

1. English is as difficult as German. 2. My composition is not as long as yours, 3. It isn't as warm today as it was yesterday. 4. The house his aunt lives in is as old as the one his uncle lives in. 5. His apartment isn't as elegant as her apartment, but it's much bigger. 6. Johnny isn't as rich as Don but he is younger and much happier. 7. My dog isn't as friendly as your dog. 8. You can eat as much as you like. 9. A football match isn't as exciting as a hockey match. 10. The hotel isn't as cheap as we expected. 11. His songs aren't as popular as the Beatles' songs. 12. Her brother is as intelligent as his wife.

2.



Вставте *as* або *than*

Example: Athens is older than Rome

1. I don't watch TV as much ... you.
2. You eat more ... me.
3. I feel better ... I felt yesterday.
4. Jim isn't as clever ... he thinks.
5. Belgium is smaller ... Switzerland.
6. Brazil isn't as big ... Canada.
7. I can't wait longer ... an hour.

3.



Перекладіть речення англійською мовою.

1. Він не такий стомлений, як вона. 2. Вправа 2 така ж важка, як і вправа 3. 3. Вона думає, що бокс такий же небезпечний вид спорту, як і боротьба. 4. Цей будинок такий же високий, як і той. 5. Сьогодні вода в річці не така тепла, як вчора. 6. Ти не такий розумний, як тато. 7. Індія не така велика, як Китай. 8. Темза така ж красива, як Нева. 9. Його бабуся не

така стара, як дідусь. 10. Яблука такі ж смачні, як сливи, але не такі смачні, як груші. 11. Російський музей такий же багатий, як Ермітаж? 12. Державін не такий знаменитий, як Пушкін. 13. Дніпро не такий довгий, як Волга. 14. Минулого року серпень був такий же спекотний, як і липень. 15. Він не такий старий, як я. 16. Вона така ж щедра, як і її бабуся. 17. Його машина така ж зручна (комфортабельна), як і твоя. 18. Екзамен був не таким важким, як ми очікували. 19. Він такий же сильний, як його брат.

4.



Напишіть речення з *as ... as ...*

Example: Flats are more expensive than houses.....

Houses are not as expensive as flats

1. Athens is older than Rome.
2. My room is bigger than yours.
3. You go up earlier than me.
4. We played better than they.
5. I've been here longer than you.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 3

МАЙБУТНЄ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

FUTURE OF TERRORISM

Possibly, we will see a relative decline, perhaps even extinction, of what we traditionally considered "ideological" terrorism: namely, the phenomenon that brought terrorism to the global stage via hijackings and bombings beginning around 1968, perpetrated by such groups as Red Army Faction, Red Brigades, Japanese Red Army, etc. The end of the Cold War has resulted in the drying of the well of support for anti-Democratic/anti-Capitalist, Marxist-based ideologically motivated political terrorists. Although there are a few of these ideologically motivated groups still active (particularly in Peru), the world will see these groups become extinct one by one, though possibly not without each one perpetrating one last paroxysm of violence before they disappear.

At the end of the Cold War, ideological terrorism lost its support and *raison d'etre*, however, the "depolarization" of the world has allowed several ethno-religious conflicts, some centuries old, to manifest themselves in terrorism, insurgency, regional instability, and civil war. Ethno-religious terrorism will not die away, and could respond to several future stimuli. Examples of these stimuli include: an increasing US presence in the Middle East and Pacific Rim, Western development of the Caspian oil reserves, and flourishing Western technological development (and attendant cultural exposure) in the Middle East and Pacific Rim. Former Soviet Republics (especially Transcaucasus) might grow less stable as outside influences increase (economic, political and technological/media), Russia's ability to suppress insurgency lessens, economic conditions in those republics decline, and political power becomes a commodity for corruption and organized crime. As stability weakens in Central Asia, and Islamic fundamentalism gains political power the result of "protest votes" in governments from Turkey to Indonesia but especially in Central Asia, relations among countries in the region could become more strained.

However, two other forms of terrorism (ethno-religious and ideological), single-issue terrorism will rise disproportionately, especially with US domestic terrorism, including groups oriented around or against technology (e.g. neo-Luddites). In the post-print age, groups, even nationalities, will organize themselves without geographic constraints, bringing diaspora together and uniting issue-oriented groups and religions through the course of globalization,

which will paint clearer pictures of who and what has the ability to affect and influence masses of people. This, coupled with the general evolution of state sovereignty (in which many super- and sub-state organizations, including corporations, could challenge the state-centered international system), will likely drive terrorism and guerrilla warfare into being more broadly rejectionist: attacking more than just the general legitimacy of states, but also Non-Governmental Organizations, Multi-National Corporations, etc. Furthermore, access to weapons and methods of increasing lethality, or methods targeting digital information systems that attract wildly disproportionate effects and publicity, will allow terrorists to be "non-affiliated" with larger, better financed subversive organizations or state sponsors. This could result in terrorist cells that are smaller, even familial, and thus harder to infiltrate, track, or counter. Terrorism will be increasingly networked, with smaller and more self-sufficient cells, and will globally integrate parallel to digital global integration, and will permeate geographic boundaries and state sovereignties just as easily. Also, keyed in with the rise in single-issue terrorism will be the rise in "true" guerrilla movements within the US: that is, movements that seek the destruction of the US government, rather than movements that seek to influence government, a particular policy or population. This also includes movements that are geographically centered, rather than cellular and sparse, operating in rural areas rather than urban centers.

? Дайте відповіді на запитання:



1. What is ideological terrorism?
2. What is the future of ethno-religious terrorism?
3. What forms of terrorism do you know?
4. What is guerilla warfare?
5. How do you understand the term Cold War?




Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Занепад, зникнення, ідеологічний тероризм, мотивація, холодна війна, релігійний конфлікт, громадянська війна, зовнішні впливи, здатність протистояти тероризму, форми тероризму, партизанська війна.

ГРАМАТИЧНІ ВПРАВИ
НЕОЗНАЧЕНІ ЗАЙМЕННИКИ ТА ПОХІДНІ ВІД НИХ. НЕГАТИВНІ
ЗАЙМЕННИКИ

1.			Доповніть речення займенниками <i>some/any/something/anything/somebody/anybody/somewhere/anywhere</i>
----	---	---	---

1. Does..... mind if I smoke?
2. Would you liketo eat?
3. Do you livenear Jim?
4. The prisoners refused to eat.....
5. There's.....at the door. Can you go and see who it is?
6. We slept in the park because we didn't have to stay. We didn't knowwe could stay with and we didn't have.....money for a hotel.
7. Can I have.....milk in my coffee, please?
8. Sue is very secretive. She never tells (*two words*).
9. Why are you looking under the bed? Have you lost..... ?
10. You can cash these travellers cheques at bank.
11. I haven't read..... of these books but Tom has read of them.
12. He left the house without saying to.....
13. Would you likemore coffee?
14. The film is really great. You can ask..... who has seen it.
15. This is a No Parking area who parks their car here will have to pay a fine.
16. Can you give me information about places to see in the town?
17. With this special tourist bus ticket you can go you like on bus you like.

2.		Вставте <i>somebody, nothing, anywhere.</i>
----	---	--

1. It's dark. I can't see
2. Tom lives near London.
3. Do you know about computers?
4. What is he doing here? – He is waiting for
5. Did see you? – No,
6. They were hungry, so they wanted to eat
7. Do you know in Paris? – Yes, I've got some friends there.
8. There is in the cupboard. it is empty.
9. I'm looking for my pencil. I can't find it

3.



Перепишіть наступні речення, використавши *no*:

1. He has not got any money.
2. There are not any pictures on the wall.
3. David hasn't got any free time.
4. There isn't any restaurant in this hotel.
5. I haven't got any brothers and sisters.
6. There isn't any sugar in his coffee.
7. I didn't write any letters yesterday.
8. She didn't ask any questions at the lesson.
9. There isn't any interesting information in this newspaper.
10. He hasn't got any friends.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 4

ПРИЧИНИ ВИНИКНЕННЯ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

MOTIVATIONS OF TERRORISM

In addition to commenting on post-Cold War terrorism in general, Prof. Wilkinson puts forth some very specific views on terrorism in the Middle East, threats from the extreme right, and issue-specific terrorism as well. He concludes with five principles "which have the best track record in reducing terrorism". Disclaimer: Publication of an article in the COMMENTARY series does not imply CSIS authentication of the information nor CSIS endorsement of the author's views. Despite the end of the Cold War and the faltering beginnings of a peace process in the Middle East, terrorism still remains a serious threat in many countries, not surprisingly, given that the underlying causes of the bitter ethnic and religious struggles which spawn terrorism pre-dated the Cold War, and most of these conflicts remain unresolved.

While the former Soviet Union sponsored terrorism on an opportunistic basis, the idea that all international terrorism was concerted by the KGB during the Cold War is clearly an over-simplification. The overthrow of the communist dictatorships did remove an important cluster of state sponsors of terrorism. However, one of the main attractions of terrorism to its perpetrators is that it is a low-cost but potentially high-yield weapon, and it is generally possible to find weapons and cash from alternative sources, including militant supporters and sympathizers in your own home base and those living and working in prosperous countries in the West, as well as from racketeering, extortion and other forms of criminal activity, and in some cases, alternative state sponsors. Moreover, the end of the Cold War has also had a major negative effect on political violence: the removal of communist one-party rule has unleashed numerous long-suppressed, bitter ethnic conflicts.

WESTERN EUROPE

In Western Europe it is the historic separatisms of Irish republicanism in Northern Ireland and Basque nationalism in Spain that have spawned the most lethal and protracted terrorism. In Northern Ireland the IRA and Loyalist cease-fires are still holding, and the British and Irish governments and the Social Democratic and Labour Party leader, John Hume, deserve credit for their efforts towards peace. But the cease-fire is still extremely fragile, and it is going to be very difficult indeed to convert it into a lasting and honorable peace. The declared objectives of IRA/Sinn Fein and the Unionists are as far apart as ever,

and the terrorist para-militaries still have their stocks of weapons and explosives. In Spain ETA has been greatly weakened by improved Franco-Spanish police co-operation, but the terrorists show no signs of giving up.

EASTERN EUROPE

In the former Soviet Union and Eastern Europe the removal of communist dictatorship has taken the lid off many simmering ethnic rivalries and hatreds. The most horrific example of mass terror being used as weapon is Bosnia. Less well-known in the West are the conflicts in Nagorno-Karabakh and Georgia. The recent attempt by the Russian Army to suppress Chechen separatism is a dramatic reminder that the Russian Federation itself is full of ethnic groups that bitterly reject Moscow's right to rule them.

AFRICA

The most tragic examples of conflicts in which mass terror has been used are to be found in Africa. In Rwanda it has been seen on a genocidal scale, causing hundreds of thousands to flee or to face massacre at the hands of their tribal enemies. Typically, ethnic wars of this kind are waged by armed militias and are marked by extreme savagery towards the civilian population, including the policy of "ethnic cleansing" to terrorize whole sectors of the civilian population into fleeing from their homes, and the use of massacre, rape and torture as weapons of war.

Ethnic conflict is the predominant motivation of political violence in the post-Cold War era. It is important to recognize that the concept of the "security dilemma", conventionally applied by realists solely to relations between states, applies equally well to the rivalries of ethnic groups. When one group looks at its neighbours and decides to enhance its weapons and security forces in the name of self-defense of the group, neighbours are likely to see such moves as a threat to their own security, and will set in train the enhancement of their own power, thus very probably triggering the conflict they sought to avoid.

MIDDLE EAST

The area of conflict which has generated the most significant and ruthless spillover of terrorist violence since 1968 is, of course, the Middle East. This may seem surprising in view of the astonishing breakthrough in negotiations between Israel and the PLO, the agreement on the Declaration of Principles in September 1993, the agreement between Israel and Jordan, and the continuing efforts by Israel and Syria, encouraged by the USA, to resolve the prolonged dispute over the Golan Heights. Nonetheless, if one defines the Middle East as including Algeria and Turkey, both of which have spawned conflicts involving considerable terrorist violence, including some international spillover, this region remains the most dangerous source of terrorist challenges to the wider international community, accounting for over 21% of all international terrorist incidents worldwide in 1992, and over 23% in 1993. Middle East Terrorism

? Дайте відповіді на запитання:

1. What state sponsors of terrorism do you know?
2. What are the main motives of terrorism?
3. Do you consider terrorism a high-yield weapon? Why?
4. What do you know about IRA and ETA?
5. Is it possible to stop violence in Middle East?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Принцип, боротьба, невирішений конфлікт, спрощення, диктатура, мотив, високоефективна зброя, самооборона, безпека, жорстокість.

ГРАМАТИЧНІ ВПРАВИ ЗВОРОТНІ ЗАЙМЕННИКИ

1.



Перекладіть речення українською мовою.

1. Much more than most politicians Cave knew himself. (Snow) 2. Meanwhile, he paraded himself gloriously before this young man. (Priestley) 3. Of course, I myself used to be very wealthy... (Clark) 4. He was not doubting the logic, he realized suddenly; what he was doubting was himself. (Jones) 5. Still, he must be thankful that she had been too young to do anything in that war itself. (Galsworthy) 6. Simon calmed himself with an effort. (Sheckley) 7. But you might remember that one respects oneself more afterwards if one pays one's way. (Galsworthy) 8. Miss Adele Gerry opened the door herself. (I. Shaw) 9. He sunned himself in Chanton's admiring gaze. (Priestley) 10. What was the use even of loving, if love itself had to yield to death? (Galsworthy) 11. This is where we wash ourselves, Eliza, and where I am going to wash you. (Shaw) 12. Gevaert cleared his throat and addressed himself to me. (Clark) 13. They blamed themselves for this unlucky marriage. (Hardy) 14. The theatre manager himself came to shake hands with them. (Priestley) 15. I have made myself perfectly pleasant here. (Shaw) 16. Several times he reminded himself that he had not rung up Shuckleworth yet. (Priestley) 17. He could talk races with Hurstwood, tell interesting incidents concerning himself. (Dreiser) 18. I want to be kept in constant touch with his progress myself. (Clark) 19. Anne's terror of being discovered in London or its neighbourhood, whenever they ventured to walk out, had gradually communicated itself to Mrs. Clements. (Collins) 20. Soames added: "Well, I hope, you'll both enjoy yourselves" (Galsworthy) 21. Cave might have concealed from others, but not from himself, that he profoundly envied Roger. (Snow)

2.



Закінчіть речення, використовуючи зворотні займенники з наступними словами.

kick teach cut lock look after hurt bum talk to blame

Example: Tom ...*cut himself*... while he was shaving this morning.

1. Be careful! That pan is very hot. Don't.....
2. They couldn't get back into the house. They had.....out.
3. It isn't her fault. She really shouldn't.....
4. What a stupid fool I am! I could.....!
5. The boy was lucky when he fell down the stairs. He didn't.....
6. I'm trying to.....Spanish but I'm not making much progress.
7. He spends most of his time alone, so it's not surprising that he
8. Don't worry about us. We can.....

3.



Закінчіть речення, використовуючи ці дієслова.

Використовуйте зворотні займенники якщо потрібно.

dry concentrate feel enjoy relax wash shave meet

Example: Tom is growing a beard because he doesn't ...*shave*...

1. I really.....well today - much better than yesterday.
2. He climbed out of the pool, picked up a towel and.....
3. I tried to study but I just couldn't.....
4. Jack and I first.....at a party five years ago.
5. You're always rushing about. Why don't you
6. It was a lovely holiday. We reallyvery much.
7. I overslept this morning. I didn't have time to.....or have breakfast.

4.





Вставте -selves або each other.

Examples: Tom and Ann stood in front of the mirror and looked at ...*themselves*...

How long have Tom and Ann known ...*each other*...?

1. At Christmas friends often give presents.
2. Did the children enjoy when they were on holiday?
3. Jack and Jill are very happy together. They love very much.
4. They had an argument last week. They are still not speaking to
5. Some people are very selfish. They only think of
6. Nora and I don't see. very often these days.

5. 		Дайте відповіді на запитання,, використовуючи зворотні займенники з наступними словами.
--	---	--

Example: “Who repaired the bicycle for you?” “Nobody. I ...*repaired it myself* ..”

1. “Who cut your hair for you?” “Nobody. I cut”
2. “Who told you Linda was getting married?” “Linda”
3. “Does Mr Thomas have a secretary to type his letters?” “No, he”
4. “Do you want me to post that letter for you?” “No, I’ll”
5. “Can you clean the windows for me?” “Why don’t you”?

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 5

АЛЬ-КАІДА



Прочитайте та перекладіть текст українською мовою.

WHAT IS AL-QAEDA?

Al-Qaeda is an international terrorist network led by Osama bin Laden. It seeks to rid Muslim countries of what it sees as the profane influence of the West and replace their governments with fundamentalist Islamic regimes. After al-Qaeda's September 11, 2001, attacks on America, the United States launched a war in Afghanistan to destroy al-Qaeda's bases there and overthrow the Taliban, the country's Muslim fundamentalist rulers who harbored bin Laden and his followers. "Al-Qaeda" is Arabic for "the base."

Al-Qaeda grew out of the Services Office, a clearinghouse for the international Muslim brigade opposed to the 1979 Soviet invasion of Afghanistan. In the 1980s, the Services Office—run by bin Laden and the Palestinian religious scholar Abdullah Azzam—recruited, trained, and financed thousands of foreign mujahadeen, or holy warriors, from more than fifty countries. Bin Laden wanted these fighters to continue the "holy war" beyond Afghanistan. He formed al-Qaeda around 1988.

According to a 1998 federal indictment, al-Qaeda is administered by a council that "discussed and approved major undertakings, including terrorist operations." At the top is bin Laden. Ayman al-Zawahiri, the head of Egyptian Islamic Jihad, is thought to be bin Laden's top lieutenant and al-Qaeda's ideological adviser. The Jordanian radical Abu Musab al-Zarqawi, who has directed a series of deadly terror attacks in Iraq—including the beheadings of kidnapped foreigner—is also associated with al-Qaeda. Zarqawi pledged his allegiance to bin Laden in October 2004, and bin Laden has praised Zarqawi as "the prince of al Qaeda in Iraq." At least one senior al-Qaeda commander, Muhammad Atef, died in the U.S. air strikes in Afghanistan, and another top lieutenant, Abu Zubaydah, was captured in Pakistan in March 2002. In March 2003, the alleged mastermind of the September 11 attacks, Khalid Sheikh Mohammed, and al-Qaeda's treasurer, Mustafa Ahmed al-Hawsawi, were also captured in Pakistan.

There is no single headquarters. From 1991 to 1996, al-Qaeda worked out of Pakistan along the Afghan border, or inside Pakistani cities. Al-Qaeda has autonomous underground cells in some 100 countries, including the United States, officials say. Law enforcement has broken up al-Qaeda cells in the

United Kingdom, the United States, Italy, France, Spain, Germany, Albania, Uganda, and elsewhere.

It's impossible to say precisely, because al-Qaeda is decentralized. Estimates range from several hundred to several thousand members.

al-Qaeda is connected to other terrorist organizations?

Among them:

Egyptian Islamic Jihad

The Libyan Islamic Fighting Group

Islamic Army of Aden (Yemen)

Jama'at al-Tawhid wal Jihad (Iraq)

Lashkar-e-Taiba and Jaish-e-Muhammad (Kashmir)

Islamic Movement of Uzbekistan

These groups share al-Qaeda's Sunni Muslim fundamentalist views. Some terror experts theorize that al-Qaeda, after the loss of its Afghanistan base, may be increasingly reliant on sympathetic affiliates to carry out its agenda. Intelligence officials and terrorism experts also say that al-Qaeda has stepped up its cooperation on logistics and training with Hezbollah, a radical, Iran-backed Lebanese militia drawn from the minority Shiite strain of Islam.

What major attacks has al-Qaeda been responsible for?

The group has targeted American and other Western interests as well as Jewish targets and Muslim governments it sees as corrupt or impious—above all, the Saudi monarchy. Al-Qaeda linked attacks include:

The March 2004 bomb attacks on Madrid commuter trains, which killed nearly 200 people and left more than 1,800 injured.

The May 2003 car bomb attacks on three residential compounds in Riyadh, Saudi Arabia.

The November 2002 car bomb attack and a failed attempt to shoot down an Israeli jetliner with shoulder-fired missiles, both in Mombasa, Kenya.

The October 2002 attack on a French tanker off the coast of Yemen.

Several spring 2002 bombings in Pakistan.

The April 2002 explosion of a fuel tanker outside a synagogue in Tunisia.

The September 11, 2001, hijacking attacks on the World Trade Center and the Pentagon.

The October 2000 U.S.S. Cole bombing.

The August 1998 bombings of the U.S. embassies in Nairobi, Kenya, and Dar es Salaam, Tanzania.

Al-Qaeda is suspected of carrying out or directing sympathetic groups to carry out the May 2003 suicide attacks on Western interests in Casablanca, Morocco; the October 2002 nightclub bombing in Bali, Indonesia; and the 1993 World Trade Center bombing.

How is al-Qaeda connected to the 1993 World Trade Center bombing?

There are strong links. Sheikh Omar Abdel Rahman, the militant cleric convicted in the 1993 plot, once led an Egyptian group now affiliated with al-Qaeda; two of his sons are senior al-Qaeda officials. And Ramzi Ahmed Yousef, who was convicted of masterminding the 1993 attack, planned al-Qaeda's foiled attack on American airliners over the Pacific Ocean. He is also the nephew of the former senior al-Qaeda terrorist Khalid Sheikh Mohammed, who is now in U.S. custody.

? Дайте відповіді на запитання:

1. What is al-Qaeda?
2. What are al-Qaeda's origins?
3. Who are al-Qaeda's leaders?
4. Where does al-Qaeda operate?
5. What major attacks has al-Qaeda been responsible for?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Міжнародна терористична мережа, ісламський режим, вторгнення, священна війна, звинувачення, викрадення людей, штаб, ісламські фундаменталісти, захоплення літаків, підозрювати.

ГРАМАТИЧНІ ВПРАВИ ВКАЗІВНІ ЗАЙМЕННИКИ

1.



Вставте займенники *that, this, або those* в пропущених місцях.

1. shoes are killing me. I can't wait to take them off.
2. (On the phone) Hello. is Beth. Can I speak to Kate?
3. was a wonderful film, wasn't it?
4. I knew Jenny at university. In days she had long blond hair.
5. "Anything else?" "No, 's all for today, thanks."
6. Well,'ll be £ 5.50, please.
7. I can't get ring off my finger. It's stuck.
8. You just can't get proper cheese days.

2.



Вставте займенники *that, this, або those* в пропущених місцях.

1. Come here and tidy up mess right now!

2. Listen to It says in the paper that life's found on Mars.
3. Did you ever hear from girl you met on holiday last year?
4. I was in the pub last night when bloke came up to me and hit me.
5. "I got a parking fine today." "..... 'll teach you a lesson."
6. Who were people you were talking to last night?
7. What was noise? Didn't you hear it?

3.



Закінчить діалоги, використовуючи *this, that, або those*.

1. (On the phone)
 - a Bill, is Wolfgang.
 - b Oh! Are you German?
 - a Yes, 's right.
2. (On the phone)
 - a Is Jane?
 - b Yes, speaking. Who's?
 - a is Tom from next door.
3. a I'm going to Greece on holiday.
 - b 's nice.
4. a Where are my shoes?
 - b Are yours over there?

4.



Закінчить короткі діалоги, використовуючи наведені речення.

That's a lot. That's all right. That's why you're tired. That's great.

1. a I'm sorry I broke your cup.
 - b
2. a These boots cost £ 90.
 - b
3. a We're getting married!
 - b
4. a We danced all night.
 - b

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 6

ETA



Прочитайте та перекладіть текст українською мовою.

WHAT IS ETA?

ETA is a leftist group that uses terrorism in hopes of forming an independent Basque state in parts of northern Spain and southwest France. ETA stands for Euskadi ta Askatasuna, which means “Basque Fatherland and Liberty” in the Basque language. The State Department lists ETA as a foreign terrorist organization, and the United States and the European Union have frozen ETA assets since the September 11 attacks. Spain has long fought ETA and opposes an independent Basque homeland, though its 1978 constitution designated an autonomous Basque region with responsibility for education, health care, policing and taxation.

The Basques are a linguistically and culturally distinct Christian group that has lived since the Stone Age in the mountainous region that straddles the border between modern-day Spain and France. The Basques have never had their own independent state, but have enjoyed varying degrees of autonomy over the centuries under Spanish and French rule. About half of the 2.1 million residents of the three provinces that make up the autonomous Basque region speak fluent Basque or understand some of the language. Basque nationalists include other areas with smaller Basque-speaking minorities—the Spanish province of Navarre and three departments in southwest France—in their vision of a Basque homeland.

Mostly national and regional officials and government buildings in Spain. In 1973, ETA operatives killed the aging dictator Francisco Franco’s apparent successor, Admiral Luis Carrero Blanco, by planting an underground bomb below his habitual parking spot outside a Madrid church. In 1995, an ETA car bomb almost killed Jose Maria Aznar, then leader of the conservative Popular Party, who later served as Spain’s prime minister. The same year, investigators disrupted a plot to assassinate King Juan Carlos. And in 1999, Spanish investigators foiled a truck bombing of Madrid’s Picasso Tower, a skyscraper designed by the architect of the World Trade Center.

In addition to these ambitious targets, ETA has also targeted many regional officials and institutions in Basque regions, and in later years ETA has targeted journalists and civilians. Spanish officials arrested two ETA militants in December 2003, broke up plots to detonate two bombs at Madrid train stations,

and discovered two bombs at Aragon train stations. About eight hundred people have been killed as a result of ETA violence since the 1960s.

In 1959, young activists angered by the dictator Franco's suppression of the Basque language and culture and frustrated with moderate Basque nationalist organizations came together to form ETA. The group soon embraced a revolutionary Marxist ideology and that same year, planted bombs in several cities in Spain.

Does ETA have ties to al-Qaeda?

No. ETA's secular nationalist agenda has nothing to do with the Islamist fundamentalism of Osama bin Laden's terrorist network, and there is no credible evidence of any systematic cooperation between ETA and al-Qaeda, experts say. But al-Qaeda cells have been discovered in Spain. In November 2001, Spanish authorities arrested eight men suspected of being al-Qaeda operatives involved in the September 11 attacks. One of these men reportedly had past links with ETA's unofficial political wing, Batasuna, which the Spanish Supreme Court banned in March 2003. In September 2003, Spanish judge Baltasar Garzon said the September 11 attacks were partially planned in Spain.

? Дайте відповіді на запитання:

1. What is ETA?
2. Who are the Basques?
3. Who and what does ETA target?
4. When was ETA formed?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Баски, автономний регіон, відповідальність, освіта, охорона здоров'я, оподаткування, незалежна держава, автономія, консервативний, слідчий, ідеологія, підозрювати, терористична організація.

ГРАМАТИЧНІ ВПРАВИ КІЛЬКІСНІ ЗАЙМЕННИКИ

1.





Вставте *a little, a few*. Перекладіть українською мовою.


This is my mother's favorite recipe for fruitcake, and everybody says it's out of this world!

Put 3 cups of flour into a mixing bowl. Add ... sugar.
Slice ... apples. Cut up ... oranges.
Pour in ... honey. Add ... baking soda.


Chop up ... nuts. Add ... salt.
Mix in ... raisins. Bake for 45 minutes.
Enjoy, dear!

2. 		Вставте <i>little, a little, few</i> або <i>a few</i>.
--	---	---

1. There is ... salad left in this bowl. 2. Would you like ... salad? — Yes, thank you. My doctor says it's good for my health. 3. I have ... money, so we can go to the cinema. 4. I have ... money, so we cannot go to the cinema. 5. This girl works very ... , that's why she knows nothing. 6. Mother gave us ... apples, and we were glad. 7. He did not like it at the camp: he had very ... friends there. 8. This lemon drink is sour; if you put ... sugar in it, it will be sweeter. 9. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter. 10. The hall was almost empty: there were very ... people in it. 11. I can't buy this expensive hat today: I have too ... money. 12. She left and returned in ... minutes. 13. I think you can spare me ... time now. 14. I am sorry I have seen ... plays by this author.

3. 	Вставте <i>much, many, little, few, a little</i> або <i>a few</i>. Перекладіть українською мовою.
---	--

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... ink in your pen? 3. At the conference we met... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson. 8. He had ... English books at home, so he had to go to the library for more books.

4. 	Вставте <i>much, many, little, few, a little</i> або <i>a few</i>. Перекладіть українською мовою.
--	--

1. She gave him ... water to wash his hands and face.
2. I'd like to say ... words about my journey.
3. After the play everybody felt... tired.
4. Let's stay here ... longer: it is such a nice place.
5. There were ... new words in the text, and Peter spent ... time learning them.
6. There was ... hay in the barn, and the children could not play there.
7. There was ... water in the river, and they decided to cross it.
8. My mother knows German ... and she can help you with the translation of this letter.



Прочитайте та перекладіть текст українською мовою.

NATO - THE POLITICAL DIMENSION

The North Atlantic Treaty Organization (NATO) is an alliance of 26 countries from North America and Europe, committed to fulfilling the goals of the North Atlantic Treaty, signed on 4 April 1949. In accordance with the Treaty, the fundamental role of NATO is to safeguard the freedom and security of its member countries by political and military means. NATO safeguards the Allies' common values of democracy, individual liberty the rule of law and the peaceful resolution of disputes, and promotes these values throughout the Euro-Atlantic area. The Alliance embodies the 'Transatlantic Link' through which the security of North America and Europe are permanently tied together. It is the practical expression of collective effort among its members in support of their common interests.




NATO provides a forum in which the United States, Canada and the European countries can consult together on security issues of common concern and take joint action in addressing them. NATO is committed to defending its member states against aggression or the threat of aggression and to the principle that an attack against one or several members would be considered an attack against all. NATO has helped to end bloody conflicts in Bosnia and Kosovo and to head off a civil war in the former Yugoslav Republic of Macedonia. Today, NATO led forces are helping to bring stability to Kosovo, Afghanistan, and Iraq. Dialogue and cooperation with non-NATO countries are helping to overcome the divisions of the Cold War era and to extend security and stability well beyond NATO borders.

NATO is an intergovernmental organization. The member countries retain their full sovereignty. All NATO decisions are taken jointly by the member countries on the basis of consensus. NATO's most important decision-making body is the North Atlantic Council (NAC), which brings together representatives of the member countries at the level of Ambassadors, Ministers or Heads of State and Government. The Secretary General of NATO, Mr Jaap de Hoop Scheffer has described the NAC as "the essential forum for security consultation between Europe and North America". NATO's military structure is a multinational force planning, organization and command system. It provides for joint planning, training, exercising and operations, under the command of NATO's strategic commanders. NATO structures and mechanisms provide the

framework for cooperation with partner countries, which forms an integral part of the day-to-day activity of the Alliance.


? Дайте відповіді на запитання:

1. What is NATO?
2. When was North Atlantic Treaty signed?
3. How do you understand the term intergovernmental organization?
4. What is the main function of NAC?
5. Where is the head quarters of NATO located?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Північноатлантичний договір, захищати, свобода і безпека, спільні цінності демократії, консультиватися, загроза агресії, громадянська війна, співпраця, стабільність.

ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ПРО ІНФІНІТИВ

1. 	Замініть підрядні речення інфінітивними зворотами та перекладіть їх українською мовою. Зверніть увагу на особливості перекладу інфінітиву.
--	---

E. g. He is so old that he cannot skate. - He is too old to skate.

1. She has got so fat that she cannot wear this dress now.
2. The accident was so terrible that I don't want to talk about it.
3. They were so empty-headed that they couldn't learn even the simplest things.
4. The window was so dirty that they couldn't see through it.
5. She was so foolish that she couldn't understand my explanation.
6. I have very little wool: it won't make a sweater.
7. The problem is so difficult that it is impossible to solve it.
8. The box is so heavy that nobody can carry it.
9. The baby is so little that it cannot walk.
10. He is so weak that he cannot leave his bed.
11. She is so busy that she cannot talk with you.
12. She was so inattentive that she couldn't notice the mistake.
13. The rule was so difficult that they didn't understand it.
14. He was so stupid that he couldn't understand the joke.

2.



Замініть виділені частини речень інфінітивними зворотами.

E. g. The boy had many toys **which he could play with.** - The boy had many toys **to play with.**

1. Here is a new brush **which you will clean your teeth with.**
2. Here are some more facts **which will prove** that this theory is correct.
3. Here are some tablets **which will relieve your headache.**
4. Here are some articles **which must be translated for tomorrow.**
5. Who has a pen or a pencil to spare? I need something **I could write with.**
6. I have brought you a book **which you can read now,** but be sure to return it on Sunday.
7. Soon we found out that there was another complicated problem **that we were to consider.**
8. The girl was quite young when both her parents died and she remained alone with two younger brothers **whom she had to take care of.**
9. Is there anybody **who can help you with your spelling?**
10. I have an examination **which I must take soon,** so I can't go to the theatre with you.

3.



Перекладіть англійською мовою.

1. З моїм сусідом важко мати справу.
2. Його поведінка лишає бажати кращого.
3. М'яко кажучи, ви мене здивували.
4. На цих дітей приємно подивитися.
5. Коротше кажучи, вони одружилися.
6. Вашій сестрі важко догодити.
7. Ми всі були раді, не кажучи вже про маму: вона сказала, що це найщасливіший день в її житті.
8. Щонайменше, це дуже дивно.
9. Правду кажучи, мені це не подобається.
10. Їм не було що їсти.
11. У нашій сім'ї мама завжди встає перша.
12. Щоб перекласти цю статтю, ви повинні скористатися словником.
13. Про те, щоб купатися в цій річці, не могло бути й мови.
14. Йому не було з ким обміркувати цю проблему.
15. Щоб читати Діккенса в оригіналі ви повинні добре знати мову.
16. Дитині нема з ким гратися.

ПАРТНЕРСТВО ЗАРАДИ МИРУ



Прочитайте та перекладіть текст українською мовою.

THE PARTNERSHIP FOR PEACE

The Partnership for Peace (PfP) is a programme of practical bilateral cooperation between individual Partner countries and NATO. It allows Partner countries to build up an individual relationship with NATO, choosing their own priorities for cooperation.

Based on a commitment to the democratic principles that underpin the Alliance itself, the purpose of the Partnership for Peace is to increase stability, diminish threats to peace and build strengthened security relationships between individual Partner countries and NATO, as well as among Partner countries.

What does this mean in practice?

The essence of the PfP programme is a partnership formed individually between each Partner country and NATO, tailored to individual needs and jointly implemented at the level and pace chosen by each participating government.

Political commitments

The formal basis for the Partnership for Peace is the Framework Document, which sets out specific undertakings for each Partner country.

Each Partner country makes a number of far-reaching political commitments to preserve democratic societies; to maintain the principles of international law; to fulfil obligations under the UN Charter, the Universal Declaration of Human Rights, the Helsinki Final Act and international disarmament and arms control agreements; to refrain from the threat or use of force against other states; to respect existing borders; and to settle disputes peacefully.

Specific commitments are also made to promote transparency in national defence planning and budgeting to establish democratic control over armed forces, and to develop the capacity for joint action with NATO in peacekeeping and humanitarian operations.

The Framework Document also enshrines a commitment by the Allies to consult with any Partner country that perceives a direct threat to its territorial integrity, political independence or security – a mechanism which, for example, Albania and the former Yugoslav Republic of Macedonia made use of during the Kosovo crisis.

A menu of practical activities

Partner countries choose individual activities based on their ambitions and abilities. These are put forward to NATO in what is called a Presentation Document.

An Individual Partnership Programme is then jointly developed and agreed between NATO and each Partner country. These two-year programmes are drawn up from an extensive menu of activities, according to each country's specific interests and needs. Cooperation focuses in particular on defence-related work, defence reform and managing the consequences of defence reform, but touches on virtually every field of NATO activity, including defence policy and planning, civil-military relations, education and training, air defence, communications and information systems, crisis management, and civil emergency planning.

? Дайте відповіді на запитання:

1. What is the PfP?
2. What is the purpose of the PfP?
3. What is your attitude to NATO?
4. When was NATO established?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Партнерство заради миру, двостороннє співробітництво, взаємовідносини, індивідуальні потреби, роззброєння, поважати існуючі кордони, прозорість, миротворчі і гуманітарні операції, амбіції.

ГРАМАТИЧНІ ВПРАВИ ACTIVE AND PASSIVE INFINITIVE

1.



Перекладіть речення українською мовою, звертаючи увагу на форму інфінітива.

1. To play chess is his greatest pleasure.
2. The child didn't like to be washed.
3. Isn't it natural that we like to be praised and don't like to be scolded?
4. Which is more pleasant: to give or to be given presents?
5. To improve your phonetics you should record yourself and analyse your speech.
6. This is the book to be read during your summer holidays.
7. To be instructed by such a good specialist was a great advantage.
8. He is very forgetful, but he doesn't like to be reminded of his duties.
9. Nature has many secrets to be discovered yet.

2.



Перекладіть речення англійською мовою, звертаючи увагу на форму інфінітива

1. Я радий розповісти вам про успіхи вашого онука.
2. Я хочу познайомити вас з цією артисткою.
3. Я хочу, щоб мене познайомили з цим чудовим письменником.
4. Я радий вас знову зустріти.
5. Я щасливий, що мене зустрічають сьогодні.
6. Ми дуже щасливі запросити вас до себе на дачу.
7. Він буде щасливий відвідати цю відому картинну галерею.
8. Діти люблять, коли їм розповідають казки.
9. Він терпіти не може, коли йому брешуть.
10. Я тільки хочу, щоб мені дозволили поговорити з ним.
11. Рочестер був радий познайомитися з Джейн.
12. Мені дуже соромно питати вас про це.
13. Вона не любить, коли її про це розпитують.
14. Хлопчики люблять гратися у війну.
15. Ніхто не любить, коли на нього кричать.
16. Бабусі дуже подобається, коли я читаю їй уголос ці старі оповідання.
17. Кожен хоче досягти успіху.
18. Жодна мати не дозволить цьому трапитися з її дитиною.

ТЕМА 33

НАТО

Заняття 3

УКРАЇНА І НАТО



Прочитайте та перекладіть текст українською мовою.

