

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

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

під загальною редакцією В. В. Балабіна

Навчальний посібник

Київ – 2006

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(протокол № 3 від 28 вересня 2006 року)*

Хакімова Ю.О. Практичний курс з вивчення іноземної мови (військово-спеціальної мовної підготовки) для курсантів (студентів) 4 курсу за спеціальністю «політологія» (англійська мова). – К.: 2006. – 255 с.

Практичний курс складений для курсантів за спеціальністю «політологія», 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.

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ЗМІСТ

I. ВСТУП	8
II. Тема 28: Структура Збройних сил України.	
<i>Заняття №1</i>	
Загальний обрис ЗСУ.	9
Вживання артикля.	11
<i>Заняття №2</i>	
Міністерство оборони України.	13
Вживання артикля.	14
<i>Заняття №3</i>	
Сухопутні війська ЗСУ.	17
Вживання Present Simple Tense.	19
<i>Заняття №4</i>	
Повітряні Сили ЗСУ.	21
Вживання Past Simple Tense.	23
<i>Заняття №5</i>	
Військово-Морські Сили ЗСУ.	27
Вживання Future Simple Tense.	28
<i>Заняття №6</i>	
Структура ВМС ЗСУ.	31
Вживання Future Simple-in-the-Past.	33
III. Тема 29: Основи національної, регіональної та світової безпеки.	
<i>Заняття №1</i>	
Загальне поняття про безпеку і оборону.	
Вживання Present Continuous Tense.	35
	36
<i>Заняття №2</i>	
Національна безпека.	38
Порівняння вживання Present Simple і Present Continuous Tense.	39
<i>Заняття №3</i>	
Коллективна безпека.	42
Вживання Past Continuous Tense.	43
<i>Заняття №4</i>	
Загрози безпеки.	45
Вживання Past Continuous Tense.	46
<i>Заняття №5</i>	
Органи відповідальні за національну безпеку та оборону.	48
Порівняння вживання Past Simple і Past Continuous Tense.	50
<i>Заняття №6</i>	
Підтримка миру.	53
Вживання Future Continuous Tense.	54
IV. Тема 30: Структура збройних сил США та Британії.	
<i>Заняття №1</i>	
Структура збройних сил США.	56
Вживання Future Continuous-in-the-Past.	58
<i>Заняття №2</i>	

Роди військ США: Сухопутні війська, Військово-Повітряні Сили.	59
Складнопідрядні речення.	60
<i>Заняття №3</i>	
Роди військ США: Військово-Морські Сили. Пентагон.	64
Вживання Present Perfect Tense.	65
<i>Заняття №4</i>	
Структура збройних сил Британії.	67
Порівняння вживання Past Simple і Present Perfect Tense.	68
<i>Заняття №5</i>	
Роди військ Британії: Сухопутні війська, Військово-Повітряні Сили.	
Вживання Past Perfect Tense.	70
	74
<i>Заняття №6</i>	
Роди військ Британії: Військово-Морські Сили.	77
Вживання Past Perfect Tense.	78
V. Тема 31: Україна і міжнародні організації.	
<i>Заняття №1</i>	
Україна і країни СНД.	81
Вживання Future Perfect Tense.	82
<i>Заняття №2</i>	
ООН.	84
Вживання Future Perfect-in-the-Past.	85
<i>Заняття №3</i>	
Історія виникнення ООН.	87
Вживання Present Perfect Continuous Tense.	89
<i>Заняття №4</i>	
Європейський Союз.	92
Модальні дієслова can, could.	93
<i>Заняття №5</i>	
Політика Європейського Союзу.	96
Модальні дієслова may, might.	97
<i>Заняття №6</i>	
ОБСЄ.	99
Модальні дієслова shall, should.	100
VI. Тема 32: Проблема тероризму в сучасному світі.	
<i>Заняття №1</i>	
Поняття „тероризм”.	102
Модальні дієслова must, ought to.	103
<i>Заняття №2</i>	
Передумови тероризму.	105
Модальні дієслова have to, be to.	106
<i>Заняття №3</i>	
Види тероризма.	109
Модальне дієслово need.	110
<i>Заняття №4</i>	
Міжнародний тероризм.	112
Різні випадки вживання модальних дієслів з часткою not.	113
<i>Заняття №5</i>	

Кібертероризм.	115
Прийменники в англійській мові.	116
<i>Заняття №6</i>	
Боротьба з тероризмом.	119
Ступені порівняння прикметників.	120
VII. Тема 33: НАТО.	
<i>Заняття №1</i>	
Історія виникнення НАТО.	123
Ступені порівняння прислівників.	124
<i>Заняття №2</i>	
Цілі та завдання організації.	126
Кількісні займенники.	128
<i>Заняття №3</i>	
Політична структура НАТО.	130
Займенники: особові, присвійні, неозначені, заперечні.	131
<i>Заняття №4</i>	
Військова структура НАТО.	134
Сполучники в англійській мові.	135
<i>Заняття №5</i>	
Партнерство заради миру.	137
Повторення граматики за семестр.	138
VIII. Тема 34: Політика як соціальне явище.	
<i>Заняття №1</i>	
Політика як загальне явище. Значення терміну „політика”.	140
Вживання інфінітиву.	142
<i>Заняття №2</i>	
Різні погляди на політику.	145
Вживання інфінітиву.	146
<i>Заняття №3</i>	
Концепції, моделі і теорії.	149
Вживання герундія.	150
<i>Заняття №4</i>	
Поняття „світова політика”.	153
Вживання герундія.	154
<i>Заняття №5</i>	
Предмет і зміст політології.	157
Порівняння вживання інфінітиву і герундія.	158
<i>Заняття №6</i>	
Діяльність політиків.	160
Порівняння вживання інфінітиву і герундія.	161
IX. Тема 35: Держава як інститут політичної системи.	
<i>Заняття №1</i>	
Поняття „держава”.	163
Вживання дієприкметника.	164
<i>Заняття №2</i>	
Розуміння „держави” в античності.	166
Вживання Present Participle.	166
<i>Заняття №3</i>	
Державна система феодальної Європи.	169

Вживання Past Participle.	170
<i>Заняття №4</i>	
„Сучасна держава”.	172
Порівняння вживання Present і Past Participle.	174
<i>Заняття №5</i>	
Сучасні теорії держави.	176
Вживання Passive Voice.	178
<i>Заняття №6</i>	
Держава та цивільне суспільство.	180
Вживання Passive Voice в Present, Past і Future Simple.	181
X. Тема 36: Політичні партії. Партійні системи.	
<i>Заняття №1</i>	
Поняття „політична партія”.	183
Вживання Passive Voice в Present, Past і Future Continuous.	184
<i>Заняття №2</i>	
Класифікація політичних партій.	185
Вживання Passive Voice в Present, Past і Future Perfect.	188
<i>Заняття №3</i>	
Партійні системи.	190
Трансформування активного стану в пасивний.	191
<i>Заняття №4</i>	
Однопартійна система.	194
Особливості вживання пасивного стану.	194
<i>Заняття №5</i>	
Двопартійна система.	197
Умовні речення в англійській мові.	198
<i>Заняття №6</i>	
Багатопартійна система.	200
Умовні речення I типу.	202
XI. Тема 37: Вибірчі системи.	
<i>Заняття №1</i>	
Поняття „виборча система”.	203
Умовні речення I типу.	204
<i>Заняття №2</i>	
Види виборчих систем.	206
Умовні речення II типу.	207
<i>Заняття №3</i>	
Функції виборів.	210
Умовні речення II типу.	211
<i>Заняття №4</i>	
Методи голосування.	213
Умовні речення III типу.	214
<i>Заняття №5</i>	
Методи голосування.	216
Умовні речення III типу.	217
<i>Заняття №6</i>	
Методи голосування.	219
Умовні речення III типу.	221
XII. Тема 38: Політичні ідеології.	

<i>Заняття №1</i>	
Поняття „політична ідеологія”.	223
Непряма мова.	224
<i>Заняття №2</i>	
Лібералізм.	227
Непряма мова. Питання в непрякій мові.	228
<i>Заняття №3</i>	
Консерватизм.	231
Питання в непрякій мові.	233
<i>Заняття №4</i>	
Комунізм.	236
Поради, прохання, накази в непрякій мові.	237
<i>Заняття №5</i>	
Анархія.	239
Поради, прохання, накази в непрякій мові. Розповідні речення в непрякій мові.	240
XIII. Тема 39: Режими сучасного світу.	
<i>Заняття №1</i>	
Західні поліархії.	242
Вживання конструкції I wish у теперішньому часі.	243
<i>Заняття №2</i>	
Посткомуністичний режим.	245
Вживання конструкції I wish у майбутньому часі.	246
<i>Заняття №3</i>	
Східно азійські режими.	248
Вживання конструкції I wish у минулому часі.	249
<i>Заняття №4</i>	
Політичний іслам.	251
Вживання конструкції I wish.	252
XIV. Список рекомендованої літератури.	254

ВСТУП

Практичний курс з вивчення іноземної мови складений для курсантів (студентів) 4 курсу за спеціальністю «політологія», які продовжують вивчення іноземної мови на основі знань, набутих на перших трьох курсах навчання у військовому інституті.

Метою курсу є практичне оволодіння англійською мовою, ознайомлення з базовою лексикою за спеціальністю «політологія», активізація навичок усного мовлення з професійної тематики, оволодіння первинними навичками перекладу текстів з професійної тематики.

Практичний курс з вивчення іноземної мови складається з 2 частин: перша частина присвячена загально-військовій тематиці, друга – військово-спеціальній. 12 тематичних розділів, кожен з яких вміщує від 5 до 6 уроків. Кожен урок передбачає читання і переклад основного тексту, виконання лексичних завдань до тексту та граматичних вправ. Матеріал поданий у збірці відноситься до курсу вивчення іноземної мови, який передбачає:

- формування базових знань з граматики, загальноповсякденної лексики;
- оволодіння певними моделями, насамперед такими, що не мають аналогів у рідній мові;
- ознайомлення із загальними принципами структури іноземної мови;
- активізація навичок усного мовлення в ситуаційному моделюванні професійної діяльності;
- сприйняття на слух, аудіювання текстів.

Складовими частинами вивчення іноземної мови є: читання і переклад, усне мовлення та письмо, як засіб та мета навчання.

Письмо – це допоміжний засіб навчання, що входить до системи вправ при закріпленні та контролі лексичного та граматичного матеріалу. Учбовий переклад має за мету адекватну передачу інформації, що базується на комплексному підході до подолання граматичних, лексичних та стилістичних труднощів у тексті.

Фонетика та граматики у посібнику подаються не у вигляді зведення правил для вивчення, а як мовний матеріал, в процесі роботи над яким у курсанта формуються мовні навички та вміння.

Оволодіння лексичним матеріалом відбувається в процесі роботи над текстом навчального посібника, при цьому робота над словом ведеться в контексті.

Даний курс передбачає оволодіння основними поняттями з професійної тематики та розвинення навичок усного мовлення за спеціальністю. Особливого значення набувають вправи, спрямовані на самостійне розуміння значення слів та словосполучень на основі контексту, мовної здогадки. Для читання на всіх рівнях навчання використовуються адаптовані та оригінальні композиційно-структурні та змістовно-завершені тексти, різні за обсягом та мовною насиченістю.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 1

ЗАГАЛЬНИЙ ОБРИС ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Defense Ministry of Ukraine is responsible for defense management, military development, mobilization and combat readiness. The General Staff of Ukraine is responsible for defense planning and operational management of the armed forces. The General Staff is subordinate to the Defense Minister of Ukraine.



The new history of the Ukrainian Armed Forces began on December 6, 1991, when the Verkhovna Rada (Parliament) of Ukraine passed the Law "On the Armed Forces of Ukraine". That act created legal basis for the organization of the armed forces of the independent state.

The adoption of the Law and, consecutively, a whole package of other important documents on military matters, which specified the military policy of Ukraine for the near perspective, was crucially important and timely, because after the disintegration of the Soviet Union and proclamation of independence in 1991 Ukraine inherited one of the largest military forces not only in the post-socialist area, but in the entire Europe.

The first urgent task of the Ukrainian Ministry of Defense (MOD) was to optimize the organizational structure of the Armed Forces and other military formations, arrange the location of units according to new realities, develop programs of the construction of the Armed Forces of Ukraine.

The decision of Ukraine on non-nuclear status and unilateral neutralization of its nuclear arsenal became unprecedented. Simultaneously, the conventional weapons were reduced too. These activities were conducted openly, in accordance with international treaties and under international verification. Thus, as far back as November 1995, Ukraine fulfilled its obligations and brought its armaments and equipment down to border limits as specified in the CFE Treaty.

The State Program emphasizes the importance of Armed Forces command and control system improvement, capable of providing a reliable, efficient, rugged and secure command and control during the operational and mobilization deployment of forces as well as during preparation and operations (combat). Work will continue on developing a unified state control system for peace and wartime. In particular, it is planned to fully integrate the Armed Forces command and control system with the appropriate control of executive power bodies and other state authorities.



The President of Ukraine, as the Supreme Commander-in-Chief of the Armed Forces of Ukraine, executes command and control over the Armed Forces according to the Constitution of Ukraine and active legislation. Command and control over the Armed Forces and other military formations in emergencies is executed by the President of Ukraine through the General Headquarters (Stavka), one working agency of which is the General Staff of Ukrainian Armed Forces and the other is MOD.

Direct command and control over the Armed Forces in peace and wartime is executed by the Commander-in-Chief of the Armed Forces of Ukraine — the Minister of Defense of Ukraine, if he is a military person. If he is a civilian, the Commander-in-Chief is the Chief of the General Staff of Ukrainian Armed Forces.

The State Program plans for the further improvement of the command and control organization at all levels, differentiation of their functions and responsibilities and what is most important — clarification of roles and responsibilities of the Ministry of Defense of Ukraine, The General Staff, Armed Forces Services Commands and Operational Commands.

1. ? Дайте відповіді на питання.

1. What is the Defense Ministry responsible for?
2. What is the General Staff responsible for?
3. What was the first task of the MOD?

2. 		Дайте українські еквіваленти наступних слів та виразів.
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Defense management, combat readiness, consecutively, post-socialist area, urgent task, international verification, efficient, rugged.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ АРТИКЛЯ

1.



Вставте артикль, де потрібно.

1. There is _____ jar of _____ orange _____ marmalade in _____ middle of _____ shelf. 2. There is _____ big _____ box of _____ cereal to _____ right of you. 3. There is _____ bunch of _____ bananas on _____ table. 4. There is _____ peculiar charm in her _____ voice. 5. Where is _____ bus station? - _____ bus station is next to _____ gas station. 6. Do you speak English at _____ work or _____ institute? 7. There is _____ guitar on _____ chair near _____ piano. 8. Every day my _____ brother and I get up at eight o'clock and walk to _____ institute. 9. We often go to _____ Russian Museum on _____ Sunday. 10. In _____ August he has his _____ birthday. He is planning to have _____ nice party with his _____ friends.

2.



Вставте артикль, де потрібно.

1. My new dress is made of _____ silk. 2. If you want to write something on _____ blackboard, you must have _____ piece of _____ chalk. 3. _____ Saturday is _____ sixth day of the week. 4. Today is _____ ninth of _____ May. He is going to _____ phone box to make _____ phone call to his _____ grandfather. 5. This is _____ nice place. In _____ June we're going there for _____ holiday. 6. My friends live in _____ small town. It is _____ new town. _____ streets in _____ town are broad and straight. There are _____ beautiful buildings in them. _____ town is very green, and so _____ air is fresh. There are _____ beautiful parks and gardens in _____ town. _____ people like to go there after _____ work. In _____ evening you can hear _____ sounds of _____ music from _____ parks.

3.



Вставте артикль, де потрібно.

1. My granny likes to read book after _____ lunch. 2. There is _____ proverb: "After _____ dinner sleep awhile, after _____ supper walk _____ mile." 3. There is _____ white and _____ brown bread on _____ table. 4. He watches _____ television all day. I never do it. I can't watch _____ TV very often. But tonight I can spend _____ evening in _____ front of _____ box, because there

is _____ very interesting _____ film on. 5. I have _____ large writing desk in _____ study. There is _____ paper on _____ writing desk. My _____ books and exercise books are on _____ writing desk, too. 6. What _____ color is your new _____ hat? – It's _____ red. 7. He has no _____ coffee in his _____ cup. 8. She's going to _____ music shop to buy _____ CDs. What _____ CDs is she going to buy?

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 2

МІНІСТЕРСТВО ОБОРОНИ УКРАЇНИ



Прочитайте та перекладіть текст українською мовою.

MINISTRY OF DEFENSE OF UKRAINE

The Ministry of Defense of Ukraine is the main military-political and administrative command and control organization. The Ministry of Defense of Ukraine will remain the central executive power organization, which ensures the implementation of State defense policy, functioning, mission and mobilization readiness, combatant value and Armed Forces training to fulfill their missions.

The Ministry of Defense is responsible for:

- Support to Armed Forces day-to-day activities
- Mission and mobilization readiness
- Combatant value
- Training to fulfill assigned missions and engagement
- Manning and appropriate training
- Weapons and military equipment supplies
- Material, funding and other resources in accordance with requirements defined by the GS
- Control over the effective use of these resources
- Developing interoperability with executive power, civilian agencies and civilians
- International military and military-technical cooperation
- Control over compliance of Armed Forces activities with the Law
- Developing conditions for civilian control over Armed Forces.


The main body for operational command and control is the General Staff of the Ukrainian Armed Forces. The General Staff of the Armed Forces is the main military organization, responsible for:

- State defense planning
- Armed Forces engagement control

- Coordination and control over the defense missions accomplishment in defense sphere by executive power agencies
- Local self-administration
- Military formations, established according to the Ukrainian laws
- Law enforcement agencies in the framework of Ukrainian laws and legislative acts of the President of Ukraine, Parliament and Cabinet of Ministers.

Considering the enhancement in the GS role as the main defense planning and operational Armed Forces and other military formations command and control organization, by the Presidential Decree of 31 July 2000 the Chief of the General Staff of the Armed Forces attained membership at the National Defense and Security Council of Ukraine.

Implementation of the basics of the Armed Forces Command and Control Organization Reform Concept will exclude duplication in their work, increase responsibility level and effectiveness of the Armed Forces branches Commands and Operational Commands, reduce both the number of command and control structures and their manpower. Ukraine has announced a program to make its army all-professional.

1.  	Дайте українські еквіваленти наступних слів та виразів.
---	--

Combatant value, interoperability, compliance, mobilization readiness, day-to-day activities, enhancement, military-technical cooperation, developing conditions for civilian control, implementation, exclude duplication.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ ОЗНАЧЕНОГО АРТИКЛЯ

1. 	Вставте артикль, де потрібно.
--	--------------------------------------

1. When my grandfather was _____ young man, he studied _____ physics. 2. _____ Japanese is more difficult than _____ French. 3. There is _____ big black piano in our living room. It is at _____ wall to _____ left of _____ door opposite _____ sideboard. 4. It was _____ hot day. _____ sun was shining brightly in _____ blue sky. _____ wolf and _____ lamb met at _____ stream. _____ water in _____ stream was cool and clear. 5. Which was

_____ most difficult exercise in _____ test paper? 6. Several rivers run into _____ sea at _____ New York. _____ most important is _____ Hudson River which empties into _____ Atlantic Ocean. 7. _____ Russia occupies _____ eastern half of _____ Europe and _____ northern third of _____ Asia.

2.



Вставте артикль, де потрібно.

1. _____ Lake Baikal is _____ deepest lake in _____ world. 2. _____ Philippines are situated to _____ southeast of _____ Asia. 3. We spent last summer in _____ Ukraine, in _____ little village on _____ bank of _____ big river with _____ very warm water. There was _____ wood on _____ other side of _____ river. We often went to _____ wood and gathered _____ lot of _____ mushrooms. 4. Teckle comes from _____ very old country on _____ Nile. It is called _____ Ethiopia. 5. In _____ small town in _____ East there was once _____ man who had _____ parrot. _____ parrot was taught to say _____ words: "There is no doubt about it." It used to repeat these _____ words all _____ day long. Every time it was asked _____ question, it gave _____ same answer. 6. _____ train stopped at _____ little station. _____ passenger looked out of the window of _____ train carriage and saw _____ woman selling _____ cakes. 7. _____ crow once said to her children: "It's _____ high time for you to look for _____ food." With these words she turned them out of _____ nest and took them to _____ field.

3.



Вставте артикль, де потрібно.

Three _____ bank robbers got _____ surprise last night. This is what happened. _____ three _____ robbers, who all work as _____ cleaners at _____ hospital, drove up to _____ bank on Main Street. _____ three men, wearing _____ masks over their _____ faces, got out of _____ car and ran into _____ bank. Inside _____ bank, they pointed _____ guns at _____ customers and _____ bank tellers. One of _____ men told all _____ customers to lie down on _____ floor. And then one of _____ other men said something like, "Quick _____ money! Give me _____ money!" so one of _____ tellers handed them some _____ bags. After leaving _____ bank, _____ three men jumped into their _____ van and drove off. One _____ mile down _____ road, _____ robbers parked their _____ van next to _____ ambulance they had parked before _____ robbery. They got into _____ ambulance and drove off. They went straight to their _____ hospital. After leaving _____ ambulance in _____ hospital parking lot, _____ three _____ men went together into _____ small

room. There, they opened _____ bags of _____ money they had been given – and got _____ very _____ unpleasant surprise! _____ bank teller had given _____ robbers _____ special bags containing _____ bright red _____ ink! _____ red ink is released when _____ bag is opened, and it can't be washed off. So suddenly, _____ men found themselves covered in red ink! As _____ men left _____ room and tried to leave _____ hospital, _____ emergency room doctor saw them and she thought, "Oh God, they're all covered in _____ blood." So she tried to help them but they refused her _____ help and ran off. _____ doctor realized something funny was going on and she called _____ police. _____ police caught _____ robbers – guess where? Outside _____ bank on Main Street.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 3

СУХОПУТНІ ВІЙСЬКА ЗСУ



Прочитайте та перекладіть тексти українською мовою.

THE ARMY OF THE ARMED FORCES OF UKRAINE

History of creation



The Army 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 Army 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 its designation and tasks, the Army is a decisive factor in peace and wartime. The Army of the Armed Forces of Ukraine is under the control of the Commander-in-chief.

The branches of the Army of the Armed Forces of Ukraine

Mechanized and armored force, 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 defense lines, of defeating the enemy forces, of capturing the important areas, lines and objects, operate in structure of marine and landing troops. Mechanized and armored forces consist of mechanized and armored divisions and brigades.

Rocket troops and artillery of the Army 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.

The Army aviation is the most maneuverable branch of the Army 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.

The airmobile forces is a highly mobile component of the Army. 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.


1. ? Дайте відповіді на питання.

1. What is the basis of formation of the Army?
2. What are the branches of the Army?
3. What are the tasks of mechanized and armoured force?
4. What do the rocket troops and artillery consist of?
5. What are the tasks of the Army aviation?
6. What are the components of the airmobile forces?
7. What is the Army Air Defense equipped by?



2. 		Дайте українські еквіваленти наступних слів та виразів.
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Combat power, designation, decisive factor in peace and wartime, operate in structure of marine and landing troops, tactical missiles, units of howitzer, cannon, artillery reconnaissance, maneuverable branch, give fire support, rear of the enemy, dislocation on terrain, surface-to-air missile systems.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Present Simple Tense

1. 		Розкрийте дужки, вживаючи дієслова у Present Simple.
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1. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) together in the living room. We (to watch) and (to talk).
2. My sister (to get) up at eight o'clock.
3. She (to be) a schoolgirl. She (to go) to school in the afternoon.
4. Jane (to be) fond of sports. She (to do) her morning exercises every day.
5. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
6. It (to take) him two hours to do his homework.
7. She (to speak) French well.


2. 		Розкрийте дужки, вживаючи дієслова у Present Simple.
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1. Andrea Schatzmann, an exchange student from Switzerland, (to live) with the Connor family.
2. He not often (to speak) French in the morning.
3. His sister (to live) in Moscow.
4. My friend (to learn) English.
5. His wife (to go) to the office in the morning.
6. Her friend (to do) English exercises at home.


3. ? Дайте відповіді на питання.

1. Does your sister work?
2. Where does she work?
3. Does she learn a foreign language?
4. What language does she learn?
5. Does your sister have her English every day?
6. When does she have her English?
7. Does she learn French too?

8. What does she do in class?
9. What language does your sister speak in class (after classes)?

4.		Перепишіть наступні речення, розкриваючи дужки.
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1. The swimming bath.....(open) at 9.00 and.....(close) at 18.30 every day.
2. What time (the banks/close) in Britain?
3. I have a car but I, (not/use) it very often.
4. How many cigarettes.....(you/smoke) a day?
5. 'What..... (you/do)?' I'm an electrical engineer.
6. 'Where.....(your father/come) from?' 'He (come) from Scotland.'
7. If you need money, why (you/not/get) a job?
8. I.....(play) the piano, but I (not/play) very well.
9. I don't understand the word 'deceive'. What..... ('deceive'/ mean)?

5.		Виправте речення, щоб інформація була вірною.
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Example: The sun goes round the earth *The sun doesn't go round the earth. The earth goes round the sun.*

1. The sun rises in the west.
2. Mice catch cats.
3. Carpenters make things from metal.
4. The River Amazon flows into-the Pacific Ocean.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 4

ПОВІТРЯНІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

THE AIR FORCE OF THE ARMED FORCES OF UKRAINE



The Air Force of the Armed Forces of Ukraine was created in March, 17, 1992 according to the Order of Chief of the General Staff of the Armed Forces of Ukraine.

Today The Air Force of the Armed Forces of Ukraine consists of 5 branches of aviation. It consists of aviation corps, separate division of transport aviation and centers of training of personnel

The professional day of aviators is celebrated on the last Saturday of August. Nowadays The Air Force of the Armed Forces of Ukraine is the one of the important guarantors of the integrity and independence of our country. The Air Force firmly secures the air space of Ukraine.

The Command of The Air Force of the Armed Forces of Ukraine is the military control body of the branch of the Armed Forces of Ukraine - The Air Force of the Armed Forces of Ukraine.

The main tasks of the Command of the Armed Forces of Ukraine are:

- realization of state policy on issues of reformation and development of the Air Force;
- direct leadership of the Air Force, conducting measures of keeping them in constant combat and mobilization readiness;
- training organization of the Air Force for tasks of defense of the country;
- organization of supplying the Air Force with weapons, military and material-technical equipments;
- realization of measures for protection of social and legal guaranties for military men, their family members and employees of Armed Forces of Ukraine.

The Air Force of the Armed Forces of Ukraine is one of the main supports of military combat potential of the Armed forces of Ukraine. This high mobility branch of the Armed forces of Ukraine assigned, compatible with the Air defense, for country air space security, for enemy objects assault and battery, for own troops support, for landing operations, for air carriages of troops and equipments and for aerial reconnaissance.

The main tasks of The Air Force 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 branches:

Bomber Aviation 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 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 carries out the direct air combat with enemy aircraft and intended for aircraft, helicopters, air cruise missiles and terrain (marine) objects destruction.

Reconnaissance Aviation intended for enemy, terrene and weather aerial reconnaissance.

Transport aviation intended for lending operations, troops and equipments air carriages.

The Air Force of the Armed Forces of Ukraine structurally consists of aircraft corps, aircraft groups, aircraft units and institutions. Training aviation command is the common operating control center of aviation personnel training of all levels and being the part of The Air Force of the Armed Forces of Ukraine.

The main task of The Air Force of the Armed Forces of Ukraine reforming and development is the creation of effective, personnel moderate aircraft force with high feasibility of allotted tasks.

The achievement of this goal is planning to carry out by the improvement of organizational structure and strength, to support optimum deployment, to maintain battle potential, raising the level of aircrews' skills and modernization of aircraft basic types, armaments and air supply means.

1. ? Дайте відповіді на питання.

1. When was the Air Force created?
2. When is the professional day of aviators?
3. What are the main tasks of the Command of the Armed Forces of Ukraine?
4. What are the main tasks of the Air Force of the Armed Forces of Ukraine?
5. What are the branches of the Air Force?