NATO'S PARTNERSHIP WITH UKRAINE

A visit to Ukraine by the North Atlantic Council in March 2000 injected new momentum into the Distinctive Partnership between NATO and Ukraine established in Madrid in July 1997.

The meeting in Kyiv of the NATO-Ukraine Commission - the first time this body, which directs the Partnership, had met in Ukraine - was an occasion for the 19 NATO allies and Ukraine to review the full range of their cooperation. It was hailed as a significant step for bringing Ukraine closer to the Euro-Atlantic community of nations.

The signing of the Charter on a Distinctive Partnership in Madrid in 1997 shifted cooperation between NATO and Ukraine on to a new plane and gave formal recognition to the importance of an independent, stable and democratic Ukraine to Europe as a whole.

The Charter is in line with Ukraine's declared strategy of increasing its integration in European and transatlantic structures. It is the basis on which NATO and Ukraine agree to consult in the context of Euro-Atlantic security and stability and in areas such as conflict prevention, crisis management, peace support and humanitarian operations.

Seminars, joint working group meetings and other cooperative programmes have focused on areas such as defence reform and the reshaping of the defence establishment, civil-military relations, budgeting and resource planning. Seminars on retraining retiring Ukrainian military personnel and on military downsizing and conversion have also been held.

The North Atlantic Council meets periodically with Ukraine at Foreign Ministerial, Defence Ministerial and Ambassadorial levels in a forum established by the Charter called the NATO-Ukraine Commission (NUC). The Role of the NUC is to assess implementation of the Charter and to discuss ways to improve or further develop cooperation.

NATO and Ukraine have created Joint Working Group on Defence Reform (JWGDR) to pursue initiatives in the areas of: civil-military relations, democratic control of the armed forces, defence planning, policy, strategy and national security concepts. Ukraine also participates in the Partnership for Peace Planning and Review Process (PARP), which jointly develops goals for shaping

force structure and capabilities to help Ukraine to meet her objectives for interoperability with the Alliance.

NATO and Ukraine maintain a substantial military cooperation programme that includes: Ukraine's active participation in the Partnership for Peace programme, NATO Military Committee dialogue with Ukraine, and practical military cooperation in NATO-led Peace Support Operations in the Balkans. Military cooperation focuses on building interoperability, which serves as the foundation for working together in support of joint goals; for example through the work of the Polish-Ukrainian Battalion in Kosovo. Military exercises, such as Exercise Cooperation Partner, hosted by Ukraine in June 2000, are an important part of this work. In addition to building interoperability, NATO-Ukraine military cooperation is increasingly focusing on helping Ukraine in her efforts to modernise and reform her defence structures. Joint work in civil emergency planning and disaster preparedness is also a major area of cooperation with direct practical benefits for Ukraine. A Memorandum of Understanding on civil emergency planning was concluded in December 1997, providing for cooperation in this field. A disaster relief exercise was subsequently scheduled for September 2000, in the Transcarpathia region of Ukraine, to test humanitarian assistance procedures in the event of further flooding.

Other strong areas of cooperation are the scientific field, in which NATO has supported the Ukrainian scientific community through grants; economic aspects of security; and training. In this latter context NATO has launched a programme of foreign language teaching for up to 100 Ukrainian military officers.

The NATO Information and Documentation Centre opened by the NATO Secretary General in May 1997 has become a focal point for information activities to explain the benefits of the Distinctive Partnership with NATO to the Ukrainian public. The Centre is the first such centre to be opened in any NATO Partner country. It has since played an important role in explaining Alliance policies and overcoming misperceptions.

? Дайте відповіді на запитання:

1. When was the Charter on a Distinctive Partnership signed?
2. What are the main points of the Charter?
3. What is NUC?
4. In what way does Ukraine participate in PfP?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Партнерство, співпраця, важливість, стратегія, інтеграція, трансатлантичні структури, безпека і стабільність, гуманітарні операції, попередження конфліктів, реформування, робоча група, активна участь.

ГРАМАТИЧНІ ВПРАВИ **INDEFINITE, CONTINUOUS, PERFECT INFINITIVE**

1.



Перекладіть речення українською мовою, звертаючи увагу на перфектний інфінітив.

1. The child was happy to have been brought home.
2. Jane remembered to have been told a lot about Mr. Rochester.
3. The children were delighted to have been brought to the circus.
4. I am sorry to have spoilt your mood.
5. Maggie was very sorry to have forgotten to feed the rabbits.
6. I am awfully glad to have met you.
7. Sorry to have placed you in this disgraceful situation.
8. I am sorry to have kept you waiting.
9. Sorry not to have noticed you.
10. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company.

2.



Розкрийте дужки, вживаючи потрібну форму інфінітива.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. We expect (to be) back in two days.
6. He expected (to help) by the teacher.
7. The children seem (to play) since morning.
8. I am glad (to do) all the homework yesterday.
9. She seems (to work) on this problem ever since she came here.
10. I am sorry (to break) your pen.
11. I want (to take) to the concert by my father.
12. She hoped (to help) her friends.
13. She hoped (to help) by her friends.
14. They seem (to quarrel): I could hear angry voices from behind the door.
15. They are supposed (to work) on the problem for the last two months.
16. The only sound (to hear) was the snoring of the grandfather.

17. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall.
18. They seemed (to wait) for ages.
19. I hate (to bother) you, but the students are still waiting (to give) books for their work.
20. He seems (to know) French very well: he is said (to spend) his youth in Paris.

3.



Перекладіть речення англійською мовою, звертаючи увагу на форму інфінітива.

1. Я радий, що зустрів його того вечора.
2. Ми дуже щасливі, що запросили їх на вечір.
3. Він був щасливий, що відвідав цю конференцію.
4. Я не збирався зупинятися на цій станції.
5. Я не очікував, що мене зупинять.
6. Я шкодую, що заподіяв вам стільки турбот.
7. Я згадав, що зустрічав це слово в якійсь книжці.
8. Мені дуже шкода, що я пропустив таку цікаву лекцію.
9. Вона була щаслива, що чула концерт відомого італійського диригента.
10. Наші спортсмени пишаються тим, що виграли кубок.
11. Я тільки хочу, щоб мені дозволили допомогти вам.
12. Я був вдячний, що мені дали кімнату з великим вікном.
13. Я радий, що розмовляю з тобою зараз.
14. Я шкодую, що мені розповіли цю таємницю.
15. Я дивуюся, що тобі завжди бракує сміливості відмовити їм.

ТЕМА 33

НАТО

Заняття 4

СТАНАГ



Прочитайте та перекладіть текст українською мовою.

STANDARDISATION

Standardisation amongst NATO forces makes a vital contribution to the combined operational effectiveness of the military forces of the Alliance and enables opportunities to be exploited for making better use of economic resources. Extensive efforts are therefore made in many different spheres to improve cooperation and eliminate duplication in research, development, production, procurement and support of defence systems. NATO Standardisation Agreements for procedures and systems and for equipment components, known as STANAGs, are developed and promulgated by the NATO Military Agency for Standardisation in conjunction with the Conference of National Armaments Directors and other authorities concerned.

By formulating, agreeing, implementing and maintaining standards for equipment and procedures used throughout NATO, a significant contribution is made to the cohesion of the Alliance and to the effectiveness of its defence structure. While standardisation is of relevance in many different areas, the principal forum for standardisation policy issues is the NATO Standardisation Organisation (NSO), which aims to incorporate standardisation as an integral part of Alliance planning and acts as a coordinator between senior NATO bodies confronting standardisation requirements. The NSO was established in 1995 to give renewed impetus to Alliance work aimed at improving the coordination of allied policies and programmes for standardisation in the materiel, technical and operational fields.

? Дайте відповіді на запитання:

1. What is STANAG?
2. What are the major objectives of STANAG?
3. What is NSO? When was NSO established?
4. What are the aims of NSO?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Угода про стандартизацію, вклад, ефективність, економічні ресурси, дублювання, дослідження, обладнання, важливість, складова частина, вимоги, координація, оборонна структура.

ГРАМАТИЧНІ ВПРАВИ

ПОНЯТТЯ ПРО ДІСПРИКМЕТНИК. ВИПАДКИ ВЖИВАННЯ ТА ФОРМИ

1.



Перекладіть українською мовою, звертаючи увагу на дієприкметники.

1. Everybody looked at the dancing girl.
2. The little plump woman standing at the window is my grandmother.
3. The man playing the piano is Kate's uncle.
4. Entering the room she turned on the light.
5. Coming to the theatre, she saw that the performance had already begun.
6. Looking out of the window, he saw his mother watering the flowers.
7. Hearing the sounds of music, she stopped talking.
8. She went into the room, leaving the door open.
9. Working at his desk, he listened to a new CD.
10. Running into the road, the young man stopped a taxi.
11. Looking through the newspaper, she noticed a photograph of her boss.
12. Using chemicals the fireman soon put out the fire in the forest.
13. Being very ill, she could not go to school.
14. The first rays of the rising sun lit up the top of the hill.
15. Being busy, he postponed his trip.

2.



Перекладіть українською мовою.

Який приносить, приносячи, принесений, принісши, який перекладає, перекладений, переклавши, даючи, написавши, який читає, який бере, написаний, зроблений, загублений, ідучи, який пише, намальований, який малює, беручи, випивши, подивившись, який будується, який розповів, побудований, продавши, який продається, забутий.

3.



Перекладіть українською мовою, вживаючи потрібну форму дієприкметника.

1. Артистка, яка розповідає дітям казки по радіо, відома на всю країну.
2. Дитина завжди з інтересом слухає казки, які розповідає няня.
3. Розповідаючи дітям казки, вона говорить різними голосами, імітуючи героїв казок.
4. Казка, яку розповіла няня, справила на дитину велике враження.
5. Розповівши дитині казку, вона побажала їй надобраніч.
6. Моя бабуся, що розповіла мені цю казку, живе в маленькому будиночку на березі озера.

ТЕМА 33

НАТО

Заняття 5

ЗАВДАННЯ ОРГАНІЗАЦІЇ



Прочитайте та перекладіть текст українською мовою.

FUNDAMENTAL SECURITY TASKS

NATO's essential purpose is to safeguard the freedom and security of all its members by political and military means in accordance with the North Atlantic Treaty and the principles of the United Nations Charter. The Alliance has worked since its inception for the establishment of a just and lasting peaceful order in Europe based on common values of democracy, human rights and the rule of law. This central Alliance objective has taken on renewed significance since the end of the Cold War because, for the first time in the post-war history of Europe, the prospect of its achievement has become a reality.

NATO embodies the transatlantic link by which the security of North America is permanently tied to the security of Europe. It is the practical expression of effective collective effort among its members in support of their common security interests.

The fundamental principle underpinning the Alliance is a common commitment to mutual cooperation among the member states based on the indivisibility of their security. Solidarity and cohesion within the Alliance ensure that no member country is forced to rely upon its own national efforts alone in dealing with basic security challenges. Without depriving member states of their right and duty to assume their sovereign responsibilities in the field of defence, the Alliance enables them to realise their essential national security objectives through collective effort. In short, the Alliance is an association of free states united in their determination to preserve their security through mutual guarantees and stable relations with other countries.

The North Atlantic Treaty Organisation (NATO) provides the structure which enables the goals of the Alliance to be implemented. It is an inter-governmental organisation in which member countries retain their full sovereignty and independence. The Organisation provides the forum in which they consult together on any issues they may choose to raise and take decisions on political and military matters affecting their security. It provides the structures needed to facilitate consultation and cooperation between them, in political, military and economic as well as scientific and other non-military fields.

The resulting sense of equal security among the members of the Alliance, regardless of differences in their circumstances or in their national military capabilities, contributes to stability in the Euro-Atlantic area. It creates conditions which favour increased cooperation among Alliance members as well as between members of the Alliance and other countries.

The means by which the Alliance carries out its security policies include the maintenance of a sufficient military capability to prevent war and to provide for effective defence; an overall capability to manage crises affecting the security of its members; and active promotion of dialogue with other nations and of a cooperative approach to European security, including measures to bring about further progress in the field of arms control and disarmament.

To achieve its essential purpose, as an Alliance of nations committed to the Washington Treaty and the United Nations Charter, the Alliance performs the following fundamental security tasks:

"Security: To provide one of the indispensable foundations for a stable Euro-Atlantic security environment, based on the growth of democratic institutions and commitment to the peaceful resolution of disputes, in which no country would be able to intimidate or coerce any other through the threat or use of force.

Consultation: To serve, as provided for in Article 4 of the Washington Treaty, as an essential transatlantic forum for Allied consultations on any issues that affect their vital interests, including possible developments posing risks for members' security, and for appropriate coordination of their efforts in fields of common concern.

Deterrence and Defence: To deter and defend against any threat of aggression against any NATO member state as provided for in Articles 5 and 6 of the Washington Treaty.

And in order to enhance the security and stability of the Euro-Atlantic area:

Crisis Management: To stand ready, case-by-case and by consensus, in conformity with Article 7 of the Washington Treaty, to contribute to effective conflict prevention and to engage actively in crisis management, including crisis response operations.




Partnership: To promote wide-ranging partnership, cooperation, and dialogue with other countries in the Euro-Atlantic area, with the aim of increasing transparency, mutual confidence and the capacity for joint action with the Alliance."

The structures created within NATO enable member countries to coordinate their policies in order to fulfil these fundamental tasks. They provide for continuous consultation and cooperation in political, economic and other non-military fields as well as the formulation of joint plans for the common defence; the establishment of the infrastructure and basic installations and facilities needed to enable military forces to operate; and arrangements for joint

training programmes and exercises. Underpinning these activities is a complex civilian and military structure involving administrative, budgetary and planning staffs, as well as agencies which have been established by the member countries of the Alliance in order to coordinate work in specialised fields - for example, the communications needed to facilitate political consultation and command and control of military forces and the logistics support needed to sustain military forces.


? Дайте відповіді на запитання:

1. What is NATO's essential purpose?
2. What is the fundamental principle of NATO?
3. What are the security tasks of NATO?
4. How do you understand the notion "crisis management"?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Захист свободи і безпеки, політичні і військові заходи, згідно з договором, хартія ООН, верховенство права, єдність, запобігти війні, ефективна оборона, роззброєння, ризик, координація зусиль в різних областях, фундаментальні завдання.

ГРАМАТИЧНІ ВПРАВИ PARTICIPLE I TA PARTICIPLE II

1.		Перекладіть українською мовою, звертаючи увагу на дієприкметники.
-----------	---	--

1. The door bolted on the inside could not be opened.
2. Having been shown the wrong direction, the travelers soon lost their way.
3. The room facing the garden is much more comfortable than this one.
4. Having descended the mountain they heard a man calling for help.
5. Flushed and excited, the boy came running to his mother.
6. He stood watching the people who were coming down the street shouting and waving their hands.
7. The boy lay sleeping when the doctor came.
8. The broken arm was examined by the doctor.
9. While being examined, the boy could not help crying.
10. Having prescribed the medicine, the doctor went away.
11. The medicine prescribed by the doctor was bitter.
12. The dress bought at the department store was very beautiful.
13. While using a needle you should be careful not to prick your finger.
14. While crossing the street one should first look to the left and then to the right.

2.



Перекладіть українською мовою, звертаючи увагу на Past Participle.

1. She put a plate of fried fish in front of me.
2. The coat bought last year is too small for me.
3. Nobody saw the things kept in that box.
4. My sister likes boiled eggs.
5. We stopped before a shut door.
6. Tied to the tree, the goat could not run away.
7. They saw overturned tables and chairs and pieces of broken glass all over the room.
8. This is a church built many years ago.
9. The books written by Dickens give us a realistic picture of the 19th century England.
10. A letter sent to St. Petersburg today will be there in two days.
11. Some of the questions put to the lecturer yesterday were very important.
12. A fish taken out of the water cannot live.
13. A line seen through this crystal looks double.
14. The word said by the student was not correct.
15. A word spoken in time may have very important results.

3.



Замініть виділені частини речень дієприкметниковими зворотами. Замініть конструкцію речень, де необхідно.

1. **When he had left the house and was crossing the street**, he suddenly stopped as he remembered that he had forgotten to phone his friend.
2. He looked at me and hesitated: **he didn't know what to say**.
3. **As he had long lived in those parts and knew the place well**, he easily found the way to the market place.
4. He has no English language problems, **because he has been studying English for a long time**.
5. **After I had written this exercise**, I began to doubt whether it was correct.
6. Take care **when you cross the street**.
7. Students should always be attentive **while they are listening to the lecturer**.
8. There are many students **who study music**.
9. Don't you feel tired **after you have walked so much**?
10. **When he arrived at the railway station**, he bought a ticket, walked to the platform and boarded the train.
11. **As he was promised help**, he felt quieter.
12. **After he was shown in**, he was told to take off his coat and wait for a while.
13. Robinson **started the building of the house at once** and finished it before the season of rains set in.
14. He **poured out a cup of coffee**, sat down in an armchair and looked at the woman who was sitting opposite him.

4.



Перекладіть англійською мовою, звертаючи увагу на дісприкметники.

1. Хлопчик, який біг повз будинок, раптом зупинився.
2. Будучи дуже зайнятим, він не відразу почув мене.
3. Почувши кроки, він підняв голову.
4. Випивши чашку чаю, вона відчула себе набагато краще.
5. Граючись у саду, діти не помітили, що стало темно.
6. Том підійшов до дівчинки, яка сміялася.
7. Дівчинка, що плакала була голодна.
8. Принісши свої іграшки в кімнату, дитина почала гратися.
9. Прочитавши багато книг Діккенса, він добре ознайомився з цим письменником.
10. Бабуся дивилася на дітей, які гралися на вулиці.
11. Лежачи на дивані, він читав книжку.
12. Прочитавши багато книжок, він добре ознайомився з цим письменником.

ТЕМА 34:

КРИМІНОЛОГІЯ. ЗАГАЛЬНІ ПРОБЛЕМИ

Заняття 1

КРИМІНОЛОГІЯ ЯК СУСПІЛЬНА НАУКА



Прочитайте та перекладіть текст українською мовою.

CRIMINOLOGY



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

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

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

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

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

? Дайте відповіді на запитання.

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



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

- кримінологія розглядає природу й причини правопорушень
- вивчення обставин правопорушень у справі
- кримінологія спирається на відкриття інших наук
- проблеми затримання правопорушників
- застосування на практиці
- встановити причини злочинності
- пом'якшити покарання



Знайдіть дефініції до наступних правових термінів:

1) deterrence	a) guidance and instruction given to offenders, their beneficial treatment aimed at restitution of positive skills and attitudes
2) case study	b) measures taken to prevent hostile action
3) legislator	c) a person serving a prison sentence
4) retribution	d) a detailed analysis of a criminal person or group
5) convict	e) a member of a body which gives or makes laws
6) rehabilitation	f) something given or demanded in repayment, especially punishment



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

CESARE LOMBROSO (1836-1909)

Professor Lombroso is a criminologist whose views, though not altogether correct, caused a lot of interest and made other people **look into the problem of crime** in a more scientific way. **He is regarded** as the father of the **scientific study of criminals**, or criminology.

Lombroso studied at the universities of Padua, Vienna, and Paris, and later he became a professor of psychiatry and **forensic medicine**, a director of a **mental asylum**.

In an enormous book called *The Criminal*, he **set out** the idea that there is a definite **criminal type**, who can **be recognized** by his or her appearance. Some

of what he said is difficult to believe. For example, he said that left-handed persons **have a criminal instinct**. Among the things he considered important were the shape of the head, colour of the hair, the eyes, the curve of the chin and forehead and if the ears stick out.

Lombroso's theories were **widely influential** in Europe for a time, but his **emphasis on hereditary causes of crime** was later strongly rejected **in favour of** environmental factors. Lombroso tried **to reform** the Italian **penal system**, and he **encouraged more humane and constructive treatment of convicts** through the use of work programs intended to make them **more productive members of society**.

? Дайте відповіді на запитання.

1. What is Cesare Lombroso famous for?
2. How did he try to relate criminal behaviour to a person's appearance?
3. What was Lombroso's contribution to the development of penal system?

ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ПРО GERUNDS

1.  Складіть речення та перекладіть їх українською мовою. Зверніть увагу на особливості перекладу герундія.

- | | |
|----------------------------|---|
| 1. I'd like you to stop | talking.
interrupting me.
asking me questions.
speaking Russian in class.
smoking here.
being angry with me. |
| 2. Have you begun | reading the book that I gave you.
learning to skate?
looking through the text?
making notes of the lectures?
discussing the question without them? |
| 3. I don't mind | you(r) smoking here.
them (their) using my notes.
his (him) coming to see us tomorrow evening.
going out for a walk now.
telling you another story. |
| 4. Do you mind if we go on | playing chess here? |


discussing the matter now?
 telling funny stories?
 packing tomorrow morning?
 watching TV?

5. He hasn't finished

translating the article yet.
 speaking on the telephone yet.
 reading the newspaper yet.
 cooking dinner.

6. They continue

interrupting him.
 changing their plans.
 talking.
 making mistakes.

2. ↔		Використовуючи таблицю, складіть якомога більше речень.
---------	---	--

I	insisted on	visiting that museum.
He/She	objected to	doing morning exercises.
We	agreed to	buying the tickets beforehand.
You	thought of	helping them.
They	succeeded in	learning the poem by heart.

I	suggested	playing hockey.
He/She	finished	smoking.
We	couldn't help	meeting them.
You	enjoyed	learning English.
They	gave up	laughing.

After	finishing school	I	decided to go there.
Before	coming home	he/she	had a short rest.
On	recovering	we	spent a week at home.
	getting there	they	began to work.
	leaving for Kyiv		booked a ticket.

I	insisted on	my	going there.
He/She	looked forward to	his/her	being sent there.
We	thought of	our	coming back.
You	objected to	your	being given this task.
They	dreamed of	their	being invited to the party.

I	am	pleased with	my	behaving so.
He/She	is	sure of	his	having said it.
We	are	surprised at	our	having been praised.
You	was	proud of	your	playing so well.
They	were		their	being invited there.
			Jane's	having won the match.

3.



Дайте відповіді на запитання.

1. What are you fond of doing?
2. Are you fond of reading?
3. What do you like better: football or basket-ball?
4. Do you remember going to school for the first time? What can you say about that day?
5. What films have you seen lately? Which of them is worth seeing?
6. How many English books have you read this year? Which of them are worth reading?
7. What do you dream of becoming?
8. What are you busy doing now?
9. What do we use for cutting bread?
10. What do we use for writing?
11. Is it possible to learn English without working hard?
12. Do you enjoy travelling by air? Why?
13. Where do you intend spending your holidays?




ТЕМА 34:

КРИМІНОЛОГІЯ. ЗАГАЛЬНІ ПРОБЛЕМИ

Заняття 2




ПРАВОПОРУШЕННЯ ТА ПРАВОПОРУШНИКИ

CRIME is an act or the commission of an act that is forbidden or the omission of a duty that is commanded by a public law and that makes the offender liable to punishment by that law.




			Criminology deals with crimes and criminals. Name as many crimes as you can remember. Work in teams and compare your lists with those of other teams.
---	---	---	--

			Знайдіть пояснення до кожного слова:
---	---	---	---


1. an arsonist	a. attacks and robs people, often in the street
2. a shop-lifter	b. sets fire to property illegally
3. a mugger	c. is anyone who breaks the law
4. an offender	d. breaks into houses or other buildings to steal
5. a vandal	e. steals from shops while acting as an ordinary customer
6. a burglar	f. kills someone
7. a murderer	g. deliberately causes damage to property
8. a kidnapper	h. steals things from people's pockets in crowded places
9. a pickpocket	i. gets secret information from another country
10. an accomplice	j. buys and sells drugs illegally
11. a drug dealer	k. takes away people by force and demands money for their return
12. a spy	l. helps a criminal in a criminal act
13. a terrorist	m. uses violence for political reasons
14. an assassin	n. causes damage or disturbance in public places
15. a hooligan	o. hides on a ship or plane to get a free journey
16. a stowaway	p. takes control of a plane by force and makes the pilot change course
17. a thief	q. murders for political reasons or a reward
18. a hijacker	r. is someone who steals
19. a forger	s. makes counterfeit (false) money or signatures
20. a robber	t. is a member of a criminal group
21. a smuggler	u. steals money, etc. by force from people or places
22. a traitor	v. marries illegally, being married already
23. a gangster	w. is a soldier who runs away from the army
24. a deserter	x. brings goods into a country illegally without paying tax
25. a bigamist	y. illegally carries drugs into another country
26. drug smuggler	z. betrays his or her country to another state

			Знайдіть українські еквіваленти до загальних типів правопорушень. Які з них є найбільш тяжкими злочинами?
---	---	---	--

- Capital punishment
- Community service
- Disciplinary training in a detention centre
- Fixed penalty fine
- Life imprisonment
- Probation
- Short-term imprisonment
- Suspended sentence
- Long-term imprisonment

			Проаналізуйте наступні правопорушення, пронумеруйте їх за шкалою 1-10 (1 - за найменш серйозне правопорушення)
---	---	---	---

- driving in excess of the speed limit
- common assault (e.g. a fight in a disco-club)
- drinking and driving
- malicious wounding (e.g. stabbing someone in a fight)
- murdering a policeman during a robbery
- murdering a child
- causing death by dangerous driving
- smoking marijuana
- selling drugs (such as heroin)
- stealing £1,000 from a bank by fraud
- stealing £1,000 worth of goods from someone's home
- rape
- grievous bodily harm (almost killing someone)
- shop-lifting
- stealing £1,000 from a bank by threatening someone with a gun
- possession of a gun without a licence

	Прочитайте та проаналізуйте наступні справи. Обговоріть кожну з них й вирішіть наступне:
---	---

1. Was justice done?
2. If you were the judge, what other facts and circumstances would you like to know?
3. If you were the judge, would you give a different sentence?
4. Would you choose a lighter sentence, or a more severe one?
5. How would you have felt if you had been the victim of the crime?
6. How would you have felt if you had been the defendant?

MANSLAUGHTER

In 1981 Marianne Bachmeir, from Lubeck, West Germany, was in court watching the trial of Klaus Grabowski, who had murdered her 7 year-old daughter. Grabowski had a history of attacking children. During the trial, Frau Bachmeir pulled a Beretta 22 pistol from her handbag and fired eight bullets, six of which hit Grabowski, killing him. The defence said she had bought the pistol with the intention of committing suicide, but when she saw Grabowski in court she drew the pistol and pulled the trigger. She was found not guilty of murder, but was given six years imprisonment for manslaughter. West German newspapers reflected the opinion of millions of Germans that she should have been freed, calling her 'the avenging mother'.

CRIME OF PASSION

Bernard Lewis, a thirty-six-old man, while preparing dinner became involved in an argument with his drunken wife. In a fit of a rage Lewis, using the kitchen knife with which he had been preparing the meal, stabbed and killed his wife. He immediately called for assistance, and readily confessed when the first patrolman appeared on the scene with the ambulance attendant. He pleaded guilty to manslaughter. The probation department's investigation indicated that Lewis was a rigid individual who never drank, worked regularly, and had no previous criminal record. His thirty-year-old deceased wife, and mother of three children, was a 'fine girl' when sober but was frequently drunk and on a number of occasions when intoxicated had left their small children unattended. After due consideration of the background of the offence and especially of the plight of the three motherless youngsters, the judge placed Lewis on probation so that he could work, support and take care of the children. On probation Lewis adjusted well, worked regularly, appeared to be devoted to the children, and a few years later was discharged as 'improved' from probation.

MURDER

In 1952 two youths in Mitcham, London, decided to rob a dairy. They were Christopher Craig, aged 16, and Derek William Bentley, 19. During the robbery they were disturbed by Sydney Miles, a policeman. Craig produced a gun and killed the policeman. At that time Britain still had the death penalty for certain types of murder, including murder during a robbery. Because Craig was under 18, he was sentenced to life imprisonment. Bentley who had never touched the gun, was over 18. He was hanged in 1953. The case was quoted by opponents of capital punishment, which was abolished in 1965.

ASSAULT

In 1976 a drunk walked into a supermarket. When the manager asked him to leave, the drunk assaulted him, knocking out a tooth. A policeman who arrived and tried to stop the fight had his jaw broken. The drunk was fined 10 pounds.

SHOP-LIFTING

In June 1980 Lady Isabel Barnett, a well-known TV personality was convicted of stealing a tin of tuna fish and a carton of cream, total value 87p, from a small shop. The case was given enormous publicity. She was fined 75 pounds and had to pay 200 pounds towards the cost of the case. A few days later she killed herself.

FRAUD

This is an example of a civil case rather than a criminal one. A man had taken out an insurance policy of 100,000 pounds on his life. The policy was due to expire at 3 o'clock on a certain day. The man was in serious financial difficulties, and at 2.30 on the expiry day he consulted his solicitor. He then went out and called a taxi. He asked the driver to make a note of the time, 2.50. He then shot himself. Suicide used not to cancel an insurance policy automatically. (It does nowadays.) The company refused to pay the man's wife, and the courts supported them.

ГРАМАТИЧНІ ВПРАВИ УТВОРЕННЯ ГЕРУНДІЯ

1.



Замініть в реченнях форму інфінітива на герундій.

1. My father began to work at this plant 20 years ago.
2. We continue to study English.
3. Children like to play football.
4. The boy started to run.
5. They preferred to go there by plane.
6. She tried to open the window but couldn't.
7. I have just begun to translate the text.
8. We agreed to buy tickets beforehand.
9. I like to help people.
10. He has just finished to do his morning exercises.

2.




Перефразуйте речення так, щоб герундій став підметом.

Example: It is important to learn English. –
Learning English is important.

1. It is foolish to make a decision without knowing the facts.
2. It's difficult to plan your future.
3. It's important to have enough sleep.
4. It is not necessary to meet friends every day.
5. It's a good idea to spend a whole week on the seaside.
6. It's impossible for me to stay in Kyiv this summer.
7. It's pleasant to read a new novel of this author.
8. It's hard to do some work on holiday.

9. It's difficult to earn enough money nowadays.
10. It's a bad idea to buy a new car now.

3.		В наступних реченнях замініть підряде речення герундіальним зворотом
----	---	---

Model 1: *I think I'll go to Minsk next week.* -
I think of going to Minsk next week.


1. I think I'll go to the theatre tomorrow.
2. I think I'll join them.
3. I thought I would buy that coat.
4. Tom thinks he will play tennis on Sunday.
5. She thought she would take a taxi.
6. We think we shall visit him in the hospital.

Model 2: *After he finished school, he worked at a plan.* -
After finishing school he worked at a plant.

1. After they passed their exams, they went to the Crimea.
2. Before we moved to this town we lived in Kyiv.
3. After she wrote the letter, she went to the post-office.
4. Before you cross the street you must look to the left and then to the right.
5. I turned off the light before I left home.
6. We met him after we walked about 2 miles.

Model 3: *She insisted that she should go to the library.* -
She insisted on going to the library.

1. He insisted that he should show them the way.
2. They insisted that they should help me.
3. I insisted that I should check their tests in the afternoon.
4. We insisted that we should come to us next week.
5. I insisted that I should buy a new car.
6. He insisted that he should be present at the lesson.

4.		Трансформуйте складні речення в прості за допомогою герундія
----	---	---

Model: *When she plays, I enjoy it.* – *I enjoy her playing.*

1. When you quarrel, I dislike it.
2. When you open the window I don't mind it.

3. If she comes in time, I will be very surprised at it.
4. When they dance, I enjoy it.
5. If you make much noise, I dislike it.
6. When you don't know the lesson, I am surprised at it.
7. If you pass your exams good, your parents will be proud of it.
8. When she plays the piano, I am pleased with it.
9. If our football team wins the match, we are proud of it.
10. If you invite me to a party, I will be very pleased with it.

ТЕМА 34:

КРИМІНОЛОГІЯ. ЗАГАЛЬНІ ПРОБЛЕМИ

Заняття 3

ЗЛОЧИНЦЯМИ НАРОДЖУЮТЬСЯ АБО СТАЮТЬ



Перекладіть текст англійською мовою.

Більше ста років тому італійський лікар Чезаре Ломброзо створив галерею "злочинних типів", чим обезсмертив своє ім'я. Він, наприклад, стверджував, що похилий лоб, квадратне підборіддя, грубі риси обличчя, довгі руки і м'язиста статура говорять про природжені злочинні схильності.

Знадобилося багато років для того, щоб ця теорія природженого злочинця втратила свій вплив. Проте, і в наші дні продовжуються сперечання про спадкоємство злочинних якостей і про біологічні передумови злочинної поведінки.

Післявоєнне економічне зростання породило у західних лідерів упередження, що з будь-якими суспільними проблемами можна справитися, проводячи відповідну соціальну політику і збільшуючи бюджетні відрахування. Тоді здавалося, що, даючи людині більше благ, можна пом'якшити і навіть змінити його природу. Часи змінилися, і стало зрозумілим, що ні ліберальні реформи, ні комуністичний диктат не привели до суспільства процвітання.

В 1979 році Центр вивчення близнят і усиновлених дітей в США почав спостереження за близнятами. Всі вони були розлучені незабаром після народження і виховувалися в різних кінцях Англії і Америки. Вчені виходили з припущення, що, якщо близнята однойцеві, всі відмінності, що виникли згодом, слід віднести за рахунок різного середовища проживання. Проте, дослідження показали, що відмінності між дітьми, вихованими окремо, й близнятами, які зростали в одній сім'ї, практично відсутні.

Інше дослідження, проведене в Данії, показало, що діти злочинців, навіть якщо їх виховувати в будинках добродесних громадян, більш схильні до конфліктів із законом, на відміну від їхніх власних нащадків. Більш того, є всі підстави вважати, що, якщо один з розлучених однойцевих близнят має судимість за кримінальний злочин, другий рано чи пізно теж скрутить на слизьку доріжку.

Деякі дослідники йдуть ще далі і вважають, що першопричина багатьох видів правопорушення, в першу чергу таких тяжких, як вбивства, розбійні напади, згвалтування і підпали — не соціальна, а біологічна.

Найсерйозніший удар по "теорії середовища" нанесла порівняно молода наука — соціобіологія. Дослідження, що проводяться на тваринах, показали, що в агресивних мавп рівень одного з гормонів — серотоніна — нижче, ніж у пасивних. Це, цілком можливо, відноситься і до людини: у

людей, що скоїли навмисні насильницькі злочини, теж спостерігається недостача цього гормону.

Так хто ж винен: середовище чи генетика?

ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВА ПІСЛЯ ЯКИХ ВЖИВАЄТЬСЯ GERUNDIJ

1.



Перекладіть речення англійською мовою. Зверніть увагу на дієслова, які вимагають використання герундія.

1. Пробачте, що я взяв вашу книгу.
2. Пробачте, що я телефоную вам так пізно.
3. Пробачте, що ми не прийшли вчасно.
4. Дякую за те, що ви показали мені дорогу до міста.
5. Дякую, що ти допоміг мені дістати квитки на цей концерт.
6. Дякую, що ви пояснили мені це правило.
7. Мене не дивує, що вона так часто запізнюється.
8. Мене дивує, що він робить так багато помилок в диктантах.
9. Мене дивує, що він сказав це.
10. Вона наполягала на тому, щоб я пішов до лікаря.
11. Я наполягаю на тому, щоб усі прийшли завтра о 8 годині.
12. Я наполягаю на тому, щоб вона негайно поїхала до Вінниці.
13. Все залежить від того, чи буде завтра гарна погода.
14. Ваша поїздка залежить від того, чи дістанете ви квитки.
15. Це залежить від того, чи прийде він вчасно.
16. Я пам'ятаю, що бачив цього чоловіка раніше.
17. Вона пам'ятає, що вже читала цю газету.
18. Я пам'ятаю, що вона вчилася в нашій школі.
19. Вона пішла з дому, не вимкнувши телевізора.
20. Він пішов, не попрощавшись.
21. Я не міг підготувати доповідь, не прочитавши цих статей.
22. Замість того, щоб іти до нього, ви можете просто зателефонувати.
23. Замість того, щоб купувати цю книжку, я взяв її в бібліотеці.
24. Замість того, щоб посилати телеграму, я напишу йому листа.
25. Взявши такси, ми можемо встигнути на поїзд.
26. Я краще запам'ятаю слова, вживаючи їх у реченнях.
27. Ви можете узнати останні новини, прочитавши ранкову газету.
28. Я не мав нагоди поговорити з ним.
29. Є різні способи перекладу герундія на українську мову.
30. Вони не мали можливості користуватися телефоном.
31. Цей будинок вимагає ремонту.
32. Діти потребують догляду.

2.



Перекладіть речення англійською мовою. Зверніть увагу на використання герундія.

1. Будь ласка, припиніть розмовляти. Я не чую, що він каже.
2. Хоча й було дуже пізно, він продовжував працювати над доповіддю, з якою збирався виступити наступного ранку.
3. Вони почали працювати рівно о дев'ятій.
4. Я вважаю, що ми можемо продовжити обговорення цієї проблеми.
5. Він продовжував читати книгу, поки не знайшов потрібне місце.
6. Ви не будете проти, якщо я приведу з собою мого друга?
7. Я впізнав цього чоловіка, як тільки вона закінчила його описувати.
8. Я не заперечуватиму, якщо ви допоможете йому в роботі.
9. Вибачте, що я запізнився.
10. Він почав писати вірші ще у дитинстві.

ТЕМА 34:

КРИМІНОЛОГІЯ. ЗАГАЛЬНІ ПРОБЛЕМИ

Заняття 4

ЗЛОЧИННІСТЬ ТА ЇЇ ПРИЧИНИ



Прочитайте та перекладіть текст українською мовою, поєднайте наступні заголовки з абзацами тексту, знайдіть українські еквіваленти до виділених слів.

CAUSES OF CRIME

- Psychological and psychiatric theories
- Biological theories
- Multiple causation theory
- Social environment theories
- Theological and ethical theories
- Climatic theory

(1) No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are **perverse persons** who **deliberately commit crimes** or who do so **at the instigation of the devil** or other **evil spirits**. Although this idea has been **discarded** by modern criminologists, it persists among **uninformed people** and provides **the rationale** for the **harsh punishments** still meted out to criminals in many parts of the world.