2. 		Дайте українські еквіваленти наступних виразів.
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Constant combat and mobilization readiness, protection of social and legal guaranties, air superiority, main striking force, air cruise missiles, high feasibility of allotted tasks, support optimum deployment.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Past Simple Tense

1. 	Вкажіть форму наступних дієслів у Past Simple.
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To worry, to precipitate, to forbid, to retire, to retell, to do away, to whitewash, to whiten, to ascend, to apologize, to engage, to enfold, to give in, to decompose, to browbeat, to run away, to underestimate, to backbite, to mislead, to forget, to succeed, to take off, to overrun, to satisfy, to recede, to come in, to resign, to blackmail, to unbind, to win, to counteract, to forecast, to befriend, to lie, to predispose.

2.**Напишіть речення у минулому часі (yesterday/last week etc.)**

1. He always goes to work by car.
Yesterday.....
2. They always get up early. This morning they
3. He often loses his keys. He last Saturday.
4. I write a letter to Jane every week. Last
week.....
5. She meets her friends every evening. She yesterday evening.
6. I usually read two newspapers every day. yesterday.
7. They come to, my house every Friday. Last Friday
8. We usually go to the cinema on Sunday. last Sunday.
9. Tom always has a shower in the morning..... this
morning.
10. They buy a new car every year. Last year
11. I eat an orange every day.
Yesterday.....
12. We usually do our shopping on Monday. last Monday.
13. Ann often takes photographs. Last weekend
14. We leave home at 8.30 every morning. this morning.

3.**Прочитайте текст, знайдіть неправильні дієслова.**

WHY DID THE LITTLE DOG DIE?

Once Mrs. Reed intended to give a party. She wanted to invite her friends for dinner and a game of bridge. She was thinking what special dish to prepare for dinner when her maid-servant announced that there was a man at the back door offering to sell mushrooms.

The lady accompanied by the little terrier came down to the kitchen and found there a stranger with a basket over his arm. The lady knew nothing about mushrooms and she asked the man if they were not poisonous. The man reassured her that they were good. The lady paid the money at once, ordering the servant to empty the basket and return it to its owner. While the servant was emptying the basket she dropped a mushroom, and the terrier immediately swallowed it.

The guests arrived at the appointed hour and were served a dish of mushrooms, which they liked very much. When the guests began to play cards, the hostess noticed that the servant's eyes were red with tears. Calling her aside, Mrs. Reed asked her what was the cause of her tears. The girl said that she was crying

because the dog had died.

The terrible truth flashed through the lady's brain. She addressed her guests and said that the mushrooms she had offered them were poisonous. She suggested going to the nearest hospital to have the contents of their stomachs pumped out. All rushed to the hospital. The staff of the hospital were surprised to see a group of patients in evening dress.

On arriving home, the lady asked where the terrier's body was.

"Oh," said the servant; still sobbing, "The gardener has buried it, for it was so badly smashed, and we didn't even have time enough to put down the number of the car that so cruelly ran over the poor little pet."

4.



Вжійте вірну форму дієслова у дужках.

1. When the girl into the open street, she upon a doorstep; and for a few moments unable to pursue her way (to get, to sit down, to seem).
2. At that moment he or at least he exasperated (to suffer, to feel).
3. Young Mako a match, his pipe, and them slowly (to strike, to light, to approach).
4. The storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he (to go).
5. Leila felt the girls really her (to see – negative).
6. When there was nothing else he raw onions (to eat).
7. "I surely very long," returned Florence. "When I here? Yesterday?" (to sleep, to come)
8. When Katie in the tea-tray, the boy his eyes and with a bewildered air (to bring, to open, to sit up).

5.



Перекладіть українською мовою.

1. After the girls went upstairs, Mrs. Smith got up and walked slowly through the dining-room into the kitchen.
2. I saw it was 2 o'clock. We had been sitting there an hour and a half.
3. Here I saw this man, whom I had lost sight of some time.
4. My father was forty and had been a widower for fifteen years.
5. He spoke gently and raised his face to smile at her. It was then she saw that he had been crying.
6. I suddenly felt angry with my father: he was incredibly rude.
7. The moment the noise ceased, she glided from the room; ascended the stairs with incredible softness and silence; and was lost in the gloom above.

8. When Cowperwood reached the jail, Jasper was there.

6. ▶▶			Перекажіть текст у минулому часі.
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Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bathroom. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train.

At the railway station he meets three other boys from his group. They all have small backpacks and fishing rods.

In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake.

The boys spend the whole day there fishing, boating and swimming.

They return home late at night, tired but happy.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 5

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

THE NAVY OF THE ARMED FORCES OF UKRAINE



The Navy of the Armed Forces of Ukraine is aimed to defend sovereignty and state interests of Ukraine in the sea, neutralizing naval groups of the enemy in its operational zone alone and in accordance with other military services of the Armed Forces of Ukraine, assistance to the Army of Ukraine in its sea directions.

Operational zone of the Navy of the Armed Forces of Ukraine includes water areas of the Black Sea, the Sea of Azov, the Danube, the Dniester and the Dniper Rivers, it also includes other sea regions, which are determined by state interests. The Day of the Navy is celebrated on August 1.

Main tasks of the Navy of the Armed Forces of Ukraine:

- creation and maintaining of the combat powers on the level, sufficient to detain sea aggression;
- neutralization of the enemy naval forces;
- destruction of enemy transportation;
- support in landing of amphibious forces and fight against enemy amphibious forces;
- maintaining of beneficial operational regime in the operational zone;
- defense of its bases, sea communications;
- protection of submarine space within the territorial sea;
- protection of merchant fleet, sea oil and gas industry and other state activity in the sea;
- assistance to the Army in their conduct of operations (military actions) at sea directions;
- participation in peacekeeping operations.

1. ? Дайте відповіді на питання.

1. What is the goal of the Navy?
2. What are the operational zones of the Navy?
3. What are the main tasks of the Navy?

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Future Simple Tense**

1.



Перекладіть речення українською мовою.

1. I will suffer no priest to interfere in my business.
2. Our train starts at 8 p. m. tomorrow, so if you come at 5 o'clock we'll still be packing.
3. Papa will never consent to my being absolutely dependent on you.
4. His part of the conversation will consist chiefly of yeses and noes.
5. He'll be surprised, evidently, to find Sally so much at home and bustling about like that.
6. I'll accept the task out of friendship for him
7. You'll either sell this boat correctly or you'll never go out with me again.
8. I'll be quite safe, quite well taken care of.

2. ? Запитайте вашого друга, використовуючи слова у дужках.

Model: — *I shall work with Professor Brown over this problem, (how long) – How long will you work with him? - For two months.*

1. I shall see Mary at the club, (when)
2. For your birthday I shall give you a very nice present, (what)
3. My dress will be ready in time for the party, (when)
4. Father will plant fruit trees in our garden. (how many)
5. They will see many places of interest in London. (what)
6. I shall wait for Pete near the theatre, (how long)
7. She will go to Kyiv for her winter holidays, (when)
8. Mary will translate this article easily, (why)
9. Mary will ring you up, (when)
10. They will wait for us after the concert, (where)

3.



Складіть питання за зразком.

Model: — *We shall go by the three o'clock train, (two o'clock) – Why won't you go by the two o'clock train?*

1. We shan't be ready by that time.
2. Ann will spend her summer in Kyiv. (in the country)
3. I shall buy you a detective story to read, (a historical novel)
4. Mother will cook pudding for dessert, (a cake)
5. For her birthday Mary's boyfriend will give her a box of chocolate, (flowers)
6. Paul will take a third-class train., (first-class)
7. We'll buy a dictionary in a week, (tomorrow)
8. We'll plant an acacia-tree here, (fruit-tree)

4. ? **Запитайте вашого друга, уточнюючи факти.**

Model: — *She will help Jack in his studies. – Who will help Jack? - Jane will.*

1. She will go to England next week.
2. She will look very beautiful in this dress.
3. She will give us a cup of hot tea.
4. They will have a good rest in summer.
5. He will soon return from abroad.
6. She will get the first prize at the competition.
7. He will take his exam the day after tomorrow.
8. They will receive a lot of letter from their friends.
9. They will study English in two years.
10. They will move to a new flat next Week.

5.



Закінчіть речення, вживаючи *I'll* + відповідне дієслово.

Example: I'm too tired to walk home. I think _____ *I'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."

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 6

СТРУКТУРА ВМС ЗСУ



Прочитайте та перекладіть текст українською мовою.

STUCTURE OF THE NAVY

The Navy of the Armed Forces of Ukraine consists of 5 branches: surface forces, submarine forces, Navy aviation, coast rocket-artillery and marines. The Navy 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 Navy consists of military command and control bodies, formations, large units, units, ships, military educational institutions, institutions and organizations.

The Deputy Minister of Defense - Commandant of the Navy conducts control over the Navy directly, through the Navy staff, and through other bodies of military control over the Navy. Command and control over formations, large units, units, military institutions of the Navy of the Armed Forces of Ukraine is performed by commanders (superiors) directly or through their staffs.

The Navy is located in two sea regions - Western and Southern. Main base of the Navy is Sebastopol. Other main bases of the Navy are Odessa, Novoozerne, Saky.

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.

Sebastopol Nakhimov Navy institute is the main center of training specialists for the Navy. The institute has sufficient scientific, educational, staff and technical potential to train highly qualified specialists.


1. 		Дайте українські еквіваленти наступних слів та виразів.
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Detain sea aggression, enemy amphibious forces, merchant fleet, minesweeping, radio electronic warfare, installed and moving rocket systems, vital areas of the shore, ammunition service and ship maintenance, logistics bases, maritime regions, battalions of support vessels.

ГРАМАТИЧНІ ВПРАВИ **ВЖИВАННЯ Future Simple-in-the-Past**

1. 	Напишіть речення у минулому часі.
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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. 	Перекладіть англійською мовою, звертаючи увагу на час дієслова в головному реченні.
--	--

1. Я знав, що він незабаром прийде.

2. Я думав, що він спатиме в цей час.
3. Вона думала, що зробить усю роботу.
4. Я був впевнений, що він вивчить цей вірш.
5. Я знав, що мама приготує вечерю.
6. 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. Чи сказали вам, що в грудні ми писатимемо контрольну роботу?
11. Він зрозумів, що ніколи її не забуде.

3. ↔		Змініть пряму мову на непряму.
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1. They said, "We'll return in two days."
2. The woman said, "My son will be at home in the evening."
3. I said, "I'll be very busy in the afternoon."
4. The man said, "I'll catch the train if I take a taxi."
5. Mother said, "I will miss the train if I don't hurry."
6. The girl said, "I'll ring him up if I get tickets."
7. The man said, "It will be very cold in January."
8. Mother said, "We'll have dinner as soon as father comes."
9. The teacher said, "I'll explain this material on Monday."
10. He said, "I'll wait till the clock strikes nine."
11. The children said, "We will work in our village after we finish school."

4. 	Перекладіть англійською мовою, звертаючи увагу на час дієслова в головному реченні.
--	--

1. Лікар сказав, що прийде вранці знов.
2. Я думав, що вони повернуться в понеділок.
3. Ми сподівалися, що наша футбольна команда виграє.
4. Він пообіцяв, що буде тут о шостій годині.
5. Я знав, що він подзвонить мені, якщо одержить телеграму.
6. Я думаю, що ви напишете мені, коли приїдете в Паріж.
7. Вони пообіцяли, що чекатимуть, поки я прийду.
8. Я сказав, що поїду туди, як тільки одержу лист.
9. Лікар сказав, що прийде завтра, якщо я почуватиму себе погано і подзвоню йому.

ТЕМА 29:

ОСНОВИ НАЦІОНАЛЬНОЇ, РЕГІОНАЛЬНОЇ ТА СВІТОВОЇ БЕЗПЕКИ

Заняття 1

ЗАГАЛЬНЕ ПОНЯТТЯ ПРО БЕЗПЕКУ І ОБОРОНУ



Прочитайте та перекладіть текст українською мовою.

Security has become a paramount concern for many governments and societies nowadays.



Security is the condition of being protected against danger or loss. In the general sense, security is a concept similar to safety. The nuance between the two is an added emphasis on being protected from dangers that originate from outside. Individuals or actions that encroach upon the condition of protection are responsible for the breach of security.

The term "security" also means that something not only *is secure* but that it *has been secured*. For example, the term **security** has the following meanings:

- A condition that results from the establishment and maintenance of protective measures that ensure a state of inviolability from hostile acts or influences.
- With respect to classified matter, the condition that prevents unauthorized persons from having access to official information that is safeguarded in the interests of national security.
- Measures taken by a military unit, an activity or installation to protect itself against all acts designed to, or which may, impair its effectiveness.


The term “security” is often synonymous with the term “defense”, which can also be defined as “1. the protection of something , especially from attack by an enemy; 2. measures taken by a military unit, an activity or installation to protect itself against all acts designed to, or which may, impair its effectiveness”.

Official information which requires protection in the interests of the national defense, which is not common knowledge, and which would be of intelligence value to an enemy or potential enemy in the planning or waging of war against the country or its allies is defined as defense information.

1. 		Дайте українські еквіваленти наступних слів та виразів.
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Paramount concern, breach of security, secure, establishment and maintenance of protective measures, installation, in the interests of the national defense, waging of war.


ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Present Continuous Tense

1. 	Перекладіть речення українською мовою.
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1. General Fuller is sitting in his library-chair ... and the Earl of Mountaner is sitting opposite him.
2. Gerald, if you are going away with Lord Illingworth, go at once. Go before it kills me: but don't ask me to meet him.
3. "You are being very absurd, Laura," she said coldly.
4. "I'm leaving tonight." "Leaving?" "Yes, Fatty. I'm going home to Karroo."
5. He is always breaking the law.
6. But I'm only being honest with you.
7. I'm going to fly a kite as long as ever I want to.

2. 	Розкрийте дужки, вживаючи дієслова в необхідній часовій формі.
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1. What you (to do) now?
2. He (to sleep) now.
3. Don't make noise! Father (to work).
4. Your brother (to go) to the country with us next Sunday?
5. Granny (not to cook) dinner now.
6. His grandfather (to listen) to rock' n' roll music.
- That (to be) strange! He always (to listen) to classical music.
7. Max (not to be) here. He (to wash) his car. He (to wash) it every weekend.
8. What mother (to do) now? — She (to cook) dinner.
9. I (not to write) a report now.
10. Mother (to cook) a very tasty dinner yesterday.
11. Tomorrow Nick (not to go) to school.

3. ↔		Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.
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1. Nellie (to leave) for Moscow tomorrow. 2. I (to be) in a hurry. My friends (to wait) for me. 3. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 4. You (to go) to London next summer? 5. I (to know) she (to have) a happy life, and she (to live) a long time. 6. A week ago they (not to know) what to think. 7. She (to worry) a lot at the moment, but the problems (not to be) very great. 8. Last Tuesday he (to be) upset and (to have) no idea where to go. 9. Could you tell me the way to Trafalgar Square? I (to go) the right way? 10. Various kinds of sports (to be) popular in Russia. 11. Both children and grown-ups (to be) fond of sports. 12. What (to be) the matter with her? She (to be) so excited. — I (not to know). 13. Where you (to go)? — I (to go) to the Dynamo stadium to see the match which (to take) place there today. 14. You (to know) that a very interesting match (to take) place last Sunday? 15. He (to go) to the south a week ago. 16. When I (to be) about fifteen years old, I (to enjoy) playing football.

4. 	Перекладіть англійською мовою, вживаючи дієслова у Present Continuous.
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1. Вона все ще друкує свою статтю. 2. А тепер вони сидять у вітальні і розмовляють про них. 3. А зараз він збирається купити їй будинок. 4. Концерт ще не почався, і ми сидимо в залі й обговорюємо свої проблеми. 5. Вони все ще п'ють чай у їдальні. 6. Він усе ще робить свої уроки. 7. Вона все ще читає. 8. Він говорить неправду. Він не зробив уроки.

ТЕМА 29:

ОСНОВИ НАЦІОНАЛЬНОЇ, РЕГІОНАЛЬНОЇ ТА СВІТОВОЇ БЕЗПЕКИ

Заняття 2

НАЦІОНАЛЬНА БЕЗПЕКА



Прочитайте та перекладіть текст українською мовою.

NATIONAL SECURITY

In an increasingly interconnected world living in peace and security is very important.

National security and defense are the main factors of stability that promote nation's peaceful and secure existence.

National security is a collective term encompassing both national defense and foreign relations of a country. Specifically, it is the condition provided by: 1) a military or defense advantage over any foreign nation or group of nations, or 2) a favorable foreign relations position, and 3) a defense posture capable of successfully resisting hostile or destructive action from within or without, overt or covert.


The **National security objectives** invariably encompass the safeguarding of sovereignty and independence, border inviolability and territorial integrity of a state. The National security policy promotes security of the citizens, human rights and fundamental freedoms, democratic order, stable conditions for Ukraine's civilisational and economic progress, well-being of the people, protection of national heritage and national identity, defense capability and interests of the state.

Measures taken to ensure national security include:

- using diplomacy to rally allies and isolate threats
- marshalling economic power to facilitate or compel cooperation
- maintaining effective armed forces
- implementing civil defense and emergency preparedness measures (including anti-terrorism legislation)
- ensuring the resilience and redundancy of critical infrastructure
- using intelligence services to detect and defeat or avoid threats and espionage, and to protect classified information
- curbing pollution to ensure edible food and clean water supply and to decrease the potential for abrupt climate change


1. ? Дайте відповіді на питання.

1. What are the main factors of stability?
2. What is national security?
3. What are the goals of National Security?
4. What are the measures to ensure national security?

2. ↔		Дайте українські еквіваленти наступних слів та виразів.
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Interconnected world, peaceful and secure existence, favorable position, hostile or destructive action, overt or covert, safeguarding of sovereignty, border inviolability and territorial integrity, fundamental freedoms, national heritage an identity, facilitate or compel cooperation, emergency preparedness measures, resilience and redundancy, edible food and clean water supply, abrupt climate change.

ГРАМАТИЧНІ ВПРАВИ
ПОРІВНЯННЯ ВЖИВАННЯ Present Simple ТА Present Continuous

1. ↔		Розкрийте дужки, вживаючи дієслова у Present Continuous або Present Simple.
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1. I (not to know) what to give my brother for his birthday.
2. They (to want) to publish this book in July?
3. She (to think) he (to drive) dangerously.
4. He (to understand) that he (to eat) noisily, but he always (to forget) about it.
5. Who that man (to be) who (to stand) in the doorway? - You (not to recognize) him? It (to be) John, my cousin.
6. I (to have) no time, I (to have) dinner.
7. Your family (to leave) St. Petersburg in summer? - Yes, we always (to go) to the seaside. We all (to like) the sea.
8. You (to want) to see my father?
9. I (to sit) in the waiting room at the doctor's now.
10. I (not to work) in my office now.
11. They (to be) good dancers but they (not to go) to discos very often.
12. What he (to talk) about right now?

2. ↔		Розкрийте дужки, вживаючи дієслова у Present Continuous або Present Simple.
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One Sunday Agnes and her mother went to the zoo. Agnes was very excited. She was interested in everything she saw.


“Mother, look,” she said. “There (to be) a monkey in this cage. It (to eat) an apple. Now it (to give) a bite to another monkey. I (to think) monkeys (to like) apples very much.”

“Yes, dear,” said her mother.

“Now I (to want) to go and see the lions and tigers. Where they (to live), mother?”

“In that big house over there. Come along.”

Agnes enjoyed herself very much in the lion house. “Mother,” she said, “the tiger (to want) a drink: It (to go) to the dish of water there in the corner. And the lion (to look) right at me. You (to think) it (to want) to eat me up? When the lions and tigers (to have) their dinner, mother?” “The keepers (to bring) them great pieces of meat every at four o’clock. And they (to make) a big noise before their dinner time, so everybody (to know) they (to be) hungry.”

3. ↔		Прочитайте наведені речення й виправте помилки, якщо речення неправильне.
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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.

4. 	Розкрийте дужки, використовуючи правильний час. Перекладіть українською мовою.
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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.

5.



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).

ТЕМА 29:

ОСНОВИ НАЦІОНАЛЬНОЇ, РЕГІОНАЛЬНОЇ ТА СВІТОВОЇ БЕЗПЕКИ

Заняття 3

КОЛЕКТИВНА БЕЗПЕКА



Прочитайте та перекладіть текст українською мовою.

COLLECTIVE SECURITY

Collective security is a system for achieving international stability by an agreement among all states to unite against any aggressor. It is one type of coalition building strategy in which a group of nations agree not to attack each other and to defend each other against an attack from one of the others, if such an attack is made.

The principal is that "an attack against one, is an attack against all."

It differs from "collective defense" which is a coalition of nations which agree to defend its own group against *outside* attacks. Thus NATO and the Warsaw Pact were examples of collective defense, while the UN is an attempt at collective security. Proponents of collective security say it is a much more effective approach to security than individual countries trying to act alone, as weaker countries cannot possibly defend themselves, and countries that try often become involved in never-ending arms races which actually detract from, rather than enhance, their security over the long term. In addition, it is argued, collective security arrangements encourage international cooperation, while balance of power deterrence leads to competition and conflict instead.

In some way collective security can be synonymous with the term "**regional security**". A number of regions throughout the world are subject to tension and violent conflict. The politics and economics of these areas are complex and fundamental to future solutions. Regional approaches are usually the most appropriate responses for resolving such conflicts.

'Freedom from fear' and 'freedom from want' have become the catch phrases of an approach to security called **human security**. Often referred to as 'people-centered security' or 'security with a human face', human security places human beings—rather than states—at the focal point of security considerations.

? Дайте відповіді на питання.


1. What is the collective security?

2. What is the principle of collective security?
3. What is collective defense?
4. What is the difference between collective security and collective defense?
5. What is regional security?
6. What is “people-centered security”?


2. 		Дайте українські еквіваленти наступних слів та виразів.
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Unite against aggressor, coalition building strategy, proponents of collective security, never-ending arms races, balance of power deterrence, regions are subject to tension, 'Freedom from fear', catch phrase, focal point.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Past Continuous Tense


1. 	Розкрийте дужки, вживаючи дієслова в необхідній часовій формі.
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1. While she (to shop) this morning, she (to lose) her money. She (not to know) how.
2. Who (to speak) there at the last meeting? — I (not to know).
3. When he (to be) at the office yesterday, he (not to smoke), he (to work) hard.
4. When my sister (to wash) her skirt yesterday evening, she (to find) a pound note in the pocket.
5. Who you (to wait) for?
6. Her car (to break) down yesterday while she (to drive) to work..
7. What she (to watch) at 8 p.m. the day before yesterday?
8. 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..
9. What you (to do) at the last weekend?
10. 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.
11. Last night we (to go) to a cafe to meet our friends.


2. 	Розкрийте дужки, вживаючи дієслова в необхідній часовій формі.
--	---

1. Your grandmother (to sleep) when you (to come) home yesterday?
2. What your brother (to do) tomorrow?
3. Where Kate (to go) when you (to meet) her yesterday?
4. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday.
5. What you (to do) at three o'clock yesterday? — I

(to have) dinner. 6. Yesterday the boss (to enter) the office at half past nine. 7. At six o'clock yesterday we (to listen) to a very interesting lecture. 8. When I (to enter) the office, the secretary (to type) some letters. 9. My friend (to ring) me up at eight o'clock yesterday. 10. Kate (not to write) letters every day. 11. What Nick (to do) yesterday? 12. A disco, which (to take) place at the club last weekend; (to keep) people awake half the night.

3. ↔		Поставте дієслова в правильну форму past simple (<i>I did</i>) або past continuous (<i>I was doing</i>).
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1. George _____ (fall) off the ladder while he _____ (paint) the ceiling.
2. Last night I _____ (read) in bed when suddenly I _____ (hear) a scream.
3. _____ (you/watch) television when I phoned you?
4. Ann _____ (wait) for me when I _____ (arrive).
5. I _____ (not/drive) very fast when the accident _____ (happen).
6. I _____ (break) a plate last night. I _____ (do) the washing-up when it _____ (slip) out of my hand.
7. Tom _____ (take) a photograph of me while I _____ (not/look).
8. We (not/go) out because it _____ (rain).
9. What _____ (you/do) at this time yesterday?
10. I _____ (see) Carol at the party. She _____ (wear) a really beautiful dress.

4. 	Напишіть речення, використовуючи слова в дужках. Поставте дієслова в правильну форму past simple (<i>I did</i>) або past continuous (<i>I was doing</i>).
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Example: (I/fall/asleep when I/watch/television) ...*I fell asleep when I was watching television....*

1. (the phone/ring/when I/have a shower) The phone _____
2. (it/begin/to rain when I/walk home) _____
3. (we/see/an accident when we/wait/for the bus) _____

ТЕМА 29:

ОСНОВИ НАЦІОНАЛЬНОЇ, РЕГІОНАЛЬНОЇ ТА СВІТОВОЇ БЕЗПЕКИ

Заняття 4

ЗАГРОЗИ БЕЗПЕКИ



Прочитайте та перекладіть текст українською мовою.

SECURITY THREATS

The shift in focus to “human security” goes hand in hand with a broadening with security concept beyond strictly military considerations. There is a growing consensus that the issue of security should be approached in a comprehensive manner by also taking non-military factors into account.



Security threats today include, alone or combined ...

- **Political threats** such as internal political instability, failed states, terrorism and human rights abuses;
- **Economic threats** such as poverty, the growing gap between rich and poor countries, international financial recession, the impact of the economically powerful or unstable neighboring state, and piracy;
- **Environmental or man-made threats** such as nuclear disaster, global ecological changes, degradation of land or water, lack of food and other resources;
- **Social threats** such as minority/majority conflicts, overpopulation, organized crime, transnational drug-trafficking, illegal trade, uncontrolled mass immigration, and disease.

The advantage of a broader security agenda is that it provides a more comprehensive understanding of the threats to security and the responses needed. The disadvantage is that security services, which include all organizations that have the legitimate authority to use force, to order force or to threaten the use of force in order to protect the state and citizens, can become too powerful if they become active in non-military areas of society. Moreover, the security sector may not have the necessary expertise to respond to these new challenges.

Since the end of the Cold War, there has been an upsurge in internal conflicts. Recently, terrorism has come to dominate headline news. Globalization has heightened interdependence between states, including in the area of security. Nowadays threats to security in one country can easily spill over and destabilize a region or even world peace. This new reality, together with a broadening of the

security agenda, has given further impetus to international security cooperation.



1. 		Дайте українські еквіваленти наступних слів та виразів.
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Internal political instability, international financial recession, legitimate authority, non-military areas of society, upsurge in internal conflicts, spill over, further impetus to international security cooperation.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Past Continuous Tense

1. 	Розкрийте дужки, вживаючи дієслова в необхідній часовій формі.
--	---

1. We (to ski) for two hours and a half yesterday. 2. Where you (to spend) last Sunday? 3. I (to play) the violin when my friend (to come) in. 4. When I (to come) to the theatre, my friend already (to wait) for me. 5. When I (to go) to the dentist's, I (to break) my arm. 6. When the teacher (to walk) into the classroom, the boys (to listen) to pop music and the girls (to eat) chips and (to drink) lemonade. 7. She (to go) to the bank when I met her. 8. What you (to do) when the accident (to happen)? — I (to walk) out of the hospital. 9. When the thieves (to take) his money, he (to leave) the bank.

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

1. He (to read) a newspaper when I (to come) in. 2. The train (to start) at fifteen minutes to ten. 3. At this time yesterday I (to sit) at the theatre. 4. He (to come) back to St. Petersburg on the 15th of January. 5. I (to go) to the institute when I (to see) him. 6. At this time yesterday we (to have) dinner. 7. He (to write) a letter when I (to come) in. 8. He (to make) a report when I (to leave) the meeting. 9. Yesterday he (to write) a letter to his friend. 10. When I (to look) at them, they (to smile) at me. 11. What you (to do) at six o'clock yesterday? 12. I (to go) to bed at half past eleven. 13. Yesterday the lesson (to begin) at nine o'clock. 14. When somebody (to knock) at the door, she (to argue) with her husband. 15. When Pete (to jog) in the park in the morning, he (to lose) his Walkman.

3.



Перекладіть речення українською мовою.

1. We thought you must be dreadfully learned by now. You were always doing your lessons.
2. Mr. Winkle had got inside and Mr. Pickwick was preparing to follow him.
3. Elsa was talking very loudly as she entered the room. I thought she was behaving badly.
4. When the Gadfly raised his head the sun had set and the red glow was dying in the west.
5. I suddenly felt angry with my father: he was being incredibly rude.
6. He ... was forever asking questions with a keen desire for an intelligent reply.
7. She took her bonnet ... and was just fastening the ribbon, when Hortense, directing her attention to a splendid bouquet of flowers, ... mentioned that Miss Keeldar had sent them that morning from Fieldhead.
8. He had sat down with the child on his knees and was helping her to put the flowers in order.
9. He saw that his daughter was being especially careful of her clothes.
10. He had left the piano and was joining the others on the lawn.
11. We were sitting over coffee and liqueurs and smoking very long and very good Havanas.
12. While he was speaking, I was looking at him.