(2) Since the 18th century, theories have been advanced to the first efforts to explain crime **than theological, grounds** was 18th century by the German Franz Joseph Gall, who tried to between **skull structure** and This theory, popular during the **discredited** and has been



sophisticated theory — a biological one — was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with **certain recognizable hereditary physical traits**. Lombroso's theory was **disproved** early in the 20th century by the British criminologist Charles Goring. Goring's **comparative study of jailed criminals and law-abiding persons** established that so-called **criminal types**, with **innate dispositions to crime**, do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's **inclination toward criminal activity**.

various scientific explain crime. One of **on scientific, rather** made at the end of the physician and anatomist **establish relationships criminal proclivities**. 19th century, **is now abandoned**. A more

(3) Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted to relate criminal behavior to natural, or physical environment. His successors have gathered evidence tending to show that crimes against person, such as homicide, are relatively more numerous in warm climates, whereas crimes against property, such as theft, are more frequent in colder regions. Other studies seem to indicate that the incidence of crime declines in direct ratio to drops in barometric pressure, to increased humidity, and to higher temperature.

(4) Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement, attributed crime mainly to the influence of poverty. They pointed out that persons who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to theft, burglary, prostitution, and other offences. The incidence of crime especially tends to rise in times of widespread unemployment. Present-day criminologists take a broader and deeper view; they place the blame for most crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, lack of privacy, inadequate play space and recreational facilities, and poor sanitation. Such conditions engender feelings of deprivation and hopelessness and are conducive to crime as a means of escape. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime. Some theorists relate the incidence of crime to the general state of a culture, especially the impact of economic crises, wars, and revolutions and the general sense of insecurity and uprootedness to which these forces give rise. As a society becomes more unsettled and its people more restless and fearful of the future, the crime rate tends to rise. This is particularly true of juvenile crime, as the experience of the United States since World War II has made evident.



(5) The final major group of theories are psychological and psychiatric. Studies by such 20th century investigators as the American criminologist Bernard Glueck and the British psychiatrist William Healy indicated that about one-fourth of a typical convict population is psychotic, neurotic, or emotionally unstable and another one-fourth is mentally deficient. These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more prone to criminality. Recent studies of criminals have thrown further light on the kinds of emotional disturbances that may lead to criminal behavior.

(6) Since the mid-20th century, the notion that crime can be explained by any single theory has fallen into disfavour among investigators. Instead, experts incline

to so-called **multiple factor**, or **multiple causation** theories. They reason that **crime springs from a multiplicity of conflicting and converging influences** — biological, psychological, cultural, economic and political. The multiple causation explanations seem **more credible** than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is **difficult to determine**.

? Дайте відповіді на запитання.

1. What ideas were the earliest criminological theories based on?
2. How did the biological theory develop?
3. What was Montesquieu's approach to causes of crime?
4. What views on crime predominated in the 19th century?
5. How did criminological theories develop in the 20th century?
6. What is the relationship between the mental and emotional state of a person and his or her inclinations to crime?
7. What are the latest views on the causes of crime?



Знайдіть еквіваленти до наступних словосполучень англійською мовою.

Крадіжка, вбивство, порівняльний аналіз злочинців й законослухняних громадян, співвіднести поведінку з факторами навколишнього середовища, злочин проти людини, злочини проти власності, скоювати злочини навмисно, відомі вчені-кримінологи, ряд умов, рівень злочинності, теорія різноманітності факторів, достовірна теорія.

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ГЕРУНДІЯ ДІСПРИКМЕТНИКА ТА ВІДДІЄСЛІВНОГО ІМЕННИКА

1.



Визначіть, в яких реченнях дієслово є герундієм, а в яких дієприкметником.

1. He was looking at the plane flying overhead.
2. Wishing to learn to skate, she bought herself a pair of skates.
3. Just imagine his coming first in the race!
4. The children were tired of running.
5. Being frightened by the dog, the cat climbed a high fence.
6. It is no use going there now.
7. Coming out of the wood, the travellers saw a ruined castle in the distance.
8. My greatest pleasure is travelling.
9. Growing corn on his desert island, Crusoe hoped to eat bread one day.
10. Growing roses takes a lot of care and attention.
11. Having prepared all the necessary equipment, they began the experiment.

12. While translating the text I looked up many words in the dictionary.
13. Usually I help my mother by washing the dishes and doing the room.
14. Entering the room, I saw my friends smiling at me.
15. Instead of phoning his friends, he went to see them.

2.



Визначіть, в яких реченнях дієслово є герундієм, а в яких віддієслівним іменником. Перекладіть речення українською мовою.

1. Sleeping is necessary.
2. Your hair needs cutting.
3. We felt so disappointed at your having missed nearly half of the programme.
4. The building of this house will cost a lot of money.
5. Are you dressed for going out?
6. I hate the idea of doing it once more.
7. But you don't mind being asked to help us, do you?
8. The forest resounded with the hooting of owls and the howling of wolves.
9. It was no use talking about it any longer.
10. The motor was carefully examined before starting.
11. The singing of those beautiful folk songs impressed me greatly.
12. Your having written is not really an excuse for your not coming on the day fixed.
13. I am looking forward to seeing you soon.
14. Such doings can hardly be explained.
15. I am pleased very much to meet you after hearing so much about you.

3.



Визначіть, в яких реченнях дієслово є герундієм, в яких віддієслівним іменником, а в яких дієприкметником. Перекладіть речення українською мовою.

1. We sat by the riverside listening to the running of the water.
2. The cleaning of the room was done by the girls.
3. Working in the garden is very good for the people's health.
4. Going home from the theatre, they were discussing the play they had seen.
5. You should think before speaking.
6. After finding a new word in the dictionary, I wrote it down and went on reading.
7. He spent much time on the copying of his literature lectures.
8. What do you mean by saying that?
9. The students found the reading of English newspapers rather difficult at first.
10. Instead of going home after school, the girls went for a walk.

ТЕМА 34:

КРИМІНОЛОГІЯ. ЗАГАЛЬНІ ПРОБЛЕМИ

Заняття 5

ІСТОРИЧНИЙ АНАЛІЗ ПОКАРАНЬ



Доповніть наступний текст словами з таблиці.

FROM THE HISTORY OF PUNISHMENT

victim, felons, offender, beheading, adultery, pillory,
punishment, execution, deliberately, condemned, ancient,
medieval, guilty, legal, public

For the most history _____ has been both painful and _____ in order to act as deterrent to others. Physical punishments and public humiliations were social events and carried out in most accessible parts of towns, often on market days when the greater part of the population were present. Justice had to be seen to be done.

One of the most bizarre methods of _____ was inflicted in ancient Rome on people found _____ of murdering their fathers. Their punishment was to be put in a sack with a rooster, a viper, and a dog, and then drowned along with the three animals. In _____ Greece the custom of allowing a _____ man to end his own life by poison was extended only to full citizens. The philosopher Socrates died in this way. Condemned slaves were beaten to death instead. Stoning was the ancient method of punishment for _____ among other crimes.

In Turkey if a butcher was found guilty of selling bad meat, he was tied to a post with a piece of stinking meat fixed under his nose, or a baker having sold short weight bread could be nailed to his door by his ear.

One of the most common punishments for petty offences was the _____, which stood in the main square of towns. The _____ was locked by hands and head into the device and made to stand sometimes for days, while crowds jeered and pelted the offender with rotten vegetables or worse.

In _____ Europe some methods of execution were _____ drawn out to inflict maximum suffering. _____ were tied to a heavy wheel and rolled around the streets until they were crashed to death. Others were strangled, very slowly. One of the most terrible punishments was hanging and quartering. The _____ was hanged, beheaded and the body cut into four pieces. It remained a _____ method of punishment in Britain until 1814. _____ was normally reserved for those of high rank. In England 'block and

axe' was the common method but this was different from France and Germany where the victim kneeled and the head was taken off with a swing of the sword.

? Дайте відповіді на запитання.

1. Why did ancient punishment have to be painful?
2. What was the purpose of making punishments public?
3. What was the symbolic meaning of the punishment inflicted on the parent's murderers?
4. What punishments were most common in the East?
5. How did punishments reflect social status?

It's Interesting to Know

JOSEPH IGNACE GUILLOTIN

A doctor and member of the French Legislative Assembly, he suggested the use of the guillotine for executions in 1789. A physician and humanitarian, Guillotin was disturbed by vulgarity of public executions and petitioned for a single method of capital punishment to be used for all crimes demanding the death sentence. The guillotine consists of a heavy blade with a diagonal edge, which falls between two upright posts to cut off the victim's head cleanly and quickly. Similar machines had been used in various other countries including Scotland and Italy. The main idea was to make execution as quick and painless as possible. The first person executed by guillotine was the highwayman Pelletier in 1792, but the machine came into its own in 1793, during the Reign of Terror following the French Revolution, when aristocrats were guillotined by the hundred. The device was nicknamed "Madame Guillotine" after its sponsor.

CHARLES LYNCH


Captain Charles Lynch, of Virginia, author of the infamous lynch law, will forever be linked with 'vigilante justice'. Lynch decided that he and his neighbours were too far from lawmakers and sheriffs to punish properly the vandals and robbers terrorizing the rural area. . He encouraged the fellow citizens to sign a declaration he drafted, announcing the intention to 'take matters in their own hands'. "If they (criminals) do not desist from their evil practices, we will inflict such corporal punishment on him or them, as to us shall seem adequate to the crime committed or the damage sustained".

Although the death penalty was not always exacted, in most cases the punishment turned out to be hanging. In addition to the fact that many innocent victims suffered lynching, a certain amount of guilt among the lynchers can be ascertained by the very technique for hanging criminals.

Lynch and his cohorts practiced a form of passive hanging. A rope was tied around a tree and the condemned man placed on a horse with the other side of the

rope strung snugly around his neck. So the criminal was killed not by the captors tightening the noose, but the whim of the horse. When the horse moved far enough away from the tree, the rope choked the horseman.

ГРАМАТИЧНІ ВПРАВИ ПРИСЛІВНИКИ. СТУПЕНІ ПОРІВНЯННЯ ПРИСЛІВНИКІВ


1.  **Визначте чи правильно вжито підкреслені слова. Виправте слова, що вжито неправильно.**

Example: The driver of the car was serious injured.WRONG... seriously Be quiet, please! I'm trying to concentrate. RIGHT.

1. I waited nervous in the waiting-room before the interview.
2. Why were you so unfriendly when I saw you yesterday?
3. It rained continuous for three days.
4. Alice and Stan are very happy married.
5. Tom's French is not very good but his German is almost fluent
6. Eva lived in America for five years, so she speaks very well English
7. Everybody at the party was very colourful dressed.
8. Ann likes wearing colourful clothes.
9. Sue is terrible upset about losing her job.

2.  **Закінчить речення, використовуючи well + одне з наступних слів: *balanced behaved dressed informed kept known***

1. The children were very good. They were ...*well-behaved*.....
2. Many people have heard of him. He is quite well-.....
3. Their garden is neat and tidy. It is very
4. You should eat different types of food. Your diet should be
5. Ann knows quite a lot about many things. She is quite
6. His clothes weren't very smart. He wasn't very

3.  **Закінчить речення, використовуючи *hardly + any/ anyone/ anything/ anywhere /ever*. Перекладіть наступні речення англійською мовою**

Example: I'll have to go shopping. We've got.....hardly any.....food.

1. I listen to the radio a lot but I..... watch television.
2. The weather was good during our holiday. There was..... rain.
3. He is not very popular..... likes him.
4. It's crowded in here. There'sto sit down.

5. We used to be good friends but we see each other now.
6. I hate this town. There's to do and to go.
7. I enjoyed driving this morning. There was traffic.

4. Використайте вищий і найвищий ступені порівняння прислівників.


1. Then the bus began to run _____, through a long avenue. (fast). (Faulkner).
2. ... moreover, he was _____ educated than the others. (well). (Buck)
3. She was the one who was being hurt _____. (deeply). (Wilson)
4. He contrived to get a glimpse of Montanelli once or _____ in every week, if only for a few minutes. (often). (Voynich)
5. Driving _____ now, she arrived between four and five. (slowly). (Galsworthy)
6. However, I must bear my cross as _____ I may. (well) (Shaw)
7. Then he dismissed the thought as unworthy and impossible, and yielded himself _____ to the music. (freely). (London)
8. He followed her mental process _____ now, and her soul was no _____ the sealed wonder it had been. (clearly; long). (London)
9. Felix's eyebrows rose _____ than ever. (high). (James)
10. It was a comfort to Margaret about this time, to find that her mother drew _____ and _____ towards her than she had ever done since the days of her childhood. (tenderly; intimately). (Gaskell)

5. Дайте відповіді на запитання, використовуючи вищий ступінь порівняння прислівників.

1. Does Peter drive the car as carefully as Tom?
2. Does a taxi run as fast as a bus?
3. Did Jane speak as calmly as Helen?
4. Did you come as late as your brother?
5. Does Nick speak English as slowly as Peter?
6. Does Susan speak French as well as her mother?
7. Does Harry get up as early as his father?
8. Does Jack do his grammar exercises as carelessly as he did last year?

6. Вставте прислівник в дужках принаймні в дві позиції в реченні і поясніть різницю в значенні:.

1. I'm sure he's clever, (quite)
2. I knew you had a lot of money, (never)
3. I can't answer that question, (frankly)
4. He realized that she wasn't well, (obviously)
5. They knew he was able to play chess, (well)
6. I don't think she can answer your questions, (honestly)
7. I saw him yesterday at the theatre, (only)
8. He told her what he thought of her. (actually)
9. I love you more than Peter, (still)
10. George likes French cooking, (even)
11. He discussed the design with her. (very sensibly)
12. I can see what he's doing, (just)

7.  Вставте один з прислівників в пропуск. Іноді може підійти більше, ніж один варіант.

sincerely	freely	distinctly
seriously	absolutely	deeply
completely	fully	greatly
firmly	strongly	categoric
entirely	totally	

Good evening. First of all, I want to emphasize that my party _____ believes in democracy. That is why we _____ hope you will vote for us at the next election. There have been some smear campaigns by the opposition, but our Minister for Employment _____ denies the allegations that have been made against him. He _____ admits that several mistakes were made during his tenure of office. He _____ regrets that it was necessary to make three million people redundant to improve the employment situation. But I _____ doubt whether the position could have done any better. I _____ remember that in their last manifesto they said they would adopt similar measures. They have _____ ignored the fact that world recession has hit every industrialized nation.

I am _____ sure that this nation will refuse to believe their empty promises when it goes to the polls next Thursday. I _____ agree with our great Prime Minister that the road ahead will be tough. I _____ admire his honesty and tenacity.

ТЕМА 34:

КРИМІНОЛОГІЯ. ЗАГАЛЬНІ ПРОБЛЕМИ

Заняття 6

КЛАСИФІКАЦІЯ ПРАВОПОРУШЕНЬ. ЗАГАЛЬНІ ПОЛОЖЕННЯ



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

Crime, the **intentional commission** of an act usually committed or omitted in **violation of a law**. It is an offense against morality. Crime is socially harmful or dangerous and specifically defined, prohibited, and **punishable** under the criminal law.

Felony and misdemeanour




Most legal systems find it necessary to divide crimes into categories **for various purposes** connected with the procedure of the **courts-determining**, for instance, which kind of court may deal with which kind of offense.

The common law originally divided crimes into two categories-felonies (the graver crimes, generally punishable with death, which resulted in forfeiture of the perpetrator's land and goods to the crown) and **misdemeanours** (for which the common law provided fines or imprisonment). There were many differences in the procedure of courts according to whether the charge was felony or misdemeanour, and other matters that developed on the distinction included the **power of the police to arrest a suspect** on suspicion that he had committed an offense (which was generally permissible in felony, but not in misdemeanour).

Thus felony is a major crime, as murder, arson, rape, etc., for which statute provides a greater punishment than for a misdemeanour. Misdemeanour is any **minor offense**.

? Дайте відповіді на запитання.

1. What is a crime?
2. What is a criminal punishment?
3. How does the law stipulate a punishment for a misdemeanour?
4. What does the criminal law determine?
5. What definition of a crime is given in the criminal law?
6. Under what conditions may an act be regarded as a crime?
7. When does a criminal law come into force?
8. Crime is socially harmful or dangerous, isn't it? Why?
9. In what way does the common law divide crimes?
10. What are the differences between felony and misdemeanour?

   **Знайдіть еквіваленти до наступних словосполучень англійською мовою:**

Правопорушення, забороняти, фелонія, конфіскація, штрафувати, за підозрою, скоїти злочин, тяжкі злочини.

   **Доповніть наступні речення, вживаючи слова та слосполучення з таблиці:**


intentional commission, procedure of courts, arrested, a major crime, murder, common law, punishable, law, felony, committed an offense, felony and misdemeanour, to divide

1. As it is known felony is ...
2. Statue provides a serious punishment for ...
3. One can see some differences between ...
4. Felonies and misdemeanours are two categories which are divided by the ...
5. Felonies are grave crimes which are ... by death.
6. The ... provides fines or imprisonment for misdemeanours.
7. The police ... that man on suspicion that he had ...
8. There are many differences in the ... according to whether the charge is felony or misdemeanour.
9. Crime is the... of an act committed in violation of a law.

ГРАМАТИЧНІ ВПРАВИ ЧИСЛІВНИК. КІЛЬКІСНІ ТА ПОРЯДКОВІ ЧИСЛІВНИКИ

1.   **Прочитайте англійською мовою**

- a) 1956p., 1945p., 1917p., 1905p., 1900p., 1812p., 2000p., 1799p., 1242p., 1066p., 1848p., 1871p., 2010p., 1725p., 1147p., 1612p., 2011p., 2113p., 1496p., 1564p.;
- b) 27.01.1980p., 4.02.1936p., 11.03.1908p., 1.04.1981p., 29.05.1949p., 13.06.1946p., 15.07.1976p., 12.08.1967p., 4.04.1954p., 28.10.1965p., 5.11.1943p., 3.12.1928p.

2.  **Напишіть словами наступні кількісні числівники**

9, 11, 13, 24, 67, 22, 90, 34, 43, 51, 77, 33, 12, 66, 28, 41, 14, 50, 99, 65, 67, 57, 75, 89, 44, 100;

112, 176, 235, 507, 198, 413, 803, 369, 555, 643, 290, 542, 789, 901, 721, 409, 543, 303, 438, 888;
1112, 5098, 6666, 2098, 5975, 4328, 9856, 1876, 9089, 3003, 2067, 7000, 6490, 4309, 8800, 5540, 2870, 9000.

3.  Перекладіть такі словосполучення з порядковими числівниками

друга вправо, тринадцятий поверх, двадцять шоста сторінка, п'яте питання, одинадцятий місяць, сорок другий день, третя версія, триста тридцять шоста кімната, восьмий тиждень, сорок перший урок, четверта лікарня, сімнадцятий текст, вісімдесят восьмий параграф, вісімсот перша квартира, тридцятий день народження, сьомий день тижня, одинадцятий місяць, другий семестр.

4.  Дайте відповіді на запитання

1. How many lessons do you have today?
2. How many students are there in your group?
3. How many pages did you read yesterday?
4. How many days are there in a year?
5. How much money do you have now?
6. How many theatres are there in your city?
7. How many seasons are there in a year?
8. How many members are there in your family?
9. How many countries did you visit last year?
10. How many rooms are there in your flat?
11. How many exams did you have last winter?
12. How old is your father?
13. How many computers are there in the classroom?
14. How many flats are there in that big house?
15. How many friends have you got?

5.  Перекладіть наступні речення англійською мовою

1. Коли народився Пушкін? – Пушкін народився в 1799 році.
2. Коли народився Толстой? – Толстой народився в 1828 році.
3. Коли народився Ломоносов? – Ломоносов народився в 1711 році.
4. Коли народився Свіфт? – Свіфт народився в 1667 році.
5. Коли народився Чосер? – Чосер народився в 1340 році.
6. Коли народився Шекспір? – Шекспір народився в 1564 році.

НАЙБІЛЬШ ТЯЖКІ ЗЛОЧИНИ



Прочитайте та перекладіть текст українською мовою.

CRIMES OF THE UTMOST GRAVITY

Murder.

In English tradition murder was defined as the willful killing with malice aforethought of a human creature in being within the king's peace, the death occurring within a year and a day of the injury. Most of these elements remain in modern definitions of the crime — the requirement that the victim is «in being», for instance, distinguishes abortion from murder — although in some respects the definition has become more complex. Many of the problems of defining murder have centred on the mental element — the «malice aforethought».

The old English rule extended this concept to include not only intentional or deliberate killings but also accidental killings in the course of some other serious crime (such as robbery or rape). This rule, the felony murder rule, was adopted in many other jurisdictions, although it has often produced harsh results when death has been caused accidentally in the course of what was intended to be a minor crime. The rule was abolished in England in 1957, but since then English law has been in a state of confusion over the precise definition of murders. It is now settled that an intention to cause serious bodily injury is sufficient, but the precise interpretation of intention in this context remains controversial. Similar problems have arisen in many U.S. jurisdictions, some of which distinguish between different degrees of murder — first-degree murder may require proof of premeditation over and above the normal requirement of intention.

Virtually all systems treat murder as a crime of the utmost gravity, providing in some cases the death penalty or special form of sentence, such as a mandatory life sentence, often with restrictions on parole.

Rape. The traditional legal definition of rape is the performance of sexual intercourse by a man other than her husband with a woman against her will, by force or fraud. Most jurisdictions do not treat as rape an act of sexual intercourse by a husband with his wife without her consent, unless the marriage has effectively been terminated by a legally recognized separation. Although many rapes involve the application or threat of violence, it is possible to commit rape by fraud — either by persuading the victim that what is to take place is not sexual intercourse (by representing it as medical treatment, for instance) or by impersonating some other person, such as the

victim's husband. Under the provisions of most criminal codes, rape requires penetration of the female organ by the male organ (but does not require ejaculation), other forms of sexual abuse (such as oral penetration or anal penetration) are dealt with, if at all, under different provisions.

In many rape trials the issue is whether the victim consented to the sexual intercourse, and this may lead to distressing cross-examination, in some cases about the woman's previous sexual behaviour, whether with accused or with other persons.

When guilt is established, rape in most systems of criminal law is treated as a grave crime, 95 percent of those convicted of rape in England, for instance, are sentenced to imprisonment.

Theft and Burglary

Theft. It is sometimes known by the traditional name of larceny, is probably the most common crime involving a criminal intent. The crime of grand larceny in some U.S. jurisdictions consists of stealing more than a special sum of money or property worth more than a specified amount.

The traditional definition of theft specified the physical removal of an object that was capable of being stolen, without the consent of the owner and with the intention of depriving the owner of it permanently.

The distinction that the common law made between theft (taking without consent) and fraud (obtaining with consent, as a result of deception) has been preserved in many modern states.

Burglary consisted originally of breaking into a dwelling by night with intent to commit a felony, but as in case of many other crimes the definition has been expanded in many legal systems. In English law, any entry by an individual into a building as a trespasser with intent to commit theft or certain other offenses is burglary, and some jurisdictions recognize an offense of burglary of an automobile-breaking into it to steal the contents.

Robbery is the commission of theft in circumstances of violence. It involves the application or the threat of force in order to commit the theft or to secure escape.




Robbery takes many forms — from the mugging of a stranger in the street in the hope of stealing whatever he may happen to have in his possession, to much more sophisticated robberies of banks or similar premises, involving numerous participants and careful planning. So robbery is the felonious taking of another's property from his person or in his immediate presence, by violence or intimidation.

? Дайте відповіді на запитання.




1. What is the most common crime involving a criminal intent?
2. What is the commission of theft in circumstances of violence?
3. Which forms does robbery take?

4. What does burglary consist of?

5. Give the traditional definition of theft, please. How do you understand it?



			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Грабувати на вулиці, погроза силою, багато інших злочинів, правопорушник, з наміром, злочинний намір, традиційне визначення, вкрасти якусь суму грошей, карний кодекс, згода власника, проти своєї волі, навмисне вбивство, перехресний допит, суперечний, випадковий, фатично, передбачити смертну кару, обмеження, пов'язані з умовно-достроковим визволенням, крадіжка майна, пограбування, залякування, гвалтувати.

			Утворіть речення з наступними словосполученнями:
---	---	---	---

Deliberate killing, burglary, trespasser, statue provides a punishment, it was permissible, the power of the police to arrest on suspicion, a suspect on suspicion, to commit a crime, punishable with death, most legal system, the common law provides, there are many differences, to result in forfeiture, perpetrator's land, kind of offense, various purposes, the procedure of courts-determining, may deal with, any minor offense, a major crime.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ І ТИПУ

1. 		Вимовте вголос усі можливі умовні речення І типу, використовуючи підстановочну таблицю.
--	---	--

If I	live in the south, come home late, live in the country, go to the wood, receive his letter, fall ill, find my book, lose my money, see my friend,	I shall	bathe every day. go to bed at once. often go to the wood. gather many mushrooms. be very happy. go to the doctor. be very glad. be very sorry. ask his advice.
------	---	---------	--

2.



Розкрийте дужки, вживаючи дієслова у потрібній формі.

1. If you (to give) me your address, I shall write you a letter. 2. If she (not to be) so absent-minded, she will be a much better student. 3. If my sister does not go to the south, we (to spend) the summer in St. Petersburg together. 4. If they (not to go) to Moscow this year, they will hear that famous musician. 5. If you (not to get) tickets for the Philharmonic, we shall stay at home. 6. If you are not so careless about your health, you (to consult) the doctor. 7. If it (to rain), we shall have to stay at home. 8. If he (to work) hard, he will achieve great progress. 9. If it is not too cold, I (not to put) on my coat. 10. If he (not to read) so much, he will not be so clever. 11. If my friend (to be) at home, he will tell us what to do.

3.



Розкрийте дужки, вживаючи дієслова у потрібній формі.

1. If you (not to buy) coffee, we shall drink tea. 2. If he is free tomorrow, he certainly (to come) to our party. 3. If my friend (to work) in my office, we shall meet every day. 4. If you speak English every day, you (to improve) your language skills. 5. If you get a "five", your mother (to be) happy. 6. If she (to return) earlier, she will be able to see him before he leaves. 7. If these shoes are not too big for me, I (to buy) them. 8. If you (to ring) me up, I shall tell you a secret. 9. If my brother (to be) in trouble, I shall help him, of course. 10. If I don't manage to finish my report today, I (to stay) at home tomorrow. 11. If he (not to pass) his- examination, he will not get a scholarship.

ТЕМА 35:

КРИМІНАЛІСТИКА


Заняття 2

МЕТОДИ ПОКАРАННЯ



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

PUNISHMENT

Punishment describes the imposition **deprivation** — usually painful — on a person who has violated a law, a rule, or other norm.  When the violation is of the criminal law of society there is a **formal process of accusation and proof** followed by **imposition of a sentence** by a designated official, usually a judge. Informally, any organized group — most typically the family, may punish **perceived wrongdoers**.

Because punishment is both painful and **guilt producing**, its application calls for a justification. In Western culture, four basic justifications have been given: **retribution, deterrence, rehabilitation, and incapacitation**.

Most **penal historians** note a gradual trend over the last centuries toward **more lenient sentences** in Western countries. **Capital and corporal punishment**, widespread in the early 19th century, are seldom invoked by contemporary society. Indeed, in the United States corporal punishment as such appears to be contrary to the 8th Amendment's restrictions on cruel and unusual punishment. Yet the rate of imprisonment in the United States appears to be growing. Furthermore, since the middle of the 20th century, **popular and professional sentiment** has taken a distinctly punitive turn and now tends to see retribution and incapacitation — rather than rehabilitation — as the goals of criminal punishment.

Criminal sentences ordinarily embrace four **basic modes of punishment**. In descending order of severity these are: **incarceration, community supervision, fine, and restitution**. The death penalty is now possible only for certain types of **atrocious murders** and treason.

Punishment is an ancient practice whose presence in modern cultures may appear to be out of place because it **purposefully inflicts pain**. In the minds of most people, however, it continues to find justification.

? Дайте відповіді на запитання.

1. What is a punishment?
2. What do you know about the history of punishment?
3. What are the basic modes of punishment? When are they applied?



Поясніть значення наступних слів англійською мовою.

Justification, rehabilitation, restitution, retribution, sentence, deprivation, authority, authorities, community supervision, deterrence, fine, incapacitation, incarceration.



Прочитайте та перекладіть текст українською мовою:

METHODS OF DEATH

Executions are usually performed at midnight – when everything else is quiet at the prison. Outside the gates, protesters carry the candles and wave signs. Inside, all prison security officers are on duty. The prisoner is led into the room where he is to die, secured to a chair or table, and fitted with heart-rate monitors. He is then left alone. Select witnesses watch the execution through a special viewing window. After the prisoner has died, a doctor signs a death warrant and the body is taken to a morgue where it is prepared for burial.

Lethal injection.

The convict is strapped down to a table, arms stretched out in a cross. An attendant inserts an intravenous (IV) tube, similar to those used for anesthesia during surgery, into the convict's arm. From behind the window, a corrections officer presses a button that releases a deadly dose of barbiturate through the IV. The convict falls into a deep sleep, his heart rate and breathing slow and, within minutes, stop.

Gas chamber

The convict is strapped into a chair in an airtight room. From outside the room, an attendant causes sodium cyanide pellets to be dropped into a bucket of acid located beneath the convict's chair. The fumes cause death within ten minutes.

Hanging

The convict has a hood placed over his head and has his hands bound behind the back. He is led to a platform and a noose is placed over his head. The attendant causes the platform beneath the convict's feet to fall away quickly. The force of the drop snaps the spinal cord. Death occurs within seconds.

Electrocution

The convict is strapped into a wooden chair, a helmet is placed on his head and the helmet is strapped to a brace behind the chair. Electrodes are attached to the head and one leg. The warden flips a switch causing five amperes of current



at 2,000 volts to flow into the body. The electricity interferes with brain and nerve function and causes death within three minutes.

Firing Squad

The convict has a hood placed over the head and is made to stand against a concrete wall. On command, a dozen shooters take aim and fire several rounds into the convict. Depending on the number of bullets and their placement, death may be instant or take several minutes.


? Дайте відповіді на запитання.

1. When do they perform executions at prisons? Why do you think this very time has been chosen?
2. What methods of death do you know? Which ones are legal in your country?
3. What is hanging?
4. Describe the procedure of electrocution.
5. What is Firing Squad?
6. Do you think there should exist the system of punishment in the society or would you like to change something?

▶▶			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
----	--	---	---

Свідок, поховання, герметичний, рідина, випарення, зав'язувати, спиний мозок, дихання, шолом, засуджений, спричиняти смерть.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ II ТИПУ

1.		Вимовте вголос усі можливі умовні речення II типу, використовуючи підстановочну таблицю.
----	---	---

I wish I were If I were	in the south at home in the country in the wood at the camp a scientist a composer a poet a writer a spaceman a sailor	I should	bathe every day. go to bed. go to the wood. gather many mushrooms. have a very good time. invent a time machine. write beautiful music. write beautiful poetry. write interesting novels. fly to other planets. sail to Africa.
----------------------------	--	----------	---

2.



Розкрийте дужки, вживаючи дієслова у потрібній формі.

1. If I (to have) this rare book, I should gladly lend it to you. 2. The dish would be much more tasty if she (to be) a better cook. 3. He never (to phone) you if I didn't remind him to do that. 4. Your brother (to become) much stronger if he took cold baths regularly. 5. If he (to be) more courageous, he would not be afraid. 6. If the fisherman was less patient, he (not to catch) so much fish. 7. If you (to put) the ice cream into the refrigerator, it would not melt. 8. If I (to know) the result now, I would phone her immediately. 9. If it (to snow), the children would play snowballs. 10. If I (not to know) English, I should not be able to enjoy Byron's poetry. 11. I (not to do) it if you did not ask me. 12. If men (to have) no weapons, would wars be possible? 13. You will never finish your work if you (to waste) your time like that. 14. If I (to have) his telephone number, I should easily settle this matter with him.

3.



Розкрийте дужки, вживаючи дієслова у потрібній формі.

1. If you (to do) your morning exercises every day, your health would be much better. 2. If he was not very busy, he (to agree) to go to the museum with us. 3. If a dog (to bite) in her leg, she would go straight to hospital. 4. If only I (to have) more pocket money, I could buy some new English books. 5. If you gave me your dictionary for a couple of days, I (to translate) this text. 6. If I (to be) a musician, I should be very happy. 7. If Barbara (to get) up at half past eight, she would be late for school. 8. I should be very glad if he (to come) to my place. 9. If he (to live) in St. Petersburg, he would go to the Hermitage every week. 10. If he weren't such a bookworm, he (not to spend) so much time sitting in the library. 11. If he did not live in St. Petersburg, we (not to meet) so often.

ТЕМА 35:

КРИМІНАЛІСТИКА

Заняття 3

СМЕРТНА КАРА. ІСТОРІЯ



Прочитайте та перекладіть текст українською мовою.

CAPITAL PUNISHMENT: HISTORY

Capital punishment is a legal, infliction of the death penalty; in modern law, corporal punishment in its most severe form. The usual alternative to the death penalty is long-term or life imprisonment.

The earliest historical records contain evidence of capital punishment. It was mentioned in the Code of Hammurabi. The Bible prescribed death as the penalty for more than 30 different crimes, ranging from murder to fornication. The Draconian Code of ancient Greece imposed capital punishment for every offence.

In England, during the reign of William the Conqueror, the death penalty was not used, although the results of interrogation and torture were often fatal. By the end of the 15th century, English law recognized six major crimes: treason, murder, larceny, burglary, rape, and arson. By 1800, more than 200 capital crimes were recognized; and as a result, 1000 or more persons were sentenced to death each year (although most sentences were commuted by royal pardon). In early American colonies the death penalty was commonly authorized for a wide variety of crimes. Blacks, whether slave or free, were threatened with death for many crimes that were punished less severely when committed by whites.



Efforts to abolish the death penalty did not gather momentum until the end of the 18th century. In Europe, a short treatise, *On Crimes and Punishments*, by the Italian jurist Cesare Beccaria, inspired influential thinkers such as the French philosopher Voltaire to oppose torture, flogging, and the death penalty.

The abolition of capital punishment in England in November 1965 was welcomed by most people with humane and progressive ideas. To them it seemed a departure from feudalism, from the cruel pre-Christian spirit of revenge: an eye for an eye and a tooth for a tooth. Many of these people think differently now. Since the abolition of capital punishment crime—and especially murder—has been on increase throughout Britain. Today, therefore, public opinion in Britain has changed. People who before, also in Parliament, stated that capital punishment was not a deterrent to murder — for there have always been murders

in all countries with or without the law of execution — now feel that killing the assassin is the lesser of two evils. Capital punishment, they think, may not be the ideal answer, but it is better than nothing, especially when, as in England, a sentence of life imprisonment only lasts eight or nine years.

The fundamental questions raised by the death penalty are whether it is an effective deterrent to violent crime, and whether it is more effective than the alternative of long-term imprisonment.

DEFENDERS of the death penalty insist that because taking an offender's life is a more severe punishment than any prison term, it must be the better deterrent. SUPPORTERS also argue that no adequate deterrent in life imprisonment is effective for those already serving a life term who commit murder while being in prison, and for revolutionaries, terrorists, traitors, and spies.

In the U.S. those who argue against the death penalty as a deterrent to crime cite the following: (1) Adjacent states, in which one has the death penalty and the other does not, show no significant differences in the murder rate; (2) states that use the death penalty seem to have a higher number of



homicides than states that do not use it; (3) states that abolish and then reintroduce the death penalty do not seem to show any significant change in the murder rate; (4) no change in the rate of homicides in a given city or state seems to occur following an expository execution.

In the early 1970s, some published reports showed that each execution in the U.S. deterred eight or more homicides, but subsequent research has discredited this finding. The current prevailing view among criminologists is that no conclusive evidence exists to show that the death penalty is a more effective deterrent to violent crime than long-term imprisonment.

The classic moral arguments in favor of the death penalty have been biblical and call for retribution. "Whosoever sheds man's blood, by man shall his blood be shed" has usually been interpreted as a divine warrant for putting the murderer to death. "Let the punishment fit the crime" is its secular counterpart; both statements imply that the murderer deserves to die. DEFENDERS of capital punishment have also claimed that society has the right to kill in defence of its members, just as the individual may kill in self-defence. The analogy to self-defence, however, is somewhat doubtful, as long as the effectiveness of the death penalty as a deterrent to violent crimes has not been proved.




The chief objection to capital punishment has been that it is always used unfairly, in at least three major ways. First, women are rarely sentenced to death and executed, even though 20 per cent of all homicides in recent years have been committed by women. Second, a disproportionate number of non-whites are sentenced to death and executed. Third, poor and friendless defendants, those

with inexperienced or court-appointed attorney, are most likely to be sentenced to death and executed.

DEFENDERS of the death penalty, however, have insisted that, because none of the laws of capital punishment causes sexist, racist, or class bias in its use, these kinds of discrimination are not a sufficient reason for abolishing the death penalty. OPPONENTS have replied that the death penalty can be the result of a mistake in practice and that it is impossible to administer fairly.



? Дайте відповіді на запитання.

1. Why was capital punishment imposed so frequently in ancient societies?
2. Why were blacks punished more severely than whites in early American colonies?
3. When did European thinkers begin considering the alternatives to death penalty?
4. How have the attitudes towards capital punishment changed in Britain since the abolition of death penalty in 1965?
5. Is imprisonment effective for revolutionaries and terrorists? Why?
6. How have Americans treated the problem of death penalty?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
--	--	--	---

Довгострокове тюремне ув'язнення, допит, відбувати строк у тюрмі, заборонити смертну кару, показова кара, приговорити до смерті, тортура, пом'якшувати вирок, тілесні покарання, самооборона

**ГРАМАТИЧНІ ВПРАВИ
УМОВНІ РЕЧЕННЯ III ТИПУ**

1. 		Вимовте вголос усі можливі умовні речення III типу, використовуючи підстановочну таблицю.
--	---	--

I wish I had If I had	translated the article yesterday met you yesterday learned my lesson seen your brother yesterday bought a dictionary gone to the library had more practice in chess asked you to help me	I should have	found out all about this discovery. told you something. got a good mark. found out all about his illness. done the work well. met interesting people. been sent abroad. been pleased.
--------------------------	--	------------------	---

2.**Розкрийте дужки, вживаючи дієслова у потрібній формі.**

1. If you were on a hijacked plane, you (to attack) the hijackers? 2. If they were on a hijacked plane, they (to stay) calm and probably (to survive). 3. If my friend had been trying harder, he (to succeed). 4. If I (to live) in 1703, I shouldn't (wouldn't) have had a computer. 5. If she (to smell) smoke in the middle of the night, she would telephone the fire brigade and run into the street and shout "Fire!" 6. If he (to invite), he would have come to the party last night. 7. If the driver in front hadn't stopped suddenly, the accident (not to happen). 8. If you (not to know) how to play, my sister will explain the rules to you. 9. If she had told them it was her birthday, they (to give) her a birthday present. 10. If I had more time, I (to read) more books. 11. If their TV had been working, they (to watch) the President's speech last night. 12. If my T-shirt hadn't been 100 percent cotton, it (not to shrink) so much. 13. How can you become more popular in your class: if you (to get) the top mark in mathematics or English or if you (to be) good at sports? 14. If they (to go) by car, they would have saved time. 15. If I (to be) a bird, I would be able to fly. 16. If he (to bring) his book home, he would have done his homework last night. 17. If my mother (to win) a million pounds, she would spend it as fast as possible. 18. If you had been feeling well, you (to be) in class yesterday.