ТЕМА 29:

ОСНОВИ НАЦІОНАЛЬНОЇ, РЕГІОНАЛЬНОЇ ТА СВІТОВОЇ БЕЗПЕКИ

Заняття 5

ОРГАНИ ВІДПОВІДАЛЬНІ ЗА НАЦІОНАЛЬНУ БЕЗПЕКУ ТА ОБОРОНУ



Прочитайте та перекладіть тексти українською мовою.

The main bodies that hold responsibility for National security and defense are **the Council of National Security and Defense (CNSD), the Ministry of Defense (MD), the Ministry of Internal Affairs (MIA), the Security Service of Ukraine (SSU) and the Ministry of Foreign Affairs (MFA).**

The Council of National Security and Defense of Ukraine is the coordinating body on issues of national security and defense. It coordinates and controls the activity of executive bodies in the sphere of national security and defense. The CNSDU is chaired by the President of Ukraine, who forms its composition and has overall charge of the Council's activity. The Prime Minister of Ukraine, the Minister of Defense, the Head of the Security Service, the Minister for Internal Affairs are ex officio members of the Council of National Security and Defense of Ukraine. The Chairman of the Verkhovna Rada of Ukraine may take part in the meetings of the CNSDU.

The Ministry of Defense of Ukraine cooperates with the central and local executive bodies, institutions of local governing as well as with corresponding institutions of foreign states. The Minister of Defense of Ukraine is the Commander-in-Chief of the Armed Forces of Ukraine, who is assigned and dismissed by the President of Ukraine and who heads the Ministry of Defense of Ukraine. The Armed Forces of Ukraine are subordinated to the Ministry of Defense of Ukraine, which participates in state policy realization concerning defence and military development, coordinates the activity of state authorities and institutions of local governing on state readiness for defence.


The Ministry of Internal Affairs also shares responsibility for internal security. It controls various police forces. **The major MIA tasks** are to 1) provide personal security for citizens; 2) protect their rights and freedoms; 3) prevent and combat crime; 4) maintain public order; 5) reveal and detect crime; 6) arrest offenders; 7) maintain safety on the roads; 8) protect public and private property; and 9) execute criminal sentences and administrative penalties.

The Security Service system of Ukraine consists of the Headquarters of the Security Service of Ukraine, regional SSU offices, the Main Office of the SSU in

the Autonomous Republic of Crimea, military counterintelligence elements, and educational, research, and other establishments. The organizational structure of the SSU is determined by the President of Ukraine. By coordinating and monitoring activities of the other elements of the SSU, the Headquarters of the Security Service of Ukraine is responsible for national security. Nowadays, the SSU is capable of carrying out any of the tasks that are specified by the Law of Ukraine “On the Security Service of Ukraine” or set by senior state officials.

The SSU main tasks are to: 1) protect the state from terrorist attack; 2) protect the state against foreign intelligence operations and espionage; 3) protect the state against cyber-based and high-technology crimes; 4) combat public corruption at all levels; 5) combat transnational and national criminal organizations and enterprises; 6) combat major white-collar crime; 7) combat significant violent crime; 8) upgrade technology to successfully perform the SSU’s mission.

The Ministry of Foreign Affairs is an organization that also holds responsibility for National Security and Defense. The main tasks of the Ministry of Foreign Affairs of Ukraine are: 1) participation in securing the national interests and security of Ukraine through maintaining peaceful and mutually beneficial cooperation with the members of international community; 2) promoting stability of Ukraine’s international position; 3) raising its international authority; 4) spreading throughout the world Ukraine’s image as a reliable and serious partner; 5) creation of favorable external conditions for strengthening independence, state sovereignty, economic self-dependence and preserving territorial integrity of Ukraine; 6) ensuring integrity and coordination of Ukraine’s foreign policy according to delegated authorities; 7) protection of rights and interests of citizens and legal entities of Ukraine abroad; 8) promotion of development of ties with foreign Ukrainian communities and providing such citizens support and protection according to the norms of international law and current legislation of Ukraine.


1. ↔		Дайте українські еквіваленти наступних слів та виразів.
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Overall charge, ex officio members, internal security, prevent and combat crime, arrest offenders, execute criminal sentences and administrative penalties, foreign intelligence operations and espionage, cyber-based and high-technology crimes, combat public corruption, mutually beneficial cooperation, ensuring integrity.

2. 		Доберіть визначення до слів.
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crime	to violate a law or rule
defense	the presiding officer of a meeting, organization or event
aggressor	marked by extreme force or sudden intense activity caused by force
security	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
violent	existing or situated within the limits or surface of something
conflict	the quality or state of being secure
chairman	one that often uses terror especially as a means of coercion
internal	a specific task with which a person or a group is charged
offend	the act or action of defending
terrorist	competitive or opposing action of incompatibles
mission	one that commits or practices a forceful action or procedure especially when intended to dominate or master

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ВЖИВАННЯ Past Simple ТА Past Continuous

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

1. I (to play) computer games yesterday.
2. I (to play) computer games at five o'clock yesterday.
3. He (to play) computer games from two till three yesterday.
4. We (to play) computer games the whole evening yesterday.
5. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday.

6. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening.
7. When I came into the kitchen, mother (to cook).
8. She (to cook) the whole day yesterday.
9. We (to wash) the floor in our flat yesterday.
10. We (to wash) the floor in our flat from three till four yesterday.
11. You (to do) your homework yesterday?
12. You (to do) your homework from eight till ten yesterday?
13. Why she (to sleep) at seven o'clock yesterday?
14. He (to sit) at the table the whole evening yesterday.

2.



Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous.

We (to walk) down the street in the direction of Mike's house, when we (to see) him in the window of a bus that (to pass) by. He (to recognize) us, but he could not get off as the bus (to be) overcrowded. We (to be) very sorry that we (to have) no chance to speak to him. But we could do nothing and (to decide) to go back. At that moment we (to hear) Mike's voice behind us. "How funny," he (to say), "I (to go) to your place when I suddenly (to see) you here. I'm so glad to see you."

3.



Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).

4. ↔		Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous. Перекладіть українською мовою.
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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. 16. He (to walk) along the river when a boat (to pass). 17. The old man (to think) about his plan when he (to fall) asleep. 18. We (to listen) to an interesting lecture yesterday.

ТЕМА 29:

ОСНОВИ НАЦІОНАЛЬНОЇ, РЕГІОНАЛЬНОЇ ТА СВІТОВОЇ БЕЗПЕКИ

Заняття 6

ПІДТРИМКА МИРУ



Прочитайте та перекладіть тексти українською мовою.

PEACEKEEPING

Peacekeeping, as defined by the United Nations (UN), is a way to help countries torn by conflict create conditions for sustainable peace. UN peacekeepers—soldiers and military officers, civilian police officers and civilian personnel from many countries—monitor and observe peace processes that emerge in post-conflict situations and assist ex-combatants in implementing the peace agreements they have signed. Such assistance comes in many forms, including confidence-building measures, power-sharing arrangements, electoral support, strengthening the rule of law, and economic and social development.

The Charter of the United Nations gives the UN Security Council the power and responsibility to take collective action to maintain international peace and security. For this reason, the international community usually looks to the Security Council to authorize peacekeeping operations. Most of these operations are established and implemented by the United Nations itself with troops serving under UN operational command. In other cases, where direct UN involvement is not considered appropriate or feasible, the Council authorizes regional organizations such as the North Atlantic Treaty Organisation (NATO), the Economic Community of West African States or coalitions of willing countries to implement certain peacekeeping or peace enforcement functions.

In modern times, peacekeeping operations have evolved into many different functions, including diplomatic relations with other countries, international bodies of justice (such as the International Criminal Court), and eliminating problems such as landmines that can lead to new incidents of fighting.

The UN peacekeepers have distinctive bright blue colored helmets or berets, and are often colloquially referred to as the *blue helmets*. They remain members of the respective armed forces, i.e. peacekeepers do not constitute an independent or sovereign "army of the United Nations". The UN doesn't keep an independent armed force or government.

1. ? Дайте відповіді на питання.

What is peacekeeping?

Who are peacekeepers? What is their job?

What is the role of the UN Security Council?

What are the functions of peacekeeping operations?

What is the nick of peacekeepers?

2. 		Дайте українські еквіваленти наступних слів та виразів.
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Torn by conflict, sustainable peace, power-sharing arrangements, strengthening the rule of law, maintain international peace, feasible, coalitions of willing countries, peace enforcement functions, eliminating problems, blue helmets.

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Future Continuous Tense**

1. 	Вжуйте речення у Future Continuous.
--	--

1. They were having dinner at 3.
2. I'm doing my morning exercises.
3. My friends and I will ski in the afternoon.
4. The lady was reciting a well-known poem for about 15 minutes.
5. Our team will play hockey.
6. The workers will discuss this question in detail at the production meeting.
7. I was packing at this time on Friday.
8. Did you take a walk with the dog?

2. 		Розкрийте дужки, використовуючи дієслова в одному з майбутніх часів Future Indefinite, Future Continuous.
--	---	--

1. I (to do) my homework tomorrow.
2. I (to do) my homework at 6 o'clock tomorrow.
3. When I come home tomorrow, my family (to have) supper.
4. Don't come to me tomorrow. I (to write) a composition the whole evening.
5. You (to play) tennis tomorrow?
6. What you (to do) tomorrow?
7. What you (to do) at 8 o'clock tomorrow?

8. When you (to go) to see your friend next time?
9. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from 3 till 6.
10. My father (to come) home from work at 7 o'clock tomorrow.

3.



Змініть пряму мову на непряму.

Model: The man said, "I'll be waiting for a taxi." – The man said that he would be waiting for a taxi.

1. The woman said, "We'll be having dinner soon."
2. The girl said, "From now on I'll be asking thousands of questions."
3. The man rose and said, "I'll be seeing you."
4. Father said, "He'll be going to work soon."
5. The lady said, "We'll be learning German next year."

ТЕМА 30:

СТРУКТУРА ЗБРОЙНИХ СИЛ США ТА БРИТАНІЇ

Заняття 1

СТРУКТУРА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

THE STRUCTURE OF THE US ARMED FORCES

The **military of the United States**, officially known as the United States Armed Forces, consist of the:

- United States Army
- United States Marine Corps
- United States Navy
- United States Air Force
- United States Coast Guard

The armed forces are also members of the uniformed services of the United States. The United States Department of Defense is the controlling organization for the U.S. military and is headquartered at The Pentagon. The Commander-in-Chief of the U.S. military is the President of the United States.

The United States military is a hierarchical military organization, with a system of military ranks to denote levels of authority within the organization. The military service is divided into a professional officer corps along with a greater number of enlisted personnel who perform day-to-day military operations. The United States officer corps is not restricted by social class or nobility. United States military officers are appointed from a variety of sources, including the service academies, ROTC, and direct appointment from both civilian status and the enlisted ranks.

The U.S. military also maintains a number of military awards and badges to denote the qualifications and accomplishments of military personnel.

Organization

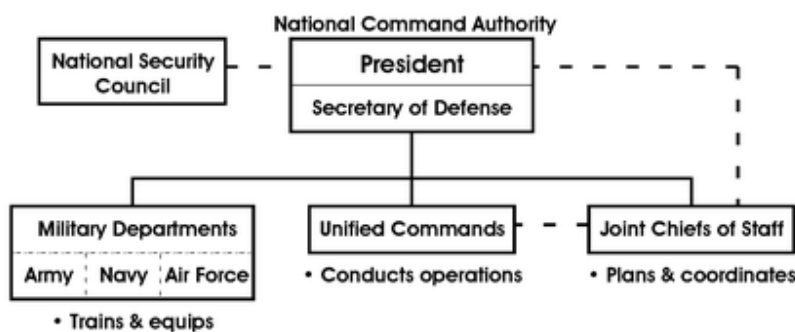
Under the United States Constitution, the President of the United States is the Commander-in-Chief of the armed forces. To coordinate military action with diplomatic action, the President has an advisory National Security Council.

Under the President is the United States Secretary of Defense, a Cabinet Secretary responsible for the Department of Defense.

Both the President and Secretary are advised by the Chairman of the Joint Chiefs of Staff.

In accordance with the Goldwater-Nichols Act of 1986 (which fundamentally changed the organization of the Department) the 4 Service Chiefs together with the Chairman and Vice Chairman form the Joint Chiefs of Staff. The Joint Chiefs serve only in an advisory and administrative capacity, with operational control flowing from the President and Secretary of Defense directly to the Commanders of the Unified Combatant Commands. Each service is responsible for providing military units to the commanders of the various Unified Commands.

National Command organizational chart



1. ? Дайте відповіді на питання.

1. What are the components of the US Armed Forces?
2. Who is the Commander-in-Chief of the US military?
3. What is the division of military service?

2.			Дайте українські еквіваленти словосполучень.
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Uniformed services, hierarchical military organization, levels of authority,

professional officer corps, enlisted personnel, day-to-day military operations, nobility, military awards and badges, advisory and administrative capacity.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Future Continuous-in-the-Past

1. 	Зробіть речення підрядними додатковими, використовуючи у ролі головних речення, подані в дужках.
--	---

(I supposed; He believed; She was sure; We were told; I heard; She said; He understood; She imagined; The letter said.)

Model: My brother **will** be sleeping. – I supposed that my brother **would** be sleeping.

1. My aunt will be working in the garden the whole day.
2. The children will be playing in the yard.
3. All the newspapers will be publishing this information.
4. My friends will be waiting for me.
5. All my neighbors will be cleaning their gardens tomorrow.
6. Tom will be working at his annual work.
7. We'll be watching Clooney's new film.
8. He'll be staying at home as he has a high temperature.

2. 	Перекладіть на англійську мову, звертаючи увагу на час дієслова в головному реченні.
--	---

1. Я думав, що вона спатиме в цей час.
2. Вона думала, що вони гратимуть в шахи цілий день.
3. Ми вважали, що діти гратимуться у піску.
4. Він думав, що його друзі працюватимуть разом.
5. Джек сказав, що писатиме твір увесь вечір.
6. Мій брат згадав, що на наступному тижні складатиме іспити.
7. Я думав, що шукатиму свій гаманець увесь день.
8. Брат сказав, що таксі чекатиме біля будинку.

ТЕМА 30:

СТРУКТУРА ЗБРОЙНИХ СИЛ США ТА БРИТАНІЇ

Заняття 2

РОДИ ВІЙСЬК США: СУХОПУТНІ ВІЙСЬКА, ВІЙСЬКОВО-ПОВІТРЯНІ СИЛИ



Прочитайте та перекладіть тексти українською мовою.

THE UNITED STATES ARMY

United States Army, military force of the United States with the chief responsibility for land combat. The U.S. Army includes the active-duty Army, the Army National Guard, Army Reserve, and civilian employees, all under the direction of the Department of the Army. The Army provides the forces stationed at permanent bases around the world and maintains combat-ready troops for deployment anywhere in the world. The Army National Guard and Army Reserve train units to provide emergency disaster assistance, to serve on active duty during wars, and to reinforce the main Army.

The Army protects American interests by maintaining its standing force of about 487,000 soldiers, backed by about 200,000 troops in the Army Reserve and 350,000 in the Army National Guard. These troops are trained and equipped to destroy enemy armies and occupy other countries if necessary. Because of the Army's ability to attack and control large geographic areas, it often becomes the decisive force in *conventional* (non-nuclear) conflicts.

The Army works in concert with the three other major branches of the U.S. military—the Navy, the Marine Corps, and the Air Force. Navy ships transport Army troops, equipment, and supplies to bases overseas. The Navy also assists Army operations with air support, reconnaissance, and naval bombardments. Marine units conduct amphibious landings against defended shorelines and carry out conventional ground combat operations. The Air Force provides airborne transportation for Army units and offers other types of air support as necessary. The Army assists the other three branches by establishing and defending ground bases, communications facilities, and supply lines.

? Дайте відповіді на питання.

1. What are the components of the US Army?
2. What is the task of the Army National Guard and Army Reserve?
3. What is the task of the Army?
4. What are the other branches of the US military?

THE UNITED STATES AIR FORCE

United States Air Force, the branch of the United States armed forces responsible for conducting military operations in air and space. The United States Air Force was formed from the Army Air Corps in 1947. The Air Force plays a critical role in the defense of the United States through control of air and space. The Air Force deploys aircraft to fight enemy aircraft, bomb enemy targets, provide reconnaissance, and transport soldiers for the other armed services. The Air Force also maintains most of the country's nuclear forces, including a fleet of strategic bombers that carry nuclear weapons and land-based nuclear missiles. In addition, the Air Force launches and maintains a wide variety of military satellites.

The U.S. Air Force is under the control of the United States Department of the Air Force, which is led by the secretary of the air force, a civilian. Within the Air Force there are nine major commands, organized on a functional basis in the United States and by geographic location overseas. Each major command is led by a four-star general and is comprised of numbered air forces (NAFs), which in turn are made up of air divisions (ADs), and two nonnumbered air forces, which are based overseas.

The organization of operational Air Force units beneath each command varies widely, depending on the type of squadron (combat, air transport, or maintenance), aircraft, and mission. The squadron is the basic organizational unit. The number of aircraft in a squadron depends on the squadron's purpose. There are generally 10 to 20 aircraft in a bomber squadron, 18 to 24 in a fighter squadron, and 8 to 16 in a transport squadron. Four or more squadrons form a *wing*, which usually includes separate operations, logistics, and support groups. Two or more wings form a *division*, and two or more divisions make a numbered air force.

1. What is the Air Force responsible for?
2. When was the Air Force formed?
3. What is the role of the Air Force?
4. How many commands has the Air Force?
5. What is the squadron?
6. What is wing?

ГРАМАТИЧНІ ВПРАВИ СКЛАДНОПДРЯДНІ РЕЧЕННЯ

1.



Перекладіть речення українською мовою.

1. He writes that he is coming to Moscow.
2. I think they will answer your letter tomorrow.
3. I think they are here.
4. I know that they are at home now.
5. When I was in Kyiv, I met my old friend.
6. We know that they are doing well.
7. When I was a student I lived in a big city far from my parents.
8. I knew him when we went to college together.
9. Speak to him if you must.
10. Please stay here until I return.
11. As soon as he saw us, he came towards us.
12. Please give me this book to read after you have finished it.
13. Please wait for him here till he comes back.
14. You should see the doctor before you go back to work.
15. While I'm writing this, you can read a newspaper.
16. Can I have this book to read if it's interesting?
17. I couldn't go to the institute yesterday because I was ill.
18. As my lessons begin at half past eight, I have to get up at seven in the morning.
19. My friend works hard at his English, as he wants to speak the language well.
20. If you are ill, you should certainly stay in bed.

2.



Перекладіть речення англійською мовою.

1. Що їй було потрібно - це морське повітря.
2. Яка з сторін виграє, нас не турбує.
3. Йому здавалося, що все буде добре.
4. Ось чому я прийшов до вас.
5. Його першою думкою було те, що вона хвора.
6. Ось звідки приходять гроші.
7. У нього було таке відчуття, ніби він тільки повертається з одноденної екскурсії в Манчестер.
8. Ось що я хотів запитати вас.
9. Я знав, що ви зрозумієте мене.

10. Я запитав, чи вона бачить замок.
11. Вони сказали, що знають усе.
12. Я знаю, де я залишив його.
13. Він думав про те, що він робитиме.
14. Ми не знали, що трапилось.
15. Я думав, що ви його друг.

3.



Перекладіть речення українською мовою, звертаючи увагу на підрядні речення.

1. It depends on what you mean.
2. I thought you were asleep.
3. Seeing that the baby was sleepy, mother put it to bed.
4. I thought you had left Kyiv.
5. The woman who lives here has gone shopping.
6. I thought he would never come here again.
7. The boy whose bicycle I took is my friend.
8. The house in which we live is in the centre of the town.
9. The village where he was born has changed very much.
10. He looked at the watch that lay on the table.
11. The boy opened the book he held in his hand.
12. He opened the letter she had brought.
13. A polygon which has three sides is called triangle.
14. Our institute which was founded 150 years ago is one of the oldest educational establishments in Ukraine.
15. He is not the man I'm looking for.
16. It was raining all day long, which we did not like at all.

4.



Перекладіть речення англійською мовою.

1. Я куплю той роман, коли він вийде.
2. Після того як її не стало видно, він повернувся і увійшов у будинок.
3. Я був там, перш ніж прийти сюди.
4. Ти будеш спати тут, поки ми тут перебуватимемо.
5. Коли він спускався по сходах, в очах його були сльози.
6. Тоді зачекай, поки я дістану дві-три речі.
7. Кожного разу, коли я проходжу повз її двері, я чую, що вона плаче.
8. Комусь слід було поговорити з ним, як тільки його привезли сюди.
9. Вона стояла там, де я залишив її.
10. Я вірю вам, бо знаю вас.

- 11.Через те що зараз сира погода, ми залишимося дома.
- 12.Оскільки ви стомилися, вам треба відпочити.
- 13.Я робитиму так, як мені подобається.
- 14.Чим більше я бачу світ, тим більше він мені не подобається.
- 15.Напиши йому зараз же, щоб він знав про наші плани.

ТЕМА 30:

СТРУКТУРА ЗБРОЙНИХ СИЛ США ТА БРИТАНІЇ

Заняття 3

РОДИ ВІЙСЬК США: ВІЙСЬКОВО-МОРСЬКІ СИЛИ. ПЕНТАГОН

1.



Прочитайте та перекладіть тексти українською мовою.

2. **?** Дайте відповіді на питання.

THE UNITED STATES NAVY

United States Navy, maritime military force of the United States. The United States Navy can deploy ships, submarines, and aircraft to any of the world's oceans. The Navy also has the military might to attack land targets in many parts of the world and to transport weapons and personnel for other branches of the U.S. military. Navy ballistic missile submarines represent a significant segment of American nuclear forces.

The Navy is under the control of the Department of the Navy, which also includes the United States Marine Corps. The Navy (excluding the Marine Corps) has active-duty sailors, officers, enlisted personnel, and midshipmen at the United States Naval Academy in Annapolis, Maryland. The Navy also has civilian employees.

Because it is nearly surrounded by water, the United States uses the oceans as defensive barriers. The importance of the oceans to American security and economic interests makes the U.S. Navy a crucial component in the country's military.

The Navy performs four critical military functions for the United States: (1) controlling the seas; (2) using that control to project American power abroad; (3) transporting troops, supplies, and equipment by sea, a process known as sealift; and (4) operating naval craft armed with nuclear weapons to provide deterrence against a nuclear attack on the United States.

1. What is the might of the Navy?
2. Who serves in the Navy?
3. What are the functions of the Navy?

THE PENTAGON



The Pentagon, the five-sided headquarters building of the United States Department of Defense, in Arlington, Virginia, across the Potomac River from Washington, D.C. It covers an area of 11.74 hectares (29 acres) and is one of the largest office buildings in the world. It consists of five concentric pentagons around a center courtyard. The Pentagon was designed by the American architect George Edwin Bergstrom and was built by U.S. Army engineers from 1941 to 1943. It was built to bring all of the offices of what was then the Department of War together in one building. The Pentagon now contains the offices for the departments of the Army, Navy, and Air Force, and for the Office of the Secretary of Defense. It employs about 23,000 workers, who are almost equally divided between military personnel and civilians. It also houses a shopping center, a large food-service area, bus and taxi terminals, and a heliport. The name *Pentagon* is also popularly applied to the Department of Defense itself. In September 2001 a hijacked airplane was crashed into the Pentagon, causing extensive damage to the western portion of the building. A total of 189 people were killed, including 125 working in the building at the time and all of the 58 passengers and 6 crew members aboard the hijacked jet. The damaged portion of the Pentagon was rebuilt within a year and dedicated in June 2002.

1. What is the Pentagon?
2. Who designed the Pentagon?
3. What departments has the Pentagon?

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Present Perfect Tense

1. 		Змініть речення за зразком, вживаючи Perfect Tense.
--	---	--

Model: / *am not going to do this exercise.* — *I am not going to do this exercise because I **have done** it already.*

1. I am not going to read this story. 2. I am not going to see this film, 3. We are not going to discuss this book. 4. He is not going to have dinner. 5. They are not going to repair the road. 6. I am not going to buy a TV set. 7. She is not going to wash the

dishes. 8. I am not going to answer this letter. 9. I am not going to turn off the tape recorder. 10. We are not going to learn this poem by heart.

2. ? Поставте питання.

Ask me:

1. if I have ever been to Yerevan; 2. if I have travelled much; 3. if I have travelled by air; 4. if I have ever played tennis; 5. if I have corrected your dictations; 6. where I have left my watch; 7. if my neighbor has bought a car.

3. ? Запитайте вашого друга:

1. if he has read *Anna Karenina* by Tolstoy; 2. if he has left his English book at home; 3. if he has brought his notebook to school; 4. if he has broken his pencil; 5. how many English books he has read this year; 6. how many examinations he has passed up to now; 7. how many questions to the text he has prepared.

4. ? Дайте відповіді на питання.

1. Have you ever been to London? When were you there last? 2. Have you read anything by Dostoyevsky? Which of his novels did you read last year? 3. Have you ever travelled by air? When did you fly for the first time? 4. Have you had any dictations this month? When did you have them? 5. Have you read *Captain's Daughter* by Pushkin? When did you read it? 6. How many trees have you planted this year? Did you plant them in autumn or in spring? 7. Have you had your dinner already? At what time did you have it?

5.



Прочитайте ситуацію і 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 _____

ТЕМА 30:

СТРУКТУРА ЗБРОЙНИХ СИЛ США ТА БРИТАНІЇ

Заняття 4

СТРУКТУРА ЗБРОЙНИХ СИЛ БРИТАНІЇ



Прочитайте та перекладіть текст українською мовою.

THE STRUCTURE OF THE ARMED FORCES OF THE UNITED KINGDOM

The armed forces of the United Kingdom are known as the **British Armed Forces** or **Her Majesty's Armed Forces**, but officially **Armed Forces of the Crown**. Their Commander-in-Chief is the British monarch, Queen Elizabeth II and they are managed by the Ministry of Defence. The armed forces are controlled by the Defence Council.

The British Armed Forces are charged with protecting the United Kingdom and its overseas territories, promoting the United Kingdom's wider security interests, and supporting international peacekeeping efforts. They are active and regular participants in NATO and other coalition operations. The United Kingdom fields one of the most powerful and comprehensive military forces in the world.

The British Army had a reported strength of 102,440 in 2005 and the Royal Air Force a strength of 49,210. The Royal Navy is in charge of the United Kingdom's independent strategic nuclear arm, which consists of four Trident Ballistic Missile Submarines, while the Royal Marines provide infantry units for amphibious assault and for specialist reinforcement forces in and beyond the NATO area. This puts total active duty military troops in the 190,000 range, currently deployed in over 80 countries. 9% of the regular Armed Forces are women, a figure that is higher still for the reserve forces.

The UK's Special Operations Forces, principally the SAS and SBS, provide elite commandos trained for quick, mobile, military responses; often where secrecy or covert operations are required. The Royal Navy is the second largest navy in the Western World in terms of gross tonnage. Despite the United Kingdom's wide-ranging capabilities, recent pragmatic defence policy has a stated assumption that any large operation would be undertaken as part of a coalition. Bosnia, Kosovo, Afghanistan, Iraq (*Granby*, no-fly zones, *Desert Fox* and *Telic*) may all be taken as precedent; indeed the last war in which the British military fought alone was the Falklands War of 1982.

1. ? Дайте відповіді на питання.

1. What is the name of the armed forces of the United Kingdom?
2. Who is the Commander-in-Chief?
3. What is the task of the British Armed Forces?

**ГРАМАТИЧНІ ВПРАВИ
ПОРІВНЯННЯ ВЖИВАННЯ Past Indefinite ТА Present Perfect**

1.



Поставте дієслова у дужках у Present Perfect або Past Indefinite.

1. The children (*to do*) their homework. Now they can go to the skating-rink. 2. You ever (*to be*) in Warsaw? — Yes, I (*to be*) there last year. 3. I already (*to send*) the telegram. 4. I (*to send*) the telegram yesterday. 5. I (*not to see*) him in January. 6. I (*not to see*) him since January. 7. We (*not to receive*) any letters from her lately. 8. They (*to go*) to the camp three days ago. 9. I just (*to see*) him. 10. I (*to see*) him in 1973. 11. You (*to have breakfast*) already? 12. When you (*to have breakfast*)? 13. when you (*to arrive*) in Kiev? 14. He (*to fall asleep*) at half past seven. 15. I (*to know*) this engineer since I began to work at the plant. 16. At last I (*to write*) the composition; now I'll go for a walk.