3.**Розкрийте дужки, вживаючи дієслова у потрібній формі.**

1. I am sorry that you do not read English novels; if you (to read) them, I (to lend) you some very interesting ones. 2. You say that you did not read yesterday's papers; if you (to read) them, you (to see) the announcement of Professor X's coming to our town. 3. He is not ill: if he (to be) ill, he (not to play) tennis so much. 4. He was not ill last week: if he (to be) ill, he (not to take) part in the football match. 5. How slippery it is! If it (not to rain), it (not to be) so slippery. 6. I am glad I was able to attend the lecture yesterday. You (to be) displeased if I (not to come)? 7. Let's take a taxi to the railway station: we have very much luggage. If we (not to have) so much luggage, we (to walk). 8. Stop working and let's go inside: it is too dark. If the evening (not to be) so dark, we (to continue) the work. 9. I don't believe you: you only say that you want to know languages. If you (to be) really interested in languages, you (to study) them.

4.**Утворіть умовні речення.**

1. He is busy and does not come to see us. If ... 2. The girl did not study well last year and received bad marks. If ... 3. He broke his bicycle and so he did not go to the country. If ... 4. He speaks English badly: he has no practice. If ... 5. I

had a bad headache yesterday, that's why I did not come to see you. If ... 6. The ship was sailing near the coast, that's why it struck a rock. If ... 7. He was not in town, therefore he was not present at our meeting. If ... 8. The pavement was so slippery that I fell and hurt my leg. If ... 9. The sea is rough, and we cannot sail to the island. If ... 10. They made a fire, and the frightened wolves ran away. If ... 11. It is late, and I have to go home. If ... 12. I was expecting my friend to come, that's why I could not go to the cinema with you. If ... 13. He always gets top marks in mathematics because it is his favourite subject and he works a lot at it. If ... 14. I did not translate the article yesterday because I had no dictionary. If ... 15. We lost our way because the night was pitch-dark. If ... 16. The box was so heavy that I could not carry it. That's why I took a taxi. If ...

5.



Утворіть умовні речення.

1. The travellers had no camera with them, so they could not take photos of the beautiful scenery. *if* ... 2. There was no sugar left, so we had to go to the shop late in the evening. If ... 3. This house is very nice and comfortable, but it is not very good for living because it is situated close to a chemical plant and the air around is very bad. If ... 4. He is mi excellent specialist, but I cannot ask his advice because I am not acquainted with him. If ... 5. You would not enjoy this merry evening party because you have a toothache. If ... 6. You know the material well enough, but you are very absent-minded, and that's why you always make many mistakes. If ... 7. You did not ring me up, so I did not know you were in trouble. If ... 8. You left the child alone in the room, so he hurt himself. If ... 9. They spent a year in the tropics, so they got very sun-tanned. If ... 10. It rained heavily, so we got drenched to the skin. If ... 11. Why didn't you watch the cat? It ate all the fish. If

ТЕМА 35:

КРИМІНАЛІСТИКА

Заняття 4

СМЕРТНА КАРА: ЗА ТА ПРОТИ

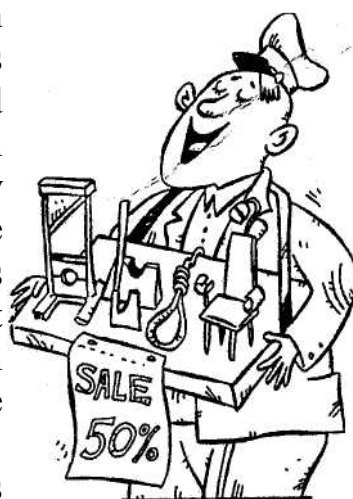


Прочитайте та перекладіть текст українською мовою.

CAPITAL PUNISHMENT: FOR AND AGAINST

Perhaps all criminals should be required to carry cards which read: "Fragile: Handle with Care". It will never do, these days, to go around referring to criminals as violent thugs. You must refer to them politely as 'social misfits'. The professional killer who wouldn't think twice about using his cosh or crowbar to batter some harmless old lady to death in order to rob her of her meagre life-savings must never be given a dose of

his own medicine. He is in treatment'. According to his society is to blame. A wicked so the argument goes. When talk, it makes you wonder why We have done away with the the nineteenth century and this enough is enough. The most criminal legislation in Britain countries has been the punishment.





need of "hospital misguided defenders, society breeds evil — or you listen to this kind of we aren't all criminals. absurdly harsh laws of is only right. But surely senseless piece of and a number of other suspension of capital



The violent criminal has become a kind of hero-figure in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for his 'memoirs'. Newspapers which specialise in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or 'murder mysteries' have never had it so good. When you read about the achievements of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other. It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to ponder about while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers armed with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is

horrifying to think that the criminal can literally get away with murder. We all know that 'life sentence' does not mean what it says. After ten years or so of 'good conduct', the most desperate villain is free to return to society where he will live very comfortably, thank you, on the proceeds of his crime, or he will go on committing offences until he is caught again. People are always willing to hold liberal views at the expense of others. It's always fashionable to pose as the defender of the under-dog, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their fair-play, consult the victims before they suspended capital punishment? Hardly. You see, they couldn't, because all the victims were dead.

▶▶			Поясніть значення наступних слів та словосполучень англійською мовою, знайдіть українські еквіваленти:
----	---	---	---

a brutal sex-maniac, a cold-blooded poisoner, a desperate villain, a hardened criminal, a professional killer, 'a social misfit', a train robber, a violent criminal, a violent robber, a violent thug, to batter, to breed evil, to cosset, to cuddle, to deter criminals, to do away with, to get away with murder, to go on committing offences, to mow down, to pull the trigger, to rob, to think twice.

▶▶			Проаналізуйте ключові фрази з тексту, перекажіть текст, використовуючи ці фрази:
----	---	---	---

1. Criminals should carry cards: "Fragile: Handle with Care".
2. We mustn't refer to them as thugs, but as 'social misfits'.
3. Killer who murders old lady for savings needs 'hospital treatment'.
4. "Society is to blame" argument — why aren't we all criminals?
5. We have done away with absurdly harsh laws: that's enough.
6. Suspension of capital punishment: senseless.
7. Violent criminal: a hero figure.
8. Glorified on screen and by press.
9. Great demand for crime stories.
10. Train robbers: a glorious resistance movement?
11. Cuddled by sociologists, adored by masses, the criminal is a privileged person.
12. He expects and receives VIP treatment.
13. Capital punishment was once a major deterrent.
14. It protected unarmed policemen, young children.
15. Now the criminal can get away with murder.
16. 'Life sentence': ten years 'good conduct' and then freedom to live on the proceeds of crime.
17. Were victims consulted before suspension of capital punishment? No: they were dead.



Проаналізуйте наступні факти та аргументи:

FINANCIAL COSTS

The death penalty is not now, nor has it ever been, a more economical alternative to life imprisonment. A murder trial normally takes much longer when the death penalty is at issue than when it is not. Litigation costs — including the time of judges, prosecutors, public defenders, and court reporters, and the high costs of briefs — are all borne by the taxpayer.

INEVITABILITY OF ERROR

In 1975, only a year before the Supreme Court affirmed the constitutionality of capital punishment, two African-American men in Florida were released from prison after twelve years awaiting execution for the murder of two white men. Their convictions were the result of coerced confessions, erroneous testimony of an alleged eyewitness, and incompetent defense counsel. Though a white man eventually admitted his guilt, a nine-year legal battle was required before the governor would grant them a pardon. Had their execution not been stayed while the constitutional status of the death penalty was argued in the courts, these two innocent men probably would not be alive today.

BARBARITY

The latest mode of inflicting the death penalty, enacted into law by nearly two dozen American states, is lethal injection, first used in Texas in 1982. It is easy to overstate the humaneness and efficacy of this method. There is no way of knowing that it is really painless. As the U.S. Court of Appeals observed, there is "substantial and uncontroverted evidence ... that execution by lethal injection poses a serious risk of cruel, protracted death.... Even a slight error in dosage or administration can leave a prisoner conscious but paralyzed while dying, a sentient witness of his or her own asphyxiation."

FUTILITY

Gangland killings, air piracy, drive-by shootings, and kidnapping for ransom are among the graver felonies that continue to be committed because some individuals think they are too clever to get caught. Political terrorism is usually committed in the name of an ideology that honors its martyrs; trying to cope with it by threatening terrorists with death penalty is futile.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ЗМІШАНОГО ТИПУ

1.



Утворіть умовні речення. Не забудьте про змішані випадки.

1. I shall go to the dentist because I have a toothache. If ... 2. He is groaning with pain now because he did not go to the dentist to have his tooth filled. It... 3. She does not go to the polyclinic because she does not need any treatment. If ... 4. He will not go to see the play as he was present at the dress rehearsal. If ... 5. He went to Moscow specially to hear this famous singer because he is fond of him. If ... 6. We did not go to the cafeteria room to have a glass of lemonade because we were not thirsty. If ... 7. She could not mend her dress herself because she had no needle. If ... 8. He is not a first-class sportsman now because he did not train enough last year. If ... 9. The pupils were active because they wanted to understand this difficult material. If ... 10. The pupils did not understand the homework because they were inattentive. If ...

2.



Перекладіть англійською мовою.

1. Якби він не був такий короткозорий, він би впізнав мене вчора в театрі. 2. Вона здорова- Якби вона була хвора, її брат сказав би мені про це вчора. 3. Ви б багато знали, якби регулярно читали цей журнал. 4. Якби я довідалася про це раніше, то не сиділа б зараз вдома. 5. Якби мої батьки були багаті, вони б уже давно купили мені машину. 6. Вона дуже талановита. Було б добре, щоб батьки купили їй піаніно. Якщо вона почне грати зараз, вона буде видатним музикантом. 7. Якби я знав французьку мову, я б уже давно поговорив з нею. 8. Якби я знав німецьку мову, я б читав Гете в оригіналі. 9. Якби я жив близько, я б частіше заходив до вас. 10. Якби ви не перервали нас учора, ми б закінчили роботу вчасно. 11. Якби він не дотримувався порад лікаря, він би не одужав так швидко. 12. Якби він не був талановитим художником, його картину не прийняли б на виставку. 13. Якби ви тоді послухалися моєї поради, ви б не були зараз у такому скрутному становищі. 14. Якби я не був такий зайнятий у ці дні, я б допоміг тобі вчора.

3.



Перекладіть англійською мовою.

1. Він так змінився! Якби ви його зустріли, ви б його не впізнали. 2. Якби я був на вашому місці, я б порадився з батьками. 3. Якби зараз підійшов трамвай, ми б не спізнилися. 4. Якби він знав, що це вас засмутить, він був би обережнішим. 5. Якби ви мені допомогли розв'язати цю задачу, я був би вам

дуже вдячний. 6. Шкода, що нам раніше не спало на думку пошукати книгу в бібліотеці. Ми б зробили роботу вчасно і зараз були б уже вільні. 7. Шкода, що в нас було так мало уроків. Якби ми більше попрацювали, ми б краще знали мову. 8. Якби він регулярно не відвідував спортивні тренування, він не досяг би такого успіху на змаганнях. 9. Якби ти попередив мене заздалегідь, я б уже був у Москві. 10. Шкода, що вона вже пішла. Якби ти зателефонував раніше, вона була б зараз тут. 11. Якби він був розумнішим, він би не пішов учора в ліс. 12. Якби вона не надіслала вчора цього листа, мій брат був би зараз вдома. 13. Що б ми зараз робили, якби мама не спекла вчора пиріг? 14. Шкода, що ви не чули музику Рахманінова. Якби ви її чули, ви б знали, який це чудовий композитор. 15. Я впевнений, що всі були б раді, якби вечір відбувся.

ТЕМА 35:

КРИМІНАЛІСТИКА

Заняття 5

СИСТЕМА КАРНОГО ПРАВОСУДДЯ. ЇЇ РЕФОРМУВАННЯ



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

SHOULD ALL WHO STUMBLER BE SENT TO JAIL?

The system of **corrective labour institutions** has of course shed the most sinister features of Stalin's GULAG. But otherwise it admittedly remains the same with the inmates being totally defenceless before their jailers.

Even the few minimal rights that convicts **are entitled to** cannot really be enjoyed by them. Jailers have been **virtually** left to their own devices and if a woman prisoner gives birth to a baby, this results in a **horrified confrontation** within the institution.

The position is said to improve soon, because of a new corrective labour legislation, which is already **in the making**.

In connection with a new judicial reform it is important to realize that all who stumbled and first of all the women shouldn't be sent to jail to be punished for stealing by having the sacred feelings of being a mother legitimately humiliated. Mothers get out of corrective labour institutions **rotten and twisted** and start **to sow the same dirt around**. Who has the right to keep the babies in the jail? They have not been convicted. They've committed no crimes.



Дайте відповіді на запитання.

1. What conclusions have you come to having read the text?
2. What's your personal opinion of the corrective labour institutions system?
3. What do you know about the rights of the convicts? Do they really enjoy them?
4. Do you think the system of punishment should be changed? What steps do you think should be taken to improve the current situation?



Прочитайте та перекладіть текст українською мовою.

THE SYSTEM OF PUNISHMENT SHOULD BE REFORMED

Eleven corrective labour institutions around Russia have 430 little children. According to the recent amendments passed by the Russian parliament, pregnant women and women with children are entitled to better conditions and food. They now can leave their institutions for 15

days and draw the normal child care allowance. However, few women know of their rights. And sometimes it remains the same with the inmates being defenceless before their jailers. If to proceed from the convention of the rights of the child it is important to pay attention that gross infringement takes place.

Meanwhile Article 2 claims: «States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.»

Recently granted prisoners' rights will remain only on paper if the use and benefit of these rights continue to depend on the same people, who are the products of the same system. The system of punishment should be radically reformed.



Прочитайте та перекладіть текст українською мовою.

REFORMATORIES FOR JUVENILE DELINQUENTS

We are interviewing an expert and deputy chief of the crime prevention service of the Ministry of Internal Affairs of this country.

Correspondent: What's your opinion: where is the way out of such a serious criminal situation as it is now? May be the solution of the problem lies in more institutions and tightening the screw?

The head officer: Nothing of the kind. Tightening the rules and repressive measures cannot accomplish anything positive. There is simply no room to make them any strict. The penitentiary system we currently have is a direct continuation of repressive Gulag. The vicious system takes no account of a juvenile's physical and psychological needs.

Young teenagers are made to wear the same get-up as hardened criminals and are kept behind six rows of barbed wire fence. They demand that youngsters fulfil their production quotas by any means. (The money they earn, incidentally, goes into the bottomless pit of the state budget.) One of seven teenagers ends up in prison soon after his release. This is because the colony does not prepare them for the life outside. Many boys have their first experience of the underworld of adults rights there and learn to be thieves. The system should be radically changed.



Поясніть значення наступних слів та словосполучень англійською мовою, знайдіть українські еквіваленти:

Recent amendments, to be entitled to better conditions, an inmate, gross infringement, to remain only on paper, to tighten the rules, hardened criminals, bottomless pit of the state budget, the underworld.

ГРАМАТИЧНІ ВПРАВИ УМОВНИЙ СПОСІБ ПІСЛЯ КОНСТРУКЦІЇ I WISH

1.  **Розкрийте дужки, вживаючи потрібну форму умовного способу після I wish.**

1. I wish I (can) give up smoking. 2. She wishes she (to see) him at yesterday's party. 3. I wish I (to pass) my driving test last Monday. 4. I wish I (not to forget) my friend's birthday yesterday. 5. The boy is sad. He wishes he (not to break) the window. 6. My aunt wishes she (to stay) at home last weekend. 7. He wishes he (to know) something about cars. 8. I wish it (to be) sunny. 9. I wish it (to be) sunny during our picnic last Saturday. 10. She wishes she (to live) in the Crimea. 11. My friend wishes he (not to do) that last night. 12. I wish I (to bring) my camera last summer. 13. I wish I (can) tell the future. 14. Do you wish you (to be) in the Guinness Book of Records? 15. Some people wish they (can) appear on a TV game show and become famous. 16. She often wishes things (to be) different.

2.   **Перефразуйте речення, вживаючи I wish.**

E.g. It's a pity you are ill. - I wish you were not ill.

1. Unfortunately they won't return before Christinas. 2. The student was sorry he had not studied he material better and had shown such poor knowledge at the examination. 3. It's a pity that you did not send for us last night. 4. It's a pity you are not with us these days. 5. My friend regrets not having entered the university. 6. He was sorry not to have had enough time to finish his test paper. 7. It's a pity we shan't be able to reach home before teatime. 8. I am sorry I made you upset by telling you this news. 9. What a pity you don't know enough physics.

3.  **Перекладіть англійською мовою, вживаючи I wish.**

1. Шкода, що він такий легковажний.
2. Шкода, що він не досить серйозний.
3. Я тепер шкодую, що не послухав його поради.
4. Я тепер шкодую, що прислухався до його поради.
5. Шкода, що ви прийшли так пізно.
6. Шкода, що ви не прийшли раніше.
7. Шкода, що ми не дочекалися його.
8. На жаль, вони ще нічого не знають.
9. На жаль, вони вже знають про це.

4.



Перекладіть англійською мовою, вживаючи I wish.

1. О, якби ви сказали їй про це минулої неділі! 2. Було б добре, щоб у нас зараз були канікули. 3. Якби він прийшов сьогодні ввечері! 4. Ми пошкодували, що не звернулися до нього за порадою. 5. Шкода, що ви відмовилися взяти участь у пікніку. 6. Шкода, що вас не цікавить цей предмет. 7. Ми б хотіли, щоб ви згадали ці факти. 8. Шкода, що ми спізналися на поїзд. 9. Шкода, що ви ввімкнули телевізор так пізно. 10. Якби я був вільний зараз! 11. Шкода, що і вчора у мене було мало часу. 12. Було б добре, щоб ви написали їй про це самі. 13. Шкода, що ви не звернули уваги на його попередження. 14. Він пошкодував, що покинув інститут. 15. Шкода, що вже пізно йти туди. 16. О, якби я прийшов на вокзал вчасно! 17. Шкода, що ви не читали таку прекрасну книжку. 18. Шкода, що вона робить так багато помилок у мові. 19. Шкода, що ви не побували на виставці. 20. Шкода, що я довідався про це так пізно. 21. Який жаль, що ми не застали Миколу вдома. 22. Вона шкодувала, що не розповіла нам цю історію раніше.

ТЕМА 35:

КРИМІНАЛІСТИКА

Заняття 6

СТАВЛЕННЯ ДО ЗЛОЧИНЦІВ



Прочитайте та перекладіть текст українською мовою. Доберіть заголовки до абзаців тексту. Перекладіть письмово виділені речення.

TREATMENT OF CRIMINALS

- Rehabilitative programs
- Psychiatric and case-study methods
- Bentham approach
- Neoclassical school
- Preventive approach

(1) Various correctional in the wake of causation theological and moralistic punishment as retribution by attitude, indeed, still exists. **British jurist and philosopher to make the punishment more crime.** Bentham believed that measured against pain in all and conduct and that human



attained through such hedonic calculus. He argued that criminals would be deterred from crime if they knew, specifically, the suffering they would experience if caught. **Bentham therefore urged definite, inflexible penalties for each class of crime; the pain of the penalty would outweigh only slightly the pleasure of success in crime; it would exceed it sufficiently to act as a deterrent, but not so much as to amount to wanton cruelty.** This so-called calculus of pleasures and pains was based on psychological postulates no longer accepted.

approaches developed theories. The old theories encouraged society for evil. This **The 19th –century Jeremy Bentham tried precisely fit the pleasure could be areas of human choice happiness could be**

(2) The Bentham approach was in part superseded in the late 19th and early 20th centuries by a movement known as the neoclassical school. **This school, rejecting fixed punishments, proposed that sentences vary with the particular circumstances of a crime, such as the age, intellectual level, and emotional state of the offender; the motives and other conditions that may have incited to crime; and the offender's past record and chances of rehabilitation.** The influence of the neoclassical school led to the development of such concepts as grades of crime and punishment, indeterminate sentences, and the limited responsibility of young or mentally deficient offenders.

(3) At about the same time, the so-called Italian school stressed measures for preventing crime rather than punishing it. **Members of this school argued that individuals are shaped by forces beyond their control and therefore cannot be held fully responsible for their crimes.** They urged birth control, censorship of pornographic literature, and other actions designed to mitigate the influences contributing to crime. The Italian school has had a lasting influence on the thinking of present-day criminologists.

(4) The modern approach to the treatment of criminals owes most to psychiatric and case-study methods. Much continues to be learned from offenders who have been placed on probation or parole and whose behavior, both in and out of prison, has been studied intensively. **The contemporary scientific attitude is that criminals are individual personalities and that their rehabilitation can be brought about only through individual treatment.** Increased juvenile crime has aroused public concern and has stimulated study of the emotional disturbances that foster delinquency. This growing understanding of delinquency has contributed to the understanding of criminals of all ages.




(5) During recent years, crime has been under attack from many directions. The treatment and rehabilitation of criminals has improved in many areas. The emotional problems of convicts have been studied and efforts have been made to help such offenders. Much, however, remains to be done. **Parole boards have engaged persons trained in psychology and social work to help convicts on parole or probation adjust to society.** Various U.S. states have agencies with programs of reform and rehabilitation for both adult and juvenile offenders.

Many communities have initiated concerted attacks on the conditions that breed crime. **Criminologists recognize that both adult and juvenile crime stem chiefly from the breakdown of traditional social norms and controls, resulting from industrialization, urbanization, increasing physical and social mobility, and the effects of economic crises and wars.** Most criminologists believe that effective crime prevention requires community agencies and programs to provide the guidance and control performed, ideally and traditionally, by the family and by the force of social custom. Although the crime rate has not drastically diminished as a result of these efforts, it is hoped that the extension and improvement of all valid approaches to prevention of crime eventually will reduce its incidence.

? Дайте відповіді на запитання.


1. How is punishment regarded in a society?
2. What do you know about Jeremy Bentham's methods of punishment? Do you find them fair?

3. Tell about the neoclassical school and its approach to punishment.
4. What were the measures for preventing crime from the point of view of the so-called Italian school?
5. What is the modern approach to the treatment of criminals?

			Знайдіть еквіваленти до наступних словосполучень англійською мовою:
---	---	---	--

Безглузда жорстокість; дострокове звільнення; суспільні організації; обмежена відповідальність; породжувати злочин; злочини, що було скоєно неповнолітніми; нарада щодо умовно-дострокового звільнення; занепад традиційних суспільних норм.

ГРАМАТИЧНІ ВПРАВИ СПОЛУЧНИКИ BOTH/BOTH OF, NEITHER/NEITHER OF, EITHER/EITHER OF

	1. Напишіть речення з <i>both ... and ...</i>, <i>neither ... nor ...</i> та <i>either ... or ...</i>
---	--

Examples: Tom was late. So was Ann. ***Both Tom and Ann were late.***
He didn't write. He didn't telephone. ***He neither wrote nor telephoned.***

1. The hotel wasn't clean. And it wasn't comfortable.
The hotel was
2. It was a very boring film. It was very long too.
The film was
3. Is that man's name Richard? Or is it Robert? It's one of the two.
That man's name
4. I haven't got the time to go on holiday. And I haven't got the money.
I've got
5. We can leave today or we can leave tomorrow - whichever you prefer.
We
6. He gave up his job because he needed a change. Also because the pay was low.
He gave up his job both
7. George doesn't smoke. And he doesn't drink.....
He
8. The front of the house needs painting. The back needs painting too.....

2.



Доповніть речення словами *both/neither/either*. Іноді треба вживати *of*.

Examples: There are two windows in my room. *It was very warm so I had both of them open.*

'Do you want tea or coffee?' '*Either. I really don't mind.*'

1. After the accident ... cars stopped ... drivers got out and started shouting at each other. ... they were very aggressive.
2. It wasn't a very good football match. ... team played well.
3. A: Which of the two films did you prefer? The first one or the second one?
B: Actually I didn't like ... them.
4. There are two ways to the city centre. You can go along the footpath by the river or you can go along the main road. You can go ... way.
5. ... these pullovers are very nice. I don't know which one to buy.

3.



Напишіть речення зі словами *both/neither/either*. Іноді треба вживати *of*.

1. ... my parents is English. My father is Polish and my mother is Italian.
2. Do you mind which sandwich I take?' 'No, take'
3. Is today the 18th or the 19th?" It's the 20th.'
4. Tom and I hadn't eaten for a long time, so ... us were very hungry.
5. When the boat started to sink, we were really frightened because ... us could swim.

ТЕМА 36:

ВИПРАВНІ ІНСТИТУТИ Й УСТАНОВИ

Заняття 1

ТЮРЕМНА СИСТЕМА. ЛОНДОНСЬКА ВЕЖА. БАСТИЛІЯ



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених словосполучень.

DEVELOPMENT OF THE PRISON SYSTEM

A prison is an institution for **the confinement of persons convicted of major crimes or felonies**. In the 19th and the 20th centuries, imprisonment replaced corporal punishment, execution, and banishment as **the chief means of punishing serious offenders**.

Historically exile, execution, and various forms of corporal punishment were the most common **penalties for criminal acts**.

In the 12th century England **jails** were widely used as places for **the confinement of accused persons** until their cases could be tried by the king's court. **Imprisonment** gradually came to be accepted not only as a device for **holding persons awaiting trial** but also as a means of **punishing convicted criminals**.

During the 16th century a number of houses of correction were established in England and on the continent for **the reform of minor offenders**. In these institutions there was little **segregation** by age, sex, or other condition. The main emphasis was on strict discipline and **hard labour**.

Although **reformation of offenders** was intended in the houses of correction, the unsanitary conditions and lack of provisions for the welfare of the **inmates** soon produced widespread agitation for further changes in methods of handling criminals. **Solitary confinement** of criminals became an ideal among the rationalist reformers of the 18th century, who believed that solitude would help the offender to **become penitent** and that penitence would result in reformation.

Meanwhile, strenuous opposition to the **prolonged isolation of prisoners** developed very early, especially in the United States. A competing philosophy of prison management, known as **the "silent system"** was developed. The main distinguishing feature of the silent system was that prisoners were allowed to work together in the daytime. Silence was strictly enforced at all times, however, and at night the prisoners **were confined in individual cells**. Further refinements were developed in Irish prisons in the mid-1800s. Irish inmates progressed through three stages of confinement before they were returned to civilian life. The first portion of the sentence **was served in isolation**. Then the prisoners were allowed to associate with other inmates in various kinds of work projects. Finally, for six months or more before **release**, the prisoners were transferred to "intermediate prisons", where inmates were supervised by unarmed guards and

given sufficient freedom and responsibility to permit them to demonstrate their fitness for release. Release was also conditional upon the continued good conduct of the offender, who could be returned to prison if necessary.

These were the steps made to fit the severity of the punishment to **the severity of the crime**, in the belief that the existence of **clearly articulated and just penalties** would act as a deterrent to crime. Since then, **deterrence**, rather than retribution, has become a leading principle of European penology.

? Дайте відповіді на запитання.

1. What is a prison?
2. What were the means of punishing offenders before the 19th century?
3. What was the purpose of jails in the 12th century England?
4. What were the main features of houses of correction in the 16th century?
5. Why did the rationalist reformers of the 18th century seek to establish solitary confinement of criminals? What is the 'silent system'?
6. What were Irish prisons like in the mid-1800s?



Прочитайте та перекладіть текст українською мовою.

THE TOWER OF LONDON

Founded nearly a millennium ago and expanded upon over the centuries since, the Tower of London has protected, housed, imprisoned and been for many the last sight they saw on Earth.

It has been the seat of British government and the living quarters of monarchs, the site of renowned political intrigue, and the repository of the Crown Jewels. It has housed lions, bears, and (to this day) flightless ravens, not to mention notorious traitors and framed members of court, lords and ministers, clergymen and knights.

In the Middle Ages the Tower of London became a prison and place of execution for politically related crimes, with most captives being put to death (murdered or executed). Among those killed there were the humanist Sir Thomas More (1535); the second wife of Henry VIII, Anne Boleyn (1536). Other notable inmates included Princess Elizabeth (later Elizabeth I), who was briefly imprisoned by Mary I for suspicion of conspiracy; the infamous conspirator Guy Fawkes (1606) and the adventurer Sir Walter Raleigh (1618). Even in the 20th century during World War I several spies were executed there by firing squad.



Поясніть значення наступних словосполучень:

- a framed member of court
- a notable inmate
- a notorious traitor
- a politically related crime
- an infamous conspirator
- the repository of the Crown
- the seat of British government
- the site of renowned political intrigue



Поєднайте імена відомих в'язнів з наступними історіями:

Catherine Howard; Sir Walter Raleigh; Anne Boleyn; Guy Fawkes; Sir Thomas More

Here are some of the unfortunates held within the Tower walls.

_____, the Lord Chancellor and scholar who served Henry VIII until the break with Rome, refused to acknowledge Henry VIII as supreme head of the English Church, and continued adamant when the king's subjects were required to subscribe to the oath imposed. He also protested against the divorce of Catherine of Aragon, who had given Henry only one living child, the Princess Mary.

_____, Henry VIII's second wife, was taken to the Tower on a charge of adultery. Before her crowning she had stayed in what is now called the "Queen's House", built below the Bell Tower in 1530. As a prisoner she returned there. Her trial took place in the medieval great hall where she was sentenced to death.

_____ was Henry VIII's fifth wife and according to him his 'very jewel of womanhood'. He adored her and showered her with gifts and favours and pampered her in every way. She appointed a former admirer as her private secretary and soon rumours were being whispered at court about the Queen's misconduct. Henry's immediate reaction was one of total disbelief. However, he ordered an investigation and found that she had really been flirting behind his back. For this he could show no mercy. She was tried, condemned and beheaded at the Tower of London.

_____ was a leading conspirator in the Gunpowder Plot to blow up Parliament. He was a Catholic convert who had served in the Spanish army

before becoming involved in the plot. He and his fellow conspirators were taken to the Tower and interrogated in the Queen's House. In January 1606 with three others, he was drawn on a hurdle from the Tower to the Houses of Parliament and there hanged, beheaded and quartered.

_____ was an explorer known for his expeditions to the Americas, and for allegedly bringing tobacco and the potato from the New World to the British Isles. A favourite of Elizabeth I, he fell thoroughly out of favour and spent 12 years in the Tower on a charge of plotting against King James I. He was released in 1616, only to find himself back there in 1618 after his fruitless expedition to look for gold mines in Guyana. This time he was kept in one of the most cold and direful dungeons before being beheaded six weeks later. In his speech from the scaffold he thanked God that he died in the light, and not in the dark prison of the Tower.



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

THE BASTILLE

The Bastille was a medieval fortress on the East side of Paris that became, in the 17th and 18th centuries, a French state prison and **a place of detention** for important persons **charged with miscellaneous offences**. The Bastille, **stormed by an armed mob** of Parisians in the opening days of the French Revolution, was a symbol of the despotism of the Bourbons and held an important place in the ideology of the Revolution.

With its eight towers, 100 feet high, linked by walls of equal height and surrounded by a moat more than 80 feet wide, the Bastille **dominated Paris**. The first stone was laid on April 22, 1370, on the orders of Charles V of France, who had it built as a *bastide*, or fortification (the name Bastille is **a corruption of bastide**), to protect this wall around Paris against English attack.

The Cardinal de Richelieu was the first to use the Bastille as a state prison in the 17th century. Prisoners included **political troublemakers** and individuals held at the request of their families, often **to coerce a young member into obedience** or **to prevent a disreputable member from marring** the family's name. Under Louis XIV, the Bastille became a place of **judicial detention**; and later persons being tried by the Parliament were also detained there. It is noteworthy that prohibited books were also placed in the Bastille. The high cost of maintaining the building **prompted talk of demolition** in 1784.

On July 14, 1789, when only seven prisoners were confined in the building, a mob advanced on the Bastille with the intention of asking the prison governor to release the arms and munitions stored there. Angered by the governor's refusal, the people stormed and captured the place. This dramatic action came to symbolise the end of the ancient regime. The Bastille was subsequently demolished by order of the Revolutionary government.

? Дайте відповіді на запитання.

1. When and why was the Bastille built?
2. Who was the first to use the Bastille as a state prison?
3. What was the Bastille like in the 17th and 18th centuries? Who was confined there?
4. How was the Bastille demolished?

It's Interesting to Know

JOHN HOWARD, 1726-1790

There is in England today a society called *The Howard League of Penal Reform*. It is named after one of the greatest figures in the history of law in the eighteenth century. Howard was High Sheriff of Bedfordshire when in 1773 he started to investigate prison conditions. The thing that drew his interest was the discovery that innocent people were often held in gaol until they had paid the gaoler's fees even though the court had found them not guilty. In the next three years he visited every prison in Great Britain and Ireland as well as many in Europe and wrote a book based on his experiences called *The State of Prisons*. He died in Russia on his way to find out about sanitary conditions in the Russian army. Through his work and that of Elizabeth Fry prisons were at last improved and prisoners treated more like human beings than animals.

CESARE BECCARIA, 1738—1794

Punishment of criminals in the eighteenth century was savage, from torture to death or imprisonment. One of the first people to raise a voice against the inhumanity was Beccaria, who wrote a famous book called *Concerning Crimes and Punishment*. He called for mercy and his pleas were heard by such people as Frederick the Great of Prussia, who was in a position to do something about unjust laws. The book was soon translated into several languages. Beccaria was one of the first people to say that the law should consider the person being tried as well as the crime he or she has committed.

ELIZABETH FRY, 1780—1845

Until the great reforms in law, which took place in the nineteenth century, criminals were treated with great brutality. Thieves were hanged or deported, while floggings were very common and prisons were very dirty and terribly overcrowded. Elizabeth Fry was one of the very few people who devoted their lives to improving the life of prisoners. She was a Norfolk Quaker who went among the criminals to understand them better and to improve the conditions in which they lived. In 1817 she formed a society for the improvement of prison conditions and started to take an interest in prisons in other countries. She was so successful in her work that she was thanked by the House of Commons for her efforts.

ГРАМАТИЧНІ ВПРАВИ QUESTION TAGS

1.



Доповніть речення, утворюючи розділову форму питання.

Examples: Tom will be late, *will he?*

They were very angry, *weren't they?*

1. Ann's on holiday, _____?
2. You weren't listening, _____?
3. Sue doesn't like onions, _____?
4. Jack's applied for a job, _____?
5. You can type, _____?
6. You've got a camera, _____?
7. He won't mind if I go early, _____?
8. Tom could help you, _____?
9. There are a lot of people, _____?
10. Let's have dinner, _____?
11. This isn't very interesting, _____?
12. I'm too fat, _____?
13. You wouldn't tell anyone, _____?
14. Listen, _____?
15. I shouldn't have got angry, _____?
16. Don't drop it, _____?
17. They had to go home, _____?
18. He'd never seen you before, _____?

2.



Прочитайте ситуацію й напишіть запитання до виділених речень.

Example: You are with a friend outside a restaurant. You are looking at the prices. **It's very expensive.** What do you say? – *It's very expensive, isn't it?*

1. You look out of the window. **It's a beautiful day.** What do you say to your friend? -
2. You've just come out of the cinema with your friend. You both really enjoyed the film. You thought **it was great.** What do you say? -
3. Tom's hair is much shorter. Clearly **he has had his hair cut.** What do you say? -
4. You are shopping. You are trying on a jacket. You look in the mirror: **it doesn't look very nice.** What do you say to your friend? -

5. You are talking about Bill. You know that **Bill works very hard**. Everyone knows this. What do you say about Bill? -

3.



Проаналізуйте наступні ситуації й задайте запитання.

Example: You want a cigarette. Perhaps Tom has got one. Ask him.

Tom, you haven't got a cigarette, have you?

1. Jack is just going out. You want him to get some stamps. Ask him.
Jack, you
2. You're looking for Ann. Perhaps Tom knows where she is. Ask him.
Tom, you
3. You need a bicycle pump. Perhaps Jim has got one. Ask him.
Jim,
4. Jane has a car and you don't want to walk home. You want her to give you a lift. Ask her. – Ann,
5. You're looking for your purse. Perhaps Mike has seen it. Ask him.
Mike,

ТЕМА 36:

ВИПРАВНІ ІНСТИТУТИ Й УСТАНОВИ

Заняття 2

СУЧАСНІ ВИПРАВНІ ІНСТИТУТИ



Прочитайте та перекладіть текст українською мовою.

PRESENT-DAY PENAL INSTITUTIONS

Modern prisons are quite diverse, but it is possible to make some generalisations about them. In all but minimum-security prisons, the task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns. Barred cells and locked doors, periodic checking of cells, searches for contraband, and detailed regulation of inmates' movements about the prison are all undertaken to prevent escapes. In order to forestall thievery, drug and alcohol use, violent assaults, rapes, and other types of prison crime, the inmates are subjected to rules governing every aspect of life; these do much to give the social structure of the prison its authoritarian character.