2.



Поставте дієслова у дужках у Present Perfect або Past Indefinite.

1. I ... him for the first time day before yesterday (*to meet*).
2. I ... her name in the papers rather often of late (*to see*).
3. “The rain ..., Carino,” Montanelli said after sunset. “Come out; I want to have a talk with you.” (*to stop*)
4. I ... a heap of Wells two terms ago (*to read*).
5. “... you... all the necessary preparations incident to Miss Sedley’s departure, Miss Jemima?” asked Miss Pinkerton (*to complete*).
6. His father ... just a week ago today (*to die*).
7. I know where you ... the morning (*to spend*).
8. Oh! You ... someone with you. Introduce me (*to bring*).
9. He is the most unselfish man I ever ... (*to know*).
10. My hands are all wet with these roses. Aren’t they lovely? They ... up from Selley this morning (*to come*).

3.**Поставте дієслова у дужках у Present Perfect або Past Indefinite.**

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.**Поставте дієслова у дужках у Present Perfect або Past Indefinite.**

1. What books you (to read) when you (to live) in the country? 2. They (not yet to come) from the south. 3. He (to be) ill last week, but now he (to recover). 4. If everybody (to read) this new novel, let's discuss it. 5. You (to book) tickets? — Yes, I (to book) them several days ago. 6. I can hardly recognize you. I (not to see) you since you (to leave) for Moscow. And you (to change) so much. 7. You (to read) all the books on this shelf? 8. I (not to see) my cousin since last year. 9. Why you (to put) these things in the wrong place? 10. Why you (to leave) the door open? You will catch cold sitting in the draught. 11. "We (not to meet) for such a long time!" said my friend. "Yes, indeed," I answered, "and we both (to grow)."

ТЕМА 30:

СТРУКТУРА ЗБРОЙНИХ СИЛ США ТА БРИТАНІЇ

Заняття 5

РОДИ ВІЙСЬК БРИТАНІЇ: СУХОПУТНІ ВІЙСЬКА, ВІЙСЬКОВО-ПОВІТРЯНІ СИЛИ

1.



Прочитайте та перекладіть тексти українською мовою.

2. ? Дайте відповіді на питання.

THE BRITISH ARMY

The **British Army** is the land armed forces branch of the British Armed Forces. In contrast to the Royal Navy, Royal Marines and Royal Air Force, the British Army does not include "royal" in its title, because of its roots as a collection of disparate units, many of which themselves do bear the "royal" prefix. Throughout its history the British Army has taken part in many campaigns throughout the world. Today, the British Army is one of the most technologically advanced land forces in the world. The Army is deployed in many of the world's war zones as part of a fighting force, and in United Nations peacekeeping forces.

The structure of the British Army is complex, due to the different origins of its various constituent parts. In terms of the nature of its servicemen, it is divided into the Regular Army (full-time professional soldiers) and the Territorial Army (part-time paid soldiers). In terms of its military structure it is divided into corps (administrative groupings by common function), and divisions and brigades (large formations, somewhat fluid in nature).

The Regiment is in some respects the most important unit of the British Army. It is the largest "permanent" tactical unit in most corps, although it is only an administrative and ceremonial grouping of battalions in the infantry. Typically, a regiment or battalion consists of around 700 soldiers and is commanded by a Lieutenant Colonel. Many infantry regiments today consist of only one regular battalion, although many also contain another Territorial Army battalion.

- Brigade
 - Regiment administrative grouping of battalions, not normally deployed as a unit. Oversees regimental depot and training. Commanded by a Colonel, but,

as many have been reduced to a single battalion, battalion CO is often regimental CO.

- Battalion commanded by a Lieutenant Colonel (Commanding Officer (CO))
- Company (or Squadron) of about 100 soldiers, commanded by a Major (Officer commanding (OC)).
- Platoon (or Troop) of about 30 soldiers, commanded by a Lieutenant
- Section of about 8 soldiers, commanded by a Corporal

The main tactical formation in the British Army is the battlegroup. This is a mixed formation of armour, infantry, artillery, engineers and support units, and is structured according to whatever task it is called on to perform ; it is formed around the core of either an armoured regiment or infantry battalion, and has other units added or removed from it as necessary. A battlegroup will typically consist of between 600 and 700 soldiers under the command of a Lt. Colonel.

1. Why doesn't the British Army include "royal" in its title?
2. What is the structure of the British Army?
3. What is the most important unit of the British Army?
4. What is the battlegroup?

THE ROYAL AIR FORCE

The **Royal Air Force** (often abbreviated to **RAF**) is the air force branch of the British Armed Forces. The RAF is the oldest independent air force in the world, formed on April 1, 1918. The RAF has taken a significant role in British military history since then, playing a large part in World War II, and more recently in conflicts such as the recent war in Iraq. The RAF is one of the largest air forces in the world. It is also one of the most technologically advanced.

The professional head of the RAF is known as the Chief of the Air Staff (CAS). The CAS heads the Air Force Board, which is a committee of the Defence Council. The Air Force Board (AFB) is the management board of the RAF and consists of the Commanders-in-Chief of the Commands, together with several other high ranking officers. The CAS also has a deputy known as the Assistant Chief of the Air Staff (ACAS).

Groups

Groups are the subdivisions of operational Commands, responsible for certain types of operation or for operations in limited geographical areas. From 2000, three Groups existed within Strike Command:

- 1 Group — the Air Combat Group, responsible for all offensive and defensive fast jet forces, including Joint Force Harrier
- 2 Group — the Air Combat Support Group. This manages all transport and air-to-air refuelling aircraft and Air Combat Service Support units such as the deployable Tactical Support Wing and Tactical Communications Wing. It also commands the Force Protection assets of the RAF Regiment.
- 3 Group — the Battle Management Group, commanded all ISTAR assets such as the reconnaissance aircraft, Nimrod R1, etc, and also the Maritime and Search and Rescue assets. 3 Group also coordinated the Joint Helicopter Command at HQ Land, which controls the support helicopter fleet.

On 1 April 2006, No. 3 Group was disbanded.

Only one group exists within Personnel and Training Command, namely Training Group.



The RAF's roundel was adopted during the First World War. The roundel has been adopted by Commonwealth air forces, replacing the red circle with a national symbol.

Stations

An RAF Station is ordinarily subordinate to a Group and it is administratively sub-divided into Wings. Since the mid to late 1930s RAF stations have controlled a number of flying squadrons or other units at one location by means of a station headquarters.

Wings

A Wing is either a sub-division of a Group acting independently or a sub-division of an RAF Station.

Independent Wings are a grouping of two or more squadrons, either flying squadrons or ground support squadrons. In former times, numbered flying Wings have existed, but today they are created only as needed.

On an RAF Stations, a Wing is an administrative sub-division. For a flying station these will normally be Engineering Wing, Operations Wing and Administration Wing. Aside from these, the only Wings currently in permanent existence are the Air Combat Service Support wings of 2 Group which provide support services such as communications, supply and policing to operationally deployed units.

Squadrons

The term squadron (sqn) can be used to refer to an administrative sub-unit of a station, e.g. Air Traffic Control sqn, Personnel Management sqn; there are also ground support squadrons, e.g. 2 (MT) Sqn.

However, the primary use for the term is as the name of the flying squadrons which carry out the primary tasks of the RAF. RAF squadrons are somewhat analogous to the regiments of the British army, in that they have histories and traditions going back to their formation, regardless of where they are currently based, which aircraft they are operating, etc. They can be awarded standards and battle honours for meritorious service.

Whilst every squadron is different, most are commanded by a Wing Commander and, for a fast-jet squadron, have an establishment of around 100 personnel and 12 aircraft.



Flights

A Flight is a sub-division of a squadron. Flying squadrons are often divided into two flights, under the command of a Squadron Leader; administrative squadrons on a station are also divided into flights.

There are several flying units formed as Flights rather than Squadrons, due to their small size


1. When was the Air Force formed?
2. Who is the head of the RAF?
3. What is group?
4. What is station?
5. What is squadron?
6. What is flight?

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Past Perfect Tense

1. 		Змініть пряму мову на непряму.
--	---	---------------------------------------

Model: *Paul said, "I **met** her at the department store," — Paul said that he **had met** her at the department store.*

1. The woman said, "I studied German at school."
2. The teacher said, "I saw them in Kiev."
3. The girl said, "I have already spoken to them."
4. The pupils said, "We have done the exercises."
5. The man said, "I lived in Kaniv at that time."
6. He said, "I did not recognize your handwriting."
7. His aunt said, "I was at home at that time."
8. The girl said, "I spent my holidays in the country."

2. 	Перекладіть англійською мовою.
--	---------------------------------------

1. Коли Неля прийшла до школи, її товариші вже полили квіти.
2. Ми читали книжку, яку я купив у Києві.
3. Учитель сказав, що він перевірів наші диктанти.
4. Учень переклав текст до десятої години.
5. Коли ми повернулися додому, дитина вже заснула.
6. Мій брат писав, що він уже склав екзамени з фізики й математики.
7. Він подякував мені за те, що я для нього зробив.
8. Учень прочитав уголос оповідання, яке він написав удома.
9. Минулого літа її батько їздив у село, де він провів своє дитинство.
10. Вчора Аня прийшла додому о п'ятій годині. Її молодший брат виконував домашні завдання, а батько й мати ще не повернулися з роботи.
11. Вона була певна, що бачила цю жінку раніше, але не могла пригадати, де вона її бачила.
12. Його батько почав працювати на заводі, коли йому було двадцять років. До того він жив у

селі. 13. Після того як мій товариш пішов додому, я згадав, що забув показати йому нові марки.

3. ? Дайте відповідь на питання, вживаючи запропоновані слова.

М о д е 1: — *When did Peter come? (to have breakfast)*

a) — *He came when we were having breakfast.*

b) — *He came when (after) we had had breakfast.*

1. When did you meet Robert?
2. When did you tell mother about it? (to cook dinner)
3. When did the children return? (to have supper)
4. When did you notice this man? (to cross the bridge)
5. When did you lose your bag? (to get out of the bus)
6. When did he ring you up? (to do the rooms)
7. When did your parents return? (to go to bed)
8. When did Ann go for a walk? (to begin to rain)
9. When did Peter ring you up? (to have tea)
10. When did it begin to rain? (to leave)

4.



Поставте дієслова у дужках у Past Continuous або Past Perfect.

1. The Gadfly ... just ... washing the boy, and ... him in a warm blanket, when Gemma came in with a tray in her hands (to finish, to wrap).
2. After a dull morning, the sky ... soon after midday, and at half past two the sun ... brilliantly (to clear, to shine).
3. They ... the lower garden now, and ... on the terrace (to reach, to stand).
4. Grandpa Prophater walked slowly into the room Tootie and Agness shared. Agness ... on the floor. Tootie ... the window slightly and ... bits of dirty snow from the window sill (to sit, to open, to eat).
5. Mr. Pickwick found that his three companions ... and ... his arrival to commence breakfast (to rise, to wait).
6. Cecil ... around and ... at them (to turn, to look).
7. When Gemma returned with the milk the Gadfly ... the riding-cloak and ... the leather gaiters which Martini ... (to put on, to fasten, to bring).
8. When I looked up again I saw that she ... , and ... with her hand on the handle of the door (to move, to stand).
9. Sylviane ... on the table, and ... in an easy chair (to leave, to recline).
10. The prospect was worse than before. The middle-aged lady ... arranging her chair; ... carefully ... it in a muslin night-cap with a small plaited border, and ... pensively on the fire (to finish, to envelop, to gaze).

11. Joe ... his supper and ... his majestic text book (to have, to study).
12. When daylight came the storm still ... but the snow ... (to blow, to stop).

5.



Поставте дієслова у дужках у Past Simple або Past Perfect.

1. Gemma ... badly the last few nights? And there were dark shadows under her eyes (to sleep).
2. She had a feeling that something ... (to happen).
3. They ... the door of their inn, and ... a little way down the village, before they ... the precise spot in which it stood (to pass, to walk, to recollect).
4. The moon There was nothing to dispel the dark of the night (to rise – negative).
5. A good half-hour more ... before the house door was heard to bang (to pass).
6. Presently the sounds of voices and footsteps approaching along the terrace roused her from the dreamy state in which she ... (to fall).
7. They only just ... breakfast when Bill unexpectedly joined them (to begin).
8. On glancing at the address, he observed that it contained no name. The stranger ... far, so he made after him to ask it (to go – negative).

ТЕМА 30:

СТРУКТУРА ЗБРОЙНИХ СИЛ США ТА БРИТАНІЇ

Заняття 6

РОДИ ВІЙСЬК БРИТАНІЇ: ВІЙСЬКОВО-МОРСЬКІ СИЛИ.



Прочитайте та перекладіть текст українською мовою.

THE ROYAL NAVY

The **Royal Navy** of the United Kingdom is the "senior service" of the British armed services being the oldest of its three branches.



Commissioned (surface) ships of the Royal Navy are accorded the prefix **HMS** which stands for Her Majesty's Ship (alternatively, His Majesty's Ship), for example *HMS Ark Royal*. Submarines on the other hand are styled HM Submarine, though still abbreviated HMS. Fleet support units, usually staffed by civilians are given the prefix **RFA** or Royal Fleet

Auxiliary, such as *RFA Sir Galahad*. Ships and submarines are then also given a pennant number.

The Royal Navy is established under the royal prerogative and the head of the Royal Navy, known as the Lord High Admiral, is Her Majesty Queen Elizabeth II (who is the overall head of the UK Armed Forces). The professional head of the Royal Navy is the First Sea Lord (who also holds the title of Chief of the Naval Staff).

There are two Commanders-in-Chief, Commander-in-Chief Fleet (CINCFLEET) and Commander-in-Chief Naval Home Command (CINCNAVHOME). The Commander-in-Chief Naval Home Command also known as the Second Sea Lord, is responsible for the shore-based establishments and manpower of the Royal Navy, and is based in Portsmouth, flying his flag aboard *HMS Victory*.

Nicknames for the Royal Navy include "The Mob", "The Andrew" and "The Senior Service". Nowadays the British sailor usually refers to himself as "Jack" rather than "Jacktar". Foreign nicknames for a British sailor are "Limey". In port towns like Portsmouth and Plymouth they are often referred to as "Matelots" (pronounced 'matloes' the French for sailor) or more derogatively as "skates". Royal Marines are fondly known as "Bootnecks" or often just referred to as "Royal"

The British Royal Navy is commonly referred to as "The Royal Navy" both inside and outside the United Kingdom.


1. ? Дайте відповіді на питання.

1. What does HMS stand for?
2. Who is the head of the Royal Navy?
3. Who is the professional head of the Royal Navy?
4. What does the Second Sea Lord responsible for?
5. What are the nicknames for the Royal Navy?

2. 		Дайте українські еквіваленти наступних слів та виразів.
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Commissioned ships, Her Majesty's Ship, royal prerogative, overall head, shore-based establishments and manpower.

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Past Perfect Tense**

1. 	Поставте дієслова у дужках у Past Continuous або Past Perfect.
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1. By three o'clock he ... all his own cigarettes and those he could borrow from others. He ... about lunch (to finish, to forget).
2. Through the living room window the girls could see their brother Lon. He ... in lake Michigan and his hair was damp (to swim).
3. He still ... at her, when two of the prowlers halted on his left (to gaze).
4. Mr. Smith, hearing the dinner-bell, got up from the bed in which he ... (to lie).
5. After she ... and ... him, poor trembling Charlie was sent in to apologize (to revive, to bandage).

6. She looked up at him and found he ... her closely (to watch).
7. When Mr. Smith ... serving, the platter was still nearly full (to finish).

2.



Поставте дієслова у дужках у вірну часову форму.

1. At last the librarian (to give) me the book which I (to wait) for during two months. I was very glad. I (to go) home and (to begin) reading it at once.
2. Don't speak to him: he (to be) very busy, he (to do) some very urgent work.
3. I didn't want him to go there: I (to be) afraid that something (to happen).
4. I didn't notice that my watch (to stop), and when I (to arrive) at the station, my train (to leave) and I (to have) to ask when the next train (to come).
5. He (to wait) for fifteen minutes when at last he (to see) at the end of the platform.
6. By the end of the year he (to read) about two hundred pages.
7. We were happy when the sun (to rise), for the night (to be) very cold.
8. Where you (to put) my dictionary? I can't find it anywhere.
9. I (not yet to fall) asleep when the telephone (to ring).
10. What you (to do) from six till nine yesterday?
11. The children (to play) here at eleven o'clock, but now they (to go) home.
12. When they returned they (to tell) us many interesting things which they (to see) during their journey.

3.



Поставте дієслова у дужках у вірну часову форму.

1. The students (to write) the paper by dinner-time.
2. They (to sail) down the river for many hours before they (to come) to the village.
3. I (not to be) to my home town for five years.
4. The rain (to stop) by the time we (to reach) home.
5. The message (to arrive) five minutes after he (to leave) the house.
6. It (to be) nearly eleven o'clock when we (to begin) doing this work.
7. At last the reply from my grandmother (to come), and my mother (to tell) me that she (to come) soon.
8. Here you (to be) at last! I (to wait) for you for twenty minutes. You (not to be) ashamed?
9. When the mother (to satisfy) herself that the children (to sleep) peacefully in their beds, she (to take) out the Christmas presents and carefully (to put) them into the stockings which (to hang) at the beds.
10. If you (to ring) me up tomorrow, I (to tell) you all about it.

11. The lesson (not yet to begin), and the children (to talk) loudly in the corridor.

4.



Перекладіть речення українською мовою.

1. The cook used to snatch away the letters from home, before she (Ma Parker) had read them.
2. It had long been dark when Arthur rang at the front door of the great house in the Via Borra.
3. My father was forty and had been a widower for fifteen years.
4. It was about half past ten, and Tootie had sung her entire repertoire of songs.
5. The whole party arrived in safety at the Bush before Mr. Pickwick had recovered his breath.
6. He had scarcely had time to form this conclusion, when a window above stairs was thrown up.
7. A poor old man, who had once been an actor, used to come to us twice a week.
8. He was quite alone. Ethel had disappeared into the distant dining-room.
9. He had sat ruminating about the matter for some time, when the voice of Rocker demanded whether he might come in.
10. Her mother waited until she had thrown her hat, coat and gloves on a chair in the living room.
11. She talked and laughed and positively forgot until he had come in ... that Pearl Fulton had not turned up.
12. The voice had no sooner ceased than the room was shaken with such violence that the windows rattled in their frames.
13. The figure had suddenly retreated from the gate and was running back hastily to the mill.

ТЕМА 31:

УКРАЇНА І МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 1

УКРАЇНА І КРАЇНИ СНД



Прочитайте та перекладіть текст українською мовою.

THE COMMONWEALTH OF INDEPENDENT STATES

The **Commonwealth of Independent States (CIS)** (in Russian: Содружество Независимых Государств (СНГ) - *Sodruzhestvo Nezavisimyykh Gosudarstv*) is a confederation, or alliance, consisting of 11 former Soviet Republics: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Ukraine, and Uzbekistan. Turkmenistan discontinued permanent membership as of August 26, 2005 and is now an associate member.

The creation of CIS signaled the dissolution of the Soviet Union and, according to leaders of Russia, its purpose was to "allow a civilized divorce" between the Soviet Republics. However, many observers have seen the CIS as a tool that would allow Russia to keep its influence over the post-Soviet states. Since its formation, the member-states of CIS have signed a large number of documents concerning integration and cooperation on matters of economics, defense and foreign policy.

Foundation

Initiating the dissolution of the Soviet Union in the autumn of 1991, the leaders of Russia, Belarus, and Ukraine met on December 8 in the Belovezhskaya Pushcha Natural Reserve, about 50 km (30 mi) north of Brest in Belarus, and signed an agreement establishing the CIS. At the same time they announced that the new confederation would be open to all republics of the former Soviet Union, as well as other nations sharing the same goals.

Statutory Bodies



The affairs of CIS member states are governed by the following statutory bodies:

- Council of the Heads of States
- Council of the Heads of Governments

- Council of Foreign Ministers
- Council of Defense Ministers
- Council of Border Troops Commanders
- Inter-Parliamentary Assembly (IPA)


1. ? Дайте відповіді на питання.

1. What does CIS stand for?
2. What countries make up CIS?
3. What was the aim of creation of CIS?
4. When and where was an agreement establishing the CIS signed?

2. 		Дайте українські еквіваленти наступних слів та виразів.
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Alliance, permanent membership, associate member, dissolution, civilized divorce, integration and cooperation on matters of economics, defense and foreign policy, statutory bodies.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Future Perfect Tense

1. 	Поставте дієслова у дужках у Future Indefinite або Future Perfect.
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1. He (*to receive*) the telegram tomorrow. 2. He (*to receive*) the telegram by tomorrow. 3. I (*to do*) the exercises by seven o'clock. 4. I (*to do*) the exercises in the afternoon. 5. By this time you (*to take your examination*). 6. You (*to take*) your examination next week. 7. The teacher (*to correct*) our dictations in the evening. 8. The teacher (*to correct*) our dictations by the next lesson.

2. 	Поставте дієслова у дужках у Future Indefinite, Future Continuous або Future Perfect.
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1. I haven't visited the place yet. I _____ there tomorrow (to go).
2. Our train starts at 8 p.m. tomorrow, so if you come at 5 o'clock we still _____ (to pack).

3. At 4 o'clock tomorrow we _____ packing and by 6 we _____ with ease (to begin, to finish).
4. _____ you diner by the time I come back? (to have).
5. Ring me up at 11, I _____ yet (to sleep – negative).
6. I _____ on my round by the time you go, so I'll say good bye to you now (to start out).
7. "I think you _____ him," said Elinor, "when you know more of him." (to like).
8. "Shall we go downstairs and meet the man?" "Let us stay here; he _____ at our door at the moment, you'll see," said Sylviane (to knock).
9. I shall need you. I _____ my breast stroke by tomorrow (to forget).
10. Tomorrow I _____ doing my homework as soon as I come from school (to begin).
11. My father _____ home at seven o'clock tomorrow. I _____ all my homework by the time he comes, and we _____ for a walk together (to come, to do, to go).
12. Don't come to my place tomorrow. I _____ a composition the whole evening (to write).
13. You _____ this work by next Sunday? (to finish)
14. How many pages you _____ by five o'clock the day after tomorrow? (to read)

3.



Перепаразуйте речення, вживаючи Future Perfect.

Model: *I **had done** my homework by 9 o'clock. — I **will have done** my homework by 9 o'clock.*

1. They had built the new school by the first of September.
2. The teacher had looked through our exercise-books by that time.
3. We had discussed the report by four o'clock in the afternoon.
4. The pupils had read three English books by the end of the year.
5. I had written the composition by 9 o'clock.

ТЕМА 31:

УКРАЇНА І МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 2

ООН



Прочитайте та перекладіть текст українською мовою.

THE UNITED NATIONS

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, *except* Vatican City (or the Holy See, which has declined membership but is an observer state), Palestine (whose status is still one of a de facto state, and has not yet legally declared statehood), Niue and the Cook Islands (whose foreign affairs are dealt with by the New Zealand Government), and Taiwan, which has not been internationally recognized as independent or as the Republic of China (whose status as a member state was transferred to the People's Republic of China in 1971). Palestine and the Holy See both have Permanent Observer Missions to the UN. Montenegro, which recently declared independence on June 3, 2006, has stated its intentions to join the UN, which will likely be easily approved by the organization.


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).


1. ? Дайте відповіді на питання.

1. What is the UN?
2. When was it founded?
3. How many member states make up the UN?
4. What are the administrative bodies of the organization?
5. What is the organization's structure?

2. 		Дайте українські еквіваленти наступних слів та виразів.
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Internationally recognised independent nations, de facto state, give guidance, decide on substantive and administrative issues, counterpart bodies, victorious world powers, fostering an ideal of collective security.

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Future Perfect-in-the-Past**

1. 	Зробіть речення підрядними додатковими, використовуючи у ролі головних речення, подані в дужках.
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(I supposed; He believed; She was sure; We were told; I heard; She said; He understood; She imagined; The letter said.)

Model: My sister **will** have done this translation by that time. – **I supposed** that my sister **would** have done that translation by that time.

1. He will have solved this problem by next Sunday.
2. The teacher will have corrected our papers by the beginning of the lesson.
3. The train will have arrived by seven o'clock.
4. I'll have printed these documents by your leaving.
5. The tourists won't have returned by sunset.
6. Students won't have planted all these trees by tomorrow evening.
7. I will have written my composition by the next lesson.

8. My father will have repaired our TV by that time.
9. Jack won't have finished cleaning up by his mother's coming.
10. They will have built the new building by the next year.
11. We'll have discussed the report by four o'clock in the afternoon.
12. By this time you'll have taken your exams.

2.



Перекладіть на англійську мову, звертаючи агу на час дієслова в головному реченні.

1. Вона думала, що зробить усю роботу до п'ятої години.
2. Я був упевнений, що до десятої години він уже вивчить вірш.
3. 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.
4. Вони написали, що прийдуть до його дня народження.
5. Я не підозрював, що він встигне написати всю роботу до наступного тижня.
6. Вона сподівалась, що одержить листа від своєї сестри до того часу.
7. Він пообіцяв, що зберігатиме цю таємницю до смерті.
8. Хіба ти не розумів, що він не надрукує статтю до середи?

3.



Вжуйте речення у Future Perfect-in-the-Past, додайте необхідні слова. Перекладіть речення на українську мову.

1. At 6 o'clock tomorrow we'll begin packing and by 6 we'll have finished with easy.
2. Will you have your dinner by the time I come back?
3. Ring me up at 11, I won't have fallen asleep by that time.
4. I'll have started out on my round by the time you go, so I'll say good-bye to you now.
5. I'll have forgotten my breast stroke by tomorrow.
6. Come here at 12. I think the secretary will have typed all the necessary papers by that time.
7. I hope you'll have consulted the doctor by that time.

ТЕМА 31:

УКРАЇНА І МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 3

ООН. ІСТОРІЯ ВИНИКНЕННЯ



Прочитайте та перекладіть тексти українською мовою.

HISTORY



UN European headquarters in Geneva, Switzerland

The United Nations was founded as a successor to the League of Nations which was considered by many to have been ineffective in its role as an international governing body: it had been formed in response to World War I, on the premise that such wars could be prevented by such an entity, yet had failed to prevent World War II. The biggest advantage the United Nations has over the League of Nations is the ability to maintain and deploy its member nations' armed forces as peace keepers.

The term “United Nations” (which term appears in stanza 35 of Canto III of Byron’s *Childe Harold’s Pilgrimage*) was suggested by Franklin D. Roosevelt during World War II, to refer to the Allies.

The UN came into existence on October 24, 1945, after the Charter had been ratified by the five permanent members of the Security Council — Republic of China, France, the Soviet Union, United Kingdom, and the United States — and by a majority of the other 46 signatories. Initially, the body was known as the **United Nations Organization**, or **UNO**. However, by the 1950s, English speakers were referring to it as the United Nations, or the UN.

Headquarters



UN headquarters in New York City

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. 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 UN buildings are not considered separate political jurisdictions, but do have certain aspects of sovereignty.

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.



UN offices occupy the majority of this complex, the Vienna International Centre

The founders of the UN had high hopes that it would act to prevent conflicts between nations and make future wars impossible, by fostering an ideal of collective security.


UN peacekeepers are sent to various regions where armed conflict has recently ceased, in order to enforce the terms of peace agreements and to discourage the combatants from resuming hostilities.

Personnel policy

The UN and its agencies are immune to the laws of the countries where they operate, safeguarding UN's impartiality with regard to the host and member countries. Hiring and firing practices, working hours and environment, holiday time, pension plans, health insurance, life insurance, salaries, expatriation benefits and general conditions of employment are governed by UN rules and regulations. This independence allows agencies to implement human resources policies which are even contrary to the laws of a host- or a member country. For instance, a person who is otherwise eligible for employment in Switzerland may not be employed by the International Labour Organisation (ILO) unless he or she is a citizen of an ILO member state.


1. ? Дайте відповіді на питання.

1. Who suggested the term "United Nations"?
2. When did the UN come into existence?
3. Where and when was the current UN headquarters building constructed?
4. Where are the major agencies situated?
5. What is the personnel policy of the UN?

2. 		Дайте українські еквіваленти наступних слів та виразів.
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Successor, maintain and deploy armed forces, separate political jurisdictions, fostering an ideal of collective security, enforce the terms of peace agreements, expatriation benefits.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Present Perfect Continuous Tense

1. 	Виразіть думку в одному реченні, вживаючи Present Perfect Continuous.
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Model: I ***began to do*** this exercise a quarter of an hour ago. ***I am still doing it— I have been doing*** this exercise for a quarter of an hour.

1. My sister began to learn French two years ago. She is still learning it.
2. Our teacher began to teach English fifteen years ago. He is still teaching it.
3. I began to

look for this magazine half an hour ago. I am still looking for it. 4. His father began to work at me railway station in 1962. He is still working there. 5. The boy fell asleep at ten o'clock. He is still sleeping.

2. ? Поставте питання до виділених слів.

1. He has been playing chess *since the childhood*. 2. His younger brother *has been skating* for an hour. 3. *Mary* has been looking after the baby since her mother went to the market. 4. We have been looking for you *for half an hour*. 5. Ann has been speaking over the telephone *for the last ten minutes*.

3.



Поставте дієслова у дужках у Present Indefinite, Present Continuous, Present Perfect або Present Perfect Continuous.

1. Where are the pupils? — They (*to plant*) trees. They (*to plant*) them since the morning. They always (*to plant*) trees in October. They already (*to plant*) several hundred trees this year.
2. Ann (*to have*) her music lesson now. She (*to have*) her music lessons twice a week.
3. I am going to take a walk. I (*to do*) all my home exercises already. I (*to do*) them for three hours.
4. Since when they (*to build*) this house?
5. At last I (*to find*) the book I need. I (*to look for*) it for a quarter of an hour.
6. Don't shout. Helen (*to read*) an English book. She (*to work*) at her English every day. She (*to learn*) this language for three years. She (*to read*) many English stories this year.
7. What you (*to do*) in the morning?
8. What you (*to do*) since the morning?

4.



Поставте дієслова у дужках у Present Continuous або Present Perfect Continuous.

1. "I haven't the least idea what you ... about," she protested (*to talk*).
2. I ... here all the morning to see either her or Robert (*to wait*).
3. Oh, Roddy ... He's all right. He's in London. Roddy's very grown up: he ... dancing lessons (*to have*).
4. My dear girl, what you ... about now? (*to think*).
5. I ... so much about it since I received your letter (*to think*).
6. Elsa ... for you everywhere for the past hour (*to look*).
7. I hear you ... for a new house (*to look*).

8. Of course, we have problems, but we ... to handle them, and I must say quite successfully (to learn).
9. When her voice ceased, he moved easily and said, "I ... well for the last ten days." (to feel – negative).
10. She ... extraordinary well to-night (to feel).
11. What else have I to live for but my children? It's ye and the rest of them that I ...and ... for all these years (to work, to plan).

5.



Поставте дієслова у дужках у Present Indefinite, Present Continuous, Present Perfect або Present Perfect Continuous.

1. I want to see how much he ... since I saw him last (to change).
2. ... you any word from her since she left here? (to have)
3. He ... out of work for three months (to be).
4. Here's my keys. I ... (to leave).
5. If I ... still he will never see me (to sit).
6. I must not let my eyes get all red and swollen, or Henry'll know I ... (to cry).
7. I can't get used to people who stare at me, while they ... or come very close to make sure that I ... (to talk, to listen).
8. He says he ... to the same tunes for fifteen years (to listen).
9. "Cesare, you and I ... friends for all these years, and I never ... you what really happened about Arthur (to be, to tell).
10. "Dear little Hans," cried Miller, "I'm in great trouble. My little boy ... of a ladder and ... himself." (to fall, to hurt)
11. Since when, Sue, ... you that surprising discovery? (to make)
12. You ... here two weeks. ... you your opinion of the South? (to be, to change)

ТЕМА 31:

УКРАЇНА І МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 4

ЄВРОПЕЙСЬКИЙ СОЮЗ



Прочитайте та перекладіть текст українською мовою.

THE EUROPEAN UNION

The **European Union (EU)** is an intergovernmental and supranational union of 25 democratic member states from the European continent. The European Union was established under that name in 1992 by the Treaty on European Union (the Maastricht Treaty).

The Union nowadays has a common single market consisting of a customs union, a single currency managed by the European Central Bank, a Common Agricultural Policy, a common trade policy, and a Common Fisheries Policy. A Common Foreign and Security Policy was also established as the second of the three pillars of the European Union. The Schengen Agreement abolished passport control, and customs checks were also abolished at many of the EU's internal borders, creating a single space of mobility for EU citizens to live, travel, work and invest.

The most important EU institutions include the Council of the European Union, the European Commission, the European Court of Justice, the European Central Bank and the European Parliament. The European Parliament's origins go back to the 1950s and the founding treaties, and since 1979 its members have been directly elected by the people they represent. Elections are held every five years, and every EU citizen who is registered as a voter is entitled to vote.

The European Union's activities cover all areas of public policy, from health and economic policy to foreign affairs and defence. However, the extent of its powers differs greatly between areas. Depending on the area in question, the EU may therefore resemble a federation (e.g. on monetary affairs, agricultural, trade and environmental policy, economic and social policy), a confederation (e.g. on home affairs) or an international organisation (e.g. in foreign affairs).

1. ? Дайте відповіді на питання.

1. What is the European Union?

2. How is the EU represented today?
3. What are the most important EU institutions?
4. What are the Union's spheres of activities?

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА *can, could*

1. 	Перекладіть речення українською мовою, звертаючи увагу на вживання модального дієслова <i>can</i>.
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1. Our new bottling machine can fill 1000 bottles per hour.
2. It's a company rule-personnel can't smoke in the company canteen.
3. Can I help you?
4. Can I speak to Paul Griffiths, please? – I'm afraid, you can't. he is in a meeting at the moment.
5. If you don't deliver today, we can certainly deliver tomorrow.
6. We can certainly review the manning levels in this meeting.
7. Next year, after Peter Barnes finishes his training program, he can take over the control functions.
8. We have no idea what can happen to their next delivery.
9. Only employees can buy produce from the company shops.
10. She can't have finished the entire assignment yet.

2. 	Скажіть, що ви можете зробити зараз, але не могли зробити якийсь час тому.
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Model: - *Can you meet him today? (last night) – Yes, I can. I **can** meet him today but I **couldn't** meet him last night.*

1. Can Jim skate? (last winter)
2. Can you come to place tonight? (yesterday morning) |
3. Can John repair a radio? (last year)
4. Can Father work in the garden this afternoon? (on Friday)
5. Can you pay for the radio set this week? (last week)
6. Can you go with me to the cinema? (in the morning)
7. Can Roger play the guitar? (a few years ago)
8. Can Mr Johnson help us today? (yesterday)
9. Can we discuss this problem now? (yesterday)

3.**Поставте питання, використовуючи слова у дужках.**

Model: — *Peter's hat is very old. (buy a new one) - Why can't he buy a new one?*

1. Rachel misses her grandmother very much. (visit)
2. Roger's hair is too long. (go to the barber's)
3. David has a high temperature. (take this medicine)
4. The children are bored. (tell a funny story)
5. It is very difficult for the boy to do the sums. (help)

4.**Запитайте хто може (повинен) зробити це.**

Model: — *I cannot help you with mathematics. Can John help me? Yes, he can. (No, he cannot.)*

1. The children cannot swim in the sea. It is cold.
2. I cannot walk with you to the station.
3. Charles cannot sing this song. He has a sore throat.
4. They cannot buy a TV set now. They are short of money.
5. I cannot go to the concert with you tonight.
6. I cannot translate this text without a dictionary.
7. My father cannot repair a television set. He has a sore finger.
8. You must not be present at the trial. It will be held with closed door.
9. You must not keep silent about this matter.
10. You must not learn the poem by heart. It is too difficult for you.

5.**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.

ТЕМА 31:

УКРАЇНА І МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 5

ПОЛІТИКА ЄВРОПЕЙСЬКОГО СОЮЗА



Прочитайте та перекладіть текст українською мовою.

MAIN POLICIES

As the changing name of the European Union (from European Economic Community to European Community to European Union) suggests, it has evolved over time from a primarily economic union to an increasingly political one. This trend is highlighted by the increasing number of policy areas that fall within EU competence: political power has tended to shift upwards from the member states to the EU.



Some member states have a domestic tradition of strong regional government. This has led to an increased focus on regional policy and the European regions. A Committee of the Regions was established as part of the Treaty of Maastricht.

EU policy areas cover a number of different forms of co-operation.

- Autonomous decision making: member states have granted the European Commission power to issue decisions in certain areas such as competition law, state aid control and liberalisation.
- Harmonisation: member state laws are harmonised through the EU legislative process, which involves the European Commission, European Parliament and Council of the European Union. As a result of this European Union law is increasingly present in the systems of the member states.
- Co-operation: member states, meeting as the Council of the European Union, agree to co-operate and co-ordinate their domestic policies.


The tension between EU and national (or sub-national) competence is an enduring one in the development of the European Union.

All prospective members must enact legislation in order to bring them into line with the common European Union legal framework, known as the *Acquis Communautaire*.


1.  	Дайте українські еквіваленти наступних слів та виразів.
---	--

Primarily economic union, domestic tradition of strong regional government, competition law, co-operate and co-ordinate their domestic policies, enact legislation.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА *may, might*


1. 	Перекладіть речення з англійської мови на українську, звертаючи увагу на вживання модального дієслова <i>may</i>.
--	--

1. The level of accuracy in measurement may differ very widely.
2. We are having a good year and sales may exceed our forecast by 15 percent.
3. May I interrupt the discussion to report the latest news?
4. This is a danger area. Employees may not enter this area without protective clothing.
5. Can I speak to Peter Franks, please? – Yes, I think he may be back from lunch now.
6. Next year we may launch a sales campaign in Japan.
7. May I make a comment at this point? – Yes, of course you may.
8. Jina may have been late last night.
9. It may rain tomorrow.
10. Someone's knocking. – That may be Sydney.
11. Pierre may have been Belgian.
12. Changes in the quantity of the money may or may not have an influence on prices.

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.
12. May I come and see you?

3. ↔		Вставте модальні дієслова <i>may (might)</i> або <i>can (could)</i>.
----------------	---	---

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.

ТЕМА 31:

УКРАЇНА І МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 6

ОБСЄ



Прочитайте та перекладіть текст українською мовою.

THE ORGANIZATION FOR SECURITY AND CO-OPERATION IN EUROPE

Created as an East-West forum during the Cold War era, the **Organization for Security and Co-operation in Europe** (OSCE) is today very much an operational international organization for securing stability, based on democratic practices and good governance. Most of its 3,500+ staff are engaged in field operations, with only around 10 per cent in its headquarters and other offices. Defined as a regional arrangement under the United Nations Charter, it is concerned with early warning, conflict prevention, crisis management and post-conflict rehabilitation. In its region, which covers most of the northern hemisphere, the OSCE currently has 55 participating states from Europe, the Caucasus, Central Asia and North America.

The high-level decision making bodies of the organization are the Summit and the Ministerial Council, with the weekly Permanent Council serving as the regular negotiating and decision-making body, under the leadership of the Chairman-in-Office, who holds the position for one year.

The OSCE's Secretariat (headquarters) is located in Vienna, Austria. The Organization also has offices in Copenhagen, Geneva, The Hague, Prague and Warsaw.



The OSCE employs close to 440 persons in its various Institutions. In the field, the Organization has about 750 international and 2,370 local staff.

1. ? Дайте відповіді на питання.

1. What is the OSCE?
2. What does the OSCE deal with?
3. What are the high-level decision making bodies?
4. Where is the headquarters located?



2. 		Дайте українські еквіваленти наступних слів та виразів.
--	---	--

Operational international organization, good governance, early warning, conflict prevention, crisis management, post-conflict rehabilitation, regular negotiating and decision-making body.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА *shall, should*

1. 	Перекладіть речення українською мовою, звертаючи увагу на модальне дієслово <i>should</i>.
--	---

1. Should we tell him the bad news now?
2. You should receive confirmation within the next few days.
3. Sales should peak around the middle of next year.
4. If you want my advice, you should find another supplier.
5. Should you require any further information, don't hesitate to contact me.
6. I think we have covered that point in great detail. Should I move on to the next item now?
7. The company shouldn't waste any more time on this project.
8. Can I speak to Frank Smith, please? – Yes, I think he should be back from lunch now.
9. The supplier should deliver the goods FOB.

2. 		Доповніть речення наступними дієсловами, використовуючи <i>should</i>. 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) та shouldn't (have)
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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 accident happened because Tom was driving on the wrong side of the road.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 1

ПОНЯТТЯ “ТЕРОРИЗМ”



Прочитайте та перекладіть текст українською мовою.



DEFINING TERRORISM

Terrorism refers to a strategy of using political violence, social threats or coordinated attacks closely related with unconventional warfare in manner of conduct and operation.

In a landmark roundtable of strategic thinkers from the Middle East, North America, Europe and Asia organised by Strategic Foresight Group in New Delhi in June 2004, it was proposed to make a distinction between **terrorism** and acts of terror. While terrorism refers to both motives and acts of terror by a group or an individual for a political or ideological reason, the act of terror is a crime under the jurisdiction of most countries in the world as well as various United Nations protocols. Acts of terror should be defined as those which are executed with an intention to cause bodily harm to non-combatants for the objective of influencing public policy.


There is no one definition, but rather multiple ones. When trying to define the term terrorism in black and white, it becomes nearly impossible. However, if we focus on the grey area between, we can place each act of terrorism on a continuum between two polar opposites-terrorism or non terrorism. In reality, a vast majority of acts are in between these two poles.

Although terrorists come from varying backgrounds, the majority of recruits to most terrorist organisations have shared some or all of a group of certain sociological and psychological features in common. Terrorists are almost overwhelmingly male and between their late teens and early thirties, although there are some exceptions and children are becoming increasingly used in suicide bombings.


1. 		Дайте українські еквіваленти наступних слів та виразів.
--	---	--

Political violence, unconventional warfare, strategic thinkers, acts of terror, cause bodily harm, multiple definitions, define the term in black and white, suicide bombings.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА *must, ought to*

1. 	Перекладіть англійською мовою, вживаючи модальне дієслово <i>must</i>.
--	---

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.
6. Ця книга дуже цінна. Ви не повинні її губити.
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.

2. 	Вставте модальні дієслова <i>can, may, must</i>.
--	---

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.

3.



Перекладіть англійською мовою, вживаючи модальне дієслово *must*.

1. Ти повинен робити уроки щодня. 2. Ви не повинні забувати про свої обов'язки. 3. Ви повинні бути обережними на вулиці. 4. Вона, напевно, вдома зараз. 5. Мої друзі, мабуть, у парку. 6. Ви, напевно, дуже голодні. 7. Напевно, дуже важко розв'язувати такі задачі. 8. Я повинен сьогодні побачити мого друга.

4.



Перепарфразуйте наступні речення, вживаючи модальні дієслова *should, ought*.

1. I think you must wait for them. 2. I advise you to buy this coat. 3. I think you mustn't go there alone. 4. It's a pity you didn't come to my place yesterday. 5. I think you must apologize to her. 6. I don't advise you to go there tonight. 7. It's a pity you broke it. 8. I think you had better read aloud. 9. I advise you to consult a doctor as soon as possible. 10. It's a pity they didn't think about it before.

5.



Перекладіть англійською мовою, вживаючи модальне дієслово *ought*.

1. Вам слід більше ходити в кіно. 2. Вам не треба було б працювати у тих людей. 3. Я думаю, нам треба вирушати. 4. Йому слід було почекати на вас. 5. Ми робили те, чого не треба було робити. 6. Він, мабуть, зможе щось зробити. 7. Ви, певно, щаслива дружина. 8. Вам слід було б зачекати їх. 9. Тобі не треба було замикаати дверей.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 2

ПЕРЕДУМОВИ ТЕРОРИЗМУ



Прочитайте та перекладіть тексти українською мовою.



SOCIOLOGICAL FACTORS

- **Poverty** Many terrorists come from relatively impoverished backgrounds. However, many other terrorists have come from wealthy and even upper-class backgrounds, leading many sociologists to speculate that the problem may not be poverty, but relative deprivation, in that these people may be searching for a cause to follow, or believe that they lack spiritual fulfillment.
- **Discontent with society** Militant groups frequently express the idea that society is "decadent" and contrary to their values, or the values of the wider group to which they belong. This may appeal to disaffected youths, who may experience feelings of isolation or have faced actual or perceived discrimination. Terrorist groups may appeal to popular discontent about affirmative action, feminism, immigration and political correctness, and the dissatisfaction which some young white men may feel personally about these issues.
- **Discontent with own community** The community to which the individual belongs may be a source of disaffection, since they may be viewed as too strict, and on the other hand too accepting of wider society.
- **Political situation** The individual may perceive that his or her group may be under threat, either from the government, a neighbouring country, or another group in the same country.
- **Exposure to criminal activity** Many Irish paramilitary groups are involved in petty crime, and Hasib Hussain, one of the London suicide bombers, had a history of theft and other misdemeanours before his conversion to radical Islam. Germaine Lindsay, another bomber, had been involved in drugs offences in his life before he joined the terror cell.
- **Upbringing** There are suggestions that many terrorists may have suffered from neglect or even child abuse during their early years.

PSYCHOLOGICAL FACTORS

- Many terrorists have been described as "loners" with few friends, dating back from childhood, and poor social skills.

- Other terrorists show signs of anti-social personality disorder or even psychopathic personality disorder.
- However, many terrorists are outwardly normal - "I never thought that a person such as him would ever do such a thing". Someone's decision to join a terrorist group may be because of stress, peer pressure, a crisis in their lives, a religious conversion, their own upbringing, or the situation in the country. However, their apparent normality may also be due to psychopathy or denial of the significance of their actions and beliefs.
- There are suggestions that autism or an autism-related disorder may play a part in the pathology, because individuals involved in movements often demonstrate some symptoms of autism, such as monomania, a lack of empathy and inability to relate to others.

1. 		Дайте українські еквіваленти наступних слів та виразів.
--	---	--

Impoverished background, relative deprivation, spiritual fulfillment, discontent, militant group, disaffected youths, actual or perceived discrimination, source of disaffection, petty crime, misdemeanour, child abuse, psychopathic personality disorder, peer pressure, religious conversion.

ГРАМАТИЧНІ ВПРАВИ

МОДАЛЬНІ ДІЄСЛОВА *have to, be to*

1. Дайте відповіді на питання за зразком.

Примітка: Необхідність виконання дії в минулому і майбутньому передається сполученням *have to* у відповідному часі.

Model: — *Why didn't you stay there? (to go home) – I had to go home.*

1. Why didn't John post the letter to Ann? (to find her new address)
2. Why didn't Kate go skiing with us? (to cook dinner)
3. Why didn't David stay longer? (to go to the office)
4. Why didn't Harry come to see us? (to write a report)
5. Why didn't Mary go to the concert with us? (to look after her sick child)
6. Why didn't you join us at Helen's? (to walk the dog)
7. Why didn't the boy play football? (to work in the garden)

8. Why didn't Jack help you with mathematics? (to help Mother about the house)
9. Why didn't David ride the bicycle? (to repair it)
10. Why didn't you go to the skating-rink with us? (to bring my little sister from the nursery school)

2.



Перекладіть українською мовою.

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?

3.



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. He is to come here at 11 o'clock.
6. The train was to leave at five-fifteen.
7. I was to wait for her at the railway station.
8. We were to go to the cinema that afternoon.
9. They were to start on Monday.
10. He was to telephone the moment she was out of danger.
11. Roses are to be planted round the pond.
12. There was to be a discussion later on.

4.



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.

5.



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 брати 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. 13. Мені довелося вивчити цей вірш до середи. 14. Мені доведеться вивчити цей вірш до середи. 15. Йому доводиться вчити цей вірш сьогодні.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 3

ВИДИ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

FORMS OF TERRORISM

Religious terrorism. It has often been argued that the oldest form of terrorism is religious terrorism. Religious terrorism is a form of religious violence. As with other forms of terrorism, there is no real consensus as to its definition. Groups are frequently classified as practitioners of religious terrorism for any one of the following reasons:

- The group itself is defined by religion rather than by other factors (such as ideology or ethnicity).
- Religion plays some part in defining or determining the objectives or methods of the group.
- The ultimate objective of the group is religiously defined.

Nationalist terrorism is a form of terrorism through which participants attempt to form an independent state against what they consider an occupying, imperial, or otherwise illegitimate state. "Nationalist terrorism" has also been used to describe groups attempting to create a state which upholds the rights of a group (national, ethnic, religious or other) that they consider oppressed or denied of basic rights granted to others in the state.

State terrorism, depending on its precise context, may include acts of violence or repression perpetrated by a national government or proxy states. State terrorism may be directed toward the population of the state in question or towards the population of other states. Although attacks on non-combatant civilians may occur during a time of war, they are usually considered terrorism, especially if these are not attacks on the enemy's war fighting capacity. The terrorism may be carried out by the state's own forces, such as an army, police, state supported militias, or other organisations, where it is more usually called *state-sponsored terrorism*.

Narcoterrorism is understood to mean the attempts of narcotics traffickers to influence the policies of a government or a society through violence and

intimidation, and to hinder the enforcement of the law and the administration of justice by the systematic threat or use of such violence.

The term **eco-terrorism** is a neologism which has been used to describe threats and acts of violence (both against people and against property), sabotage, vandalism, property damage and intimidation committed in the name of environmentalism.

Ethnic violence (also known as **ethnic terrorism** or **ethnically-motivated terrorism**) refers to violence that is dominantly motivated by causes and issues related to ethnicity. Ethnic violence is related to political violence, and often the terms are interchangeable in a local context where reference to ethnicity is considered minimal or improper.



"Racist terrorism" is a form of ethnic violence which is typically dominated by overt forms of racism and xenophobic reactionism. This form typically involves attacks on minorities, and hold an association with right-wing extremism.

Political terrorism is a form of terrorism (a tactic of violence that targets civilians) used to influence socio-political events so that gains occur that might not have otherwise happened by peaceful means or by conventional warfare. Criminal terrorists — those who use blackmail, intimidation, and the promotion of fear — are differentiated from political terrorists because the former seek to enrich themselves, whereas for the latter, it is a *sine qua non* that terrorist action is motivated and justified by the furtherance of an objective cause.

1. 		Дайте українські еквіваленти наступних слів та виразів.
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Practitioners of religious terrorism, illegitimate state, proxy state, narcotics traffickers, intimidation, hinder the enforcement of the law, in the name of environmentalism, overt forms, xenophobic reactionism.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНЕ ДІЄСЛОВО **need**

1. 		Перефразуйте речення, вживаючи модальне дієслово need.
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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.

2.



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 до бібліотеки: я дам їй книжку. 14. Ви могли й не брати парасольку: я впевнений, що дощу не буде.

3.



Перефразуйте речення, вживаючи модальне дієслово need.

Model: You learned the text by heart but it was unnecessary. – You needn't have learned the text by heart.

1. The woman sent for the doctor but it was unnecessary. 2. He went to the post office but it was unnecessary. 3. She bought the tickets beforehand though it was unnecessary. 4. The secretary copied the text though it was unnecessary. 5. I bought a stamp but it was unnecessary.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 4

МІЖНАРОДНИЙ ТЕРОРИЗМ



Прочитайте та перекладіть текст українською мовою.

INTERNATIONAL TERRORISM

"International terrorism" is defined as activities that:

- I. involve violent acts or acts dangerous to human life that are a violation of the criminal laws of any State, or that would be a criminal violation if committed within the jurisdiction of any State;
- II. appear to be intended:
 1. to intimidate or coerce a civilian population;
 2. to influence the policy of a government by intimidation or coercion; or
 3. to affect the conduct of a government by assassination or kidnapping; and
- III. transcend national boundaries in terms of the means by which they are accomplished, the persons they appear intended to coerce or intimidate, or the locale in which their perpetrators operate or seek asylum.

Developments of the recent years have shown us vulnerability of the modern world in front of the terrorist threat posed by radical extremist organizations and groups. Globalization trends are sharpening the threat of terrorism. This threat is particularly grave to open societies and technologically advanced economies.

The threat of terrorist acts against nuclear and other sensitive installations of industrial infrastructure represents a special danger to our nation. Since Ukraine has an extensive network of such installations, the consequences of terrorist acts against them may be disastrous not only for Ukrainians but also for many other European nations. According to the international agreements, Ukraine cooperates in the area of combating terrorism with other nations and the specialized international organizations countering international terrorism and organized crime.

A national system for countering terrorism has been set up in Ukraine according to the legislation in force. The Security Service of Ukraine including the Antiterrorist Centre is the main agency responsible for implementing the national policy in the area of countering terrorism. The Armed Forces may be involved into antiterrorist activities. They ensure air cover for atomic power plants and other important national installations, support special units of the Security Service in

their deployment to areas of missions and fulfill other tasks identified by the national laws. Ukrainian military units may be involved in various forms of international antiterrorist operations abroad based on the existing agreements.

1. ? Дайте відповіді на питання.

1. What is the definition of “international terrorism”?
2. What represents a special danger to Ukraine?
3. What organization is responsible for implementing national policy in the sphere of countering terrorism?
4. What are the tasks of the Armed Forces?

2. 		Дайте українські еквіваленти наступних слів та виразів.
--	---	--

Transcend national boundaries, assassination, sharpen the threat of terrorism, area of combating terrorism, implementing the national policy, deployment.

ГРАМАТИЧНІ ВПРАВИ РІЗНІ ВИПАДКИ ВЖИВАННЯ МОДАЛЬНИХ ДІЄСЛІВ З ЧАСТКОЮ **not**

1. 	Скажіть, що ви можете зробити зараз, але не могли зробити якийсь час тому.
--	---

Model: - *Can you meet him today? (last night) – Yes, I can. I **can** meet him today but I **couldn't** meet him last night.*

1. Can Jim skate? (last winter)
2. Can you come to place tonight? (yesterday morning) |
3. Can John repair a radio? (last year)
4. Can Father work in the garden this afternoon? (on Friday)
5. Can you pay for the radio set this week? (last week)
6. Can you go with me to the cinema? (in the morning)
7. Can Roger play the guitar? (a few years ago)
8. Can Mr Johnson help us today? (yesterday)
9. Can we discuss this problem now? (yesterday)

2.**Поставте питання, використовуючи слова у дужках.**

Model: — *You must go home now. (stay) - Can't I stay a bit longer?*

1. You must go to bed, John, (watch TV)
2. You must type the letters immediately, Mary. (after lunch)
3. You must change your clothes before dinner. (wear this dress)
4. You must prepare roasted meat for the picnic. (take some sandwiches)
5. You must buy some tomatoes at the greengrocer's. (bananas, too)

3.**Перетворіть речення на заперечні.**

1. Her father has to wear spectacles. 2. You must air the room twice. 3. You could send me a telegram but you didn't do it. 4. The tourists will be able to reach the village before dark. 5. Must she go to the station herself? 6. I should have come here the day before yesterday. 7. I was to have prepared the room for them. 8. She doesn't have to put off the excursion. 9. He must be lying in the sun now. 10. I'll have to go there at once. 11. They might have done this job better. 12. You may find him at home only in the evening. 13. Our football players could win the match but they lost it. 14. Which of your friends can play tennis?

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 5

КІБЕРТЕРОРИЗМ



Прочитайте та перекладіть тексти українською мовою.

СYBER-TERRORISM

Cyber-terrorism is the use of computers and information technology, particularly the Internet, to cause harm or severe disruption with the aim of advancing the attacker's own political or religious goals.

As the Internet becomes more pervasive in all areas of human endeavor, individuals or groups can use the anonymity afforded by cyberspace to threaten citizens, specific groups (i.e. members of an ethnic group or belief), communities and entire countries.

As the Internet continues to expand, and computer systems continue to be assigned more responsibility while becoming more and more complex and interdependent, sabotage or terrorism via cyberspace may become a more serious threat.

There is also a train of thought that says cyberterrorism does not exist and is really a matter of hacking or information warfare. Some disagree with labeling it terrorism proper because of the unlikelihood of the creation of fear of significant physical harm or death in a population using electronic means.

1.



Дайте українські еквіваленти наступних слів та виразів.

Severe disruption, pervasive, areas of human endeavor, anonymity, sabotage or terrorism via cyberspace, train of thought, matter of hacking, information warfare, significant physical harm.