The need to prompted many their penal institutions maximum, medium, Convicted offenders are category on the basis of nature of their offence,



maintain security within prisons has countries to separate into categories of and minimum security. assigned to a particular the seriousness or violent the length of their



sentence, their proneness to escape, and other considerations. Within a prison, the inmates are often classified into several categories and housed in corresponding cellblocks according to the security risk posed by each individual. Younger offenders are usually held in separate penal institutions that provide a stronger emphasis on treatment and correction.

Prisons generally succeed in the twin purposes of isolating the criminal from society and punishing him for his crime, but the higher goal of rehabilitation is not as easily attained. An offender's time in prison is usually reduced as a reward for good behaviour and conscientious performance at work. The privilege of receiving visits from family members and friends from the outside world exists in almost all penal systems.

? Дайте відповіді на запитання.

1. What are the purposes of incarceration?
2. How are these purposes obtained?
3. What three categories of prisons are described in the text?
4. What is the general principle of confining offenders in different kinds of prisons?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

В'язень, напад із застосуванням сили, некарний вплив й виправлення, засуджений, реабілітація особистості злочинця, тюрма з максимальною ізоляцією в'язнів.



Поясніть значення наступних словосполучень. Складіть з ними речення.

- conscientious performance at work
- proneness to escape
- security risk
- to forestall thievery
- to give smth. the highest priority
- to maintain security within prisons



Поєднайте наступні терміни з їх дефініціями. Складіть з ними речення.

- 1) breach of prison
- 2) closed prison
- 3) industrial prison
- 4) open prison
- 5) prison bar
- 6) prison breaker
- 7) prison education
- 8) prison lawyer
- 9) prison term
- 10) prison ward
- 11) to be sent to prison
- 12) to do one's time (in prison)
- 13) to escape from prison

- a. "промислова тюрма" (тюрма, де в'язні працюють у цехах, майстернях)
- b. той, що втік з тюрми
- c. втекти з тюрми
- d. бути засудженим до тюремного ув'язнення
- e. відбувати строк у тюрмі
- f. перевиховання чи освіта в'язнів
- g. втеча з тюрми / втеча з-під варти
- h. тюремна камера
- i. тюремні ґрати
- j. тюремне ув'язнення / тюремний строк
- k. тюремний юрист
- l. тюрма закритого типу
- m. тюрма відкритого типу

ГРАМАТИЧНІ ВПРАВИ ENOUGH AND TOO



1.  Доповніть речення, використовуючи наступні слова й прислівник *enough*.

big old warm well cups money qualifications room time

1. She can't get married yet, she is not *old enough*.
2. Tom would like to buy a car, but he has not got
3. I couldn't make coffee for everybody. There weren't
4. Are you? Or shall I switch the heating?
5. It's only a small car, there isn't for all of you.
6. George didn't feel to go to work this morning. He is.....
7. I didn't finish the examination. I didn't have
8. Do you think I've got to apply for this job?
9. Try this jacket on and see if it's for you.

2.  Доповніть речення прислівником *too* або *enough*.

1. I can't drink this coffee. It's
2. Nobody could move the piano. It was
3. I can't wear this coat in winter. It's
4. Don't sit on that chair. It's
5. Two people can't sleep in this bed. This bed is

3.   Дайте відповіді на запитання, використовуючи прислівник *too* або *enough*.

1. "Why can't you talk to me now?" – "I'm"
2. "Let's go to the cinema." -
3. "Why don't we sit in the garden?" –
4. "Would you like to be a politician?" -
5. "Are you going on holiday this year?" -
6. "Shall we take a photograph?" -
7. "Did you hear what he was saying?" -
8. "Does Harry work?" -

ТЕМА 36:

ВИПРАВНІ ІНСТИТУТИ Й УСТАНОВИ

Заняття 3

“МЕШКАНЦІ ТЮРЕМ”. КАТЕГОРІЇ УВ’ЯЗНЕНИХ



Прочитайте та перекладіть текст українською мовою.

PRISON POPULATION

Nowadays prisoners are kept in separate institutions according to the severity of crime committed, as well as well as to the age, sex and other conditions. Consequently, the inmates include unconvicted prisoners, juvenile delinquents, women prisoners, recidivists and life-sentence prisoners.

Most prisoners serving longer sentences are held in correctional institutions, which are usually large maximum-security buildings holding offenders in conditions of strict security. Young offenders are usually detained in reformatories, often designated under names that imply that their purpose is treatment or correction rather than punishment. Women are normally held in separate prisons. Prisoners who are not considered a danger to the community may be confined in low-security or open prisons.



Дайте відповіді на запитання

1. What are the main categories of inmates?
2. Where are long-term prisoners usually held?
3. What is the purpose of reformatories?
4. What are open prisons?



Поясніть значення наступних словосполучень.
Складіть з ними речення.

- unconvicted prisoner
- juvenile delinquent
- recidivist
- life-sentence prisoner



Прочитайте та перекладіть текст українською мовою.
Перекладіть письмово виділені речення.

PRISON INMATES

UNCONVICTED PRISONERS

Some of the prison population consists of unconvicted prisoners held in custody and awaiting trial. These prisoners are presumed to be innocent and are treated accordingly. **They are allowed all reasonable facilities to seek release on bail, prepare for trial, maintain contact with relatives and friends, and**

pursue legitimate business and social interests. They also have the right to wear their own clothes and can write and receive unlimited number of letters.

YOUNG OFFENDERS

In Britain, young offenders are held in reformatories, which are designed for the treatment, training and social rehabilitation of youth. **School-age delinquents are kept in residential training schools, and young offenders between the ages of 16 and 25 who have been convicted of a criminal act serve in special facilities.** The most famous of these is *the Borstal Institution*.

WOMEN PRISONERS

Women are usually held in smaller prisons with special programmes and recreational opportunities offered to reflect stereotyped female roles, with emphasis on housekeeping, sewing and typing skills. Women prisoners do not wear prison uniform and there is a clothing allowance to help pay for clothes while in prison. Some prisons provide mother and baby units, which enable babies to remain with their mothers where that is found to be in the best interests of the child. **In addition to the usual visiting arrangement, several prisons allow extended visits to enable women to spend the whole day with their children in an informal atmosphere.**

HABITUAL OFFENDERS

Criminals who have frequently been apprehended and convicted, who have manifested a settled practice in crime, and who are presumed to be a danger to the society in which they live are referred to as habitual offenders. Studies of the yearly intake of prisons, reformatories, and jails in the United States and Europe show that from one-half to two-thirds of those imprisoned have served previous sentences in the same or in other institutions. **The conclusion is that the criminal population is made up largely of those for whom criminal behaviour has become habitual; moreover, penal institutions appear to do little to change their basic behaviour patterns.**

Though the percentage of recidivists runs high for all offenders, it is greatest among those convicted of such minor charges as vagrancy, drunkenness, prostitution, and disturbing the peace. These are more likely than serious criminal charges to result from an entire way of life. **Accordingly, their root causes are rarely susceptible to cure by jailing.**

LIFE-SENTENCE PRISONERS

Since the capital punishment has been abolished in Britain, the severest penalty for the most atrocious crimes, such as murder, is life imprisonment. Those serving life sentences for the murder of police and prison officers, terrorist murders, murder by firearms in the cause of robbery and the sexual or sadistic murder of children are normally detained for at least twenty years. Life sentences for offences other than murder can be reduced up to nine years.

On release, all life-sentence prisoners remain on licence for the rest of their lives and are subject to recall should their behaviour suggest that they might again be a danger to the public.

? Дайте відповіді на запитання

1. What privileges do unconvicted prisoners have?
2. What are the purposes of reformatories?
3. What is the most famous facility for young offenders?
4. What special programmes are established for women prisoners?
5. What additional rights do women prisoners have?
6. What are habitual offenders?
7. What are the most typical crimes committed by recidivists?
8. What is the severest penalty for the most atrocious crimes?
9. What kinds of 'lifers' are sentenced to the longest term of imprisonment?
10. How is life sentence typically reduced in Britain?
11. How are 'lifers' supervised when released?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Виправна установа для правопорушників-підлітків, перевиховання в'язнів, рецидивіст, порушення громадського порядку, співпрацівник виправної установи, відбувати строк в тюрмі.



Прочитайте наступний текст. Знайдіть українські еквіваленти до виділених словосполучень. Перекажіть текст.

A LIFER KEEN ON CANARIES

Robert Franklin is an American criminal, a **convicted murderer** who became a self-taught ornithologist during his 54 years in prison, forty-two of them in **solitary confinement**. He became known for his contribution to the study of birds.

At the age of 13 Franklin ran away from home and, by the age of 18, was in Alaska, working as a pimp and living with a dance-hall girl. An argument over the girl led to his fighting and killing a man. **Pleading guilty to manslaughter** in 1909, he was sentenced to 12 years in a federal prison. After stabbing a fellow prisoner and proving generally troublesome, he was transferred to Kansas, where he continued to be a **loner** but began to educate himself, taking university extension courses. In 1916 he **stabbed** and killed a guard and **was tried, convicted and sentenced to hanging**, but in 1920 President Woodrow Wilson **commuted his sentence to life imprisonment in solitary confinement**.

Thereafter, mostly in solitary confinement, he began raising canaries and other birds, collecting laboratory equipment, and studying the diseases of birds and their breeding and care. Some of his research writings were **smuggled out of prison** and published in 1943. Later, however, he was allowed to continue his research but denied further right of publication. His research was considered an important work in the field of ornithology.

ГРАМАТИЧНІ ВПРАВИ QUITE AND RATHER

1.



Перепишіть речення, вживаючи *quite*.

Example: They live in an old house. - *They live in quite an old house*

1. Tom's got a good voice.
2. They bought an expensive camera.
3. It was a nice day.
4. We had to walk a long way.
5. It was a frightening experience.
6. There was a strong wind.
7. You've made a lot of mistakes.
8. I've had a tiring day.

2.



Доповніть речення, вживаючи *quite* або *rather* та слова у дужках.

1. The weather is but (warm / windy)
2. Jill's flat is but (clean / untidy)
3. The water in the pool was but (warm / dirty)
4. The concert was but (good / long)
5. The film was but (exciting / frightening)
6. The car goes but it's (weel / noisy)
7. He is but he's (a hard worker / slow)
8. Jim lives me but it'sto get to his house. (near / difficult)
9. Tom' splan was but(interesting / complicated)
- 10.It's but it'swork. (a well-paid job / hard)

3.



Доповніть речення, вживаючи *quite* з одним із слів з таблиці.

Different amazing impossible right safe sure unnecessary true

1. We didn't believe them at first, but what they said was
2. You needn't have done that. It was
3. I'm afraid I can't do what you ask. It's
4. I couldn't agree with you more. You are
5. You won't fall. The ladder is
6. You can't compare the two things. They are

ТЕМА 36:

ВИПРАВНІ ІНСТИТУТИ Й УСТАНОВИ

Заняття 4

ПРАВА УВ'ЯЗНЕНИХ



Прочитайте та перекладіть текст українською мовою.
Перекладіть письмово виділені речення.

PRISON LIFE

Among the 'pains of imprisonment' that both male and female inmates face are, in the first place, the deprivation of liberty and the loneliness and boredom of imprisonment. Second, prisoners are deprived of all goods and services from the outside world. Stripped of possessions, they often equate their material losses with personal inadequacy. The third deprivation for the majority is the absence of heterosexual relationships. Fourth, prisoners are subjected to vast body of institutional regulations designed to control every aspect of behaviour.

In part this control forms the deprivation of freedom that is the essence of imprisonment, and in part it is necessary adjunct as a means of maintaining security, controlling the introduction of weapons, contraband substances and preventing escapes.

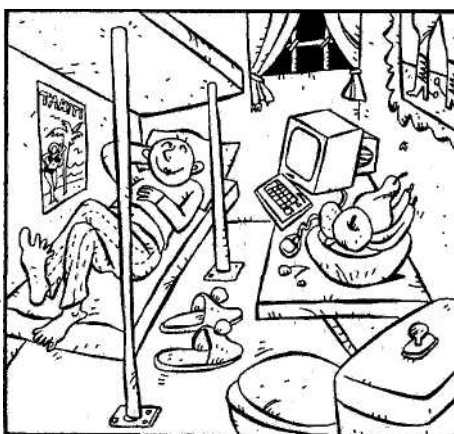
Most prisons limit the number of visits that a prisoner may receive from his family or friends. Visits normally take place within the sight of an officer, and in some cases within his hearing. In many prisons, visits are conducted with the prisoner sitting on one side of the table and his visitor on the other, with a wire mesh partition between them; the visitor may be searched for contraband.

Prisoners may write and receive letters and may make telephone calls. Correspondence of prisoners is usually subject to censorship by the prison authorities, and prisoners may not write more than one letter each week.

Privileges include a personal radio, books, periodicals and newspapers. They also have an opportunity to watch television (in many prisons each prisoner has a TV-set), and to make purchases from the prison shop with money earned in prison.

Control of the prison is maintained by a number of disciplinary sanctions, which may include forfeiture of privileges, confinement within a punishment block or cell, or the loss of remission or good time (time deducted from the sentence as a reward for good behaviour).

Typically, the prohibited offences include mutiny and violence to officers; escaping, or being absent from a place where the prisoner is required to be and possessing unauthorised articles.



? Дайте відповіді на запитання.

1. What deprivations do prisoners suffer?
2. What is the aim of controlling every aspect of prisoner's life? What are the institutional regulations for visits that prisoners may receive?
3. What rights do prisoners have?
4. What disciplinary sanctions are imposed to maintain security in prison?



**Поясніть значення наступних словосполучень.
Складіть з ними речення.**

- body of institutional regulations
- contraband substance
- forfeiture of privileges
- personal inadequacy
- to be stripped of possessions
- to control the introduction of weapons
- to possess unauthorised articles



**Прочитайте та перекладіть текст українською мовою.
Перекладіть письмово виділені речення.**

PRISONERS' RIGHTS




The idea that a prisoner has rights that may be protected by actions in the courts has been developed in Europe and the United States. **In England, in the absence of a written constitution, prisoners resorting to the courts have relied on the general principles of administrative law, which require fair procedures by disciplinary bodies.** Although many actions brought by prisoners have been unsuccessful, prison disciplinary procedures have been improved as a result of such litigation.

In the U.S. actions brought under the provisions of the U.S. Constitution (notably the Eighth and the Fourteenth amendments) establish that prisoners are entitled to the protection of the Constitution. **Early U.S. court decisions ruled that prisoners had forfeited all of the rights enjoyed by free citizens.** Eventually, the courts recognised certain rights and legal remedies available to prisoners, who may now file their own suits, have direct access to the federal courts, and file writs of Habeas Corpus and mandamus. **Under Habeas Corpus the prisoner may request release, transfer, or another remedy for some aspect of confinement. Mandamus is a command issue by a court directing a prison administrator to carry out a legal responsibility—to provide a sick prisoner with medical care, for example—or to restore 'the prisoner' rights that have been illegally denied.** Prisoners have sought remedies for many problems, including relief from unreasonable searches, release from solitary confinement, and the procuring of withheld mail. **Recent decisions have**

indicated, however, that the courts are now willing to limit legal writs by prisoners in deference to the security requirements of the prison.

? Дайте відповіді на запитання.


1. What rights do prisoners enjoy in Europe and the United States?
2. What have you learned about Habeas Corpus and mandamus?
3. Why are the courts now willing to limit prisoners' access to the federal courts in the United States?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Судовий процес, судова справа, судовий наказ, тюремне ув'язнення, безпідставний обшук, пред'являти позов; судовий захист.

			Поясніть значення наступних словосполучень:
---	---	---	--

- to resort to the court
- to forfeit a right
- release from solitary confinement
- procuring of withheld mail
- prison security requirements

	Прочитайте та перекладіть текст українською мовою. Висловте свою думку щодо наступних питань.
---	--

CRITICISM OF JAIL TV

The UK Government has been accused of going "soft on crime" for considering a proposal to allow thousands of prisoners to have televisions in their cells.

The Home Office has asked the Prison Service to investigate the issue to try to defuse tensions in "Britain's overcrowded jails. Prison Service officials said no decisions had been made and said it was weighing up the 'pros and cons' of the scheme.

Home Affairs spokesman, James Clappison, said: "We think prison conditions should be decent and austere and prisons should be a punishment. We think televisions in cells are not consistent with that. We think it's soft on criminals."

The former Home Secretary, Michael Howard, said: "Televisions in cells could provide a calming influence and a powerful incentive to good conduct. It could also be used for educational and communication purposes."

Deputy director of the Prison Reform Trust, Nick Flynn, said: "It's a delicate matter and it shouldn't be used for prisoners to sit around to watch football. But it could be a useful tool for the Prison Service to give information to prisoners."

A MANICURE FOR JACK THE RIPPER AT THE KILLERS' HEALTH CLUB

Some of Britain's most notorious killers and rapists are being offered the luxury of beauty therapy. They can enjoy facials, manicures and pedicures at Ashworth maximum security hospital's new club. The 650 male and female patients can also enjoy a sauna, solarium and massage area at the mental hospital near Liverpool.

These inmates have avoided prison because the courts decided they are either mentally ill or criminally insane.

Hospital authorities said that the facilities available to inmates, especially those with low self-esteem or who found it difficult to relax."



said that the facilities "especially benefited who found it difficult to relax."

Among the 'clients' of the Club is a knifeman who attacked 10 people and is now pleading for access to a fully equipped gym, and a sadistic rapist undergoing aromatherapy treatment.

The International Covenant on Civil and Political Rights declares that "all persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person". However, in reality all over the world, hundreds of thousands of people are being held in prisons that are: squalid, overcrowded, dilapidated, insanitary, inhumane, unjust, very expensive and ineffective in tackling crime. In many countries, conditions are so bad that prisoners die from malnutrition, diseases, attacks from other prisoners or prison staff, or suicide. Under extremely overcrowded and insanitary conditions, diseases such as tuberculosis and dysentery spread very rapidly, and without medical treatment they may easily be fatal.

At the same time there is a small number of people who present such a danger to the community or to themselves that they need to be detained. However, for most offences, imprisonment is not an effective penalty. Many countries which may have very high prison populations have very high crime rates. This shows that prison is probably not deterring many people from crime. Whilst in prison, the attitudes of minor offenders may harden as they mix with those convicted of more serious crimes. This often leads to minor offenders committing more serious crime after they are released from prison.

Large amounts of money are spent on locking people up, even when prison staff are poorly paid, buildings are not maintained and prisoners are treated inadequately.

In many countries, prison populations have been increasing substantially over recent years. Most prisoners are young, poor, urban men. Locking up this

section of the general population for substantial periods has a destabilising effect on the whole society-in the longer term.



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Високий рівень злочинності, особа, що скоїла незначне правопорушення, ефективна міра покарання, утриматися від скоєння злочину, засадити у тюрму, звільнити з тюрми.



Доповніть текст наступними словами:

restraint; release date; recidivism; rehabilitate; preventive

Criticism of the present prison system of punishment has focused mainly on its rehabilitative and _____ functions. Critics point out that _____ - the commission of another crime after the offender has served a sentence for the first time — is high. Thus the system seems ineffective as a cure for, or a _____ upon, those factors in offenders which may lead to criminal acts. Furthermore, because there is no way to predict the future behaviour of individuals, the length of sentence and the _____ may have no relationship to the prison time necessary to effect a cure in, or _____ an offender. Many criminologists insist that there is no adequate body to demonstrate that any punishment, capital punishment included, has a restraining effect on potential criminal behaviour.

ГРАМАТИЧНІ ВПРАВИ КОНСТРУКЦІЯ USED TO

1.



Доповніть речення конструкцією used to

Example: Dennis doesn't smoke any more but he used to smoke 40 cigarettes a day.

1. The baby doesn't cry so much now but she ... every night.
2. She ... my best friend but we aren't friends any longer.
3. We live in Nottingham now but we ... in Leeds.
4. Now there's only one shop in the village but there ... three.
5. When I was a child I ... ice-cream, but I don't like it now.
6. Now Tom has got a car. He ... a motor-cycle.

2.



Напишіть речення про людину, яка змінила свій стиль життя.

Ron stopped doing some things and started doing other things:

He stopped:

- * Studying hard
- * Going to bed early
- * Running three miles every morning

He started:

- * Smoking
- * Going out every evening
- * Spending a lot of money

Examples: He used to study hard.

He never used to smoke or He didn't use to smoke.

1.
2.
3.
4.

3.



Напишіть речення про теперішні події. Пам'ятайте, що немає теперішньої форми used to.

Examples: Ron used to study hard but now he doesn't study very hard

Ron didn't use to smoke but now he smokes.

1. Tom used to play tennis a lot but now
2. Ann never used to drink coffee but now
3. Jill didn't use to be fat but now
4. Jack didn't use to go out much but now

4.



Напишіть запитання. Mr Ford вже старий чоловік. Ви запитуєте когось про його молодість.

Example: I know he doesn't smoke now but did he use to smoke ?

1. I know he doesn't play the piano now but ?
2. I know he isn't very rich now but ?
3. I know he doesn't go out very often these days but ?
4. I know he doesn't dance these days but ?
5. I know he hasn't got many friends now but ?

ТЕМА 36:

ВИПРАВНІ ІНСТИТУТИ Й УСТАНОВИ

Заняття 5

АЛЬТЕРНАТИВИ ТЮРЕМНОМУ УВ'ЯЗНЕННЮ



Прочитайте та перекладіть текст українською мовою.
Перекладіть письмово виділені речення.

ALTERNATIVES TO PRISON

PRISON IMPROVEMENTS AND ALTERNATIVES

In most criminal justice systems the majority of offenders are dealt with by means other than custody—by fines and other financial penalties, by probation or supervision, or by orders to make reparation in some practical form to the community.

FINE

The most common penalty, fine, avoids the disadvantages of many other forms of sentence; it is inexpensive to administer and does not normally have the side effects, such as social stigma and loss of job that may follow imprisonment. **However, there are dangers that the imposition of financial penalties may result in more affluent offenders receiving penalties that they can easily discharge, while less affluent offenders are placed under burdens that they cannot sustain.**

RESTITUTION

Related to the fine is an order to pay restitution (in some countries termed "compensation"). **The principle of restitution is popular in some countries as an alternative to punitive sentencing, but there are some drawbacks.** One is the possibility, as in the case of the fine, that the more affluent offender may receive favourable treatment from the court because he is able to pay restitution. The second drawback is that such schemes do not help all victims of crime. Only those who are the victims of crimes for which the offender is caught and convicted and has the funds to pay restitution are likely to be recompensed. **Victims of crimes of violence in some countries — such as England and Canada — are entitled to restitution from public funds, whether or not the offender is detected or has the resources necessary to compensate.**

PROBATION

There are many ways of dealing with offenders that do not involve the payment of money. One is probation, a system that takes many different forms in different jurisdictions. However, that essentially involves the suspension of sentence on the offender subject to the condition that he is supervised while living in the community by a probation officer and possibly agrees to comply with such other requirements as the court may think appropriate. **Usually, if the offender complies with the probation order and commits no further offence while it is**

in force, no other penalty is imposed. If he breaks the requirement of the order or commits another offence, he can be brought back before the court and punished for the original offence as well as the later one.

SUSPENDED SENTENCE

In many American states probation is combined with a suspended sentence, so that the sentence the offender will have to serve if he breaks the order is fixed in advance. **In England the sentence is not fixed in advance, and the court has complete discretion if there is a breach of probation terms to sentence the offender for the original crime in light of his later behaviour.**

REPARATION

The concept of reparation has gained in popularity in a number of jurisdictions. Under this method, the offender makes good the damage he has done through his crime, not by paying money but by providing services to the victim directly or indirectly through the community. In England this takes the form of the community service order, under which the court is empowered to order anyone who is convicted of an offence that could be punished with imprisonment to perform up to 240 hours of unpaid work for the community, usually over a period of not more than 12 months. The kind of work involved varies according to the area, the time of year, and the abilities of the offender; in some cases it may involve heavy physical labour, but in others it may require such work as the provision of help to handicapped people. **If the offender completes, the hours of work ordered by the court, he receives no further penalty, but if he fails to carry out the work without reasonable excuse, he can be re-sentenced for the original offence.** This method is less expensive to administer than imprisonment, less damaging to the offender and his family, and more useful to the community. There are some doubts about the extent to which the availability of community service as an alternative to prison weakens the deterrent effect of the criminal law, but there can be no doubt that community service has become an established sentencing alternative.

DISQUALIFICATION

Other alternatives to prison are based on the idea of preventing an offender from committing further offences, without necessarily **confining** him in a prison. The most familiar power of this kind is that of disqualifying an offender from driving a motor vehicle or from holding a driver's license. **Other forms of disqualification may be imposed on offenders convicted of particular types of crimes: a fraudulent company director may be disqualified from being involved in the direction of a company, a corrupt politician may be disqualified from holding public office, or a parent who sexually abuses his children may be deprived of parental authority over them.'**

It appears, however, that imprisonment will still remain the major instrument of punishment. **In light of the difficulties surrounding its use, prison ideally should be employed as a last resort for those offenders who cannot be handled in any other way.**



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Відповідати вимогам, корумпований політик, бути позбавленим батьківських прав, відстрочка виконання вироку чи покарання, служба пробації, судовий наказ про направлення на пробацію, економічні санкції, умовне засудження, нагляд, компенсація, суспільні роботи, бути позбавленим прав водія, мати право на покриття збитків.



Прочитайте та перекладіть текст українською мовою. Прокоментуйте виділені речення.

TRACKING HUMANS: THE ELECTRONIC BRACELET IN THE MODERN WORLD

Alternatives to incarceration such as the use of fines, community service, and restitution are products of the social movements of the 1960s. The rationalizations of these alternatives have been cost effectiveness, efficiency and humaneness. The same arguments have been associated with the newest community-based sanction, "electronic monitoring". It is clear that such an alternative may yield these benefits.

The electronic monitoring system generally requires the offender to wear an electronic bracelet around his ankle or wrist. The monitoring is usually of two types: passive or active. The passive system provides for random telephone monitoring by authorities in order to confirm that it is the specific offender who is present and responding. In contrast, an active system provides continuous information as to whether an individual is within the range, generally 150 to 200 feet, of a transmitter located within their residence. This is commonly referred to as continuous monitoring.

The overriding rationale in favour of electronic monitoring appears to centre on its potential to alleviate both prison overcrowding and the financial burden of incarceration. The effects of imprisonment on an individual may be great. **It is common knowledge that imprisonment returns a man to society with a scarred psyche, unpaid debts and financial losses, a highly disruptive if not irreparably broken family, children who lose respect for their parent, no job, and a gap in his life history that is hard to explain when he seeks a new job.** In this respect, electronic monitoring allows the offender to remain at home where he can continue to hold employment and maintain any dependent children. Consequently, society may benefit as well, since there will be no additional burden placed on the welfare system, as would be the case if an offender with dependent family members was imprisoned.

Violent crimes committed by electronically monitored offenders are rare. About one out of twenty-five electronically monitored offenders commit crimes, and the vast majority of these new offences are non-violent. Moreover,

these figures compare favourably with other monitoring systems, including bail and probation.

? Дайте відповіді на запитання.

1. What is the electronic monitoring system? What is its purpose?
2. What is the difference between passive and active monitoring?
3. What are the advantages of electronic monitoring compared to incarceration? What are its drawbacks?



**Прочитайте та перекладіть текст українською мовою.
Прокоментуйте виділені речення.**

THE NETHERLANDS: A LAND WITHOUT PRISONS

Soaring crime rates and law-and-order backlash are hardly unique to the United States, but not all countries have taken the 'lock-'em-up-and-throw-away-the-key' approach. Many nations, in fact, have largely shelved the punitive psychology in dealing with criminals — and none more forthrightly than Holland. The Dutch have adopted an innovative and remarkably humane system of dealing with law-breakers, with the result that the Netherlands is close to becoming a land without prisons. And the policy is apparently paying dividends: crime is certainly climbing much more slowly there than in all other countries.

The Dutch hold the view that harsh treatment and 'get-tough' attitudes only aggravate the problems that lead a person to crime. "A prison sentence does little to resocialise a person", says vice-president of the Hague Court. "It more likely leads to rancour and bitterness. A mild sentence, possibly even just a fine, shows an offender that society cares about him." Because of this benevolent concept fewer and fewer people are serving time in Holland.

Whenever possible, the Dutch prefer to fine law — breakers rather than clap them in jail. But even for those imprisoned, every effort is made to provide an environment that will rehabilitate the convicts. While, as one official put it, "Dutch prisons are not Hilton Hotels," neither are they ugly fortresses full of cellblocks and harassment. Several prisons in Holland are country villas with only a handful of prisoners. In many institutions prisoners are allowed to wear their own clothes and keep personal possessions; they are given comfortably furnished rooms with such homey items as curtains, and they often are allowed to work outside the prison or leave from time to time to visit their families.

Moreover, Holland has an extraordinary one-to-one ratio between prisoner staff members and inmates. "Our objective", — says the Deputy Prison Director, — "is not to make life pleasant for prisoners, but to normalize it as much as possible to prepare the prisoners for a return to society."

Dutch officials maintain that their philosophy of short prison sentences and humanitarian treatment is essential if convicts are not to become repeaters. "A

heavy sentence," — they say, — "keeps a person out of possible mischief longer, but it merely postpones and aggravates the problem of recidivism."

Given that kind of success, it is not surprising that Holland's liberal penal philosophy has won applause.

? Дайте відповіді на запитання.

1. What approach characterises the Dutch punitive system?
2. What penalties do the Dutch prefer to impose on their criminals?
3. What are the prisons in Holland like?
4. What rights do prisoners enjoy in the Netherlands?
5. What is the goal of humanitarian treatment of offenders in Holland?



Поясніть наступні англійські словосполучення:

- soaring crime rates
- law-and-order backlash
- 'lock-'em-up-and-throw-away-the-key' approach
- to shelve the punitive psychology
- get-tough attitudes
- to resocialise a person
- benevolent concept
- homey items
- to become repeaters

ГРАМАТИЧНІ ВПРАВИ

СКЛАДНОПІДРЯДНІ РЕЧЕННЯ ЗІ СПОЛУЧНИКАМИ TILL/UNTIL/AS SOON AS/BEFORE/AFTER/WHILE

1.



Перекладіть речення українською мовою.

1. I'll buy that novel when it comes out.
2. After she was out of sight, he turned and entered the house.
3. I was there before I came here.
4. You'll sleep here while we stay.
5. There were tears in his eyes as he went downstairs.
6. Then wait till I get one or two things.
7. Whenever I pass her door, I always hear her crying.
8. Someone should have talked to him as soon as he was brought in here.

2.



Закінчіть речення, доповнивши їх підрядними реченнями часу.

1. What will you do when...
2. What did you do before...
3. What will you do after...
4. Will you stay here while...
5. Shall we go for a walk as soon as...
6. Please stay here till...

3.



Перекладіть речення англійською мовою.

1. Я запитаю в нього про це, коли він вийде.
2. Виконуй домашнє завдання поки мене не буде.
3. Як тільки впораємося з цим, підемо відпочивати.
4. Після того як він вийшов з будинку, він зрозумів, що був неправий.
5. Він завітав до них, перш ніж прийти сюди.
6. Зачекай, поки я прибиру квартиру.
7. Коли дощ перестав, ми пішли погуляти.
8. Кожного разу коли я йду в інститут, я зустрічаю цих людей.

ТЕМА 36:

ВИПРАВНІ ІНСТИТУТИ Й УСТАНОВИ

Заняття 6

РЕАБІЛІТАЦІЯ

▶▶ 👁 👂 Знайдіть українські еквіваленти до наступних англійських словосполучень:

certificate of rehabilitation	юридична реабілітація
legal rehabilitation	психіатрична реабілітація
psychiatric rehabilitation	соціальна реабілітація
rehabilitation agency	професійна реабілітація
rehabilitation centre	орган з питань соціальної реабілітації
rehabilitation facility	центр соціальної реабілітації
social rehabilitation	довідка про реабілітацію
vocational rehabilitation	виправна установа

📖 Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених англійських словосполучень.

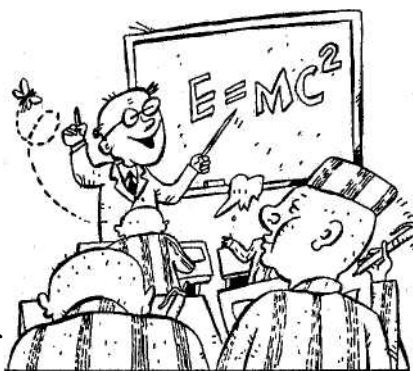
REHABILITATION

Preparation for Release

The Prison Services in Scotland have a duty to release. **Planning for safe start** of an offender's with all **training**, experience provided. It is **prisoners to fit back into with life** without re-

Full time education of compulsory for **young** school leaving age. For older offenders it is voluntary. Some prisoners study for public examinations, including those of the Open University. Physical education is voluntary for **adult offenders**, but compulsory for young offenders. Practically all prisons have physical education facilities. Inmates sometimes compete against teams in local community,

Prison industries aim to give work and experience which will assist prisoners when released. At the same time it reduces the cost of the prison system. The main industries are: clothing and textile manufacture, engineering, woodwork, farming, etc.



England, Wales and in prepare prisoners for **release** begins at the sentence and ties in **education** and work directed at **equipping society** and **to cope** offending.

15 hours a week is **offenders** below

Pre-release Programmes

Pre-release programmes enable selected **long-term prisoners** to spend their last six months before release in certain **hostels attached to prisons**, to help them **re-adapt to society**. Hostellers work in the outside community and return to the hostel each evening. Weekend leave allows hostellers to renew ties with their families. All this is designed to help the inmates make the transition from prison to community. In Northern Ireland prisoners serving fixed sentences may have short periods of leave near the end of their sentences and at Christmas. Prisoners are given a nine-month prerelease programme, which includes employment outside the prison.

Innovative Programmes

Attempts **to aid the prisoner's return to society** have led to the development of several innovative **programmes**. **Furloughs** provide home visits of 48—72 hours for a prisoner nearing his release date; they are intended to aid in restoring family ties and in job seeking. The **work release programme** permits inmates to test their **work skills** and earn money outside the institution for the major part of the day.

Aftercare

Professional social work support is given to offenders following their release to help adjust on their return to society. All young offenders and all adult offenders sentenced to 12 months imprisonment and over **are supervised on release by the probation service**—or, in the case of certain young offenders—by local authority social services departments. Aftercare programmes are designed to protect public safety by monitoring inmates reintegration into the community while making sure they receive needed treatment and services. Existing aftercare programmes are effective in reducing juvenile recidivism.

? Дайте відповіді на запитання.

1. What are the main trends in preparing prisoners for release?
2. What is the aim of pre-release programmes?
3. What innovative programmes are established to aid the prisoner's return to society?
4. What are aftercare programmes designed for?



Прочитайте наступну статтю та прокоментуйте виділені речення.

PRISONERS PRIOR TO RELEASE

In the past local prisons were used as pre-release centres, and indeed some of them still retain hostels for that purpose. Being near the court in which offenders are sentenced, they are also near the community into which short-term prisoners will be released. Therefore **it would seem sensible that as many of these prisoners as possible should serve their sentences as near to that community as possible**, and that long-term prisoners should be returned there for the last part of their sentence, so that the community, including the prisoner's family, can be included in work done with them prior to release, as envisaged in Lord Woolf's vision of community prisons. Bearing in mind how many prisoners come from inner-city areas, adjacent to large local prisons, it is believed that **hostels are a development, or a return to former practice, that could be examined with advantage.**



Прочитайте лист колишнього засудженого. Прокоментуйте його почуття й думки.

AN EX-PRISONER'S TESTIMONY

My reason for testifying publicly about areas of my life where the scars have still not healed is that I would like to help in the search for more satisfactory and more caring responses to the problems of delinquency.

I come from what is euphemistically known as a working-class background, in other words from the underclass. I was one of seven children, and we were so poor that none of us was able to stay on at school beyond the minimum leaving age. When I was seventeen I was arrested, with some of my childhood buddies, for a hold-up committed with a dummy weapon.

Prison came as a brutal shock. The appalling physical conditions made me feel I had stepped back into an age of barbarity. The grim universe within the prison walls not only seemed out of touch with the outside world but to be embedded in a punitive mentality bordering on bestiality. I felt utterly isolated from the prison officers and my fellow inmates. I also felt cut off from myself, and this was not

the least of the dangers I was up against. I soon learned what life in the jungle is all about. If you want to survive you can't afford to trust another living soul.

You start by withdrawing into a shell. Then, if you don't crack up, you get tougher, carefully concealing your slightest weaknesses. You have to think twice about every move you make. A misplaced word or glance could lead to all sorts of trouble. The pressure was so intense that whatever vague feelings of remorse I might have had gave way to a strong sense of injustice. When you're always on your guard you suffer physical and psychological harm that is impossible to measure. After serving four-and-a-half years of a six-year sentence, I came out broken and bent on revenge.

Reintegration is a term that should be added to the list of empty, meaningless words. Mysteriously, everyone I contacted with a view to a job shied away as if they had been tipped off about me. I wondered for a long time whether life was worth living but loving support from my relatives helped me get back on my feet.

Whatever some people may think, it's never too late to start again. But what a waste! Looking back, I can't help thinking it could have been avoided.



Поясніть наступні англійські словосполучення:

- dummy weapon
- the underclass
- to be bent on revenge
- to be on one's guard
- to be out of touch, with smb./smth.
- to commit a hold-up
- to contact smb. with a view to a job
- to get tough
- to shy away from smb.
- to tip off about smb.



Дайте відповіді на запитання.

1. What prompted the young man's slide into a life of crime?
2. Why did prison come as a brutal shock?
3. Why did the young man feel cut off from himself in prison?
4. In your opinion how did the employers know that the man was an ex-convict?



Прочитайте наступний лист. Чи допомогли б ви колишньому засудженому. Чому?

THE INMATE'S LETTER

Dear NEEDED Friend,

My name is Leonard Singleton. Very soon I will be released from prison. I have no family support, no friends, no money, and no home to return to. At the time of my release, I will be given \$25 and a bus ticket and then released into the streets, homeless and alone. I was previously released under the same conditions, which resulted in my resorting to crime to provide housing, clothing, and food for myself.