ГРАМАТИЧНІ ВПРАВИ ПРИЙМЕННИКИ В АНГЛІЙСЬКІЙ МОВІ

1.



Вставте прийменник on, in або into.

1. There are many people ... in the park.
2. There is a girl standing ... the bridge. Why is she crying? – She has dropped her doll ... the water.
3. There is no tea ... my cup.
4. Pour some tea ... my cup.
5. Put these flowers ... the windowsill.
6. I saw many people ... the platform waiting for a train.
7. We went ... the garden and sat down ... a bench.
8. The teacher hung a picture ... the blackboard.
9. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise books. There were some books and pens ... the teacher's table.

2.



Вставте прийменник in або to.

1. In winter I usually go ... bed at ten o'clock because I learn ... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late.
2. Do you like to read ... bed?
3. We did not want to stay ... town on such a hot day, so we went ... the country.
4. It is very late. Go ... bed at once.
5. Where is your little sister? – She is ... bed. Mother always puts her ... bed at eight o'clock.
6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning; when I am still ... bed.

3.



Вставте прийменник to або of.

1. The young scientist was trying to prove ... the professor the necessity ... the experiment.

2. London is the capital ... Great Britain.
3. The embankments ... the Neva are faced with granite.
4. It is clear ... me that you don't know your lesson.
5. He was devoted ... his friend.
6. I explained ... the teacher that by the end ... the lesson I had not finished the translation ... the text and that's why I had not handed it ... him. The surprise ... the teacher was great. My explanation seemed strange the teacher.
7. Her bought a book ... English poems and gave it ... his sister.
8. I wrote ... him asking to send me a box ... chocolates.
9. The roof ... the house is very old.
10. There is a monument ... Pushkin in the Square ... Arts.
11. One wheel ... my car must be changed.
12. He was standing outside the door... his house explaining ... the mechanic what was wrong with his car.

4.



Вставте прийменники, де потрібно.

1. We tried to speak ... him, but he didn't want to listen ... us. He didn't even look ... us and didn't answer ... our questions.
2. Your brother complains ... you. He says you always laugh ... him, never speak ... him and never answer ... his questions.
3. When I entered ... the room, everybody looked ... me with surprise: they had not waited ... me.
4. At the end ... the street she turned ... the corner, walked ... the bus stop and began waiting ... the bus.
5. My mother is afraid ... rats.
6. "What do you complain ...?" asked the doctor.
7. Don't enter ... the room.
8. Wait ... me. I'll be back ... a few minutes.
9. Yesterday the teacher spoke ... us about the architecture ... St. Petersburg.
10. Turn ... the corner ... the house and look ... the flowers grown ... my mother: aren't they beautiful?

5.



Перекладіть англійською мовою.

1. Пройдіть цим коридором, поверніть за рiг у кiнцi коридору i увiйдiть у першу кiмнату.
2. Через п'ять хвилин усi сидiли за столом i слухали бабусю.
3. Вiн дивися на човни, що пливуть по рiчцi.

4. Минулого року ми подорожували по Європі.
5. Він перейшов дорогу і увійшов у кафе.
6. Вони плавали по південних морях.
7. Іди цією стежкою через поле і через ліс, і через дві-три години ти підійдеш до річки.
8. Я не чув цю пісню з минулої зими.
9. Зараз уже вечір, а ти з третьої години нічого не зробив.
10. Через два або три роки все зміниться.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 6

БОРОТЬБА З ТЕРОРИЗМОМ



Прочитайте та перекладіть тексти українською мовою.

COUNTER-TERRORISM

Counter-terrorism refers to the practices, tactics, and strategies that governments, militaries, and other groups adopt in order to fight terrorism. Counter-terrorism is not specific to any one field or organization; rather, it involves entities from all levels of society. For instance, businesses have security plans and sometimes share commercial data with the government. Local police, firefighters, and emergency medical personnel (often called "first responders") have plans for dealing with terrorist attack. Armies conduct combat operations against terrorists, often using special forces. Building a counter-terrorism plan involves all segments of a society or many government agencies.

Counter-terrorism tactical units



Today, many countries have special units, designated to handle terrorist threats. Besides various security agencies, there are elite tactical units whose role is to directly engage terrorists and prevent terrorist attacks. Such units perform both in preventive actions, hostage rescue and responding to on-going attacks.

These units are specially trained and equipped with emphasis on stealth and performing the mission with minimal casualties. The units include take-over force, snipers, EOD experts, dog operators and intelligence officers.

Thus, the majority of counter-terrorism operations at the tactical level, are conducted by state, federal and national law enforcement agencies or intelligence agencies for countries whose military are legally permitted to conduct police operations, this is a non-issue, and such counter-terrorism operations are conducted by their military.

The majority of counter-terrorism operations actually take place at the intelligence level, through the use of covert surveillance, signal intelligence (SIGINT), satellite intelligence (SATINT), and electronic intelligence (ELINT).

The majority of terrorist cells are exposed during their surveillance attempts as it is the only time they are visible. By the time they carry out the actual operation, it is usually too late.

1. 		Дайте українські еквіваленти наступних слів та виразів.
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Emergency medical personnel, handle terrorist threats, elite tactical units, preventive actions, hostage rescue, stealth, minimal casualties, take-over force, covert surveillance.

ГРАМАТИЧНІ ВПРАВИ СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ



1. 	Перекладіть речення англійською мовою.
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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 німецької мови – найенергійніша людина.
4. ми знаємо, твій сусід знизу – дуже нудна людина.
5. Я вважаю, твій дідусь – найщедріша людина, яку я коли-небудь зустрічав.
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. Яка найсмійніша телевізійна програма?
9. Це були найщасливіші дні в її житті.
10. Це дуже легка задача. Дайте мені більш важку.


2. 	Перекладіть речення українською мовою.
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1. The new cinema in our district is much bigger than the old one.
2. He is one of the most dangerous criminals in the world.
3. Nevsky Prospect is much more beautiful than our street.
4. Our house isn't as big as yours.
5. That's the funniest story I've ever heard.
6. The tram system isn't as reliable as it used to be.
7. What is your height? You are taller than me.



8. She felt as strong as her brother.
9. He was one of the most experienced workers at the factory.
10. Better late than never. But better never late.

3. ▶▶			Розкрийте дужки, вживаючи потрібну форму прикметника.
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1. Her eyes are (grey) than mine.
2. He was the (fat) man in the village.
3. As he went on, the box became (heavy) and (heavy).
4. It is autumn. Every day the air becomes (cold), the leaves (yellow).
5. This is the (beautiful) view I have ever seen in my life.
6. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.
7. Oil is (light) than water.
8. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box.
9. He clearly didn't like the explanation, and as he listened to it, he became (angry) and (angry).
10. Please be (careful) next time and don't spill the milk again.

4. 	Перекладіть речення англійською мовою.		
--	---	--	--

1. Це найцінніша картина в Російському музеї.
2. Мій комп'ютер не такий новий, як комп'ютер мого друга.
3. Наші іспити набагато важчі, ніж ваші.
4. Будинок Московського університету найвищий у столиці.
5. Наше місто не таке велике, як Київ, але воно таке ж гарне.
6. Граматика англійської мови важка, але англійська вимова важча.
7. Моя кімната не така велика, як кімната моєї подруги, але вона світліша і тепліша.
8. Крим – одне з найкращих місць для відпочинку.
9. Сьогодні він почуває себе набагато краще.

5. ▶▶			Розкрийте дужки, вживаючи потрібну форму прикметника.
-----------------	---	---	--

1. We should eat (healthy) food.

2. Today the streets aren't as (clean) as they used to be.
3. It's (bad) mistake he has ever made.
4. Asia is (large) than Australia.
5. This garden is the (beautiful) in our town.
6. This book is (interesting) of all I have read this year.
7. There is a (great) number of cars and buses in the streets of Kyiv than in any other city of Ukraine.
8. St. Petersburg is one of the (beautiful) cities in the world.

ТЕМА 33:

НАТО

Заняття 1

ІСТОРІЯ ВИНИКНЕННЯ НАТО



Прочитайте та перекладіть текст українською мовою.

НАТО



Map of NATO countries

The **North Atlantic Treaty Organisation (NATO)**, also called the **North Atlantic Alliance**, the **Atlantic Alliance** or the **Western Alliance**, is an international organisation for collective security established in 1949, in support of the North Atlantic Treaty signed in Washington, DC, on 4 April 1949. Its headquarters are located in Brussels, Belgium. Its other official name is the French equivalent, *l'Organisation du Traité de l'Atlantique Nord (OTAN)* (English and French being the two official languages of the organisation).

HISTORY

The Treaty of Brussels, signed on 17 March 1948 by Belgium, the Netherlands, Luxembourg, France, and the United Kingdom, is considered the precursor to the NATO agreement. This treaty established a military alliance, later to become the Western European Union. However, American participation was thought necessary in order to counter the military power of the Soviet Union, and therefore talks for a new military alliance began almost immediately.

These talks resulted in the North Atlantic Treaty, which was signed in Washington, DC on 4 April 1949. It included the five Treaty of Brussels states, United States, Canada, Portugal, Italy, Norway, Denmark and Iceland. Three years later, on 18 February 1952, Greece and Turkey also joined.

1. ? Дайте відповіді на питання.


1. What is NATO?

2. What are the other names of the organization?
3. Where are its headquarters?
4. What are the official languages of the organization?
5. What is the precursor to the NATO agreement?

ГРАМАТИЧНІ ВПРАВИ СТУПЕНІ ПОРІВНЯННІ ПРИСЛІВНИКІВ


1. 		Виберіть необхідний ступень прислівника у дужках.
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1. The sense of this serious peril – a peril which every day and every hour might bring _____ and _____ to us – was the one influence that guided me in fixing the place of our retreat (near; near).
2. His relations ... had always treated Mrs. Clements with great kindness; and she thought it impossible to do _____ than go there and take the advice of her husband's friends (good).
3. She was the one who was being hurt _____ (deeply).
4. He contrived to get a glimpse of Montanelli once or _____ in every week, if only for a few minutes (often).
5. ... and moving his short legs _____, ... he crossed the yard (fast).
6. Telegrams from the _____ distant points reported that a dim vast mass had been glimpsed there through the fog at such an hour and was “undoubtedly the elephant” (absurdly).
7. Then he dismissed the thought as unworthy and impossible, and yielded himself _____ to the music (freely).
8. He followed her mental process _____ now, and her soul was no _____ the sealed wonder it had been (clearly; long).
9. In reality, he never rested and a weaker body or a _____ firmly poised brain would have been prostrated in a general breakdown (little).
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).

2. 	Дайте відповіді на питання, звертаючи увагу на порівняльний ступень 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 he speak English as well as his father?
6. Does Jack do his grammar exercises as carelessly as he did last year?

3. 	Використайте вищий і найвищий ступені порівняння прислівників.
--	---

1. Then the bus... began to run, __ still, 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)

ТЕМА 33:

НАТО

Заняття 2

ЦІЛІ ТА ЗАВДАННЯ ОРГАНІЗАЦІЇ



Прочитайте та перекладіть текст українською мовою.

THE PURPOSE AND TASKS OF THE ALLIANCE

NATO's essential and enduring purpose, set out in the Washington Treaty, is to safeguard the freedom and security of all its members by political and military means. Based on common values of democracy, human rights and the rule of law, the Alliance has striven since its inception to secure a just and lasting peaceful order in Europe. It will continue to do so. The achievement of this aim can be put at risk by crisis and conflict affecting the security of the Euro-Atlantic area. The Alliance therefore not only ensures the defense of its members but contributes to peace and stability in this region.

The Alliance 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 interests.

The fundamental guiding principle by which the Alliance works is that of common commitment and mutual co-operation among sovereign states in support of the indivisibility of security for all of its members. Solidarity and cohesion within the Alliance, through daily cooperation in both the political and military spheres, ensure that no single Ally 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 defense, the Alliance enables them through collective effort to realize their essential national security objectives.

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. The Alliance does not seek these benefits for its members alone, but is committed to the creation of conditions conducive to increased partnership, cooperation, and dialogue with others who share its broad political objectives.

To achieve its essential purpose 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 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 co-ordination of their efforts in fields of common concern.

Deterrence and Defense: To deter and defend against any threat of aggression against any NATO member.

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, 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.

In fulfilling its purpose and fundamental security tasks, the Alliance will continue to respect the legitimate security interests of others, and seek the peaceful resolution of disputes. The Alliance will promote peaceful and friendly international relations and support democratic institutions. The Alliance does not consider itself to be any country's adversary.

1. ↔		Дайте українські еквіваленти наступних слів та виразів.
---------	---	--

Essential and enduring purpose, just and lasting peaceful order, common commitment, cohesion, conducive, indispensable foundation, increasing transparency, mutual confidence, joint action, legitimate security interests, resolution of disputes, country's adversary.



ГРАМАТИЧНІ ВПРАВИ КІЛЬКІСНІ ЗАЙМЕННИКИ

1. 	Перекладіть англійською мовою такі пари слів.
--	--

Мало будинків, мало чаю, мало чашок, мало яблук, мало вікон, мало паперу, мало кави, мало статей, мало радості, мало супу, мало дерев, мало трави, мало дітей, мало іграшок, мало світла, мало парт, мало супу, мало трави, мало світла, мало друзів, мало палаців.

2.  	Вставте much, many, little або few.
---	--

1. Robert wrote so _____ letters that he's never going to write a letter again.
2. She ate so _____ ice cream that she's going to have a sore throat.
3. There is _____ mayonnaise in Vera's kitchen. She has to go to the supermarket and buy some.
4. There are _____ cookies in the box. I should have bought them last Monday.
5. Does your sister read _____? – Yes, she does. And your brother? – Oh, he doesn't. He has so _____ books, but he reads very _____.
6. Have you _____ work to do today? – No, not very _____.
7. Walk quicker, please. We have very _____ time.
8. I am sorry to say, I have read very _____ books by Walter Scott.
9. I know very _____ about this writer. It is the first book I'm reading.

3.  	Вставте a little, a few.
---	---------------------------------

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

1. Put 3 cups of flour into a mixing bowl.
2. Add ... sugar.
3. Slice ... apples.
4. Cut up ... oranges.
5. Pour in ... honey.
6. Add ... baking soda.
7. Chop up ... nuts.
8. Add ... salt.
9. Mix in ... raisins.

10. Bake for 45 minutes.
Enjoy, dear!

4. 		Вставьте little, a little, few або a few.
--	---	--

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 can't 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 didn't 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 _____ few people in it.

5. 		Вставьте much, many, little, few, a little або a few.
--	---	--

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 can't understand.
7. She gave him _____ water to wash his hands and face.
8. I'd like to say _____ words about my journey.
9. After the play everybody felt _____ tired.
10. Let's stay here _____ longer: it is such a nice place.

ТЕМА 33:

НАТО

Заняття 3

ПОЛІТИЧНА СТРУКТУРА НАТО



Прочитайте та перекладіть текст українською мовою.

POLITICAL STRUCTURE


Like any alliance, NATO is ultimately governed by its 26 member states. However, the North Atlantic Treaty, and other agreements, outline how decisions are to be made within NATO. Each of the 26 members sends a delegation or mission to NATO's headquarters in Brussels, Belgium. The senior permanent member of each delegation is known as the Permanent Representative and is generally a senior civil servant or an experienced ambassador (and holding that diplomatic rank).

Together the Permanent Members form the North Atlantic Council (NAC), a body which meets together at least once a week and has effective political authority and powers of decision in NATO. From time to time the Council also meets at higher levels involving Foreign Ministers, Defence Ministers or Heads of Government and it is at these meetings that major decisions regarding NATO's policies are generally taken. However, it is worth noting that the Council has the same authority and powers of decision-making, and its decisions have the same status and validity, at whatever level it meets.

The meetings of the North Atlantic Council are chaired by the Secretary General of NATO and, when decisions have to be made, action is agreed upon on the basis of unanimity and common accord. There is no voting or decision by majority. Each nation represented at the Council table or on any of its subordinate committees retains complete sovereignty and responsibility for its own decisions.

1. ? Дайте відповіді на питання.

1. Who can be the Permanent Representative?
2. Who forms the North Atlantic Council?
3. What is the function of the Council?
4. Who runs the meetings of the Council?

2. ↔		Дайте українські еквіваленти наступних слів та виразів.
----------------	---	--


Senior civil servant, experienced ambassador, effective political authority, powers of decision-making, validity, meetings are chaired, unanimity, common accord.

ГРАМАТИЧНІ ВПРАВИ

ЗАЙМЕННИКИ: ОСОБОВІ, ПРИСВІЙНІ, НЕОЗНАЧЕНІ, ЗАПЕРЕЧНІ

1. ↔		Вставте необхідну форму присвійного займенника.
----------------	---	--

1. Put away _____ heartache, as I will put away _____ ... (your, yours; my, mine).
2. "Go with Lucy," said Mrs. Bretton. "I would rather keep _____ seat." Willingly would I have kept _____ also, but Graham's desire must take precedence of my own; I accompanied him (my, mine; my, mine).
3. His best young love was _____ (my, mine).
4. His own hand shook as he accepted a rose or two from _____ and thanked her (her, hers).
5. Lords and ladies, earls and countesses are _____ enemies, and we are _____ (our, ours; their, theirs).
6. The estate which _____ father left is no doubt _____ (your, yours; your, yours).

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

1. Does _____ mind if I smoke?
2. Would you like _____ to eat?
3. Do you live _____ near 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 know _____ we 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 like _____ more 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?
With this special tourist bus ticket you can go _____ you like on _____ bus you like.

3.



Вставте *somebody, nothing, anywhere, anybody*.

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 _____.

4.



Вставте особові займенники у необхідному відмінку.

1. On my way home I met Peter and told _____ about the trip.
2. I need this book badly. I can't prepare my report without _____.
3. I don't know the way to the railway station. Couldn't you show it to _____ ?
4. We are going to spend the summer in the country. Will you join _____ ?
5. Wait for us at the bus stop. _____ will be back in no time.
6. If you give me your address, _____ will write to _____.
7. I know this woman. _____ works at the office with my mother.

8. If I see Helen, I'll ask _____ to ring _____ up tomorrow.
9. I like this radio set very much. Where did you buy _____?
10. You are to be here at 7. We'll be waiting for _____.

ТЕМА 33:

НАТО

Заняття 4

ВІЙСЬКОВА СТРУКТУРА НАТО



Прочитайте та перекладіть текст українською мовою.

MILITARY STRUCTURE




NATO E-3A flying with American F-16s in NATO exercise

NATO's military operations are directed by two Strategic Commanders, both senior U.S. officers assisted by a staff drawn from across NATO. The Strategic Commanders are responsible to the Military Committee for the overall direction and conduct of all Alliance military matters within their areas of command.

Before 2003 the Strategic Commanders were the Supreme Allied Commander Europe (SACEUR) and the Supreme Allied Commander Atlantic (SACLANT) but the current arrangement is to separate command responsibility between Allied Command Transformation (ACT), responsible for transformation and training of NATO forces, and Allied Command Operations, responsible for NATO operations world wide.

The commander of Allied Command Operations retained the title "Supreme Allied Commander Europe (SACEUR)", and is based in the Supreme Headquarters Allied Powers Europe (SHAPE) located at Casteau, north of the Belgian city of Mons. This is about 80 km (50 miles) south of NATO's political headquarters in Brussels. Allied Command Transformation (ACT) is based in the former Allied Command Atlantic headquarters in Norfolk, Virginia, USA.

1. 		Дайте українські еквіваленти наступних слів та виразів.
--	---	--

Strategic Commanders, overall direction, areas of command, current arrangement, training of NATO forces, Supreme Allied Commander Europe.

ГРАМАТИЧНІ ВПРАВИ СПОЛУЧНИКИ В АНГЛІЙСЬКІЙ МОВІ

1. 	Перекладіть речення українською мовою, звертаючи увагу на сполучники.
--	--

1. It was a warm soft evening in spring, and there were many persons in the streets.
2. She did not answer him and he went to his room
3. Put a warm coat on or you will catch cold.
4. The man read a book and made notes from time to time.
5. I must go or I'll be late.
6. They waited some time for her, but she did not come down again.
7. The moon went down; the stars grew pale; the sun rose.
8. She opened the door and heard their voices speaking.
9. He walked around but said nothing.
10. He turned over the pages of a book and looked at the pictures.
11. The children ran about and shouted.
12. This is my bench and you have no right to take it away from me.
13. He felt as if he were merely coming back from a day excursion to Manchester.

2. 	Перекладіть речення англійською мовою.
--	---

1. Я радий, що працюю разом з ним.
2. Вона щаслива, що вчиться у цьому інституті.
3. Мені незручно, що я потурбував вас.
4. Мій молодший брат виконував домашні завдання, а батько й мати ще не повернулися з роботи.
5. Ми поверталися додому пізно, але дощу не було.
6. Я знаю англійську і французьку мови. У школі я вивчав також німецьку мову, але знаю її погано.
7. Телеграму послали пізно ввечері і він одержить її тільки вранці.

3.**Доповніть речення.**

1. They sent for Jim and ...
2. You should do the translation today or ...
3. She took a long time to write a composition but ...
4. He looked as if ...

4.**Перекладіть речення українською мовою.**

1. He was still nearly three-quarters of a mile from home, and the lane was becoming unpleasantly slippery, for the mist was passing into rain.
2. Be quick, or it may be too late.
3. ... real accuracy and purity she neither possessed, nor in any number of years would acquire.
4. The river was not high, so there was not more than a two or three mile current.
5. It seemed to him that he could contrive to secure from her full benefit of both his life insurance and his fire insurance.
6. But for a long time we didn't see any lights, nor did we see the shore, but rowed steadily in the dark riding with the waves.
7. The stranger had not gone far, so he made after him to ask the name.

5.**Перекладіть речення українською мовою, звертаючи увагу на сполучники підрядності.**

1. Butler appeared to her.
2. Since Miss Wilfer rejected me, I have never again urged my suit.
3. There I lived, till Miss Julia married the late Sir John Verinder.
4. Before I left my old friend, she gave me the address of a respectable old-fashioned inn in the city.
5. He was determined to keep up the connection (with his son), provided it did not involve his coming to Battershy.
6. He stopped as if he were petrified by the sight of Bella's husband.
7. As we drove along, my spirits revived again.
8. As soon as we were alone, my aunt reclined on the sofa, and then alluded, with some appearance of conclusion, to the subject of her will.
9. I'm not quite sure that his opinions and mine accord entirely.

ТЕМА 33:

НАТО

Заняття 5

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 fulfill 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 defense 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 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 defense-related work, defense reform and managing the consequences of defense reform, but touches on virtually every field of NATO activity, including defense policy and planning, civil-military relations, education and training, air defense, communications and information systems, crisis management, and civil emergency planning.

1. 		Дайте українські еквіваленти наступних слів та виразів.
--	---	--



Practical bilateral cooperation, priorities for cooperation, commitment, diminish threats to peace, set out specific undertakings, far-reaching political commitments, international disarmament, settle disputes peacefully, promote transparency, territorial integrity, defense policy, crisis management, civil emergency planning.

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ ГРАМАТИКИ ЗА СЕМЕСТР


1. 	Перекладіть речення на англійську мову.
--	--

1. Вони сказала, що повернеться через дві години.
2. Увесь той час мені було цікаво, що змусить її змінити своє рішення.

3. Я ніколи не думав, що це зробить мене щасливим.
4. Ти дійсно вважав, що вона приїде в наступному році?
5. Я очікував, що вона подзвоне пізніше.
6. Він думав, що цей фільм буде цікавішим.
7. Вона сказала, що розповість нам свою історію.
8. Ти пообіцяв, що перемога буде за вами!

2. 		Розкрийте дужки, використовуючи дієслова в Present Indefinite, Present Continuous, Present Perfect або Present Perfect Continuous.
--	---	---

1. "I'm very hungry and tired," replied Oliver. "I _____ a long way. _____ these seven days." (to walk, to walk)
2. My good man, Signore Bolla _____ head nurse in general to all of us. She _____ after sick people ever since she was in short frocks, and _____ it better than any sister of mercy I _____. I needn't leave any directions if she _____ (to be, to look, to do, to know, to come).
3. As Arthur mounted the stone steps leading to the street, a girl in cotton dress and straw hat ran up to him with outstretched hands. "Arthur! Oh, I am so glad!.. I _____ here for half an hour... Arthur, why _____ you _____ at me like that? Something _____. Arthur, what _____ to you? Stop!" (to wait, to look, to happen, to come)
4. This is Mrs. Honor Aliston, a distant relation of Miss Wardour's, who _____ a most delightful home with that young lady ever since the death of Grandmamma Wardour, for Constance Wardour _____ an orphan since her childhood (to find, to be).
5. I _____ Mr. Grandcourt has two places of his own (to hear).
6. I _____ happy. I _____ always _____ happy (to be, to be).

3. 	Перекладіть речення на англійську мову.
--	--

1. Нам не дозволяють виносити книжки з читального залу.
2. Коли я повернувся до дому, стадіон все ще будувався.
3. Про що ви розмовляєте з нею по телефону? Вас запрошують на вечірку?
4. Вона сказала, що квитки отримають через тиждень.
5. Я сподіваюсь, що його запросять на конференцію.
6. Про цей фільм багато розповідають.
7. Зустріч відбудеться у середу.
8. Учора його бачили в іншому місті.

ТЕМА 34:

ПОЛІТИКА ЯК СОЦІАЛЬНЕ ЯВИЩЕ

Заняття 1

ПОЛІТИКА ЯК ЗАГАЛЬНЕ ЯВИЩЕ. ЗНАЧЕННЯ ТЕРМІНУ „ПОЛІТИКА”



Прочитайте та перекладіть текст українською мовою.

DEFINING POLITICS

The word 'politics' is derived from polis (Greek), literally meaning city-state. (Ancient Greek society was divided into a collection of independent city-states, each of which possessed its own system of government). The modern form of this definition is therefore 'what concerns the state'. To study politics is in essence to study government, or more broadly, the exercise of authority.

Politics is what takes place within a polity, a system of social organizations centered upon the machinery of government.

Politics is therefore practiced in cabinet rooms, legislative chambers, government departments and the like and it is engaged in by a limited and specific group of people. Businesses, schools and other educational institutions, community groups, families and so on are in this sense 'nonpolitical' because they are not engaged in 'running the country'.

The definition can be narrowed still further: This is evident in the tendency to treat politics as equivalent of party politics. In other words, the realm of 'the political' is restricted to those state actors who are consciously motivated by organizations such as a political party.

The link between politics and the affairs of the state also helps to explain why negative images have so often been attached to politics. This is because in the popular mind, politics is closely associated with the activities of politicians. But brutally, the politicians are often seen as power-seeking hypocrites who conceal personal ambitions behind the rhetoric of public service and ideological conviction. This rejection of the personnel and machinery of conventional political life is clearly evident in the use of derogatory phrases such as 'office politics' and 'politicking'. But without some kind of mechanism for allocating authoritative values, society would simply disintegrate into a civil war of each against all. The task is therefore not to abolish politicians and to bring politics to an end, but rather to ensure that politics is conducted within a framework of checks and constraints that ensure that government power is not abused.



Thus, politics is the activity through which people make preserve and amend the general rules under which they live.

Politics is also an academic subject; it is clearly concerned with the study of this activity.

Politics is also linked to the phenomena of conflict and cooperation (the existence of rival opinions, different wants, competing needs and opposing interests guarantees disagreement about the rules under which people live). This is why the heart of politics is often portrayed as a process of conflict resolution, in which rival views or competing interests are reconciled with one another.




1. ? Дайте відповіді на питання.

1. What is the origin of the word 'politics' and what is its modern definition?
2. Where is politics practised?
3. Who are the main actors of politics?
4. What is considered to be 'political', 'nonpolitical' and why?
5. How does politics differ from party politics?
6. Why have negative images always been attached to politics?
7. What lies behind such derogatory phrases as 'office politics' and 'politicking'?
8. Why should politicians be abolished or politics brought to an end?
9. What is the main subject of academic study of politics?
10. Why is politics linked to the phenomena of conflict and co operation?
11. What is the heart of politics?

2. 		Доберіть поняття до визначення.
--	---	--


policy, politics, polity

- _____ is a politically organized nation, state or community.
_____ is a selected, planned line of conduct in the light of which
_____ individual decisions are made and coordination is achieved.
_____ is the art and science of the government of a state.
_____ is the form or constitution of a nation, state or community.
_____ is public affairs or public life as they relate to this.
_____ is an organized government.

3. 			Дайте українські еквіваленти словосполучень.
---	---	---	---

The exercise of authority; in cabinet rooms; legislative chambers; government departments and the like; images attached to politics; power-seeking hypocrites; rhetoric of public service and ideological conviction; allocating authoritative values; to abolish politicians; within a framework of checks and constraints; an academic subject; rival opinions or competing interests.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ ІНФІНІТИВУ

1. 	Вжуйте необхідну форму інфінітиву.
---	---

1. I'm not the man _____ a friend (to desert).
2. What caused him _____ by his countrymen? (to banish)
3. But my daughter happened _____ the tie of my cravat at that moment... (to improve)
4. He appeared _____ plenty of money, which was said _____ in the Californian goldfields (to have, to gain).
5. When I seemed _____ a long while, the Master of Salem House unscrewed his flute into the tree pieces, put them up as before, and took me away (to doze).
6. I was deeply sorry _____ on such a painful theme, but that was useless now (to touch).
7. This fellow seemed _____ a famous explorer or something of that sort (to be).
8. The house appeared _____ recently... (to repair).
9. Nobody seemed _____ his entry, but there he certainly was (to perceive).
10. Paula would be the first concentration camp _____ by American troops (to liberate).

2. 	Перекладіть речення українською, звертаючи увагу на інфінітив.
---	---

1. They stopped to nod to him or to shake his hand.
2. It was impossible not to invite the Butlers for both afternoon and evening.
3. The revolutionary task of literature today is to restore its great traditions.
4. ... our second housemaid's conduct began to look mysterious, to say the least of

- it.
5. It was lovely to be dancing with her.
 6. I have lost my respect, my good name, my standing – lost it, never to get it again.
 7. ... the next thing to be done is to move away from this house.
 8. Knight moved away impetuously as if to leave her.
 9. I was too deeply affected by his noble conduct to speak.
 - 10.... it's never too late to turn over a new leaf...
 - 11.He had been one of the first to become interested in the development of the street car system.
 - 12.The floor of the forest was soft to walk on...

3.



Вжуйте необхідну форму інфінітиву.

1. Willoughby was not the man _____ the lessons of his predecessor (to overlook).
2. A twelve year old girl Patience Barlow, was the first _____ his attention or _____ by him (to attract, to attract).
3. One might guess Mr. George _____ a trooper once upon a time (to be).
4. I suppose Mr. Jelleby had been more talkative and lively once; but he seemed _____ long before I knew him (to exhaust).
5. Dave seemed _____ Stephanie, waiting for her to make the first move (to watch).
6. For the last few days she seemed _____ to nobody but strange men (to talk).
7. ... there was not a dry spot _____ anywhere around (to sleep on).
8. There is no time _____ (to lose).
9. And, in a very little while, the Murdstone and Grinby life became so strange to me that I hardly believed in it, while my present life grew so familiar, that I seemed _____ it a long time (to lead).
10. Butler was the first _____ (to leave).
11. At a quarter to six when... Alice had ordered the tea-things _____ Clare rushed in (to take away).
12. That Jolyon seems _____ in 1710, son of Jolyon and Mary (to be born).

4.



Перекладіть речення українською, звертаючи увагу на інфінітив.

1. Presently the boy began to steal furtive glances at the girl.
2. At last I rose to go to bed, much to the relief of the sleepy waiter.

3. And I begged and prayed my aunt to befriend and protect me, for my father's sake.
4. To begin with, he did not like the way his editor... had spoken to him that morning.
5. To conceal my emotion, I buried my face in my hands.
6. To know all is to forgive all.
7. Other people, men particularly, found it difficult to face Coperwood's glazed stare.
8. It seemed glorious sport to be feasting in that wild free way in the virgin forest of an unexplored and uninhabited island...
9. I was too terrified to raise my head.
10. Bathsheba paused as if about to refuse a reply.
11. The conversation was carried on now in tones so low as to be scarcely audible to the interlocutors.
12. He dropped back, so as to let me get on a level with him.
13. He was too rheumatic to be shaken hands with.

5.



Вставте to перед інфінітивом, де необхідно.

1. I would rather not ____ see you again until our hopes are realized.
2. You ought ____ know, and you shall ____ know, why I am interested in discovering what Mr. Candy wanted ____ say to me.
3. Why not ____ wait a day or two longer, and give Miss Rachel another chance?
4. He gave a quick grin that made his lean twisted face ____ look more lean and twisted than ever.
5. Ever since I came into this silly house I have been made ____ look like a fool.
6. He did nothing from morning till night but ____ wander at random.
7. I made her ____ sob, shudder, almost faint; I'll see her ____ smile before I've done with her.
8. Presently they (the men in cloaks) began ____ come out, two and two; and under the rays of the lamp they were seen ____ bear between them a light-colored coffin of satin-wood, brightly polished, and without a nail.
9. Mary let the servants ____ go home.
10. I would not have him ____ see my heart.
11. Yu had better ____ determine ____ leave him here for the present.
12. The best plan ____ adopt will be ____ let the matters ____ take their course.

ТЕМА 34:

ПОЛІТИКА ЯК СОЦІАЛЬНЕ ЯВИЩЕ

Заняття 2

РІЗНІ ПОГЛЯДИ НА ПОЛІТИКУ



Прочитайте та перекладіть текст українською мовою.

DIFFERENT VIEWS OF POLITICS

Politics as the art of government. 'Politics is not a science...but an art'. Chancellor Bismarck is reputed to have told the German Reichstag. The art Bismarck had in mind was the art of government, the exercise of control within society through the making and enforcement of collective decisions. This is perhaps the classical definition of politics, developed from the original meaning of the term in Ancient Greece.



Politics as public affairs. The second and broader conception of politics moves it beyond the narrow realm of government to what is thought of as 'public life' or 'public affairs'. On the basis of 'public/private' division, politics is restricted to the activities of the state itself and the responsibilities which are properly exercised by public bodies (the apparatus of government, the courts, the police, the army, the society-security system and so forth).

Politics as compromise and consensus. The third conception of politics relates not so much to the arena within which politics is conducted as to the way in which decisions are made. Specifically, politics is seen as a particular means of resolving conflict that is by compromise, conciliation and negotiation, rather than through force and naked power. This is what is implied when politics is portrayed as 'the art of the possible'. Such a definition is inherent in the everyday use of the term. For instance, the description of a solution to a problem as a 'political' solution implies peaceful debate and arbitration, as opposed, to what is often called a 'military' solution.

Politics as power. The fourth definition of politics is both the broadest and the most radical. This view sees politics at work in all social activities and in every corner of human existence. At its broadest, politics concerns the production, distribution and use of resources in the course of social existence, but the essential ingredient is the existence of scarcity. The simple fact that, while human needs and desires are infinite, the resources available to satisfy them are always limited, politics can therefore be seen as a struggle over scarce resources, and power can be seen as the means through which this struggle is conducted.


1. ? Дайте відповіді на питання.

1. Through which means is the art of government exercised?
2. What do public bodies include?
3. What are the ways of resolving conflicts?
4. What is your interpretation of 'the art of the possible'?
5. Where do 'politics and power' work?
6. What is the essential ingredient of politics as power?

2. ▶▶			Дайте українські еквіваленти словосполучень.
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Through the making and enforcement of collective decisions; public affairs; beyond the narrow realm of government; the society — security system; consensus; a particular means of resolving conflict; naked power; 'the art of the possible'; peaceful debate and arbitration; in all social activities and in every corner of human existence.

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ ІНФІНІТИВУ**

1. 	Вставте to перед інфінітивом, де необхідно.
---	--

1. ... there was nothing ____ be done but ____ watch and wait.
2. She is so lovely, one cannot but ____ be loving towards her.
3. Why not ____ ride up to Covent Garden with me?
4. I have known him ____ come home for supper with a flood of tears.
5. But Elfride knew Mrs. Jethway ____ be her enemy, and ____ hate her.
6. He was too old ____ be a Liberal, had long ceased ____ believe in the political doctrines of his club, had ever been known ____ allude to them as "wretched stuff"...
7. ... I thought I would rather ____ die than ____ live in such an awful place.
8. You'd better ____ get some sleep.
9. Why not ____ speak to my lady?
10. I want ____ look at him and hear him ____ talk.
11. The key of the door below was now heard in the lock, and the door was heard ____ open and close.

12. I have always tell my fortune _____ be a wretched fatality of my life.
13. Miss Keeldar, feeling her _____ tremble in every limb, ceased _____ expostulate with her.
14. And if you say you gave me no encouragement I can't but _____ contradict you.



2.

Перекладіть речення українською, звертаючи увагу на інфінітив.

1. I can't *hear* a word, though he seems *to be speaking*.
2. I'm happy not *to have failed* you.
3. I felt that *to send* the letter to Porcharlester would only pain him uselessly.
4. We were sorry *to find out* that most of the museums we wanted *to see* that day were closed.
5. We didn't expect the boy *to turn up* so soon.
6. One of the students was suddenly taken ill and had *to be operated on* immediately: he had *to miss* quite a number of lessons.
7. He was very sorry *to have missed* so many lessons just before the exam.



3.

Перекладіть речення українською, звертаючи увагу на форму інфінітиву після модального дієслова may (might).

1. Don't be so upset. Your watch may still turn up.
2. His suggestion may be of little value, but you should discuss it all the same.
3. They may have taken all the necessary steps, but I'm not quite sure.
4. Look into the canteen. He may be having a snack there now.
5. It's a shame you devote so little time to the child. You might give him more attention.
6. They may have been working at this invention for some time, but I'm not at all sure.
7. The meeting may not have been arranged yet.
8. He may turn up any minute.
9. They may still be discussing the matter.
10. She may have tried to convince them but failed.
11. You might have treated him better.



4.

Перекладіть речення українською, звертаючи увагу на форму інфінітиву після модального дієслова must.

1. You must have plenty of free time now.
2. You must know some funny stories. Won't you tell us some?
3. My brother must be playing tennis at the stadium; he always practices there at

this time.

4. The boy must have been treated by a very good doctor. We never expected him to recover so soon.
5. Can't you stop them? They must have been arguing for an hour and a half at least.
6. The announcement must have been made an hour ago.
7. His lectures are likely to attract large audiences.
8. The film must be worth seeing.
9. The hard work must have told on her health.
10. The weather is likely to change for the worse, I'm afraid.

5.



Перекладіть речення українською, звертаючи увагу на форму інфінітиву після модального дієслова can (could).

1. The book can't be interesting to the boy, it's much too difficult.
2. Ann is very obedient to her parents. She can't have done anything against her father's will, I'm sure.
3. Can the boy's ambition still be to become a pilot? He's short-sighted and will never be admitted to a flying school.
4. I know he is very careful. He couldn't have mixed up the figures.
5. Can he have done the translation without making a single mistake? Somebody must have helped him; he's still rather inexperienced in this kind of work.
6. Can he still remember me? We've been out of touch for years.
7. It can't be true.
8. They can't have left.
9. Can it be that late?

ТЕМА 34:

ПОЛІТИКА ЯК СОЦІАЛЬНЕ ЯВИЩЕ

Заняття 3

КОНЦЕПЦІЇ, МОДЕЛІ І ТЕОРІЇ



Прочитайте та перекладіть текст українською мовою.

CONCEPTS, MODELS AND THEORIES

Concepts, models and theories are tools of political analysis. However, as with most things in politics, the analytical tools must be used with care. First, let us consider concepts. A concept is a general idea about something, usually expressed in a single word or a short phrase. The concept of «presidency» refers not only to any specific president, but rather to a set of ideas about the organization of executive power.

What, then, is the value of concepts? Concepts are the tools with which we think, criticize, argue, explain and analyze. Concepts also help us to classify objects by recognizing that they have similar forms or similar properties. It is no exaggeration to say that our knowledge of the political world is built up through developing and refining concepts which help us make sense of that world. Concepts, in that sense, are the building blocks of human knowledge.

Models and theories are broader than concepts, they comprise a range of ideas rather than a single idea. A model is usually thought of as a representation of something, usually on a smaller scale. In this sense, the purpose of the model is to resemble the original object as faithfully as possible. However, conceptual models need not in any way resemble an object. It would be absurd, for instance, to insist that a computer model of the economy should bear a physical resemblance to the economy itself. Rather, conceptual models are analytical tools. The simple point is that facts do not speak for themselves: they must be interpreted, and they must be organized. Models assist in the accomplishment of this task.


The terms 'theory' and 'model' are often used interchangeably in politics. Theories and models are both conceptual constructs used as tools of political analysis. However, strictly speaking a theory is a proposition. It offers a systematic explanation of a body of empirical data. In contrast, a model is merely an explanatory device; it is more like a hypothesis that has yet to be tested. In that sense, in politics, while theories can be said to be more or less 'true', models can only be said to be more or less 'useful'. Clearly, however, theories and models are often inter-linked: broad political theories may be explained in terms of a series of models. For example, the theory of pluralism encompasses a model of

electoral competition, a model of group politics, and so on.

1. ? Дайте відповіді на питання.

1. What are the definite features of Politics as an activity?
2. How has Politics been understood by various thinkers and traditions?
3. Does Politics take place within all social institutions or only in some?
4. What approaches to the studies of Politics as an academic discipline have been adopted?
5. Can the study of Politics be scientific?
6. What roles do concepts, models and theories play in political analysis?

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ ГЕРУНДІЯ**

1. 	Перекладіть речення українською мовою.
--	---

1. Thank you for doing this work for me.
2. I'm looking forward to being sent to Great Britain on business.
3. I'm surprised at your having missed so many lessons this term.
4. I was frightened by his opening the door so suddenly.
5. I don't mind your going there.
6. Everything depends on the documents being sent straight away.
7. Thank you for reminding me about it.
8. You can't leave without saying good-bye to them.
9. The boy would sit and look around him instead of doing his lessons.
10. Besides taking part in amateur performances, he goes in for all kinds of sports.

2. 		Трансформуйте наступні речення, вживаючи герундій.
--	---	---

A. Model: *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 hockey on Saturday.
5. She thought she would take a taxi.
6. We think we shall visit him in the hospital.

B. Model: *After he finished school, he worked at a plant.—After **finishing** school he worked at a plant.*



1. After they passed their exams, they went to the Caucasus.
2. Before we moved to this town we lived in Kiev.
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 two miles.

C. Model: *She insisted that she should go to the library.— She insisted on **going** to the library .She insisted that she should be sent to the library.— She insisted on **being sent** to the library.*

1. He insisted that he should show them the way.
2. He insisted that he should be shown the way.
3. They insisted that they should help me.
4. They insisted that they should be helped with their work.
5. I insisted that I should examine them in the afternoon.
6. I insisted that I should be examined first.

3. 	Перекладіть речення українською мовою і вкажіть функцію герундія.
--	--

1. Reading means gaining knowledge.
2. I don't understand your way of doing this job.
3. Will you ring up your boss before seeing to the matter?
4. Excuse my interrupting you but you are wrong.
5. His suggestion needs considering first.
6. Do you remember taking your final exam?
7. He is busy looking up the figures for the report.
8. The idea of taking up painting came to him when he was middle-aged.
9. On seeing his father, the boy ran up to him.
10. After training for a long time, he decided to take part in the sports competition.

4. 		Перепаруайте наступні речення, вживаючи герундій.
--	---	--

Model: *I want very much to get a letter from you. — I am looking forward to **getting** a letter from you.*

1. I want very much to visit that exhibition.
2. She wanted very much to go to the country.
3. He wants very much to be offered this job.
4. We want very much to see

this performance. 5. I want very much to be invited to the conference.

5.



Перекладіть речення українською мовою.

1. Reading English books every day will improve your knowledge of the language.
2. Does your son like skating?
3. He left the room without saying good-bye or looking at us.
4. I remember hearing this song in my childhood.
5. The patient's quick recovery depends on his following the doctor's advice.
6. I'm looking forward to sending my children to the country for the holidays.
7. I'm surprised at his missing his work so often.
8. She's fond of translating articles like this.
9. The conference hall was packed but people kept on coming.
10. The young man stopped reading the notices and asked me a question.

ТЕМА 34:

ПОЛІТИКА ЯК СОЦІАЛЬНЕ ЯВИЩЕ

Заняття 4

ПОНЯТТЯ „СВІТОВА ПОЛІТИКА”



Прочитайте та перекладіть текст українською мовою.

UNDERSTANDING GLOBAL POLITICS

The recognition that there is an international dimension to politics is as old as the discipline itself.

The twentieth century witnessed the emergence of world politics in the sense that patterns of conflict and cooperation amongst states and international organisations extended across the globe.

As the twentieth century was drawing to a close there was a growing recognition that the very parameters of political life had been changing. This called into question the conventional distinction between a domestic realm and an international realm of politics.

These complex and multifaceted changes have increasingly been referred to as 'globalisation'.

The emergence of global interdependence has been a consequence of a variety of processes and developments. In the first place, it was one of the results of the superpower rivalry that characterised the Cold War period. Both the world wars of the twentieth century were hegemonic conflicts fought between powers seeking worldwide military dominance. However, the capabilities and resources of the post-1945 superpowers (the USA and the USSR) were so overwhelming that they were able to extend their influence into virtually every region of the world. Secondly, the spread of international trade and the transnational character of modern business organisations has brought a global economy into existence. As the significance of national economies has declined, the world economy has increasingly been characterised by rivalry amongst regional trading blocs. Thirdly, globalisation has been fueled by technological innovation. This has affected almost every realm of existence, ranging from the development of nuclear weapons and the emergence of global pollution problems such as acid rain and ozone depletion to the introduction of international telephone links, satellite television, and the 'information superhighway'. Fourthly, globalisation has an important politico-ideological dimension. One aspect of this has been the spread of

western-liberal political values, portrayed as the worldwide triumph of liberal democracy. But globalisation can also be linked to the growth of Islam as a transnational political creed, and to the growing interest in Green ideas and philosophies.

1. ? Дайте відповіді на питання.

1. What is globalisation? What are its implications for the nation state?
2. Is the new world order characterised by peace and harmony or by chaos and disorder?
3. How is wealth and power distributed in the global economy?
4. Why has significance of international organisation increased?
5. Could the idea of a world society ever become a reality?

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ ГЕРУНДІЯ**

1. 	Вжуйте необхідну форму герундія.
--	---

1. He instantly tore the billet into small pieces, without _____ it (to read).
2. He did not go without _____ by Amy (to congratulate).
3. After _____ at it for a minute or so, he turned and came back to me (to look).
4. He was accused of _____ certain people serious injury (to do).
5. On _____ the bell at a second great door, we were admitted to a suite of very handsome apartments (to ring).
6. Mrs. Merridew has insisted on _____ her (to accompany).
7. She went straight to Miss Rachel's bedroom and insisted on _____ (to admit).
8. The house wanted _____ (to do up).
9. Even a criminal must be told the nature of his crime before _____ (to convict).
10. I paused outside the parlour-door on _____ my mother's voice (to hear).
11. I have always been convicted I am indebted to Miss Betsey for _____ on a Friday (to be born).
12. I was abashed at _____ so great a mistake and was glad to change the subject (to make).

13. I'm tired of _____ like a silly fat lamb (to treat).

2.



Перекладіть речення українською мовою.

1. Nobody can go on living without some belief.
2. ... she did not like being plunged back into a slave state.
3. The visit ended in the doctor establishing himself in that village.
4. Without putting anything into words, they bade each other farewell.
5. I remember laughing aloud and the laugh being carried by the wind away from me.
6. Your having given up the business on your father's death... won't go off smoothly.
7. Upon awaking she dressed quickly and left the house.
8. He felt better for having written the letter.
9. "It's not good you hating it," said Mr. Bunting, becoming didactic.
10. You would not mind Isabel sitting with you.

3.



Вжуйте необхідну форму герундія.

1. Scratcherd accused him openly of _____ him with drugs (to intoxicate).
2. There is vivid happiness in merely _____ alive (to be).
3. A misconception on your part seems to require _____ (to set up).
4. The attempt is at least worth _____ (to make).
5. Mr. Creakle then caned Tommy Traddles for _____ in tears, instead of cheers, on account of Mr. Mell's departure ... (to discover)
6. ... all of Springfield was congratulating him at _____ a brilliant blow against slavery (to strike).
7. One could not walk or drive about Philadelphia without _____ and _____ with the general tendency toward a more cultivated and selective social life (to see, to impress).
8. I just couldn't stand _____ away from you any longer (to be).
9. I remember _____ him with her and Marner going away from church (to see).
10. I can't bear _____ ugly people so near me (to have).

4.



Перекладіть речення українською мовою.

1. Unfortunately this fruitful silence was ruined by the sound of a door being

- banged.
2. He never ceased talking.
 3. Well, it's no use my telling you a lie.
 4. No man is worth fretting for it that way.
 5. But now a difficulty arose – hostile Indians could not break the bread of hospitality together without first making peace, and this was a simple impossibility without smoking a pipe of peace.
 6. I can't help feeling remorse for having injured others.
 7. It is awfully hard work doing nothing.
 8. He was quick at seeing things.
 9. After washing his heavy stone cup and tin plate..., he stretched himself wearily on the bed.
 10. She enjoyed giving parties.
 11. I might, indeed, have waited till the morning before going on board, but would not run the risk of being too late.
 - 12.... the fear of displeasing my mother, or distressing my father's feelings prevented me from resuming the subject for several days.

ТЕМА 34:

ПОЛІТИКА ЯК СОЦІАЛЬНЕ ЯВИЩЕ

Заняття 5

ПРЕДМЕТ І ЗМІСТ ПОЛІТОЛОГІЇ



Прочитайте та перекладіть текст українською мовою.

POLITICAL SCIENCE

Political science is an academic and research discipline that deals with the theory and practice of politics and the description and analysis of political systems and political behavior.



Fields and subfields of political science include political theory and philosophy, civics and comparative politics, national systems, cross-national political analysis, political development, international relations, foreign policy, international law and politics, public administration, administrative behavior, public law, judicial behavior, and politics and public policy.

Approaches to the discipline include classical political philosophy, structuralism, and behavioralism, realism, pluralism, and institutionalism. Political science, as one of the social sciences, uses methods and techniques that relate to the kinds of inquiries sought: primary sources such as historical documents and official records, secondary sources such as scholarly journal articles, survey research, statistical analysis, and model building. Political science also expands to power in international relations and the theory of Great powers and Superpowers.

Alternative terms for the academic study of politics are political studies, or even politics. While political science implies use of the scientific method, political studies implies a broader approach.


1. ? Дайте відповіді на питання.

1. What is political science?
2. What are the fields and subfields of political science?
3. What are the approaches to the discipline?
4. What are the alternative terms for the academic study of politics?
5. What do the political scientists study?
6. What is the field of political scientists?


2. ▶▶			Дайте українські еквіваленти словосполучень.
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Academic and research discipline, political theory, civics and comparative politics, cross-national political analysis, public policy, scholarly journal articles.

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ВЖИВАННЯ ІНФІНІТИВУ І GERUNDIЯ

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. 	Замініть виділені частини речень інфінітивними зворотами.
---	---

- E.g. He is sorry that **he has said it**.

He is sorry **to have said it**.

1. It is certain that **it will rain** if you don't take your umbrella. 2. Don't promise **that you will do it**, if you are not sure that you can. 3. He was happy that **he was praised by everybody**. 4. He was very proud **that he had helped his elder brother**. 5. She was sorry **that she had missed the beginning of the concert**. 6. I am glad **that I see all my friends here**. 7. I was afraid **of going past that place alone**. 8. My sister will be thrilled **when she is wearing a dress as lovely as that**. 9. We must wait **till we hear the examination results**. 10. She is happy **that she has found such a nice place to live in**. 11. I should be delighted **if I could join you**. 12. He hopes **that he will know everything by tomorrow**.

3.

Перекладіть на англійську мову, вживаючи потрібну форму інфінітива.

1. Я радий, що розповів вам цю історію. 2. Я радий, що мені розповіли цю історію. 3. Я хочу познайомити вас з цією артисткою. 4. Я хочу, щоб мене познайомили з цією артисткою. 5. Я радий, що зустрів її на станції. 6. Я радий, що мене зустріли на станції. 7. Ми дуже щасливі, що запросили його на вечір. 8. Ми дуже щасливі, що нас запросили на вечір. 9. Він буде щасливий відвідати цю відому картинну галерею. 10. Він був щасливий, що відвідав цю відому картинну галерею. 11. Діти люблять, коли їм розповідають казки. 12. Я не збирався зупинитися на цій станції. 13. Я не очікував, що мене зупинять. 14. Я шкодую, що заподіяв вам стільки турбот. 15. Він не переносить, коли йому брешуть.

4.

Перекладіть на англійську мову, вживаючи потрібну форму герундія.

1. Я наполягаю на тому, щоб допомогти їй. 2. Він заперечував, що розбив вазу. 3. Вона боїться загубити свій гаманець. 4. Я не схвалюю того, що ви витрачаєте так багато часу даремно. 5. Вона думала про те, що весь час зайнята. 6. Вона звинувачує його в тому, що він занадто рідко телефонує їй. 7. Перестань плакати. 8. Мій маленький брат не давав мені робити уроки. 9. Ви не заперечуєте, якщо я прийду трохи пізніше? 10. Продовжуйте писати. 11. Тато заперечує проти того, щоб я йшов з нею в театр. 12. Я не можу не сміятися, коли дивлюся на вас.

5.

Перекладіть на англійську мову, вживаючи потрібну форму герундія.

1. Ми перестали думати про покупку нових меблів. 2. Вона боялася, що її покарають. 3. Перестаньте розмовляти. 4. Я не заперечую, що був там учора. 5. Я схвалюю ваше бажання вчити німецьку мову. 6. Ви не проти, якщо я піду гуляти? 7. Я не можу не боятися. 8. Вона не заперечувала того, що в неї немає часу. 9. Продовжуйте працювати. 10. Я наполягаю на тому, щоб побачитися з моїм другом. 11. Мама заперечує проти того, що я багато граю у футбол. 12. Він звинувачує мене в тому, що я йому не допоміг.

ТЕМА 34:

ПОЛІТИКА ЯК СОЦІАЛЬНЕ ЯВИЩЕ

Заняття 6

ДІЯЛЬНІСТЬ ПОЛІТИКІВ



Прочитайте та перекладіть текст українською мовою.

POLITICAL SCIENTISTS

Political scientists study the allocation and transfer of power in decision-making, the roles and systems of governance including governments and international organizations, political behavior and public policies. They measure the success of governance and specific policies by examining many factors, including stability, justice, material wealth, and peace. Some political scientists seek to advance positive theses by analyzing politics. Others advance normative theses, by making specific policy recommendations.

The study of politics is complicated by the frequent involvement of political scientists in the political process, since their teachings often provide the frameworks within which other commentators, such as journalists, special interest groups, politicians, and the electorate analyze issues and select options.

Political scientists may serve as advisors to specific politicians, or even run for office as politicians themselves. Political scientists can be found working in governments, in political parties or as civil servants. They may be involved with non-governmental organizations (NGOs) or political movements. In a variety of capacities, people educated and trained in political science can add value and expertise to corporations. Private enterprises such as think tanks, research institutes, polling and public relations firms often employ political scientists.

1. ? Дайте відповіді на питання.

1. What do the political scientists study?
2. What is the field of political scientists?

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ВЖИВАННЯ ІНФІНІТИВУ І ГЕРУНДІЯ

1.



Розкрийте дужки, вживаючи потрібну форму інфінітива.

1. They seemed (to quarrel): I could hear angry voices from behind the door. 2. They are supposed (to work) at the problem for the last two months. 3. The only sound (to hear) was the snoring of grandfather in the bedroom. 4. 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. 5. They seemed (to wait) for ages. 6. I hate (to bother) you, but the students are still waiting (to give) books for their work. 7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother. 9. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget). 10. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings. 11. He seems (to know) French very well: he is said (to spend) his youth in Paris. 12. The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city. 13. The woman pretended (to read) and (not to hear) the bell. 14. You seem (to look) for trouble. 15. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

2.



Перекладіть на англійську мову, вживаючи потрібну форму герундія.

1. Вона звинувачує його в тому, що в неї немає грошей. 2. Я не можу не спізнюватися на перший урок. 3. Ви не заперечуєте, якщо я візьму вашу ручку? 4. Я не схвалюю того, що ви граєте в карти. 5. Його звинуватили в тому, що він пограбував будинок. 6. Він кинув палити рік тому. 7. Вона боялася розмовляти з директором. 8. Ми втратили надію коли-небудь побачити його. 9. Він звинуватив нас у тому, що ми до нього не прийшли. 10. Мама заперечує проти того, що він читає у ліжку. 11. Я наполягаю на тому, щоб запросити їх. 12. Продовжуйте обговорювати це питання. 13. Я не можу не сказати вам цього. 14. Його звинуватили в тому, що він украв гроші. 15. Вона не схвалювала того, що він палить. 16. Він кинув грати в шахи.