Just as you are sick and tired of the crime, the criminals and being victimized, please believe me, SO AM I. I am desperately tired of robbing, stealing and victimizing people. I never wanted to be a criminal. I made a very serious mistake by getting involved with the wrong crowd, doing the wrong things. I lost my family, freedom, and integrity. I am ashamed of myself for disgracing, embarrassing, and hurting my family and innocent victims.

My pain and shame for the crimes I formerly committed goes beyond remorse and a plea for forgiveness. I cannot change the past, but I do ask for forgiveness and an opportunity to live a better life.

I am asking you to help me with a fresh, new start. I need your help for construction tools and equipment, housing, clothing, food, utilities, household items, etc. With this help, I can put a roof over my head. I can focus on and acquire employment, and begin building a decent life. PLEASE HELP ME. PLEASE. I have no one else to turn to.

If you try to understand my situation and need for your help, please address a donation, check, or money order, payable to:

Leonard Singleton
Acct. #0535080529

and mail today to:

Liberty Savings Bank
330 West National Road
Englewood, Ohio 45332-1426

I don't know what else to write to persuade you to help me. I do pray, God will touch your heart, to let you know I am sincere and worthy of your generous support.

Thank you for reading my message, and thank you for giving me a second chance.

Sincerely, Leonard Singleton

ГРАМАТИЧНІ ВПРАВИ ІМЕННІ БЕЗОСОБОВІ РЕЧЕННЯ

1.



Перекладіть українською мовою.

1. It's always cold in January.
2. It was easy to translate that letter.
3. It was warm yesterday.
4. It'll be interesting for you to read this book.
5. It'll be easy to find the railway station.
6. It's difficult for him to read this text.
7. It often rains in autumn.
8. It rained all day long yesterday.
9. It's raining now.
10. It was raining at 5 o'clock yesterday.
11. It sometimes snows in October.
12. It's going to rain.

2.



Перекладіть українською мовою. Поставте речення в минулий та майбутній час.

1. It's easy to understand this text, isn't it?
2. It's interesting to listen to your stories.
3. Is it difficult for you to understand grammar rules?
4. It's dark in the room, isn't it?
5. It doesn't often snow here in winter.
6. It doesn't often rain here at this time of the year.
7. It's important for me to finish the work today
8. It's very useful for us to go jogging.
9. It's silly to ask somebody to go there instead of you.
10. It's not easy to learn Chinese.

3.



Перекладіть речення англійською мовою, звертаючи увагу на безособові речення.

1. Зараз надто рано обговорювати це питання. 2. Зима. Дуже холодно. Часто йде сніг і іноді я зовсім не хочу виходити з дому. 3. Взимку важко вставати вранці тому що зранку ще темно. 4. Борис знає німецьку і французьку мови тому йому легко вивчати англійську мову. 5. Вам важко йти? Давайте візьмемо таксі. 6. Зовсім не дивно, що Іван нарешті закінчив Інститут, він багато займався. 7. Дощ вже йде? - Ще ні, але скоро піде. 8. Коли я вийшов з дому йшов дощ. 9. Як часто тут ідуть дощі? 10. Сьогодні зранку ще йшов дощ, а зараз іде сніг. На минулому тижні часто йшов дощ.

ТЕМА 37:

ПРАВООХОРОННІ ОРГАНИ

Заняття 1

ІСТОРИЧНИЙ ОГЛЯД ВИНИКНЕННЯ ПОЛІЦЕЙСЬКИХ ФОРМУВАНЬ

BRAINSTORM

*The word **POLICE** means, generally, the arrangements made in all civilised countries to ensure that the inhabitants keep the peace and obey the law. The word also denotes the force of peace officers (or police) employed for this purpose.*



Які з наступних дій виконує поліцейський. Знайдіть зайві дії. Поясніть свій вибір.

- to apprehend
- to defend in court
- to convict
- to detain
- to imprison
- to investigate
- to lock up
- to safeguard
- to plead guilty
- to search
- to seize
- to sentence
- to take into custody



Прочитайте текст та перекладіть українською мовою виділені речення.

FROM THE HISTORY OF POLICE FORCES

Police is the agency of a community or government that is responsible for maintaining public order and preventing and detecting crime. The basic police mission — preserving order by enforcing rules of conduct or laws — was the same in ancient societies as it is in the contemporary sophisticated urban environments.

The conception of the police force as a protective and law enforcement organisation developed from the use of military bodies as guardians of the peace, such as the Praetorian Guard—bodyguard of the ancient Roman emperors. The Romans achieved a high level of law

enforcement, which remained in effect until the decline of the empire and the onset of the Middle Ages.

During the Middle Ages, policing authority was the responsibility of local nobles on their individual estates. Each noble generally appointed an official, known as a constable, to carry out the law. **The constable's duties included keeping the peace and arresting and guarding criminals.** For many decades constables were unpaid citizens who took turns at the job, which became increasingly burdensome and unpopular. **By the mid-16th century, wealthy citizens often resorted to paying deputies to assume their turns as constables; as this practice became widespread, the quality of the constables declined drastically.**

Police forces developed throughout the centuries, taking various forms. In France during the 17th century King Louis XIV maintained a small central police organisation consisting of some forty inspectors who, with the help of numerous paid informants, supplied the government with details about the conduct of private individuals. **The king could then exercise the kind of justice he saw fit.** This system continued during the reigns of Louis XV and Louis XVI. **After the French Revolution, two separate police bodies were set up, one to handle ordinary duties and the other to deal with political crimes.**

In 1663 the city of London began paying watchmen (generally old men who were unable to find other work) to guard the streets at night. Until the end of the 18th century, the watchmen — as inefficient as they were — along with a few constables, remained the only form of policing in the city.


The inability of watchmen and constables to curb lawlessness, particularly in London, led to a demand for a more effective force to deal with criminals and to protect the population. After much deliberation in Parliament, the British statesman Sir Robert Peel in 1829 established the London Metropolitan Police, which became the world's first modern organised police force.

The force was guided by the concept of crime prevention as a primary police objective; it also embodied the belief that such a force should depend on the consent and cooperation of the public, and the idea that police constables were to be civil and courteous to the people. The Metropolitan Police force was well organised and disciplined and, after an initial period of public skepticism, became the model for other police forces in Great Britain. Several years later the Royal Irish Constabulary was formed, and Australia, India, and Canada soon established similar organisations. Other countries followed, impressed by the success of the plan, until nations throughout the world had adopted police systems based on the British model. The development of the British police system is especially significant because the pattern that emerged had great influence on the style of policing in almost all industrial societies.




In the U.S., the first full-time organised police departments were formed in New York City in 1845 and shortly thereafter in Boston not only in response to crime but also to control unrest. The American police adopted many British methods, but at times they **became involve in local politics.** The British police, on the other hand, have traditional depended on loyalty to the law, rather than to elected public officials, as the source of their authority and independence.

? Дайте відповіді на запитання.

1. What is the basic police mission?
2. How did the police force as law enforcement organisation arise and develop?
3. Why did the quality of the constables in England decline?
4. How were policing functions performed in France?
5. What was the form of policing London in the 17th century?
6. Why was there a need for a more effective force to deal with criminals in England?
7. What factors brought about the establishment of the Metropolitan Police Force?
8. What principles were the British police guided by?
9. Why did the Metropolitan Police Force become the model for other police forces in Britain and abroad?
10. Why is the development of the British police system especially significant?

			Знайдіть англійські еквіваленти до наступних словосполучень:
---	---	---	---

Дебати у парламенті, забезпечувати дотримання правил поведінки, основне завдання поліції, платний повідомлювач, нести поліцейську службу, попередження злочинності, розкривати злочини, стримувати ріст злочинності, слідкувати за дотриманням законів, постійно діюча організація, поліцейські структури, забезпечення правопорядка.

			Знайдіть у тексті словосполучення, які містять слова “law” та “order”. Продовжіть наступний список. Додайте більше словосполучень, консультуючись із словником:
---	---	---	--

<ul style="list-style-type: none"> ▪ to maintain public order ▪ 	<ul style="list-style-type: none"> ▪ to enforce laws ▪
--	---



Прочитайте текст та перекладіть українською мовою.

THE HISTORY OF SCOTLAND YARD

The task of organising and designing the 'New Police' was placed in the hands of Colonel Charles Rowan and Sir Richard Mayne. These two Commissioners occupied a private house at 4, Whitehall Palace, the back of which opened on to a courtyard, which had been the site of a residence owned by the Kings of Scotland and known as 'Scotland Yard'. Since the place was used as a police station, the headquarters of the Metropolitan Police became known as Scotland Yard.

These headquarters were removed in 1890 to premises on the Victoria Embankment and became known as 'New Scotland Yard'; but in 1967, because of the need for a larger and more modern headquarters building, a further removal took place to the present site at Victoria Street (10 Broadway), which is also known as 'New Scotland Yard'.

The Force suffered many trials and difficulties in overcoming public hostility and opposition. But, by their devotion to duty and constant readiness to give help and advice coupled with kindness and good humour, they eventually gained the approval and trust of the public. This achievement has been fostered and steadily maintained throughout the history of the Force, so that today its relationship with the public is established on the firmest foundation of mutual respect and confidence.



Дайте відповіді на запитання.

1. Who was responsible for organising and designing the 'New Police'?
2. Why did the headquarters of the Metropolitan Police become known as Scotland Yard?
3. What is 'New Scotland Yard' and where is it currently located?
4. What difficulties in relations with the public did the force suffer?
5. What is the main principle of the Force's relationship with the public?



Знайдіть англійські еквіваленти до наступних словосполучень:

Столічна поліція, комісар поліції, терпіти негаразди, вороже ставлення, завоювати довіру суспільства, на основі взаємоповаги.



Допвніть наступний текст відповідними словами та словосполученнями з першого тексту:

Scotland Yard is a popular name for the _____ of London's Metropolitan Police Force, and especially its Criminal Investigation Department. The name is derived from a small area where the headquarters was situated from 1829 to 1890. The area, in turn, was named after _____ of Scottish

kings in London. The custom of referring to the headquarters as _____ began soon after the _____ was reorganised by the British statesman Sir Robert Peel in 1829. The headquarters was moved in 1890 to new buildings erected on the Thames Embankment, which were known as _____. In 1967 the present headquarters, a modern 20-storey building situated near the Houses of Parliament, was opened.



Прочитайте текст та перекладіть українською мовою виділені речення.

SCOTLAND YARD

At first the new police force encountered little cooperation from the public, and when Scotland Yard stationed its first plainclothes police agents on duty in 1842, there was a public outcry against these 'spies' The police force had gradually won the trust of the London public by the time Scotland Yard set up its Criminal Investigation Department (CID) in 1878. The CID was a small force of plainclothes detectives who gathered information on criminal activities. **The CID was subsequently built up into the efficient investigative force that it now constitutes.** It presently employs more than 1,000 detectives.

The area supervised by the London Metropolitan Police includes all of Greater London with the exception of the City of London, which has its own separate police force. The Metropolitan Police's duties are the detection and prevention of crime, the preservation of public order, the supervision of road traffic and the licensing of public vehicles, and the organisation of civil defence in case of emergency.

The administrative head of Scotland Yard is the commissioner, who is appointed by the Crown on the recommendation of the Home Secretary. **Beneath the commissioner are a deputy commissioner and four assistant commissioners, each of the latter being in charge of one of Scotland Yard's four departments: administration, traffic and transport, criminal investigation (the CID), and police recruitment and training.** The CID deals with all aspects of criminal investigation and comprises the criminal records office, fingerprint and photography sections, the company fraud squad, a highly mobile police unit known as the flying squad, the metropolitan police laboratory, and the detective-training school.

Scotland Yard keeps extensive files on all known criminals in the United Kingdom. It also has a special branch of police who guard visiting dignitaries, royalty, and statesmen. Finally, Scotland Yard is responsible for maintaining links between British law-enforcement agencies and Interpol. **Although Scotland Yard's responsibility is limited to metropolitan London, its assistance is often sought by police in other parts of England, particularly with regard to difficult cases.** The Yard also assists in the training of police personnel in the countries of the Commonwealth.

? Дайте відповіді на запитання.

1. What was the public sentiment about the first Scotland Yard plainclothes police agents?
2. When did Scotland Yard set up its Criminal Investigation Department?
3. What were the CID's initial duties?
4. What is the CID nowadays?
5. Which parts of London are covered by the Metropolitan Police?
6. What are the Metropolitan Police's duties?
7. Who is the administrative head of Scotland Yard?
8. What is the structure of the CID?
9. What assistance does the Yard render to the countries of the Commonwealth?



Знайдіть англійські еквіваленти до наступних словосполучень:

“Великий” Лондон, правоохоронні органи, відділ реєстрації злочинів й злочинців, надзвичайне становище, міністр внутрішніх справ, відділ боротьби з ..., поліцейський у штатському, злочинна діяльність, завойовувати довіру, бути призначеним королевою, направляти на місце роботи, збирати інформацію.



Допвніть наступний текст словами та словосполученнями з таблиці:

guards; tap; armoured vehicles; bullet-proof; kidnappers; couriers; bug; security firm; private detectives

"Sherlock and Holmes" is a _____ which offers a complete range of security services. We have _____ with special _____ windows to transport money and other valuable items. We can supply trained _____ to protect exhibits at art shows and jewellery displays. We can advise you if you think someone is trying to _____ your phone or _____ your private conversations at home or in the office with hidden microphones. We have ex-policemen whom you can hire as _____ and special _____ to deliver your valuable parcels anywhere in the world. We can protect you or your children against possible _____.

JUST FOR FUN

The Los Angeles Police Department (LAPD), the FBI, and the CIA are all trying to prove that they are the best at apprehending criminals. The President decides to give them a test. He releases a rabbit into a forest and each of them has to catch it.

The CIA goes in. They place animal informants throughout the forest. They question all plant and mineral witnesses. After three months of extensive investigations they conclude that rabbits do not exist.

The FBI goes in. After two weeks with no leads they burn the forest, killing everything in it, including the rabbit, and they make no apologies.

The LAPD goes in. They come out two hours later with a badly beaten bear. The bear is yelling: "Okay! Okay! I'm a rabbit! I'm a rabbit!"

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА CAN, MAY, TO BE ABLE TO

1.



Перекладіть українською мовою.

1. Her grandmother can knit very well.
2. I can answer the questions. They are very easy.
3. This trip is too expensive for me. I can't afford it.
4. She can type. She can speak well on telephone. She hopes she can find the job she is looking for.
5. Mike can run very fast.
6. They can understand French. But they cannot speak fluently.
7. My brother can come and help you in the garden.
8. Can your brother help me with mathematics?
9. His little sister can walk already.
10. The children cannot carry this box: it's too heavy.
11. This old woman cannot sleep at night.
12. His sister can cook very well.
13. I can sing but I cannot dance.
14. Can't you wait till tomorrow morning? I can wait, but my toothache can't.
15. I can't push up 50 times at a time.

2.




Перекладіть українською мовою.

1. May I invite Nick to our house?
2. You may go now.
3. Don't go to the wood alone, you may lose your way.
4. If you have done your homework, you may go for a walk.

5. May I go to the post-office with Mike?
6. Don't give the vase to the child: he may break it.
7. May we take notes with a pencil?
8. You may not cross the road when the light is read.
9. It stopped raining and mother told us that we might go out.
10. Where have you been, may I ask?
11. They may travel by sea. It may be cheaper, but it takes a long time.

3.  **Перекладіть англійською мовою, вживаючи модальне дієслово *to be able to***

1. Вона не зможе вчасно дістатися до аеропорту. 2. Чи зможеш ти відправити йому електронну пошту сьогодні ввечері? 3. Вони якийсь час не зможуть дивитися телевізор, тому що завтра неділя, і вони нікому не зателефонують. 4. Боюся, що він не зможе допомогти мені переїхати в новий будинок наступної неділі, б. Чи зможеш ти зробити цю роботу завтра? 6. Я думаю, що вона не зуміє розв'язати цю задачу. 7. Завтра я буду вільний і зможу допомогти тобі. 8. Чи зможемо ми поїхати в Нью-Йорк наступного року? 9. Чи зможеш ти полагодити мій магнітофон? 10. Учора я не зміг побачити директора, тому що він був на конференції, але сьогодні після роботи я зможу це зробити.

4.  **Перепишіть речення, додаючи слова в дужках. Замініть модальне дієслово *can (could)* виразом *to be able to*, де це доцільно.**

1. They can (never) appreciate your kindness. 2. I was sure you could translate that article (after you had translated so many texts on physics). 3. You can go to the country (when you have passed your last examination). 4. We can pass to the next exercise (when we have done this one). 5. I can give you my book for a couple of days (after I have read it). 6. He can ski (for ten years). 7. We knew that she could swim (since a child). 8. You cannot take part in this serious sport competition (until you have mastered good skills). 9. I could not solve the problem (before he explained it to me).

5.  **Перекладіть англійською мовою**

1. Будь обережним: ти можеш упасти. 2. Не чіпай собаку: вона може вкусити тебе. 3. Ми, можливо, поїдемо за місто в неділю. 4. Він може забути про це. 5. Незабаром може піти дощ. 6. Чи можна мені увійти? 7. Можна, я піду гуляти? 8. Якщо твоя робота готова, можеш іти додому. 9. Вчитель сказав, що ми можемо йти додому. 10. Лікар говорить, що я вже можу купатися. 11. Тато сказав, що ми можемо йти в кіно самі. 12. Я думав, що мені можна дивитися телевізор. 13. Тут нема чого робити. Ми можемо піти

сьогодні. 14. Він, можливо, і знає цю проблему, тому він, можливо, і знає відповідь на це питання, але я не дуже впевнена. 15. Якщо хочете, можете йти зараз. 16. Де вони зараз живуть? — Вони, можливо, і живуть зараз за кордоном, але я не дуже впевнена.

6.



Вставте модальні дієслова тау чи сап.

1. ... I come in? 2. Let me look at your exercises. I ... be able to help you. 3. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn to swim. 4. Libraries are quite free, and any one who likes ... get books there. 5. I ... come and see you tomorrow if I have time. 6. Take your raincoat with you: it... rain today. 7. Do you think you ... do that? 8. I ... finish the work tomorrow if no one bothers me any more. 9. ... we come and see you next Sunday at three o'clock in the afternoon? 10. What time is it? — It ... be about six o'clock, but I am not sure. 11. Only a person who knows the language very well ... answer such a question.

ТЕМА 37:

ПРАВООХОРОННІ ОРГАНИ

Заняття 2

ОРГАНІЗАЦІЯ ПРАВООХОРОННИХ ОРГАНІВ. БРИТАНСЬКА ПОЛІЦІЯ. СКОТЛАНД ЯРД



Прочитайте та перекладіть текст українською мовою.

THE BRITISH POLICE

The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets ("walking the beat") or driving specially marked police cars. Once known as 'panda cars' because of their distinctive markings, these are now often jokingly referred to as 'jam sandwiches' because of the pink fluorescent stripe running horizontally around the bodywork. In the past, policemen were often known as 'bobbies' after Sir Robert Peel, the founder of the police force. Nowadays, common nicknames include 'the cops', 'the fuzz', 'the pigs', and 'the Old Bill' (particularly in London). Few people realise, however, that the police in Britain are organised very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority — a committee of local county councillors and magistrates.

The forces co-operate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard — known simply as "the Yard".

In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, armed robberies, etc. The only policemen who routinely carry weapons are those assigned to guard politicians and diplomats, or special officers who patrol airports.

In certain circumstances specially trained police officers can be armed but only with the signed permission of a magistrate.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like in the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables — members of the public who work for the police voluntarily for a few hours a week.

Each police force has its own Criminal Investigation Department (CID). Members of CIDs are detectives, and they do not wear uniforms. The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers — it is the police who are responsible for controlling offences like speeding, careless driving and drunken driving.

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals and would-be criminals.

? Дайте відповіді на запитання.

1. Who was the founder of the British police?
2. What does 'walking the beat' mean?
3. Why are British police cars called 'jam-sandwich' cars in colloquial speech?
4. Is there a single police force, organised by central government?
5. What is the major difference in police organisation between Britain and some other countries?
6. Where do British police forces co-operate with each other?
7. What is the name of London's police headquarters?
8. In what situations can policemen carry arms?
9. What are the ranks of policemen?
10. What is the job of CID officers?
11. What are the duties of traffic wardens?
12. What is Scotland Yard and what does it do?



Прочитайте текст та доповніть його відповідними словами й словосполученнями з першого тексту.

In Britain different areas have different _____. For instance, the Metropolitan police operate in London, but there are different police forces in the counties outside London.


The top man in each police force is _____. He is appointed by the local Watch Committee which is a _____ of the local government. The Watch Committee can dismiss him, too, if the central

government agrees. The Chief Constable appoints all the _____ below him in his force.

Things are slightly different in London. The top man is known as the Metropolitan Police Commissioner and his appointment is arranged through the central government.

British police are normally not _____. In special cases, when their work becomes dangerous, they can be given _____ however.

As is well known, the _____ of the British policeman is blue, with a tall helmet. These days, though, you can see a different uniform in the streets. This is the uniform with the yellow hatband worn by _____. Their job is simply to control traffic and _____. The most famous name connected with the British police is _____. It is the headquarters of the London police force. Besides dealing with local police matters, the London police also help all over England and Wales with difficult crimes. They do this at the request of the local police.

 Прочитайте текст та доповніть його словами й словосполученнями з таблиці.

walkie-talkie, plain clothes, detective, uniform, policeman, police force, rank, join

Alan is now old enough and tall enough to _____ the _____. At first, of course, he'll be an ordinary _____ of the lowest _____. He'll wear a _____ and go out in the streets keeping in touch with the police station with his _____. Then he'd like to be a _____ in _____ investigating serious crimes.

 Подивіться на фотографію й прочитайте поліцейський бюлетень.

Crime: Armed Robbery

Location: Brixton & Park Streets

Date: August 13, 2003

The public's assistance is requested in identifying the person or persons responsible for an armed robbery on the southwest corner of Brixton and Park Streets intersection.

This crime occurred at 1:30 p.m. on August 13, 2003.






At about 1:30 p.m. the victim, a young visitor to the city, was walking along Brixton St.




At the southwest corner of Brixton and Park Streets, the suspect jumped in front of the victim, pulled a knife from his jacket and said, "Give me your purse or you're stuck!" The victim handed it over and the suspect fled the scene of the crime.

The suspect is described as a white male, 20-25 years old, medium build, 5'2", moustache, blue eyes, short brown hair, flat nose. He was wearing a red baseball cap with a Montreal Canadians logo, a dark blue jacket, green jeans and white sneakers.

This man is armed and therefore dangerous. If you can identify the man in the photofit picture, or have any information on this or any crime, contact the local Police Department or Crime Stoppers at 1 -800-555-8477, and you may be eligible for a cash reward.

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Підозрюваний, жертва, озброєне пограбування, фоторобот, грошова винагорода, впізнати злочинця, втекти з місця злочину.

			Знайдіть у тексті опис злочинця й складіть протилежний. Наприклад, "The suspect is described as black, very tall..." Використовуйте наступні словосполучення:
---	---	---	--

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

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

COMPLEXION — fair, pale, dark, sallow

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

FOREHEAD — high, low, narrow, square, broad

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

EYEBROWS — thin, thick, bushy, arched, pencilled, shaggy

EARS — small, big, jug-eared

NOSE — prominent, straight, pointed, hooked, flat, aquiline, snub-nosed

LIPS — full, thin, painted, cleft lip

TEETH — even / uneven, sparse, artificial

CHEEKS — plump, hollow, ruddy, stubby **CHIN** — square, pointed, double, massive, protruding **BEARD** — full, bushy, spade beard, grey-bearded, heavy-bearded

MOUSTACHE — thin, thick, tooth-brush, walrus **HEIGHT** — tall,

short, of medium height BUILT — average, medium built, well-built, plump, skinny

DISTINGUISHING FEATURES — birthmarks, freckles, scars, wooden leg, humpback, pot-belly

JUST FOR FUN

A beautiful blonde walked into a Chicago police station and gave the desk sergeant a detailed description of a man who had dragged her by the hair down three flights of stairs, threatened to choke her to death and finally beat her up.

"With this description we'll have him arrested in no time," said the desk sergeant.

"But I don't want him arrested", the young woman protested. "Just find him for me. He promised to marry me."

* * *

— Can you describe the individual?

— He was about medium height and had a beard.

— Was this a male or a female?

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІСЛОВА MUST, HAVE TO, NEED

1.



Вставте модальні дієслова *can, may, must*.

1. I have forgotten my own language and ___ speak nothing but yours.
2. We ___ go somewhere. We ___ not wander about for ever.
3. But I think you ___ have told us this half an hour ago!
4. You ___ see much of interest there.
5. I did not hear him return to the room. I ___ have been asleep.
6. You _ have mistaken him, my dear. He ___ not have intended to say that.
7. It seemed possible they ___ return.
8. No good looking back; things happen as they ___ .
9. To be ashamed of his own father is perhaps the bitterest experience a young man ___ go through.
10. How ___ you let things slide like that, Dick?
11. I think you ___ be glad of some coffee before you start back to your hotel. It's such a cold night.

2.



Перекладіть англійською мовою, вживаючи модальне дієслово *must*.

1. Він, мабуть, дуже втомився.
2. У них навіть є яхта. Вони, напевно, дуже багаті.
3. Ти повинен виїхати завтра вранці?
4. Ви не повинні спізнюватися.
5. Я не повинен забувати про свою матір. Я не писав їй цілу вічність. Сьогодні ввечері я мушу написати їй листа.
6. Ця книга дуже цінна.

Ви не повинні її загубити. 7. Невже вам треба вже йти? 8. Я мушу визнати, що я неправий. 9. Я повинна наполегливо працювати над своєю англійською мовою. 10. Ви повинні уважно слухати вчителя на уроці. 11. Ти повинен робити уроки щодня. 12. Ви не повинні забувати про свої обов'язки. 13. Ви повинні бути обережними на вулиці. 14. Вона, напевно, вдома зараз. 15. Мої друзі, мабуть, у парку. 16. Ви, напевно, дуже голодні. 17. Напевно, дуже важко розв'язувати такі задачі. 18. Я повинен сьогодні побачити мого друга.

3.  **Перекладіть українською мовою, звертаючи увагу на модальне дієслово *have to*.**

1. I have not written this composition. I shall have to write it soon.
2. We did not have to buy biscuits because granny had baked a pie.
3. Will you have to get up early tomorrow?
4. I had to do a lot of homework yesterday.
5. She had to stay at home because she did not feel well.
6. I had to go to hospital to visit my aunt.
7. Mike had to write this exercise at school, he had not done it at home.
8. They had to call the doctor because the grandmother was ill.
9. It was Sunday yesterday, so they didn't have to work.
10. I am sorry I couldn't come yesterday. I had to work late.
11. What did you have to learn by heart?
12. Why did you have to get up early today?

4.  **Вставте модальні дієслова *can, may, must, need*.**

1. Peter _____ return the book to the library. We all want to read it.
2. Why _____ not you to understand it? It is so easy!
3. _____ we do the exercise at once? – Yes, you _____ do it at once.
4. _____ you pronounce this sound?
5. You _____ not have bought this meat: we have everything for dinner.
6. I _____ not go out tonight: it is too cold.
7. _____ I take your pen?
8. We _____ not carry the bookcase upstairs ourselves: the workers will come and do it.
9. When _____ you come to see us? – I _____ come on Sunday.
10. Shall I write a letter to him? – No, you _____ not, it is not necessary.
11. _____ you cut something without a knife?
12. Everything is clear and you _____ not go into details now.
13. He _____ drink alcohol when he drives.
14. By the end of the week I _____ have finished writing my book.
15. She _____ not call the doctor again unless she feels worse.

5.**Перепаруайте речення, вживаючи модальне дієслово need.***E.g. 1) It is not necessary to go there. - You need not go there.**2) It was not necessary to go there. - You need not have gone there.*

1. Why do you want to do it all today? 2. It was not necessary for mother to cook this enormous dinner: we have brought all the food the children may want. 3. It is not necessary to take the six-thirty. A later train will do as well. 4. There was no necessity for her to do it herself. 5. There is no reason for you to worry: he is as strong as a horse. 6. There is no need for you to be present. 7. Is it any use our going into all that now? 8. Why did you mention all these figures? The situation was clear as it was. 9. Why do you want to press the skirt? It is not creased at all. 10. It was not necessary for you to remind me about her birthday. I remember the date very well.

6.**Перекладіть англійською мовою, вживаючи модальне дієслово need.**

1. У нас багато часу в запасі, і нам нема чого поспішати. 2. Тобі нема потреби робити це зараз. Ти можеш зробити це і завтра. 3. Вона може й не допомагати. Усе вже зроблено. 4. Йому не треба було продавати своє піаніно. 5. Ви могли й не гримати так на дитину. 6. Вони тепер не можуть спати, їм не треба було дивитися фільм жахів. 7. Чи потрібно мені тобі допомагати? — Ні, спасибі, я все зроблю сам. 8. Ви можете не ходити туди. 9. Йому нема чого турбуватися про неї. 10. Я можу й не запитувати його: він сам мені все розповість. 11. Вам не обов'язково телефонувати мені: я не забуду про цю обіцянку. 12. Чи потрібно їй купувати таку кількість продуктів? 13. Вона може не ходити в бібліотеку: я дам їй книжку. 14. Ви могли й не брати парасольку: я впевнений, що дощу не буде.

ТЕМА 37:

ПРАВООХОРОННІ ОРГАНИ

Заняття 3

ОСНОВНІ ОБОВ'ЯЗКИ ПРАВООХОРОННИХ ОРГАНІВ



Прочитайте текст та перекладіть письмово виділені словосполучення.

POLICE POWERS

The powers of a police officer in England and Wales **to stop and search, arrest and place a person under detention** are contained in the Police and Criminal Evidence Act 1984. The legislation and the code of practice set out the powers and responsibilities of officers in the investigation of offences, and the rights of citizens.

An officer is **liable to disciplinary proceedings** if he or she **fails to comply with** any provision of the codes, and evidence obtained in **breach of the codes** may be ruled inadmissible in court. The code must be readily available in all police stations for consultation by police officers, detained people and members of the public.

STOP AND SEARCH

A police officer in England and Wales has the power to stop and search people and vehicles if there are reasonable grounds for suspecting that he or she will find stolen goods, **offensive weapons or implements** that could be used for theft, burglary or other offences. The officer must however, **state and record the grounds** for taking this action and what, if anything, was found.

The Criminal Justice and Public Order Act 1994 enables a senior police officer to authorise uniformed officers to stop and search people or vehicles for offensive weapons, dangerous implements where he or she has reasonable grounds for believing that **serious incidents of violence** may take place. The officer must specify the time-scale and area in which the powers are to be exercised.

ARREST

In England and Wales the police have wide powers to arrest people suspected of having committed an offence **with or without a warrant** issued by a court. For serious offences, known as 'arrestable offences', a suspect can be arrested without a warrant. Arrestable offences are those for which five or more years' imprisonment can be imposed. This category also includes 'serious arrestable offences' such as murder, rape and kidnapping.

There is also a general arrest power for all other offences if it is **impracticable or inappropriate** to send out a summons to appear in court, or if the police officer has reasonable grounds for believing that arrest is necessary to

prevent the person concerned from causing injury to any other person or damage to property.

DETENTION, TREATMENT AND QUESTIONING

An arrested person must be taken to a police station (if he or she is not already at one) as soon as practicable after arrest. At the station, he or she will be seen by the custody officer who will consider the reasons for the arrest and whether there are sufficient grounds for the person to be detained. The **Code of Practice** under the 1984 Police and Criminal Evidence Act made it clear that **juveniles should not be placed in the cells**. Most police stations should have a **detention room** for those juveniles who need to be detained. The suspect has a **right to speak to an independent solicitor** free of charge and to have a relative or other named person told of his or her arrest. Where a person has been arrested in connection with a serious arrestable offence, but has not yet been charged, the police may **delay the exercise of these rights** for up to 36 hours in the interests of the investigation if certain strict criteria are met.

A suspect may refuse to answer police questions or to give evidence in court. Changes to this so-called 'right to silence' have been made by the Criminal Justice and Public Order Act 1994 to allow courts in England and Wales to **draw inferences** from a defendant's refusal to answer police questions or to give information during his or her trial. Reflecting this change in the law, a new form of police caution (which must precede any questions to a suspect for the purpose of obtaining evidence) is intended to ensure that people understand the possible consequences if they answer questions or stay silent.

Questions relating to an offence may not normally be put to a person after he or she has been charged with that offence or informed that he or she may be prosecuted for it.

The length of time a suspect is held in police custody before charge is strictly regulated. For lesser offences this may not exceed 24 hours. A person suspected of committing a serious arrestable offence can **be detained for up to 96 hours without charge** but beyond 36 hours only if a warrant is obtained from a magistrates' court.

Reviews must be made of a person's detention at regular intervals — six hours after initial detention and thereafter every nine hours as a maximum—to check whether **the criteria for detention are still satisfied**. If they are not, the person must be released immediately.

Interviews with suspected offenders at police stations must be tape-recorded when the police are investigating indictable offences and in certain other cases. The police are not **precluded from taping interviews** for other types of offences. The taping of interviews is regulated by a code of practice approved by Parliament, and the suspect **is entitled to a copy of the tape**.

A person who thinks that the grounds for detention are unlawful may apply to the High Court in England and Wales **for a writ of Habeas Corpus** against the person who detained him or her, requiring that person to appear

before the court to justify the detention. Habeas Corpus proceedings **take precedence over others**. Similar procedures apply in Northern Ireland and a **similar remedy is available to** anyone who is unlawfully detained in Scotland.

Recognising that **the use of DNA analysis** has become a powerful tool in the investigation of crime, the Government has extended police powers to take body samples from suspects. The Criminal Justice and Public Order Act 1994 allows the police to take non-intimate samples without consent from anyone who is detained or convicted for a recordable offence, and to use the samples to search against existing records of convicted offenders or unsolved crimes. In time a national database will be built up.

CHARGING

Once there is sufficient evidence, the police have to decide whether a detained person should **be charged with the offence**. If there is insufficient evidence to charge, the person maybe released on bail pending further enquiries by the police. The police may decide to take no further action in respect of a particular offence and to release the person. Alternatively, they may decide **to issue him or her with a formal caution**, which will be recorded and may be taken into account if he or she subsequently **re-offends**.

If charged with an offence, a person may be kept in custody if there is a risk that he or she might **fail to appear in court** or might **interfere with the administration of justice**. When no such considerations apply, the person must be released on or without bail. Where someone is detained after charge, he or she must be brought before a magistrates' court as soon as practicable. This is usually no later than the next working day.

? Дайте відповіді на запитання

1. What are the main police powers in England and Wales?
2. In what cases can a police officer stop and search the suspect?
3. What does the procedure of stop and search consists of?
4. What are the provisions of 1994 Criminal Justice and Public Order Act?
5. What document is necessary to carry out an arrest?
6. What are the arrestable offences?
7. When can a person be arrested without a warrant?
8. Where should the suspects be taken after arrest?
9. What rights does the arrested person have?
10. What is the police caution?
11. What does the 'right of silence' consist of? What can the consequences of using this right be for the suspect?
12. How long can a person be kept in custody before being charged?
13. What is the procedure of interviewing the detained person at the police station?
14. What can a person do in case of unlawful detention?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Затримання й обшук, процесуальний кодекс, розслідування злочинів, права громадян, злочини, у зв'язку з якими проводиться арешт, нанесення тілесних пошкоджень, право не відповідати на запитання, підстави для затримання, повноваження поліції, докази, поліцейська дільниця, дисциплінарне стягнення, мати суттєві підстави, надавати право, скоювати повторні злочини.



Перекладіть письмово наступний текст:

THE MIRANDA WARNING

"You have the right to remain silent; anything you say can be used against you...", these are the words of the "Miranda warning" which was created as a result of 1966 United States Supreme Court case, *Miranda vs. Arizona*. It began when Ernesto Miranda was arrested at his home and taken into custody to the police station, where he was identified by a witness as the man who had kidnapped and raped a woman. Police officers took Mr. Miranda into an interrogation room and two hours later emerged with a written confession signed by Mr. Miranda that also stated that the confession was made voluntarily and with full knowledge of his legal rights. The officers, however, failed to advise Mr. Miranda that he had a right to have an attorney present.

The United States Supreme Court ruled that the confession could not be used as evidence of Mr. Miranda's guilt because he was not fully advised on his legal rights, which included the right to have his attorney present. The Fifth Amendment to the United States Constitution states that no person can be deprived of life, liberty, property, without due process of law.

To ensure that other accused criminals are made aware of their constitutional rights, the Supreme Court ruled that a suspect who is taken into custody and interrogated must receive a warning of the following rights: the right to remain silent, that anything he says can be used against him in a court of law, that he has a right of the presence of an attorney, and that if he can not afford an attorney, one will be appointed for him prior to any questioning if he so desires. The 'Miranda warning' is now applied by law officers throughout the United States as a result of this ruling.



▶▶   **Доповніть наступні речення прийменниками з таблиці. Деякі з них повторюються:**

before; in; to; of; with

1. He's being kept _____ custody.
2. He was sentenced _____ five years.
3. She got a sentence _____ six months.
4. He was accused _____ murder.
5. She's been charged _____ theft.
6. He appeared _____ court _____ handcuffs.
6. They were brought _____ the judge.

▶▶   **Поєднайте наступні англійські словосполучення з їхніми українськими еквівалентами:**

1) credit for time in custody	a) повернення під варту
2) defendant not in custody	b) подальше утримання під вартою
3) detention in custody	c) передати під варту
4) escape by person in custody	d) допит особи, яка знаходиться під вартою
5) in-custody confession	e) утримувати під вартою
6) in-custody interrogation	f) врахування часу утримання під вартою
7) person in custody	g) особа, яку утримують під вартою
8) remand in custody	h) звільнити з-під варти
9) retention in custody	i) втеча з-під варти
10) to discharge from custody	j) підсудний, який знаходиться на волі
11) to keep in custody	к) зізнання особи, яка знаходиться під вартою
12) to submit to custody	l) утримання під вартою

▶▶   **Доповніть наступний текст словами з таблиці:**

theft; sentence; charge; fine; fingerprints; oath; arrest; evidence; cell; court; magistrate; handcuff; witnesses; investigate; detained; pleaded; found

A policeman was sent to _____ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to _____ the boy, he became violent and the policeman had to _____ him. At the police station the boy could not give a satisfactory

explanation for his actions and the police decided to _____ him with the _____ of the camera and cash. They look his _____, locked him in a _____, and _____ him overnight. The next morning he appeared in _____ before the _____. He took an _____ and _____ not guilty. Two _____, the owner of the property and a member of the hotel staff, gave _____. After both sides of the case had been heard the boy was _____ guilty. He had to pay a _____ of £50 and he was given _____ of three months in prison suspended for two years.



Проаналізуйте газетну статтю й висловіть свою думку щодо неповнолітніх злочинців:

BOY, 15, DIES AFTER HANGING IN POLICE CELL

A fresh controversy was looming yesterday over the care of juveniles in custody when a 15-year-old boy died after being found unconscious in a police cell.

The teenager was rumoured to have tried to hang himself in the cell at Hartlepool police station, although the results of a post-mortem examination conducted yesterday will not be released until today. The 15-year-old had been arrested on suspicion of burglary and was found unconscious by custody officers at 3.15 p.m. on Monday. The officers resuscitated him before paramedics rushed him to the general hospital. He was put on a life support system but died at 1 a.m. yesterday morning.

The death will be viewed as particularly controversial because juveniles are not supposed to be held in police cells under any circumstances. Under the 1984 Code of Practice juveniles should not be placed in the cells. "Most police stations would have a detention room for those juveniles who need to be detained. The rooms are much; more spacious and less intimidating than cells and, crucially, nearer the custody officer. But juveniles are sometimes put in cells because there is nowhere else to put them", Mark Grindrod, juvenile project manager for the Howard League for Penal Reform, said. "If you have juveniles in custody you have to have particular concerns about their vulnerability, because they are particularly prone to carrying out acts which perhaps they do not fully think through That's why we have such specific and stringent rules about interviewing and detaining juveniles, both in police station or prisons." A juvenile should not be held in a cell before being interviewed and decision over whether to charge him or her is reached. Once a decision to charge has been made, police can bail the young person into the care of social services, or send him or her home, pending a court appearance.

Cleveland Police voluntarily referred the case to the Police Complaints Authority.



Проаналізуйте газетні статті, які стосуються обвинувачень у справі пограбування магазинів та прокоментуйте вироки по кожній справі:

LET OFF WITH A CAUTION

Fourteen-year-old Jane was lucky this time. Caught by a store detective with a bottle of hair conditioner, eye-lash dye, and a copy of Hello magazine hidden in her bag, she found herself in a van being driven to the police station. Even more upset than Jane was her Mum. She was as white as a sheet when she went to collect Jane from police station, and burst into tears.

Jane says, "I was lucky. Two policemen came and looked at my home, which is very middle class and respectable. I think that's why they let me off. They even asked to see my school books."

After two years of regular shop-lifting, Jane has decided to go straight from now on. She says she did it mostly out of boredom, and not to impress her friends as a lot of youngsters do. But she feels she's grown out of it after the fright she got the other day, and has decided to look for other interests.

YELLOW FEVER

Roy Philips Downfall was the colour fellow. Appearing in court on shop-lifting charges, he wore a yellow parka, yellow shirt, yellow pants, and a yellow tie. It was a similar dress that drew him to the attention of the store detective at a supermarket in Oldham, England, where everything he was after had a yellow connection: lemons, jellies, mustard, cheese, three pairs of socks, and two pairs of underpants. He was given a one-month suspended sentence.

SHOP-LIFTING CELEBRITY

Anna Bronx, the well-known TV personality, was found dead in her flat in Knightsbridge this morning after taking an overdose of sleeping pills.

The tragedy occurred less than a month after she had appeared in court on a charge of shop-lifting in a department store. It was claimed that she had taken goods worth £7.30 when she was arrested outside the store. She was sentenced to a fine of £100, and was given a two-week suspended sentence.

Mrs. Bronx was for many years a well-loved personality on a popular programme, but for the last several years had withdrawn from public life and was living by herself. Friends say that they did not think she was unhappy, but that she may have been a little bored after such an active public life.

It was of course a great shock when she was arrested for shop-lifting. Local feeling was that the magistrate had been far too severe, a feeling that can only grow after this tragic incident.

It's Interesting to Know!

To be caught red-handed means to be caught in the act of crime. The guilt of the person is usually not in doubt. If you find a burglar in your living room holding some valuables that belong to you, then that person is said to have been caught red-handed.

Red-handed connotes **hands red with blood**. The expression dates back to the time when it was almost impossible to prove that somebody was guilty of a crime unless the person confessed — usually under torture — or was caught in the act of committing a crime. One crime was the killing of another man's cow, sheep or pig. There was also a law which forbade the killing of the king's deer in the forests of England. If a person was caught in possession of fresh meat, this was not usually enough to prove the person's guilt. It was only when a person was caught with both a dead animal and blood on his hands that there was enough evidence for the person to be arrested and then convicted.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНЕ ДІЄСЛОВО *TO BE TO*

1.



Перекладіть українською мовою.

1. We were to get there before the others.
2. He was to tell her where to find us.
3. She was to graduate that year.
4. She was to wear that dress at the graduation party.
5. The train was to leave at five-fifteen.
6. I was to wait for her at the railway station.
7. We were to go to the cinema that afternoon.
8. They were to start on Monday.
9. He was to telephone the moment she was out of danger.
10. Roses are to be planted round the pond.

2.



Вставте модальне дієслово *to be to* в наступні речення.

1. Last year we ... have 5 lessons of physical culture a week, but we had only 4.
2. According to the time table the train ... leave in 25 minutes.
3. We ... meet our clients on Thursday.
4. I ... meet them at the airport, but I didn't manage to get there on time.
5. What time ... be in school? Why are you always late?
6. The performance ... begin in 5 minutes.
7. At 8 o'clock I ... be at work, otherwise I'll be fired.

8. You ... be here 10 minutes ago, I thought something terrible had happened to you.
9. I ... learn this poem by heart.
10. We ... fly there, but the flight was cancelled because of bad weather.

3.



Перекладіть англійською мовою, вживаючи модальні дієслова *to have to* або *to be to*.

1. Мені доведеться посидіти вдома ці дні. Лікар говорить, що я не повинен нікуди виходити, поки температура не буде нормальною. 2. Посидьте тут, поки він зайнятий. Я думаю, вам не-доведеться довго чекати. 3. Вистава повинна була початися о сьомій годині. 4. Ми повинні були відкласти поїздку, тому що погода зіпсувалася. 5. Якщо ви хочете добре опанувати мову, ви повинні дуже багато читати. 6. За новим розкладом у нас буде п'ять уроків англійської мови на тиждень. 7. Ми вирішили, що всі повинні взяти участь у концерті. 8. Рано чи пізно вам доведеться піти до лікаря. 9. Наступного року ми повинні почати вивчення астрономії. 10. Щоб розробити нову теорію, вчені мали провести численні дослідження. 11. Вам слід буде вивчити цей вірш до середи. 12. Мені задали вивчити цей вірш до середи.

ТЕМА 37:

ПРАВООХОРОННІ ОРГАНИ

Заняття 4

ПРАВООХОРОННІ ОРГАНИ ТА СУСПІЛЬСТВО



Прочитайте та перекладіть текст українською мовою.

THE LASTING PRINCIPLES

In 1829 Sir Richard Mayne, one of the founders of Scotland Yard, wrote: "The primary object of an efficient police is the prevention of crime and detection and punishment of offenders if crime is committed. To these ends all the efforts of police must be directed. The protection of life and property, the preservation of public tranquillity, and the absence of crime, will alone prove whether those efforts have been successful and whether the objects for which the police were appointed have been attained."

In attaining these objects, much depends on the approval and cooperation of the public, and these have always been determined by the degree of esteem and respect in which the police are held. Therefore, every member of the Force must remember that it is his duty to protect and help members of the public, no less than to bring offenders to justice. Consequently, while prompt to prevent crime and arrest criminals, he must look on himself as the servant and guardian of the general public and treat ill law-abiding citizens, irrespective of their race, colour, creed or social position, with unfailing patience and courtesy.

By the use of tact and good humour the public can normally be induced to comply with directions and thus the necessity for using force is avoided. If, however, persuasion, advice or warning is found to be ineffective, a resort to force may become necessary, as it is imperative that a police officer being required to take action shall act with the firmness necessary to render it effective.

? **Дайте відповіді на запитання.**

1. What are the objects of the police work according to Sir Richard Mayne?
2. How should the co-operation between the police and the public be achieved?
3. Why is the principle of police-public co-operation so important?



Прочитайте текст та перекладіть письмово виділені словосполучення.

POLICE DISCIPLINE

The police are not above the law and must act within it. A police officer is **an agent of the law** of the land and may **be sued or prosecuted for any wrongful act** committed in the performance of police duties. Officers **are also subject to a disciplinary code** designed to deal with abuse of police powers and **maintain public confidence in police impartiality**. If found guilty of breaching the code, an officer **can be dismissed from the force**.

Members of the public have the right **to make complaints against police officers** if they feel that they have been **treated unfairly or improperly**. In England and Wales **the investigation and resolution of complaints** is scrutinised by the independent Police Complaints Authority. The Authority must supervise any case involving death or serious injury and has discretion to supervise in any other case. In addition, the Authority reviews chief constables' proposals on whether **disciplinary charges should be brought against an officer who has been the subject of a complaint**. If the chief constable does not **recommend formal disciplinary charges**, the Authority may, if it disagrees with the decision, recommend and, if necessary, direct that charges be brought.

The Government aims to ensure that the quality of service provided by police forces in Britain **inspires public confidence**, and that the police have the **active support and involvement of the communities** which they serve. The police service is taking effective action **to improve performance and standards**. All forces in England and Wales have to consult with the communities they serve and develop policing policies to meet community demands. They have to be more open and explicit about their operations and the standards of service that they offer.

Virtually all forces have **liaison departments** designed to develop closer contact between the force and the community. These departments consist of representatives from the police, local councillors and community groups.

Particular efforts are made to develop relations with young people through greater contact with schools and their pupils.

The Government has repeatedly stated its **commitment to improve relations** between the police and **ethnic minorities**. Central guidance recommends that all police officers should receive **a thorough training in community and race relations issues**. Home Office and police initiatives are designed to tackle racially motivated crime and to ensure that the issue is seen as a priority by the police. **Discriminatory behaviour** by police officers, either to other officers or to members of the public, is an offence under the Police Discipline Code. All police forces recognise the need to recruit women and members of the ethnic minorities in order **to ensure that the police represent the community**. Every force has an equal opportunities policy.

? Дайте відповіді на запитання.

1. What disciplinary measures are police officers subject to?
2. What authorities supervise police conduct?
3. What helps improve police-public co-operation?
4. What is a liaison department?
5. How are race related issues tackled by the police?



Доповніть наступний текст словами з таблиці:

misconduct; opinion polls; justice; sympathy; mob violence; failures;
complaints; terrorist offence; to confess

Most people have a positive attitude to the police, and _____ have indicated that there is much public _____ with men and women who have to deal with _____. There is a formal system through which _____ of police behaviour may be investigated, but in the late 1990s it was found that these procedures had not prevented some serious _____ in the system of administering _____. Some Irish people had been convicted of a _____ on the basis of confessions which had been improperly extracted from them, and the truth was discovered only after they had spent several years in prison. There were other cases too in which there were grounds for suspecting that the police had persuaded people _____ to crimes which they had not committed. Some other inquiries revealed more cases of _____ by the police.



Вставте прийменники з таблиці в наступні речення:

from; to; with; to; of

1. What is your attitude ___ the problem of crime prevention?
2. All the sympathies of the jury were ___ the defendant.
3. Finally the criminal was convicted ___ a violent assault.
4. The detective took pains to extract information ___ the eye-witness.
5. After a long questioning the suspect had to confess ___ committing a robbery.



Проаналізуйте газетну статтю й визначте суспільну думку щодо поліції:

THE PC WITH THE GOLDEN HANDCUFFS

The hiding places are running out for crooks on PC Peter Hilton's patch. He has made an incredible 287 arrests in 11 months. In a crime-bustling blitz in Eccles Salford, villains have been pinched for offences including burglary, car theft, possession of drugs, assault and drink-driving.

Now PC Hilton has been honoured for his devotion to public service with a commendation from Greater Manchester Chief Constable David Wilmot. Mr. Willmot said it was unusual for an officer to receive an award for the number of arrests he had made rather than an individual act.

PC Hilton said modestly: "I've just been lucky. I've been in the right place at the right time. Teamwork with colleagues has also played a big part. Landing the crime-ridden Eccles beat has also helped. "

The constable said that after ten years in the force he "tended to know the short cuts crooks take and also who to look for". He added: "It's all about knowing their behaviour patterns." He said colleagues jokingly called him 'Pete Lockup', and even the crooks managed a smile as he slipped on the handcuffs. "When I pull up in the car they say. "Oh, no! It's PC Hilton again". I get on all right with some of them. It's OK if they've done nothing wrong."

The constable, who spent eight years on the beat in Bury, has also received three Chief Superintendent's commendations and a citation of merit from the Chief Constable for disarming a gunman. His wife Joanne said: "I'm very proud of him."



Перекладіть наступні слова та словосполучення. Складіть з ними речення.

1. commendation
2. crime-bustling blitz
3. crook
4. PC Peter Hilton's patch
5. Pete Lockup
6. teamwork with colleagues
7. to land the crime-ridden beat
8. to pinch
9. to receive a citation of merit
10. to take short cuts



Знайдіть англійські еквіваленти до наступних слів та словосполучень:

Прикриття, заарештувати, злодій, зберігання наркотиків, напад, водіння у нетверезому стані, бути представленим до нагороди, роззброїти злочинця.



Дайте відповіді на запитання.

1. What offences does Peter Hilton deal with?
2. What is unusual about his reward?
3. What helps Peter in his work?



Проаналізуйте газетну статтю й визначте суспільну думку щодо поліції:

£220,000 FOR VICTIM OF POLICE ASSAULT

A hairdresser won £220,000 damages yesterday after a jury found that he was assaulted by police and wrongfully arrested. This happened after counsel for Din Zuttg, 32, urged the jury to send a clear message that the public would no longer stand for "lying, bullying, racism and perjury" by the Metropolitan Police.

Central London County Court was told that police went to Mr, Zung's home over a dispute involving a leaking roof. Mr. Zung was arrested after refusing to allow officers in without a warrant. Akmal Khan, his solicitor, said his client's arms were twisted behind his back and he was handcuffed. "They punched and kicked him in the van and he was kicked in the kidneys. Another policeman used his back as a footstool and the driver turned round and insulted him verbally saying he had got no more than he deserved. The charge officer told him, "I've never arrested a Chink before." When he was released at 11 p.m. that night they threw him into the street in just jeans and flip-flops. "He had to walk two miles home," Mr. Khan said.

When Mr. Zung arrived home, the front door was open and his stereo and other property had been stolen. Doctors found extensive bruising to his back and kidneys and he was passing blood.


Mr. Zung made a formal complaint to the Police Complaints Authority. Despite a police surgeon confirming the injuries, the complaint was rejected and he decided to sue.

Ben Emmerson, counsel for Mr. Zung, urged the jury to send a strong message to Sir Paul Condon by awarding damages that would hit his budget. "In this case a small award would be regarded as a victory by the officers."




A statement issued on behalf of Sir Paul, the Metropolitan Police Commissioner, said: "We believe the award to be excessive and we are to appeal against the size of the award but not the verdict."

The Metropolitan Police said no action would be taken against the constables involved: Christopher Smith, Andrew Morris and Bob Davies.

In a separate case at the same court Terence Wilkinson, 27, was awarded £64,000 damages. He had accused other officers from the same area of wrongful arrest and assault, false imprisonment and malicious prosecution.

			Перекладіть наступні слова та словосполучення. Складіть з ними речення.
---	---	---	--

1. bullying
2. charge officer
3. false imprisonment
4. malicious prosecution
5. award
6. to be wrongfully arrested
7. to appeal against the verdict
8. to make a complaint
9. to reject a complaint
10. to steal property
11. to take an action against smb.
12. to win damages

			Знайдіть англійські еквіваленти до наступних слів та словосполучень:
--	--	--	---

Ордер на арешт, тілесні ушкодження, надіти наручники, наносити словесну образу.

? Дайте відповіді на запитання.

1. What did Mr. Zung's case against Metropolitan Police consist of?
2. What were the circumstances of Mr. Zung's arrest?
3. How did the Police Authority react to Mr. Zung's formal complaint?
4. What were Mr. Zung's further actions?
5. What were the formal grounds for filing the case?
6. Why was the amount of the award so important for Mr. Zung's counsel?
7. What actions will be taken against the police officers involved?


ГРАМАТИЧНІ ВПРАВИ

МОДАЛЬНЕ ДІЄСЛОВО SHOULD/SHOULD HAVE

1. 	Перекладіть українською мовою.
--	---------------------------------------


1. You should know how to raise your children not to be losers.
2. You shouldn't give the child everything he wants. You shouldn't satisfy his every craving for food, drink and comfort. Otherwise, he will grow to believe the world owes him a living.

3. You shouldn't laugh at him when he picks up bad words. This will make him think he is not cute. It won't also encourage him to pick up 'cuter' phrases.
4. You shouldn't pick up everything he leaves lying around – books, shoes and clothing. You shouldn't do everything for him, otherwise, he will be experienced in throwing all responsibility onto others.

2.  **Доповніть речення наступними дієсловами, використовуючи *should*. Перекладіть українською.**

clean, go, read, visit, watch, wear

1. When you play tennis, you the ball.
2. You look tired. You to bed.
3. You your teeth after every meal.
4. The city museum is very interesting. You it.
5. When you are driving, you a seat belt.
6. It's a good book. You it.

3.  **Прочитайте ситуації й напишіть речення з *should (have) ma shouldn't (have)***

Example: The speed limit is 30 miles per hour, but Tom is driving at 50. – *He shouldn't be driving so fast.*

When we got to the restaurant there were no free tables. We hadn't reserved one. *We should have reserved a table.*

1. It's very cold. Mr. Taylor, who has been ill recently, is walking along the road without a coat. He ...
2. We went for a walk. While we were walking, we got hungry, but we hadn't brought anything with us to eat. We said ...
3. I went to Paris. Marcel lives in Paris, but I didn't go to see him, while I was there. When I saw him later, he said: You ...
4. The notice says that the shop is open every day from 8.30. It's not 9 o'clock, but the shop isn't open. ...
5. The driver in front stopped suddenly without warning and I draw into the back of his car. It wasn't my fault.
6. The children normally go to bed at 9 o'clock. It's 9.30 now. They are not in bed, they are watching television. (two sentences) ...
7. The accident happened because Tom was driving on the wrong side of the road.

ТЕМА 37:

ПРАВООХОРОННІ ОРГАНИ

Заняття 5

МЕТОДИ БОРОТЬБИ ЗІ ЗЛОЧИННІСТЮ У ВЕЛИКОБРИТАНІЇ



Прочитайте та перекладіть текст українською мовою.
Перекладіть виділені речення письмово.

THE UK FORENSIC SCIENCE SERVICE

The Forensic Science Service (FSS) serves the administration of justice in England and Wales by providing scientific support in the investigation of crime, and by giving evidence to courts. Its customers include the police, the Crown Prosecution Service, coroners and defence solicitors.

In February 1995 the UK government announced that the FSS would merge with the Metropolitan Police Forensic Science Laboratory to form a single agency serving all police forces in England and Wales through seven regional operational laboratories.

Scientific expertise is available on a case-by-case basis to law enforcement agencies and attorneys. **The Service provides assistance to home and overseas police forces in the investigation of many crimes particularly fires where arson is suspected, cases involving DNA profiling and offences involving the use of firearms.** The scientists have a wide range of experience in fire-scene examination, including fatal fires in domestic premises, large industrial fires and vehicle fires.

DNA profiling is a revolutionary scientific testing process which can positively identify an individual from a specimen of blood, semen, hair roots or tissue. Its application to crime specimens represents the greatest advance in forensic science in decades. The vast potential of DNA profiling is recognised by the police and the legal profession, and its use in criminal investigation has increased.

The Forensic Science Service provides advice on firearms and related matters and assistance in the investigation of shooting incidents. When presented with a suspect weapon, the expert is able to establish whether or not it was the weapon used in a crime. **Experts are particularly adept in the microscopic examination of spent bullets and cartridge cases.** They have access to a world-famous computer-based information systems relating to thousands of firearms.

The Service offers training to overseas scientists which is of a general nature or is aimed at specific techniques such as DNA profiling examination of firearms and documents. Training is provided on note taking searching, report

writing and expert witness appearances in court. Contact is maintained with other institutions and universities in Britain and other countries.

? Дайте відповіді на запитання.

1. What functions does the Forensic Science Service exercise?
2. What are the FSS customers?
3. What assistance does the FSS provide to police forces in criminal investigation?
4. Why is DNA profiling a revolutionary testing process?
5. How does examination of firearms and related matters help investigate crime?
6. What does the course of scientists' training consist of?



**Поясніть наступні англійські словосполучення.
Складіть з ними речення:**

- fatal fire in domestic premises
- industrial fire
- vehicle fire
- fire-scene examination
- investigation of shooting incidents
- forensic science
- on a case-by-case basis
- crime specimen
- DNA profiling
- expert witness

ГРАМАТИЧНІ ВПРАВИ МИНУЛИЙ ЧАС МОДАЛЬНИХ ДІЄСЛІВ

1.



Перекладіть англійською мовою, вживаючи модальне дієслово *can (could)*.

1. Я вмію розмовляти англійською мовою. 2. Мій тато не вмів розмовляти німецькою мовою. 3. Чи вмієш ти розмовляти французькою мовою? 4. Моя сестра не вміла кататися на ковзанах. 5. Чи можеш ти переплисти цю річку? 6. Я не міг випити це молоко. 7. Вона не може вас зрозуміти. 8. Чи вмів ти плавати у минулому році? 9. У минулому році я не вмів кататися на лижах, а зараз вмію. 10. Чи не можете ви мені сказати, як доїхати до вокзалу? 11. Чи не могли б ви мені допомогти? 12. Я не можу перекласти це речення. 13. Ніхто не міг мені допомогти. 14. Де тут можна купити хліб? 15. Чи вміла твоя бабуся танцювати, коли була молодою? — Так, вона і зараз уміє.

2.
↔



Вставте модальні дієслова *may (might)* або *can (could)*.

1. ... you help me? 2. I ... not imagine her speaking in public: I knew that she was so shy. 3. Something was wrong with the car: he ... not start it. 4. A fool ... ask more questions than a wise man ... answer. 5. She asked me if she ... use my telephone. 6. ... I use your pen? 7. ... I find a pen on that table? 8. You ... read this book: you know the language well enough. 9. You ... take this book: I don't need it. 10. ... I help you? 11. ... I ask you to help me? 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.

3.
↔



Перекладіть українською мовою.

1. I have not written the composition. I shall have to write it on Sunday. 2. We did not have to buy biscuits because granny had baked a delicious pie. 3. Will you have to get up early tomorrow? 4. I had to do a lot of homework yesterday. 5. She had to stay at home because she did not feel well. 6. Pete had to stay at home because it was very cold. 7. Mike had to write this exercise at school because he had not done it at home. 8. They had to call the doctor because the grandmother was ill. 9. Why did you have to stay at home yesterday? — Because my parents were not at home and I had to look after my little sister. 10. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home. 11. I am sorry I couldn't come yesterday. I had to work late. 12. Why do you have to get up early tomorrow? 13. I had to go to hospital to visit my aunt. 14. What did you have to learn by heart? — At school, I had to learn a beautiful poem "Leisure" by William Henry Davies.

4.



Напишіть речення в минулому часі.

1. It is quite clear to everybody in the family that he must start getting ready for his examination instead of wasting time. 2. It is impossible to do anything in such a short time. I must ask the chief to put off my report. 3. I don't mean that you must do everything they tell you. 4. It is already twenty minutes past eight. You must go or you will be late for the first lesson. 5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting. 6. We can't wait for them any longer, we must ring them up and find out what has happened. 7. I am thinking hard, trying to find a solution of the problem. There must be a way out.

5.



Напишіть кожне речення двічі: у минулому і у майбутньому часі. Замініть модальні дієслова must і can еквівалентами, де потрібно.

1. He must work systematically if he wants to know French well. 2. This child must spend more time out in the open air. 3. I can't recite this poem. 4. You must take part in this work. 5. He can't join the party because he is busy. 6. You must listen to the tape recording of this text several times. 7. You must take your examination in English. 8. She can translate this article without a dictionary. 9. We can't meet them at the station. 10. The doctor must examine the child.

ТЕМА 37:

ПРАВООХОРОННІ ОРГАНИ

Заняття 6

МЕТОДИ БОРОТЬБИ ЗІ ЗЛОЧИННІСТЮ У США



Прочитайте текст. Перекладіть виділені речення письмово.

POLICE TECHNOLOGY IN THE USA

Requests for police services are generally transmitted to headquarters by telephone and then by radio to officers in the field. Police have long operated on the theory that fast response time results in more arrests and less risk or injury to victims. **The current trend is toward handling calls by priority, with emergency response reserved for cases involving an injured party or those in which a reasonable chance exists to prevent a crime or make an arrest at the scene.** Modern computer-assisted dispatching systems permit automatic selection of the nearest officer in service. In some cities, officers can receive messages displayed on computer terminals in their cars, without voice communication from headquarters. An officer, for example, can key in the license number of a suspect car and receive an immediate response from the computer as to the status of the car and the owner's identity.

An increasing number of agencies are now using computers to link crime patterns with certain suspects. Fingerprints found at crime scenes can be electronically compared with fingerprint files.

In recent years technological advances have been made in such areas as voice identification, use of the scanning electron microscope, and blood testing which is an important tool because only 2 persons in 70,000 have identical blood characteristics. **Some of the new laboratory techniques, although highly effective, are extremely expensive, so their use is limited to the most challenging cases.**



Дайте відповіді на запитання.

1. What are the current trends in police work in the USA?
2. What cases are handled by priority under the new approach?
3. How do computers assist in police work?
4. What technological advances have been made in law-and-order campaign?
5. Why is blood testing an important tool in crime detection?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Передбачити злочин, заарештувати на місці злочину, відбитки пальців, швидке реагування, вводити з клавіатури, технічний прогрес.

It's Interesting To Know

ALPHONSE BERTILLION

The problem of identifying criminals was made much easier by Bertillion, who, in 1882, invented a system called anthropometry. As head of the identification department of the Paris police he had careful measurements made of the head, limbs and body of every criminal he could lay his hands on, who could then not get away in the future by giving a false name. Photography was also used for the first time. Many hundreds of criminals were caught in the first years of the system's operation, but it was soon replaced by fingerprinting. To Bertillion, though, must go the credit for creating the science of human identification.

CYBER JUSTICE

An artificial-intelligence program called the Electronic Judge is dispensing justice on the streets of Brazilian cities. The program is installed on a laptop carried by a human judge and helps to assess swiftly and methodically witness reports and forensic evidence at the scene of an incident. It then issues on-the-spot fines and can even recommend jail sentences. It is part of a scheme called Justice-on-Wheels, which is designed to speed up Brazil's overloaded legal system by dealing immediately with straightforward cases.

Most people are happy to have the matters sorted out on the spot, says the program's creator, who sits in the state's Supreme Court of Appeals. He adds that the idea is not to replace judges but to make them more efficient.

After police alert the rapid justice team to minor accidents, they can be on the scene within 10 minutes. Most cases require only simple questions and no interpretation of the law — the decision-making process is purely logical. The program presents the judge with multiple choice questions, such as "Did the driver stop at the red light?" or "Had the driver been drinking alcohol above the acceptable limit of the law?" These sorts of questions need only yes or no answers. The program gives more than a simple judgement: it also prints out its reasoning. If the human judge disagrees with the decision it can simply be overruled. Some people who have been judged by the program do not realise that they have been tried by software.


It could be some time before a similar system takes the place of an English court. "It would have to satisfy the authorities that it was absolutely foolproof first," says a spokesman for the Lord Chancellor's office, which oversees courts in England and Wales. But it could be put to use in the U.S., where the discussion is under way to set up a mobile system to resolve disputes over traffic accidents.

ГРАМАТИЧНІ ВПРАВИ
МИНУЛИЙ ЧАС МОДАЛЬНИХ ДІЄСЛІВ (МОЖЛИВІСТЬ)

1.  Використовуючи таблицю дайте пояснення наступним ситуаціям.

He She They	must have can't have might have should have	cut it gone mislaid arrived home got engaged had been doing been making	a cake a party last night to Andy something naughty for ages without me by now my number
-------------------	--	--	---

1. Stella is wearing a beautiful diamond ring.
2. Look at the length of the grass in Bill's garden.
3. The children ran away laughing and giggling.
4. There's flour on grandma's nose.
5. Paul and Gary said they'd wait for me, but I can't see them.
6. Clive's flat is so clean and tidy.
7. It's after midnight. Henry and Sally left ages ago.
8. I don't know why Tara didn't ring.

2.  Використовуючи таблицю дайте пояснення наступним ситуаціям. Зверніть увагу на перфектний пасивний інфінітив.

It They	must have been can't have been	watered given washed shattered blown down mended	by the wind by a stone properly for a long time enough to eat with something red
------------	-----------------------------------	---	---

1. A tree has fallen across the road.
2. My white jeans have turned pink.
3. My TV has broken and I've only just had it fixed.
4. David's pet goldfish has died.
5. All the flowers in the garden have died.
6. The car windscreen is broken.

3.
↔



Доповніть речення, ставлячи дієслова в дужках у правильну форму.

1. "What are all those people doing with all those lights and cameras?"
"They (must/ make) a film."
2. "I wonder how the thief got into our apartment?"
"He (could/ use) the fire escape or he (might/ climb up) that tree."
3. "I saw Henry waiving someone off in a taxi"
"That (would/ be) his cousin from Australia"
4. "Bill told me that he'd spent \$50,000 on a birthday present for his girlfriend, but he (may/ joke). He (can't/spend) that much."
5. "It's five past eleven. Ken and Cathy's plane (should/ touch down) in Kennedy Airport right now."
"Your watch (must/ be) slow. It's nearly half past. Their plane already (will/ land)."
6. "Bring very warm clothes. It (could/ snow) when we arrive. It (can/ snow) in mountains even in summer."

ТЕМА 38:

МІЖНАРОДНЕ ПРАВО

Заняття 1

ПРАВА ЛЮДИНИ ТА ЇХ МІЖНАРОДНЕ ЗНАЧЕННЯ



Прочитайте та перекладіть текст українською мовою.

THE INTERNATIONAL SIGNIFICANCE OF THE HUMAN RIGHTS

Today we have gathered to conduct a conference devoted to various aspects of Human Rights Problems as well as the problems of basic freedoms.

The idea of absolute value of human personality, the defence of its interests has centuries-old history. Arising in the minds of the outstanding people of humanity the ideas of freedom, equality and brotherhood gained the world.

Here I should like to raise the question: why could the authors of the USA Constitution of 1787 and the Bill of Amendments as well as French «Declaration of Human and Civic Rights» create these majestic documents. These documents are actual even nowadays and are the basis of the most modern Constitutions.

It is because these authors leaned on such giant's shoulders as Montescjue, the author of doctrine of separating authorities, Russo — the author of public treaty, John Lokk's, Thomas Tame's works and other great scientists.




Again I should like to put a question: why do the lines of the Universal Declaration of Human Rights sound like majestic anthem to the human being, to the state of the law? It is because these documents were created as counter-balance to dictatorial strivings of the so called «leaders» of totalitarian states.

The names of our compatriots Peterim Sorokin, Peter Struve, Mikhail Grushevsky, Nikolay Berdyaev, Tugan Baranovsky and others are among the authors of these transactions. Now we see the rebirth of these democratic ideas in the projects of Ukraine Constitution. But to our great pity one can consider them only as projects.

Let this conference do its little bit into the cause of creation of young independent and freedom-loving state of our Ukraine!


? Дайте відповіді на запитання.

1. How do you understand the idea of absolute value of human personality?
2. Do you think the Human Rights are really of international importance or people do not need them at all?
3. Which of the human rights do you think are of the greatest importance? Why?






Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Захист інтересів особистості, сучасні конституції, вікова історія, видатні вчені, рівноправність, тоталітарні держави, відродження демократичних ідей.

ГРАМАТИЧНІ ВПРАВИ ФРАЗОВІ ДІЄСЛОВА

1.

Знайдіть фразові дієслова в реченнях. Перекладіть речення.

1. Sue was so busy she stayed up all night to finish her work.
2. Laurence is so rude. How can you put up with him?
3. He took up skiing when he was 4. He was a champion at 16.
4. I'm like my mother, but my sister Sarah takes after our father.
5. If we start out now, we'll be there by nine o'clock.
6. Hurry up! I don't want to be late.
7. Could you find out what time the train leaves, please?
8. The soldiers carried out a dangerous raid.
9. If you are hot, take off your coat.

2.


Розподіліть фразові дієслова з першої вправи по категоріям.

Verb + particle

She stayed up.

.....
.....
.....
.....
.....

Verb + particle + obj

He took up skiing.

.....
.....
.....
.....
.....

Three part Verbs

How can you put up with him?

.....
.....
.....
.....
.....


3.

Доповніть речення, використовуючи фразові дієслова з таблиці.

got by; grew up; stay up; watch out; hold on; play around

1. My parents in Bulgaria, but they went to live in London when they were married.
2. They broke the window when they were with a football.

3. Last night we to watch the late film on TV.
4. "Can you speak Chinese?" "No, when we were there we with a few words and some sign language!"
5. "Can I speak to Paul, please?" "....., I'll just go and get him."
6.! Don't touch the paint, it's wet!

4.  **Перепишіть речення, замінюючи виділені дієслова одним з наведених фразових дієслів.**

keep on; find out; got away; bumped into

1. The police followed the robbers, but they **escaped**.

2. I'm trying to **discover** whose car this is.

3. Most of the students said they wanted to **continue** studying.

4. I **met** an old friend on the ferry. What a surprise!

5.  **Доповніть речення, використовуючи одну з комбінацій з таблиці.**

up with up to in with away with(2) away from
on with up for out with down on(2) up against

1. Keep _____ me! I've got a terrible cold, and I don't want you to catch it.

2. We must try to cut _____ the amount of money we spend a month. We spend more than we earn.

3. Don't let me disturb you. Carry _____ your work.

4. Face _____ reality. You've got to realize that you are responsible for your own actions.

5. She is such a snob. She looks _____ everyone who doesn't have as much money as she does.

6. His crime was really quite serious, so he was lucky to get _____ a fine rather than a prison sentence.

7. I know you're disappointed that we didn't have a summer holiday last year. We'll try to get a few days away in the autumn to make _____ it.

8. There is a move in Britain to do _____ the monarchy completely, so that Britain would become a republic.

9. My daughter had a few days off school recently. When she went back, she had to try hard to catch _____ all the work she had missed.
10. Jane's a very argumentative person. She's always having rows with people and falling _____ them.
11. The government has come _____ a big problem in their economic policy. The unions won't co-operate and management doesn't approve of what they are trying to do.
12. The antique table is very nice, but it doesn't fit _____ the rest of the furniture, which is modern.

ТЕМА 38:

МІЖНАРОДНЕ ПРАВО

Заняття 2

ЗНАЧЕННЯ ООН У ФОРМУВАННІ ДЕМОКРАТИЧНИХ ДЕРЖАВ



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

THE UN ROLE IN SEEKING THE WAY OF PROMOTION THE HUMAN RIGHTS

More than 50 years ago the UN appeared. The **safeguarding of human rights** and the **restoration of democracy** is one of the UN goals.

UN promotes the work of an international criminal court and a special international tribunal. The **decisive action** is taken by the General Assembly in the area of **humanitarian assistance** (operations in Sudan, in Somali, in Iraq, in the former Yugoslavia). It is not possible to separate the UN promotion of human rights from the **establishment of democratic system** within the international community. For example in 1989, a mission was set up **to monitor the electoral process** in Nicaragua. A similar mission was set up in Haiti. The UN helps states change attitudes, convince them to undertake structural reforms. The UN provides them with technical assistance that will allow them to adapt their institutions, educate their citizens, train leaders and **set up** regulatory mechanisms that respect democracy and **reflect a concern for human rights**.



Дайте відповіді на запитання.

1. What is UN? What is its role in the world?
2. What functions does the general Assembly perform?
3. What other world organizations promoting the human rights do you know?



Прочитайте та перекладіть текст українською мовою.

THE BASIC HUMAN RIGHTS IN A PRACTICE OF THE USA

The Basic Human Rights in the USA are fixed in Bill of Rights adopted in 1791. At different time periods laws, fixing Human Rights were interpreted in a different way. This interpretation was made by the Supreme Court of the USA. Different court precedents — law norms, should be executed and observed by all subjects of laws. Among these rights one can find:

- freedom of press, speech;
- right to keep and bear arms;
- right of non-intervention into the private life. Many democratic laws which we see now in the USA, were formed during a long period of time.

THE RIGHTS AND FREEDOM IN UKRAINE

Since 1991 Ukraine has been existing as a democratic state. However it didn't prove itself to be a country of the European level. Politically, socially and economically it has lagged very far behind the countries of the former socialist block.

The history of Ukraine can prove, that the way to the independence was very long and very difficult. Being at the stage of forming now, our democratic society living through hard times. And our future life depends on the decisions taken both by our government and the Ukrainian people right now.

The system of the corrective labour is far perfect in Ukraine. Even the few minimal rights the convicts are entitled to are abused because of the frankly punitive system that was formed many years ago which needs reformation very much. Forced labour is a violation of the fundamental rights of a human being.

THE RIGHT TO LIFE

Absence of any law declaring the human right to life led to mass murder and repression under Stalin. We do not need to have progressive laws but we have to enforce them into life. Only courts can do it. It is necessary to abolish capital punishment since it does not fulfill the main goal — «to re-educate the criminal and return him to the community as a useful member».

THE RIGHT TO DEFENCE

In Ukraine everybody is equal before the Law and every defendant has the right to defence according to the Constitution of Ukraine.

A defendant has the right to defend himself on his own or with the help of a counsellor for defence, even if he cannot afford to hire one, the counsellor will be provided for by the State.

Nowadays in Ukraine sometimes even uneducated in law people can take up a place of someone's defender.




The rights of both-the defender and defendant are constantly violated in Ukraine which requires more severe control in this sphere on the part of the courts.

HUMAN RIGHTS AND THE PROBLEM OF THE EARTH'S ENVIRONMENT

The state of the world's ecology leaves much to be desired as a result of the world's population growth to 5 billion. It involves international responsibility of scientists and policy makers in managing environmental problems, the Ozone layer being one of most urgent ones. The agenda of the global convention will include unprecedented droughts, acid rains, dumping of toxic wastes which require exchange of information, technical assistance.


? Дайте відповіді на запитання.

1. What are the basic human rights in the USA? Do they differ much from that of the Ukrainian?
2. What's your personal opinion of Ukraine as of an independent democratic state?
3. How do you understand the Right to Life?
4. How would you characterize the problem of the Earth's Environment? What measures should be undertaken to save our planet?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---

Право носити зброю, відставати від інших країн у соціальному та економічному плані, карна система, впроваджувати закони у життя, озоновий шар, токсичний.

**ГРАМАТИЧНІ ВПРАВИ
СКЛАДНОСУРЯДНІ РЕЧЕННЯ**

1.		Доповніть речення, використовуючи сполучники <i>but/ and/ or</i> та речення з таблиці.
-----------	---	---


Don't come back!	Do you want to get a taxi?	I didn't read it.
He didn't see me.	Did you stay at home?	They don't use it very often.
She looked out.	We watched television.	I can't remember his name.
She swam to the other side.	They took some photographs.	

1. We stayed at home and watched television.
2. I bought a newspaper but I didn't read it.
3. She went to the window.....
4. I saw Jack.....
5. The girl jumped into the river.....
6. Did you go out last night.....?
7. They walked round the town.....
8. They've got a car.....
9. I can't remember his face.....
10. Go away.....
11. Shall we walk to the hotel.....?

2.			Доповніть речення, використовуючи сполучники <i>so/ because</i> та речення з таблиці.
-----------	---	---	--

She was ill.	We didn't play tennis.	It was very hot in the room.
Don't phone me.	We didn't go swimming.	She is friendly and interesting.
I walked in.	They haven't got a key.	I couldn't sleep.
We walked home.	She does the same thing all the time.	

1. I opened the window ***because it was very hot in the room.***
2. The water wasn't very clean ***so we didn't go swimming.***
3. The door was open
4. Ann didn't go to work
5. I like Carol
6. It was raining
7. There were no buses
8. I got up in the middle of the night
9. I won't be at home this evening
10. They can't get into the house
11. She doesn't like her job

3. 	Напишіть речення про те, що ви робили вчора, використовуючи сполучники в дужках.
--	---

1. (and) ***In the evening I stayed at home and studied.***
2. (because) ***I went to bed very early because I was tired.***
3. (and)
4. (but)
5. (so)
6. (because)
7. (or)

ТЕМА 38:

МІЖНАРОДНЕ ПРАВО

Заняття 3

УНІВЕРСАЛЬНА ДЕКЛАРАЦІЯ ПРАВ ЛЮДИНИ



Прочитайте та перекладіть текст українською мовою.

Article 3. *Everyone has the right to life, liberty and security of person.*

Article 5. *No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

Article 7. *All are equal before the law.*

It was on December 10, 1948, that the General Assembly of the United Nations adopted the Universal Declaration of Human Rights and proclaimed it as «a common standard of achievement for all peoples and all nations».

In the course of the last twenty years the Declaration has taken on a life of its own and has played an independent role in individual nations and in the community of nations. It has become a living document which is likely to exert an increasing influence in the years to come.

One of the purposes for which the United Nations was created was to achieve international cooperation «in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion», and all members of the United Nations pledged themselves to take joint and separate action to achieve that purpose.

The major portion of the Declaration is devoted to two broad categories of rights — (1) personal, civil and political rights and (2) economic, social and cultural rights.

General Principles

The first article lays down certain fundamental principles: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

The article appears to be based upon two assumptions: (1) that the right to liberty and equality is man's birthright and cannot be alienated, and (2) that man is a rational and moral being, as distinguished from other creatures on earth.

The second article states that «everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status».

? Дайте відповіді на запитання.

1. What kind of document is the Universal Declaration of Human Rights? When was it adopted? What does it stipulate?
2. What role did the Universal Declaration of Human Rights play in the world?
3. What are the main parts of the Declaration? What are they about?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Свобода, нелюдське ставлення, істота, расова відмінність, міжнародне співробітництво, проголошувати, зростаючий вплив, досягти мети, припущення, стать, сумління.

ГРАМАТИЧНІ ВПРАВИ СКЛАДНОПДРЯДНІ РЕЧЕННЯ

1.



Перекладіть речення українською мовою, звертаючи увагу на підрядні речення. Назвіть їх типи.

1. He too had moved and was now standing where she had been a moment before. (Priestley)
2. Once they reached the open country the car leapt forward like a mad thing. (Murdoch)
3. Alban's eyes glittered as he looked at the buses and policemen trying to direct the confusion. (Maugham)
4. He watched until the final wisp of smoke had disappeared. (Caldwell)
5. Even after Glenn had nodded urgently to her, she continued to look as if she did not know whether to run away from him or to walk back down the corridor to where he stood. (Caldwell)
6. And he followed her out of the door, whatever his feelings might be. (Lawrence)
7. I came away the first moment I could. (Galsworthy)
8. If anything particular occurs, you can write to me at the post-office, Ipswich. (Dickens)
9. A cat with a mouse between her paws who feigns boredom is ready to jump the second the mouse makes a dash for freedom. (Caldwell)
10. Gladys leaned forward and then turned her head so that she could look Penderel almost squarely in the face. (Priestley)
11. I could work faster if your irons were only hotter. (London)
12. The aftermath of the cub reporter's deed was even wider than Martin had anticipated. (London)
13. But these two people, insufferable though they might be in other circumstances, were not unwelcomed. (Priestley)
14. Brissenden lay sick in his hotel, too feeble to stir out, and though Martin was with him often, he did not worry him with his troubles. (London)
15. Had the great man said but a word of kindness to the small one, no doubt Esmond would have fought for him with pen and sword to the utmost of his might. (Thackeray)
16. When Rainsborough received this news he was made so miserable by it that he was not sure that he could survive. (Murdoch)
17. However friendly she

might seem one day, the next she would have lapsed to her original disregard of him, cold, detached, at her distance. (Lawrence) 18. Howard puffed his cigarette thoughtfully before speaking, as if he was still uncertain about what he should say. (Caldwell) 19. How she would reach the villa, and what she would find there when she arrived, she had not even dared to imagine. (Lawrence) 20. I paused while she took off her coat... (Murdoch) 21. I don't know what would have concluded the scene, had there not been one person at hand rather more rational than myself, and more benevolent than my entertainer. (Lawrence) 22. And you will find that it is scarcely less of a shock for you because you saw what you expected to see. (Murdoch) 23. When he left the car, he strode along the sidewalk as a wrathful man will stride, and he rang the Morse bell with such viciousness that it roused him to consciousness of his condition, so that he entered in good nature, smiling with amusement at himself. (London) 24. Wherever they were together or separate, he appeared to be travelling in one intellectual direction or along one mental groove, and she another. (Dreiser) 25. As I had no taste for this particular discussion, and also wanted to get off the subject of my dear brother, I said, "What will you be doing on Christmas Day?" (Murdoch) 26. "In that case," said Palmer, "since we are going away for good, I doubt if we shall meet again." (Murdoch) 27. Dazed as he was, he realized that there was just a chance of escape. (Priestley) 28. No matter how brilliant a physician is, a thing like that will ruin his career. (Caldwell) 29. She could hardly hear his voice, so deafening and continuous was the clatter of the waves upon the stones. (Murdoch) 30. At least it was good to be on one's legs again, and though the night was hideous, the situation seemed less precarious than it did when one was sitting in there, playing fantastic tricks with mechanisms. (Priestley) 31. It means to make the plane a part of you, just as if it were strapped behind you the minute it became airborne. (Moyt)

2.



Перекладіть речення українською мовою.

1. Whenever I go there, I always meet him.
2. He was in the shop before he came here.
3. I believe you because I know you.
4. As it is wet, we shall stay at home.
5. Since you feel tired, you should rest.
6. She returned to his room again, for she was tired.
7. That boy used to get ill about twice a week, so that he couldn't go to school.
8. This ball was so large that the child couldn't hold it.
9. So quickly had she come and gone in the mass of people that he had not been able to make sure.
10. The snow blew in our faces so we could hardly see.

3.



Перекладіть речення англійською мовою.

1. Напиши йому зараз же, щоб він знав про наші плани.
2. Я подзвоню їй, щоб вона не забула про це.
3. Батьки цих дітей голодували, щоб їх діти могли добре їсти.
4. Я робитиму так, як мені подобається.
5. Він не міг лежати так спокійно як я.
6. Я не міг зробити більше ніж вони.
7. Чим більше я бачу світ, тим більше він мені подобається.
8. Ви просто приходьте, наче ви йдете на прогулянку.

ТЕМА 38:

МІЖНАРОДНЕ ПРАВО

Заняття 4

ОСОБИСТІ, ГРОМАДЯНСЬКІ ТА ПОЛІТИЧНІ ПРАВА



Прочитайте та перекладіть текст українською мовою.

PERSONAL, CIVIL AND POLITICAL RIGHTS

Article 3 to 21 of the Universal Declaration of Human Rights deal with personal, civil and political rights, which have long been recognized in the constitutions and laws of the majority of the countries in the world.

Article 3 says that «everyone has the right to life, liberty and security of person». This may be said to be the most fundamental of personal rights. It is closely related to the articles which follow it: «no one shall be held in slavery or servitude» (article 4); and «no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment» (article 5). It should be equally clear that to torture a person, whether mentally or physically, or to treat him in an inhuman manner, destroys the dignity and worth of that person and undermines the very reason for his existence.

In modern state, human rights are protected under the rule of law. The Declaration provides that no one may be arbitrarily arrested, detained or exiled (article 9); that everyone has the right to a fair and public trial (article 10); that everyone has «the right to be presumed innocent until proved guilty» (article 11). These are indeed the basic principles in criminal law and procedure, designed to protect the innocent and the guilty alike, for if the rights of the guilty are not protected, the rights of the innocent will ultimately be in jeopardy.

? Дайте відповіді на запитання.




1. What does Article 3 say?
2. What is the purpose of the United Nations?
3. What does the second article state?
4. What fundamental principles does the first article lay down?



Використайте наступні словосполучення у реченнях:

to provide with some supervisory powers, a Supreme Court of General Jurisdiction, to submit to the public, to be presented, to be protected, the basic principles of the Criminal Law, to protect the innocent and the guilty alike, no one may be arrested, detained or exiled, in modern state, human rights are protected, the right to be presumed, in the area of, for extensive discussion, to

destroy dignity, to undermine the very reason for his existence, the article lays down, all human beings, to endow with reason, certain fundamental principles, to be born free and equal.

   **Знайдіть українські еквіваленти до англійських словосполучень:**

1. fair	звичайна норма
2. arbitrarily	нелюдське ставлення
3. security of person	без різниці
4. common standard	тримати під вартою
5. without distinction	загальноприйнятий стандарт
6. the article state	бути визнаним
7. inhuman	так само
8. to take joint action	стаття стверджує
9. to be recognized	справедливий
10. alike	нелюдський
11. an independent judiciary	не дивлячись ні на що
12. existence	захист особистості
13. to detain	свавільно, деспотично
14. design	застосування
15. implementation	вживати спільні заходи
16. inhuman treatment	незалежний суд

   **Доповніть речення словосполученнями з таблиці:**

to torture or inhuman treatment, in slavery or servitude, the Universal Declaration of Human rights), to take joint and separate action to achieve the goal, international cooperation, an independent role in the community of nations, of everybody, life, personal, civil and political rights.

1. The General Assembly of the United Nations adopted ...
2. All members of the United Nations pledged themselves...
3. The United Nations was created to achieve...
4. The Universal Declaration of Human rights has played ...
5. To promote and encourage respect for human rights is a noble task of ...
6. In the course of the last period of time ...
7. Article 3 deals with ...
8. Everyone has the right to ...
9. No one shall be held in ...
10. No one shall be subjected to ...

ГРАМАТИЧНІ ВПРАВИ СКЛАДНОПІДРЯДНІ ОЗНАЧАЛЬНІ РЕЧЕННЯ

1.



Перекладіть речення українською мовою.

1. “Everybody who makes the kind of blunder I did should apologize,” he remarked with a pronounced nodding of his head. (Caldwell) 2. Rachel had become aware of the fact that she was talking loudly. (Swinnerton) 3. He took after his blond father, who had been a painter. Rosa took after her dark-haired mother, who had been a Fabian. (Murdoch) 4. What we are interested in, as author and reader, is the fact that publishing in England is now an integral part of big business. (Fox) 5. The first thing Martin did next morning was to go counter both to Brissenden’s advice and command. (London) 6. The invalid, whose strength was now sufficiently restored, threw off his coat, and rushed towards the sea, with the intention of plunging in, and dragging the drowning man ashore. (Dickens) 7. He was suddenly reminded of the crumpled money he had snatched from the table and burned in the sink. (Caldwell) 8. Georgie, who is now twenty-six, had been an undergraduate at Cambridge, where she had taken a degree in economics. (Murdoch) 9. He would speak for hours about them to Harry Esmond; and, indeed, he could have chosen few subjects more likely to interest the unhappy young man, whose heart was now as always devoted to these ladies; and who was thankful to all who loved them, or praised them, or wished them well. (Thackeray) 10. I hardly know why I came to the conclusion that you don’t consider it an altogether fortunate attachment. (Pinero) 11. He walked to the window and stood there looking at the winter night that had finally come upon them. (Caldwell) 12. What terrified her most was that she found deep in her heart a strong wish that Mischa might indeed want to reopen negotiations. (Murdoch) 13. Directly in front of her window was a wide terrace with a stone parapet which swept round to what she took to be the front of the house, which faced, the sea more squarely. (Murdoch) 14. He spent half the week in Cambridge, where he lodged with his sister and lent his ear to neurotic undergraduates, and the other half in London, where he seemed to have a formidable number of well-known patients. (Murdoch) 15. I went upstairs to lie down and fell into the most profound and peaceful sleep that I had experienced for a long time. (Murdoch) 16. “Palmer Anderson,” said Georgie, naming Antonia’s psychoanalyst, who was also a close friend of Antonia and myself. (Murdoch) 17. She looked to him much the same child as he had met six years ago... (Murdoch) 18. Rosa had the feeling that she was both recognized and expected. (Murdoch) 19. Maybe the reason you don’t want to go to a specialist is because you don’t want to change — you want to stay as you are. (Caldwell) 20. Gretta regarded him with a look on her face that was unrevealing of her thoughts. (Caldwell)

2.  **Перекладіть речення українською мовою.**

1. That is all I can tell you. (London) 2. He was under the impression that an attempt was going to be made to convict him. (Dreiser) 3. Whenever she came which was often she came quite noisily. (Dreiser) 4. The things her father said seemed meaningless and neutral. (Lawrence) 5. Then she came to New York where she remained two years. (Dreiser) 6. I opened Palmer's close-fitting hall door which is always unlocked and ushered Dr. Klein inside. (Murdoch) 7. What happened was the last thing that any of them expected to happen. (Priestley) 8. I shook out my scarf which was damp and soggy. (Murdoch) 9. She had no idea where she was going. (Murdoch) 10. There were times when I wanted to stop the car and tell him to get out. (Maltz) 11. His hair which was short sleek and black was just visible beneath the capacious brim of a low-crowned brown hat. (Dickens) 12. But he could see now no reason why he should not smoke. (London) 13. The bar was crowded with men which she had expected it to be and at first she was not able to find a place to sit down. (Caldwell)

3.  **Переробіть речення, використовуючи означальні підрядні. Використовуйте речення в дужках для утворення означальних підрядних.**

Examples: Tom's father goes swimming every day. (Tom's father is 78.)
...Tom's father, who is 78, goes swimming every day.


 She told me her address. (I wrote her address down on a piece of paper.)
...She told me her address, which I wrote down on a piece of paper...

1. She showed me a photograph of her son. (Her son is a policeman.)
 She showed me a photograph of her son
2. We decided not to swim in the sea. (The sea looked rather dirty.)
 We
3. The new stadium will be opened next month. (The stadium holds 90,000 people.)
 The
4. John is one of my closest friends. (I have known John for eight years.)

5. That man over there is an artist. (I don't remember his name.) (use whose)

6. Opposite our house there is a nice park. (There are some beautiful trees in this, park.)
 (use where)

7. The storm caused a lot of damage. (Nobody had been expecting the storm.)
.....
8. The postman was late this morning. (The postman is nearly always on time.)
.....
9. We often go to visit our friends in Bristol. (Bristol is only 30 miles away.)
.....
10. Mr Edwards has gone into hospital for some tests. (His health hasn't been good recently.) (use whose)
.....
11. Jack looks much nicer without his beard. (His beard made him look much older.)
12. I went to see the doctor. (The doctor told me to rest for a few days.)
.....
13. Thank you for your letter. (I was very happy to get your letter.)
.....
14. A friend of mine helped me to get a job. (His father is the manager of a company.) (use whose).....
15. Next week-end I'm going to Glasgow. (My sister lives in Glasgow.) (use where).....

	<p>4. Переробіть речення, використовуючи означальні підрядні. Використовуйте речення в дужках для утворення означальних підрядних.</p>
---	---

Example: Mr Carter is very interested in our plan. (I spoke to him on the phone last night.) ...*Mr Carter, who I spoke to on the phone last night, is very interested in our plan...*
or ... *Mr Carter, to whom I spoke on the phone, last night, is very interested in our plan...*

1. This is a photograph of our friends. (We went on holiday with them.)
This is
2. The wedding took place last Friday. (Only members of the family were invited to it.)
The
3. I've just bought some books about astronomy. (I'm very interested in astronomy.)
.....

ТЕМА 38:

МІЖНАРОДНЕ ПРАВО

Заняття 5

ЄВРОПЕЙСЬКА КОНВЕНЦІЯ ПРАВ ЛЮДИНИ



Прочитайте та перекладіть текст українською мовою.

THE EUROPEAN CONVENTION ON HUMAN RIGHTS

Convention for the Protection
of Human Rights and Fundamental
Freedoms

The governments signatory hereto, being members of the Council of Europe,

Considering the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations on 10th 1948;

Considering that this Declaration aims at securing the universal and effective recognition and the observance of the rights therein declared;

Considering that the aim of the Council of Europe is the achievement of greater unity between its members and that one of the methods by which that aim is to be pursued is the maintenance and further realisation of human rights and fundamental freedoms;

Reaffirming their profound belief in those fundamental freedoms which are the foundation of justice and peace in the world and are the best maintained on the one hand by an effective political democracy and on the other by a common understanding and observance of the human rights upon which they depend;

Being resolved, as the governments of European countries which are like-minded and have a common heritage of political traditions, ideals, freedom and the rule of law, to take the first steps for the collective enforcement of certain of the rights in the Universal Declaration;

Have agreed as follows:

Article 1

The High Contracting Parties shall secure to everyone within their jurisdiction the rights and freedoms defined in Section 1 of this Convention.

Article 2

1. Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.

? Дайте відповіді на запитання.

1. Identify the main idea of the «Convention for the Protection of Human Rights and Fundamental Freedoms».
2. Summarize the essence of each given article.



Прочитайте та перекладіть текст українською мовою.

DECLARATION.

There can be little doubt that for many years to come official organs, both national and international, will continue to derive inspiration from Declaration.

But perhaps more significant than official acts are the aspirations of common men and women everywhere in the world. It is for them that Declaration has been written, as it is for them that all states and interstate institutions have been created. It is they who must always be conscious of the rights and freedoms to which they are entitled, it is they who can insist that the use of rights and freedoms be respected. And this is no doubt the reason why the General Assembly, in proclaiming the Universal Declaration, urges «every individual and every organ of society» to keep the «Declaration constantly in mind» and to «strive by teaching and education to promote respect for these rights and freedoms».



Знайдіть англійські еквіваленти до наступних словосполучень:

Сумніви, черпати натхнення, сильне бажання, наполягати, намагатися, давати право, поважати права.




Складіть діалогі, побудовані за наступними ситуаціями:

Situation 1. A stranger stops you inside the University and asks to tell him the summary of the lecture «The Universal Declaration of Human Rights» as he hasn't comprehended everything. Explain the main principles of the Declaration.

Situation 2. A foreign student asks a group of postgraduates to inform him how every individual and every organ of the country they live in keep the Declaration.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ ПРИСЛІВНИКА SO ТА ПРИКМЕТНИКА SUCH.

1.  **Змініть речення, використовуючи *such* + слово в дужках, вносячи інші необхідні зміни.**

Example: I didn't know their house was so big. (place) *I didn't know their house was such a big place.*

1. Why were you in the shop for so long? (time)
2. I really like Sue. She's so nice, (person)
3. I can never hear him. He speaks so quietly, (in ... voice)
4. We saw you driving your BMW yesterday. It looks so powerful, (car)
5. Have you heard the new REM album? It's so good, (record)

2.   **Підберіть до частин речень логічні наслідки.**

- | | |
|--|--------------------------------|
| 1. The food was so delicious... | that all the hotels were full. |
| 2. We had such a good weather... | that I couldn't stop to talk. |
| 3. I was in such a hurry... | that I didn't recognize it. |
| 4. The town has changed so much... | that we talked for hours. |
| 5. The dog was barking so loudly... | that we came back with tans. |
| 6. It was such a long time since I'd seen him... | that we cried. |
| 7. There were so many tourists... | that I helped myself to more. |
| 8. The film was so sad... | that we couldn't hear the TV. |

3.  **Перевірте, чи правильними є ці речення. Виправте помилки.**

1. The Smiths are so nice people.
2. You look so young in those clothes.
3. Thanks for the party. We had such good time.
4. It was such a boring film that we fell asleep.
5. He was driving so fast that he didn't notice the police car.
6. Bob's an expert. He knows such much about computers.

ТЕМА 39:

КОНСТИТУЦІЙНЕ ТА ЦЕРКОВНЕ ПРАВО

Заняття 1

ВЕРХОВЕНСТВО ПРАВА



Прочитайте та перекладіть текст українською мовою.

THE SUPREMACY OF THE RULE OF THE LAW

Only with the existence of an independent judiciary there will be any guarantee of the supremacy of the rule of law. In this area some positive steps have been taken. Three higher courts were proposed, a Supreme Court of General Jurisdiction, a High Economic Court (Arbitration Court) and a Constitutional Court. In an alternative proposal, two higher courts would remain, a Supreme Court of General Jurisdiction and a Constitutional Court. However, there is also a strong proposal for the establishment of one Supreme Court with several divisions, i.e., constitutional, general jurisdiction and a division for specialized courts. Further, the concept of trial by jury has been incorporated into the rule of law and has sparked great interest.

The Role of the Office of the Procurator General in Law System

Still of concern is the yet unresolved role of the Office of the Procurator General. Under the Communist system, the procurator General was not only a defender of the state, but also had oversight over all government agencies, judicial decisions, and the imposition of sentencing. The procurator is placed within the judicial branch, which is charged with interpreting and applying the law. However, the procurator is also provided with some supervisory powers over the executive to ensure implementation and adherence to the law.

Do Judges Need Special Privileges?

Ukraine began to modify its Soviet-style constitution shortly after its Declaration of State Sovereignty in July 1990. Work on a completely new constitution, however, began only after Ukraine declared independence in August 1991. At the beginning of July 1992 the President presented the draft that had been prepared by the parliament's Constitution Commission.




The Constitutional Commission also received numerous suggestions with regard to increasing the independence of judges. This is one area that must be strengthened. However, the same attorneys and judges who advocate stronger guarantees of independence for the judiciary in the constitution also pushed for special privileges in the «law on the Status of Judges». The simultaneous advocacy of independence and special privileges (priority housing for judges, priority placement of children in schools, assignment of telephones) gives the impression that many in the legal profession are more interested in creating an

elite legal corps than in fortifying a system of checks and balances and the rule of the law.

At the World Congress of Ukrainian Jurists some lawyers propose that a directly elected constitutional assembly be convened and that parliament should no longer be primarily responsible for writing and managing the debate of the document. This idea is supported by the leadership of Rukh.


? Дайте відповіді на запитання.

1. What do you know about the supremacy of the rule of Law? How can it be guaranteed?
2. What types of courts do you know? What is the difference between them?
3. What is the role of the Office of the Procurator General in law system?
4. Who are the judges and what are their responsibilities?

			Знайдіть у тексті англійські еквіваленти наступних словосполучень:
---	---	---	---



Незалежна судова влада, забезпечувати виконання закону, підрозділ, невизначена роль, зміцнення системи управління державою, захисник держави, правові рішення.

ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВА З ДВОМА ДОДАТКАМИ

1.		Перепишіть речення, замінюючи непрямий додаток на <i>him, her, them</i>.
-----------	---	---

Example: He cooked a nice meal for all his friends. *He cooked them a nice meal..*

1. She lent some money to her grandmother.
2. Hand that plate to your brother.
3. Who'll read a story to the children?
4. I've made some coffee for father.
5. Jack's gone to get some water for his mother.
6. He offered the job to young girl.

2.			Перепишіть речення, використовуючи з непрямыми додатками прийменники <i>for</i> або <i>to</i>.
-----------	---	---	---

Example: I have booked them seats. (the children) *I have booked seats for the children*

1. Can you make them a cup of tea? (everyone)

2. I've written her a letter. (my sister)
3. Who's going to cook them supper? (the family)
4. We can show them our photographs. (all the visitors)
5. Could you cut them some bread? (your brothers and sisters)
6. I sold her my old skis. (your friend)

3.



Закінчить речення, щоб показати які подарунки Діана подарувала своїй родині. Дивіться таблицю.

Helen – a doll, grandfather – a pipe, uncle Tom and aunt Jane – flowers,
grandmother – a box of chocolates, Richard – a dictionary, mother – a teapot,
father – a pullover.

1. She bought a bicycle *for her little brother, Simon.*
2. She gave Helen
3. She bought a pipe
4. She sent some flowers
5. She bought a box of chocolates.
6. She gave a dictionary
7. She bought a nice new teapot
8. She gave a pullover.

ТЕМА 39:

КОНСТИТУЦІЙНЕ ТА ЦЕРКОВНЕ ПРАВО

Заняття 2

КОНСТИТУЦІЙНІ ПРАВА ТА ЗАКОНОДАВЧА ВЛАДА ДЕРЖАВИ



Прочитайте та перекладіть текст українською мовою. Знайдіть українські еквіваленти до виділених слів.

THE CONSTITUTIONAL RIGHTS AND REPUBLIC'S LEGISLATION

Many of the **adopted constitutional rights** and freedoms are **unprecedented** in the republic's legislation. But nevertheless sometimes one can see the attempts to restrict the constitutional rights. It goes without saying that some restrictions, for example, in the interests of protecting the morals and health of the population or something else can be used to make most rights **meaningless**.

For example, one article **envisages** restrictions on the rights and freedoms of citizens as may be necessary to satisfy «just **requirements of morality**». What are the just requirements of morality? Moral principles may differ greatly among different **social groups**, and moreover, many moral demands are judicially enforceable, e.g. «parents should take care of children and bring them up to respect the state and its laws as well as **national and historical traditions**». What's more, **the supremacy of notions of morality to legal and constitutional principles** could lead to oppression of minorities.

Let's pay attention to one thing more: some people propose **to take into consideration** the possibility to prohibit some political parties and other organizations if it is necessary. What does it mean: «it is necessary»? It turns out that the scope for **proscribing** political parties is even broader: they can be prohibited if they **advocate violent change** of the constitutional order or war.



Дайте відповіді на запитання.

1. What constitutional rights and freedoms do you know? Are they important? Which ones do you think are the most important for people?
2. What's your personal opinion of the problem of prohibiting some political parties and organizations? Is that necessary?
3. What is a constitution? When was the Ukrainian constitution adopted? Do you consider it a fair and a solid document?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Спроба обмежити конституційні права, війна, виховувати повагу до держави, охорона здоров'я й захист моралі, задовільняти.

ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВА MAKE/DO

1.



Закінчить речення, використовуючи дієслова *make i do*

1. Don't forget to your homework.
2. Read your book carefully and the exercise on page 52.
3. If you want to see Mr. Brown you must an appointment.
4. I have to a speech at the meeting tomorrow.
5. The baby is going to sleep. Try not to a noise.
6. I'll the garden if you the house.
7. We have to a long journey. We should try to leave early.
8. Some pop stars and sport stars a lot of money.

2.



**Закінчить запитання, а потім дайте відповіді.
Використовуйте дієслова *make i do*.**

1. Have you ever had to a speech?
2. Who most of the washing-up in your house?
3. If you a promise, do you always keep it?
4. Do you friends easily?
5. Was it easy to this exercise?

3.



Закінчить діалоги, використовуючи дієслова *make або do*.

1.
 - a: What work do you want to when you leave school?
 - b: If I well in my exams I'd like to be a doctor.
 - a: Then you would a lot of money.
 - b: I don't mind about the money. I just want to an interesting job.
2.
 - a: Are you going to a cup of coffee?
 - b: I have to the dishes first.
 - a: OK then. I'll the coffee, while you the washing up.
 - b: Right. While we have coffee we can plans for our holiday this year.

ТЕМА 39:

КОНСТИТУЦІЙНЕ ТА ЦЕРКОВНЕ ПРАВО

Заняття 3

ОСНОВНІ ПРАВА ТА СВОБОДИ. КОНСТИТУЦІЙНІ ГАРАНТІЇ



Прочитайте та перекладіть текст українською мовою.

SHOULD THE CONSTITUTION GUARANTEE ALL THE BASIC RIGHTS AND FREEDOMS?

Generally speaking, the constitution should introduce a number of measures to protect human rights that had not been found under socialism. They include the right to life; the right to a court appeal in case of arrest or detention; the right of defendants to refuse to provide evidence against themselves, family members, and in-laws; and the right to obtain legal assistance at any stage of a case. Finally, unpublished (secret) state laws and regulations, which were previously common, are declared invalid on a retroactive basis. No ideology, whether it be that of a political party, religious or public organization, or any other social group, may be imposed on citizens.

The constitutional guarantees should include the rights to inviolability of individual and of the home; to privacy; to confidentiality of communication; to move freely in the republic, to choose one's place of residence, and to leave the republic; to go on strike; and to alternative service outside the army.


When the constitution was being discussed it enumerated rather broad reasons for limiting the constitutional guarantees. Thus, the rights of citizens can be restricted according to that constitution in the interests of national security and public order. Needless to say, such numerous reasons can be easily used to make most rights meaningless. The constitution should guarantee all the basic rights and freedoms provided by the Universal Declaration of Human Rights.

? Дайте відповіді на запитання.



1. In what way are the human rights protected in your country? Are you familiar with the Universal Declaration of Human Rights? What does it stipulate?
2. Do you think the Ukrainian Constitution guarantees all the basic rights and freedoms?
3. What amendments would you like to introduce in the Constitution of Ukraine?
4. What's your opinion of the right to bear arms? Do you think it's quite a good point?

ГРАМАТИЧНІ ВПРАВИ


ДІЄСЛОВА MAKE/LET/HELP + ІНФІНІТИВ БЕЗ ЧАСТКИ TO

1.  **Що ваші батьки дозволяли вам робити, коли ви були дитиною? Використовуйте “*They let me ...*” або “*They didn’t let me ...*”.**

1. go to bed after 10 p.m.
2. eat chocolate when I wanted
3. visit my friends’ homes
4. buy my own clothes
5. ride my bike on the road
6. go shopping alone
7. travel alone

2.   **Зараз подумайте про школу. Що змушували вас робити вчителі? Використовуйте “*They made us ...*” або “*They didn’t make us ...*”.**

1. play sport
2. wear a uniform
3. do a lot of homework
4. stand up when they came into the classroom
5. sing songs
6. read newspapers and magazines
7. speak English

3.  **Використовуйте слова, наведені нижче, для того, щоб закінчити речення, пропонуючи щось зробити, використовуючи *Let’s*.**


have a rest; go for a drink; go and see it; go inside; do another exercise;
ask someone for help

1. I’m thirsty.
2. It’s very hot.
3. There’s a good film on at the cinema.
4. I need more practice.
5. I’m tired.
6. We’re lost.

4.  **Закінчить речення, вибравши відповідне сполучення слів з правої колонки.**

- | | |
|-----------------|--------------------|
| 1. The bad news | made us go inside. |
| 2. The medicine | made me happy. |

- | | |
|-----------------------------|------------------------------|
| 3. The bad food | made the cars stop. |
| 4. Meeting you last weekend | made me depressed. |
| 5. The policeman | made my father ill. |
| 6. The rain | made my brother feel better. |

5.  **Закінчить речення, вибравши відповідне сполучення слів з правої колонки.**

- | | |
|-------------------------------------|------------------------|
| 1. A dictionary can help you | find your way. |
| 2. A map can help you | find what you want. |
| 3. These pills will help you | understand a new word. |
| 4. The shop assistant will help you | go to sleep. |

ТЕМА 39:

КОНСТИТУЦІЙНЕ ТА ЦЕРКОВНЕ ПРАВО

Заняття 4

“РЕЛІГІЙНА СВОБОДА”



Прочитайте та перекладіть текст українською мовою.

VALUE AND INFLUENCE OF RELIGION

Some of the perennial questions man has asked have been:

- what is the origin of the universe and of life
- what is the nature of the universe and how is it governed
- what is the nature of man and what is his destiny
- why do men suffer

Religion tries to answer these questions of ultimate existence and of life and death and human destiny. Many religions believe that the universe is governed by God. Through religion man may see the meaning in the universe and find a personal role in it.

The story of mankind includes much that shows the part religion has played. To spread their religion, missionaries have explored unknown continents. Masterpieces of literature and the arts have often developed from religious feeling. Many wars of religion have been fought. The Crusades were fought to take the Holy Land from the Moslems. The Reformation was followed by a long series of religious wars between Catholics and Protestants. Martyrs have met death rather than yield their faith. The Huguenots, Pilgrims, Puritans, and other groups became refugees to obtain religious freedom.

? Дайте відповіді на запитання.

1. What is religion? What does it mean for you personally?
2. Do you believe in God?
3. How many religions can you name? What religion is practised in Ukraine?



Знайдіть у тексті англійські еквіваленти наступних словосполучень:

Вічний, керувати, доля, страждати, поширювати, місіонер, досліджувати, шедевр, хрестовий похід, кампанія проти чогось, мученик, поступатися, біжинець.



Прочитайте та перекладіть текст українською мовою.

SOME WORDS ABOUT FREEDOM OF RELIGION

What is the situation of the major religious communities in the independent states of the former Soviet Union? The largest and most important of such communities is the Orthodox Church. With something like 50 million faithful in 73 dioceses in the former Soviet Union, it still claims the allegiance of more than one—fourth of the Slavic population. Nevertheless, it would be a mistake to think that the Orthodox Church enjoys anything like a privileged relationship with the former Soviet regime. Orthodox believers were just as likely to suffer discrimination as were members of other religions.

Protestantism has a long history in two of the Baltic states, Latvia and Estonia, where the Evangelical Lutheran Church remained loosely associated with Latvian and Estonian national identity. Lutheran seminaries in Riga and Tallinn train perhaps a dozen pastors each year.

Since the nineteenth century there have been active and expanding communities of Baptists, Evangelical Christians, and Pentecostals in the territory of the former-day Soviet Union. There are at least 550,000 baptized adult members with the greatest concentration in the Ukraine.

? Дайте відповіді на запитання.

1. What is the most influential religious community in Ukraine?
2. Have you ever been to the church?
3. Do you think people in our country have the right to freely express their religious belief?



Поясніть значення наступних слів та словосполучень англійською мовою, знайдіть українські еквіваленти:

Orthodox Church, privileged relationship, national identity, baptized adults, concentration in Ukraine, to suffer discrimination.

ГРАМАТИЧНІ ВПРАВИ

ПОВТОРЕННЯ ГРАМАТИЧНИХ ЗАСОБІВ ВИРАЖЕННЯ ЧАСУ

1.



Закінчить речення, використовуючи підказки в дужках. Вживайте лише форми минулого часу, додаючи інші слова, де це доцільно.

1. Two years ago while I (work/Paris/grandfather/die).
2. As soon as I (feed/cat/do/homework).
3. First I (shower/then/dressed).

4. As he (post/letter/realize/not put/stamp).
5. By the time he'd (finish/speak/most/audience/fall asleep).
6. Once I'd (tell him/truth/fell better).

2.  **Закінчить речення кожної групи, вибравши відповідне сполучення слів з правої колонки.**

Sue gave up smoking	for years
Sue didn't give up smoking	when I first met her
Sue hadn't given up smoking	years ago
Sue had given up smoking	until she was 30
Sue had been trying to give up smoking	by the time she was 30
Bill didn't wait	since 6 o'clock
Bill had been waiting	until I arrived
Bill was waiting here	when I finally arrived
Bill was waiting an hour	for long
Bill waited	a minute ago
I haven't been feeling well	until it was too late
They got on the plane	until late
I'd never seen him	lately
I was watching TV	at the last minute
He didn't here the attacker	before

СПИСОК МЕТОДИЧНОЇ ЛІТЕРАТУРИ

1. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. К.: «Логос», 1998.
2. Верба Л. Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. К.: “Логос”, 2002.
3. Голіцинський Ю.Б. Граматика. Збірник вправ. IV видання. – К.:АСК,2004.
4. Гуманова Ю.Л. Just English. Английский для юристов. Базовый курс под ред. Т.Н.Шишкиной. – Москва. «Зерцало-М», 2004.
5. Песочин А.А., Юрчук П.С. Практический курс английского языка для юристов. Учебное пособие. – Харьков. Консум, 2002.
6. Alexander L.G. Longman English Grammar. – Longman, 2001.
7. Digest”, 2001
8. Murphy, Raymond English Grammar in Use. – Cambridge University Press, 1988.
9. Murphy, Raymond Essential Grammar in Use. – Cambridge University Press, 1988.
10. Soars Liz&John, New Headway, English Course. – Oxford University Press, 1998.