3.



Перекладіть на англійську мову, вживаючи потрібну форму інфінітива.

1. Я згадав, що вже зустрічав це слово в якійсь книжці. 2. Мені дуже шкода, що

я пропустив цю цікаву лекцію. 3. Вона щаслива, що чула концерт відомого італійського диригента. 4. Вона рада, що була присутня на лекції. 5. Він дуже задоволений, що закінчив свою книгу. 6. Наші спортсмени пишаються тим, що виграли кубок. 7. Я тільки хочу, щоб мені дозволили допомогти вам. 8. Я був вдячний, що мені дали кімнату з великим вікном. 9. Він був щасливий що повернувся додому. 10. Він був щасливий, що знову вдома. 11. Я шкодую, що перервав вас. 12. Я шкодую, що не застала вас вдома. 13. Джейн була щаслива, що їде від місіс Рід. 14. Рочестер був радий познайомитися з Джейн. 15. Рочестер був радий, що познайомився з Джейн.

4.



Перекладіть на англійську мову, вживаючи потрібну форму герундія.

1. Я не можу не думати про це весь час. 2. Я наполягаю на тому, щоб піти туди. 3. Мама заперечує проти того, що я сиджу так пізно. 4. Вона скаржилася на те, що погано себе почуває. 5. Ви не заперечуєте, якщо я буду палити в цій кімнаті? 6. Я схвалюю те, що ти допомагаєш бабусі. 7. Я думаю про те, щоб поїхати в Австралію. 8. Він кинув грати у футбол. 9. Він боявся, що його забудуть. 10. Продовжуйте читати. 11. Він думає, що я йому заважаю. 12. Погана погода перешкодила нам поїхати за місто.

5.



Перекладіть на англійську мову, вживаючи потрібну форму герундія.

1. Він думав про те, щоб вступити до університету. 2. Він звинувачує мене в тому, що я йому не допомагаю. 3. Я не можу не відчувати сорому. 4. Вона не заперечує того, що живе в поганих умовах. 5. Продовжуйте розмовляти. 6. Я наполягаю на тому, щоб сказати йому правду. 7. Вони боялися спізнитися на поїзд. 8. Я не схвалюю того, що ти граєш у комп'ютерні ігри. 9. Ми вже не думаємо про поїздку за місто. 10. Вона покинула танці. 11. Мама заперечує проти того, що я привожу додому друзів. 12. Ви не заперечуєте, якщо я зателефоную вам?

ТЕМА 35:

ДЕРЖАВА ЯК ІНСТИТУТ ПОЛІТИЧНОЇ СИСТЕМИ

Заняття 1

ПОНЯТТЯ „ДЕРЖАВА”



Прочитайте та перекладіть текст українською мовою.

UNDERSTANDING THE TERM “STATE”

A state is a set of institutions that possess the authority to make the rules that govern a society, having internal and external sovereignty over a definite territory. Following Max Weber's influential definition, a state has a 'monopoly on legitimate violence'. Hence the state includes such institutions as the armed forces, civil service or state bureaucracy, courts, and police. For theorists of international relations, recognition of the state's claim to independence by other states, enabling it to enter into international engagements, is key to the establishment of its sovereignty.

Although the term often refers broadly to all institutions of government or rule—ancient and modern—the modern state system bears a number of characteristics that were first consolidated in western Europe, beginning in earnest in the 15th century.

In the late 20th century, the globalization of the world economy, the mobility of people and capital, and the rise of many international institutions all combined to circumscribe the freedom of action of states. However, the state remains the basic political unit of the world, as it has been since the 16th century. The state is therefore considered the most central concept in the study of politics, and its definition is the subject of intense scholarly debate. Political sociologists in the tradition of both Karl Marx and Max Weber usually favor a broad definition that draws attention to the role of coercive apparatus.

Since the late 19th century, the entirety of the world's inhabitable land has been parceled up into states; earlier, quite large land areas had been either unclaimed or uninhabited, or inhabited by nomadic peoples who were not organized as states. Currently more than 200 states compromise the international community, with the vast majority of them represented in the United Nations.



Within a federal system, the term state also refers to political units, not sovereign themselves, but subject to the authority of the larger state, or federal union, such as the "states" in the United States and the Länder.

In casual usage, the terms "*country*," "*nation*," and "*state*" are often used as if they were synonymous; but in a more strict usage they are distinguished:

- *country* is the geographical area
- *nation* designates a people, however *national* and *international* both confusingly refer as well to matters pertaining to what are strictly *states*, as in *national capital*, *international law*
- *state* refers to set of governing institutions with sovereignty over a definite territory


1. ? Дайте відповіді на питання.

1. How do you understand the term "state"?
2. What institutions does the state include?
3. What are the synonyms of the term "state"?

2. ▶▶			Дайте українські еквіваленти словосполучень.
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Set of institutions, internal and external sovereignty over a definite territory, unclaimed or uninhabited, nomadic peoples, vast majority, casual usage.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ ДІСПРИКМЕТНИКА

1. 	Перекладіть на українську мову, 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, we 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 firemen soon put out the fire in the forest.

2.



Замініть підрядні означальні речення дієприкметниковими зворотами.

1. All the people **who live in this house** are students. 2. The woman **who is speaking now** is our secretary. 3. The apparatus **that stands on the table in the corner of the laboratory** is quite new. 4. The young man **who helps the professor in his experiments** studies at an evening school for laboratory workers. 5. People **who take books from the library** must return them in time. 6. There are many pupils in our class **who take part in all kinds of extracurricular activities**.

3.



Замініть підрядні речення причини дієприкметниковими зворотами.

1. **As he now felt more at ease**, the man spoke in a louder voice. 2. **Since he knew who the man was**, Robert was very pleased to have the chance of talking to him. 3. **As he thought that it was his brother at the window**, Steve decided to open it. 4. **As the people were afraid of falling into a ditch in the darkness at any moment**, they felt their way about very carefully. 5. **Since he needed a shelter for the night**, Peter decided to go to the neighbours' house.

4.



Замініть підрядні речення часу дієприкметниковими зворотами (не пропускайте сполучник when).

1. You must have much practice **when you are learning to speak a foreign language**. 2. **When you speak English**, pay attention to the order of words. 3. **When you are copying English texts**, pay attention to the articles. 4. **When you begin to work with the dictionary**, don't forget my instructions. 5. Be careful **when you are crossing a street**. 6. **When you are leaving the room**, don't forget to switch off the light. 7. **When they were travelling in Central Africa**, the explorers met many wild animals.

ТЕМА 35:

ДЕРЖАВА ЯК ІНСТИТУТ ПОЛІТИЧНОЇ СИСТЕМИ

Заняття 2

РОЗУМІННЯ „ДЕРЖАВИ” В АНТИЧНОСТІ



Прочитайте та перекладіть текст українською мовою.

THE STATE IN CLASSICAL ANTIQUITY

In the Western world the history of the state begins in ancient Greece. In classical antiquity, the state took a variety of forms, such as a Hellenistic king and his military or a Roman emperor and an imperial aristocracy. Before the 4th century BCE, in the era of the Greek city-states, free members of the society were granted citizenship rights until the 'democracy' of the city-states was undermined by territorial conquest and colonization, leading to rule by royal succession by the time of Alexander the Great.

In contrast, Rome did not introduce direct democracy but developed from a monarchy into a republic, governed by a senate dominated by the Roman aristocracy. While the Greek city-states contributed to the concept of direct democracy, Rome contributed the concept of Roman law and the distinction between the private and the public spheres.

1.



Дайте українські еквіваленти словосполучень.

Classical antiquity, imperial aristocracy, the Greek city-states, citizenship rights, territorial conquest and colonization, royal succession.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Present Participle


1.



Розкрийте дужки, вживте дієслово в необхідній формі.

1. _____ his scrunity, he proceeded slowly down the path _____ his eyes

- riveted upon the ground (to finish, to keep).
2. ... _____, she caught sight of the two old women _____ forward in the attitude of eager listeners (to look round, to bend).
 3. _____ very tired with his walk however, he soon fell asleep and forgot his troubles (to be).
 4. While _____ my directions, he flanked at me now and then, suspiciously, from under his frost-white eyelashes (to obey).
 5. _____ them, he raised his coffee cup (to watch).
 6. It (the letter) contained very little matter, _____ in haste; but the meaning was bulky enough (to write).
 7. _____ the house he went up the short flight of stairs to his room (to enter).
 8. _____ the clerk to Hampstead with my note, I returned to the room (to deparch).
 9. _____ I found myself face to face with the fisherman's daughter, Limping Lucy (to turn round).
 10. At that moment he was plunged in the depth of an easy-chair, _____ to by Mr. Vandernoodt (to talk).



2. 		Перекладіть на українську мову, звертаючи увагу на форму та функцію Present Participle.
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1. Having given that explanation, he seated himself by Rachel.
2. There awas a tiny smile playing about the corners of his mouth.
3. And grateful he was, no doubt, being a man of sense and justice.
4. Dona Carlota covered her face with her hand, as if swooning.
5. Finding myself before St. Paul's, I went in.
6. She is at an age when development seems sudden and ... even startling.
7. Judging him by his figure and his movements, he was still young.
8. Placing his drink upon the mantelpiece the ex-convict stood for a moment observing the young man out of the corner of his eye.
9. Being restless and miserable, and having no particular room to go to, I took a turn on the terrace.
10. He (Lincoln) raised his eyes, looked at her as though peering over the top of spectacles.

3. 	Розкрийте дужки, вжйте дієслово в необхідній формі.
---	--

1. There was only one candle _____ on the rough board table (to flicker).
2. _____ me, he acknowledged my presence by a slight bow (to see).

3. _____ court and garden, we reached the glass door of the class (to cross).
4. Young Herndon had done preparatory work at Illinois College for a year but, not _____ to the college proper, had returned home (to admit).
5. _____ me my handkerchief and gloves, she took the candle and lighted me downstairs (to give).
6. Frank _____ the step on the gravel, turned sharply round (to hear).
7. She had not brought him money or position, _____ no more than the daughter of a Wortley doctor (to be).
8. Abraham was back at the end of three weeks, _____ an extra eighty miles (to ride).
9. Boldwood, _____ her comparatively isolated, came up to her soed (to see).
10. _____ those words, she withdrew into her bedroom, and shut and locked the door (to say).
11. _____ alone before the fire she felt a strange nostalgia for her family (to sit).
12. _____ into the charge of the maitresse, I was led through a long, narrow passage into a foreign kitchen, very clean but very strange (to deliver).
13. And _____ away from the light in the opening doorway, he went up the extra flight to his own bedroom (to turn).
14. _____ to Lettice, Leonard rose from his desk and passed into the garden office (to telephone).
15. _____ that no one else was coming, Mr. Lincoln rose... (to see).
- 16.... Deronda _____ a letter, pushed it aside for signature (to finish).

4. 		Перекладіть на українську мову, звертаючи увагу на форму та функцію Present Participle.
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1. The light shone upon Bathsheba advancing up the path.
2. Having shaken hands with them, he brought his own hands together with a sharp slap.
3. I'm going to Rome, having friends there.
4. There was sunlight coming in through the shutters.
5. Abraham appeared at noon the next day, bringing with him two hundred dollars in cash.
6. Gwendolen waited an instant, turning her eyes vaguely towards the window, as if looking at some imagined prospect.
7. He was thoughtful for a moment while leaning perilously close to the fire.
8. Cecilia had heard very little being absorbed in her own reflections.

ТЕМА 35:

ДЕРЖАВА ЯК ІНСТИТУТ ПОЛІТИЧНОЇ СИСТЕМИ

Заняття 3

ДЕРЖАВНА СИСТЕМА ФЕОДАЛЬНОЇ ЄВРОПИ



Прочитайте та перекладіть текст українською мовою.

THE STATE-SYSTEM OF FEUDAL EUROPE

The dissolution of the western Roman empire saw the fragmentation of the imperial state into the hands of private lords whose political, judicial, and military roles corresponded to the organization of economic production. In the early Middle Ages, power in the Western European state was divided up feudalized, through local proprietors whose property, gained from oaths of fealty, afforded them political authority. In these conditions, according to Marxists, their estate—the basic economic unit of society—was the state.

The state-system of feudal Europe was an unstable configuration of suzerains and anointed kings. A monarch, formally at the head of a hierarchy of sovereigns, was not an absolute power who could rule at will; instead, relations between lords and monarchs were mediated by varying degrees of mutual dependence, which was ensured by the absence of a centralized system of taxation. This reality ensured that each ruler needed to obtain the 'consent' of each estate in the realm. Given the legal underpinnings of the feudal organization of society, and the Roman Catholic Church's claim to act as a law-making power coequal to rather than subordinate to secular authorities, the conception of the 'modern state' is not a basis for understanding politics in medieval feudalism.

1.



Дайте українські еквіваленти словосполучень.

Dissolution, fragmentation of the imperial state, hands of private lords, organization of economic production, oaths of fealty, unstable configuration of suzerains and anointed kings, hierarchy of sovereigns, rule at will, centralized system of taxation, realm.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Past Participle

1. 		Перекладіть на українську мову, звертаючи увагу на Past Participle.
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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.

2. 		Перекладіть на українську мову, звертаючи увагу на форму та функцію Past Participle.
--	---	---

1. Stirred by the beauty of the twilight, he strolled away from the hotel.
2. All the country near him was broken and wooded.
3. The sun set, the moon rose, the stars glittered; the infinite leaves stood out dark and solid as if cut out of black marble.
4. Through the dark hall, guarded by a large black stove... I followed her into the saloon.
5. If left to myself, I should infallibly have left this chance slip.
6. When summoned by her nurse she rose and departed very obediently, having bid us all a subdued good-night.
7. He cast upon her one more look and was gone.
8. Miss Brodrick, though not personally well known in the country, had been spoken well of by all men.

9. Prepared, then, for any consequences, I formed a project.
10. Thus absorbed, he would sit for hours defying interruption.
11. Abraham was disenchanted with his life.
12. A stag, when brought to bay, will trample upon the hounds.
13. Fancy a married woman doomed to live on from day to day without one single quarrel with her husband.
14. She opened her eyes as though driven to do so by surprise.
15. Displeased and uncertain Brande gazed from his son to the Spanish Gardener.

ТЕМА 35:

ДЕРЖАВА ЯК ІНСТИТУТ ПОЛІТИЧНОЇ СИСТЕМИ

Заняття 4

„СУЧАСНА ДЕРЖАВА”



Прочитайте та перекладіть текст українською мовою.

THE “MODERN STATE”

The rise of the "modern state" as a public power constituting the supreme political authority within a defined territory is associated with western Europe's gradual institutional development beginning in earnest in the late 15th century, culminating in the rise of absolutism and capitalism.

As Europe's dynastic states—England under the Tudors, Spain under the Habsburgs, and France under the Bourbons—embarked on a variety of programs designed to increase centralized political and economic control, they increasingly exhibited many of the institutional features that characterize the "modern state." This centralization of power involved the delineation of political boundaries, as European monarchs gradually defeated or co-opted other sources of power, such as the Church and lesser nobility. In place of the fragmented system of feudal rule, with its often-indistinct territorial claims, large, unitary states with extensive control over definite territories emerged. This process gave rise to the highly centralized and increasingly bureaucratic forms of absolute monarchical rule of the 17th and 18th centuries, when the principal features of the contemporary state system took form, including the introduction of a standing army, a central taxation system, diplomatic relations with permanent embassies, and the development of state economic policy—mercantilism.

Cultural and national homogenization figured prominently in the rise of the modern state system. Since the absolutist period, states have largely been organized on a national basis. The concept of a national state, however, is not synonymous with nation-state. Even in the most ethnically homogenous societies there is not always a complete correspondence between state and nation, hence the active role often taken by the state to promote nationalism through emphasis on shared symbols and national identity.

It is in this period that the term "the state" is first introduced into political discourse. Although its origins are disputed, Niccolò Machiavelli is often credited with first using the concept of the state to refer to a territorial sovereign



government in *The Prince*, published in 1532. It is not, however, until the time of British thinkers Thomas Hobbes and John Locke that a full account of the marks of sovereignty is produced.

Today, the most influential definition of the modern state draws on Weber's *Politics as a Vocation*. Weber stressed the state's monopoly of the means of physical violence and legitimacy. According to Weber, without social institutions claiming a monopoly on the legitimate use of force within a given territory, anarchy would quickly break out. In raising the question on why the dominated obey, Weber stresses the legitimation of such a structure of domination. He supplied the tripartite categories of "traditional," "charismatic," and "rational-legal" ideal types of legitimation of obedience.

Since Weber, an extensive literature on the processes by which the "modern state" emerged has been generated. Marxist scholars assert that the formation of states can be explained primarily in terms of the interests and struggles of social classes, while non-Marxist scholars—often in the tradition of Weber or Emile Durkheim—place greater emphasis on non-class actors. Another question on state formation has been whether it is best understood in terms of the internal dynamics and conflicts in a given country, or in terms of international dynamics such as war, imperialism, or economic domination. Marxists generally argue that there is a discernible historical pattern in the emergence of capitalist states, relating the formation of national states in the West with the emergence of capitalism.


1. ? Дайте відповіді на питання.

1. What is the rise of “modern state” associated with?
2. What states showed the institutional features?
3. When was the term “state” first introduced into political discourse?
4. How does Weber define “state”?



2. ▶▶			Дайте українські еквіваленти словосполучень.
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Gradual institutional development, centralized political and economic control, delineation of political boundaries, lesser nobility, absolute monarchical rule, complete correspondence between state and nation, physical violence and legitimacy, tripartite categories, discernible historical pattern.

ГРАМАТИЧНІ ВПРАВИ
ПОРІВНЯННЯ ВЖИВАННЯ Present і Past Participle

1. 		Перекладіть на українську мову, звертаючи увагу на Present і Past Participle.
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1. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.
b) He saw some people in the post office sending telegrams.
c) When sending the telegram she forgot to write her name.
2. a) Some of the questions put to the lecturer yesterday were very important.
b) The girl putting the book on the shelf is the new librarian.
c) While putting the eggs into the basket she broke one of them.
3. a) A fish taken out of the water cannot live.
b) A person taking a sunbath must be very careful.
c) Taking a dictionary, he began to translate the text.
4. a) A line seen through this crystal looks double,
b) A teacher seeing a mistake in a student's dictation always corrects it.
c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
5. a) The word said by the student was not correct,
b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
c) Standing at the window» she was waving her hand.
6. a) A word spoken in time may have very important results.
b) The students speaking good English must help their classmates.
c) The speaking doll interested the child very much.
d) While speaking to Nick some days ago I forgot to ask him about his sister.

2. 		Доберіть з дужок потрібну форму дієприкметника.
--	---	--

1. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
2. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.
3. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
4. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
5. a) The girl (writing, written) on the blackboard is our best pupil.

b) Everything (writing, written) here is quite right.

6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
10. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
11. (Taking, taken) the girl by the hand, she led her across the street.
12. It was not easy to find the (losing, lost) stamp.
13. I shall show you a picture (painting, painted) by Hogarth.
14. Here is the letter (receiving, received) by me yesterday.
15. Do you know the girl (playing, played) in the garden?
16. The book (writing, written) by this scientist is very interesting.
17. Translate the words (writing, written) on the blackboard.
18. We could not see the sun (covering, covered) by dark clouds.
19. The (losing, lost) book was found at last.
20. (Going, gone) along the street, I met Mary and Ann.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

ТЕМА 35:

ДЕРЖАВА ЯК ІНСТИТУТ ПОЛІТИЧНОЇ СИСТЕМИ

Заняття 5

СУЧАСНІ ТЕОРІЇ ДЕРЖАВИ



Прочитайте та перекладіть текст українською мовою.

CONTEMPORARY THEORIES OF THE STATE

There are three main traditions within political science that shape 'theories of the state': the Marxist, the pluralist, and the institutionalist. Each of these theories has been employed to gain understanding on the state, while recognizing its complexity. Several issues underlie this complexity. First, the boundaries of the state are not closely defined, but constantly changing. Second, the state is not only the site of conflict between different organizations, but also internal conflict and conflict within organizations. Some scholars speak of the 'state's interest,' but there are often various interests within different parts of the state that are neither solely state-centered nor solely society-centered, but develop between different groups in civil society and different state actors.

Marxism

For Marxist theorists, the role of modern states is determined or related to their position in capitalist societies. Many contemporary Marxists offer a liberal interpretation of Marx's comment in *The Communist Manifesto* that the state is but the executive committee for managing the common affairs of the whole bourgeoisie. Ralph Miliband argued that the ruling class uses the state as its instrument to dominate society by virtue of the interpersonal ties between state officials and economic elites. For Miliband, the state is dominated by an elite that comes from the same background as the capitalist class. State officials therefore share the same interests as owners of capital and are linked to them through a wide array of interpersonal and political ties.

By contrast, other Marxist theorists argue that the question of who controls the state is irrelevant. Heavily influenced by Gramsci, Nicos Poulantzas, a Greek neo-Marxist theorist argued that capitalist states do not always act on behalf of the ruling class, and when they do, it is not necessarily the case because state officials consciously strive to do so, but because the 'structural' position of the state in configured in such a way to ensure that the long-term interests of capital are always

dominant. Poulantzas' main contribution to the Marxist literature on the state was the concept of 'relative autonomy' of the state. While Poulantzas' work on 'state autonomy' has served to sharpen and specify a great deal of Marxist literature on the state, his own framework came under criticism for its 'structural functionalism.'

Pluralism

While neo-Marxist theories of the state were relatively influential in continental Europe in the 1960s and 1970s, pluralism, a contending approach, gained greater adherence in the United States. Within the pluralist tradition, Robert Dahl sees the state as either a neutral arena for contending interests or its agencies as simply another set of interest groups. With power competitively arranged in society, state policy is a product of recurrent bargaining. Although pluralism recognizes the existence of inequality, it asserts that all groups have an opportunity to pressure the state. The pluralist approach suggests that the state's actions are the result of pressures applied for both polyarchy and organized interests.

Institutionalism




Both the Marxist and pluralist approaches view the state as reacting to the activities of groups within society, such as classes or interest groups. In this sense, they have both come under criticism for their 'society-centered' understanding of the state by scholars who emphasize the autonomy of the state with respect to social forces.

In particular, the "new institutionalism," an approach to politics that holds that behavior is fundamentally molded by the institutions in which it is embedded, asserts that the state is not an 'instrument' or an 'arena' and does not 'function' in the interests of a single class. Scholars working within this approach stress the importance of interposing civil society between the economy and the state to explain variation in state forms.

"New institutionalist" writings on the state, such as the works of Theda Skocpol, suggest that state actors are to an important degree autonomous. In other words, state personnel have interests of their own, which they can and do pursue independently (at times in conflict with) actors in society. Since the state controls the means of coercion, and given the dependence of many groups in civil society on the state for achieving any goals they may espouse, state personnel can to some extent impose their own preferences on civil society.

'New institutionalist' writers, claiming allegiance to Weber, often utilize the distinction between 'strong states' and 'weak states,' claiming that the degree of

'relative autonomy' of the state from pressures in society determines the power of the state - a position that has found favor in the field of international political economy.

1. 			Дайте українські еквіваленти словосполучень.
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Dominate society by virtue of the interpersonal ties, wide array, contending approach, product of recurrent bargaining, importance of interposing civil society, means of coercion, espouse, impose one's preferences on civil society, utilize the distinction.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ Passive Voice



1. ? Поставте питання до виділених слів.

1. The letter will be answered *tomorrow*. 2. They were shown *many places of interest*. 3. Wheat is grown in *each of these regions*. 4. This town was founded *in the 15th century*. 5. Water-power stations are being built *on the mountain rivers*. 6. She was told the news *when she came*. 7. *The film* is much spoken about.

2. 	Поставте речення у Passive Voice.
---	-----------------------------------

Model: *Popov invented the radio.*— *The radio was invented by Popov.*

1. My sister teaches me English. 2. Peter drives the car. 3. The fascists killed her father. 4. Mary has lost her key. 5. Comrade Ivanov will meet the delegation. 6. The teacher has checked our dictations. 7. Our music teacher was conducting the orchestra.

3. 		Переробіть речення, використовуючи Passive voice.
---	---	---

1. Nobody took notice of this little boy.
2. Why are they laughing at her?

3. Students often refer to these books.
4. He offered me a chair.
5. We gave him all the money.
6. Mother promised the boy a new toy.
7. They sent you the invitation last week.
8. I am sure they will offer you a very interesting job.
9. They recommended me several articles on that problem.
10. Someone taught him French and gave him a dictionary.

ТЕМА 35:

ДЕРЖАВА ЯК ІНСТИТУТ ПОЛІТИЧНОЇ СИСТЕМИ

Заняття 6

ДЕРЖАВА ТА ЦІВІЛЬНЕ СУСПІЛЬСТВО



Прочитайте та перекладіть текст українською мовою.

STATE AND CIVIL SOCIETY

Given the increasing institutional access to the state and role in the development of public policy by many parts of civil society, it is increasingly difficult to identify the boundaries of the state. The boundaries of the state are continually changing, for example, through privatization, nationalization, and the creation of new regulatory bodies. Often the nature of quasi-autonomy organizations is unclear, generating debate among political scientists on whether they are part of the state or civil society.

The distinction between the state to the public sphere or civil society has been the subject of considerable attention in analyses of state development has underwritten a diverse array of inquiries. Jürgen Habermas, in his conception of the public sphere, has defined civil society in terms of its role as a site of extra-institutional engagement with matters of public interest autonomous from the state. Earlier Western philosophers, in contrast, emphasized the supremacy of state over society, such as Thomas Hobbes and G.W.F. Hegel.

Some Marxist theorists, such as Antonio Gramsci, question the distinction between the state and civil society altogether, arguing that the former is integrated into many parts of the latter. Others, such as Louis Althusser, maintain that civil organizations such as church, schools, and even trade unions are part of an 'ideological state apparatus.' In this sense, the state can fund a number of groups within society that, while autonomous in principle, are dependent on state support.

1.




Дайте українські еквіваленти словосполучень.

Institutional access, identify the boundaries of the state, quasi-autonomy organizations, diverse array of inquiries, site of extra-institutional engagement, supremacy of state over society.

ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Passive Voice В Present, Past і Future Simple Tenses


1. 	Розкрийте дужки, вживаючи дієслова у Present, Past або Future Simple Passive Voice.
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1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in autumn.
4. Many houses (to burn) during the Great Fire of London.
5. His new book (to finish) next year.
6. Flowers (to sell) in shops and in the streets.
7. I (to ask) at the lesson yesterday.
8. I (to give) a very interesting book at the library last Friday.
9. Many interesting games always (to play) at our PT lessons.
10. This bone (to give) to my dog tomorrow.
11. We (to invite) to a concert last Saturday.
12. Lost time never (to find) again.
13. Rome (not to build) in a day.

2. 	Поставте речення у Passive Voice, звертаючи увагу на місце прийменника.
--	--

E. g. *We often speak about her. – She is often spoken about.*

1. The senior students laughed at the freshman.
2. The group spoke to the headmistress yesterday.
3. The young mothers looked after their babies with great care.
4. Nobody lived in that old house.
5. They sent for Jim and told him to prepare a report on that subject.
6. We thought about our friend all the time.
7. The doctor will operate on him in a week.
8. The teacher sent for the pupil's parents.
9. They looked for the newspaper everywhere.
10. Nobody slept in the bed.

3. 	Перекладіть англійською мовою, вживаючи дієслова у Passive Voice.
--	--

1. Нам показали дуже дивну картину.
2. Тебе шукають. Іди додому.
3. Цю книжку взяли з бібліотеки тільки вчора.
4. Цих трьох студентів запитали два дні тому.
5. Вас екзаменували вранці?
6. На цій фабриці роблять дуже гарні сумки.
7. Листи туди можна посилати тільки влітку, а телеграми цілий рік.
8. Її відправили в лікарню два дні тому.
9. Цей твір був написаний на минулому тижні.
10. Цю статтю повинна прочитати вся група.

4.



Поставте речення у **Passive Voice**.

Model: *They **grow** wheat here. — Wheat is **grown** here.*

1. The girls water the flowers every day.
2. They publish this magazine in Moscow.
3. We do not discuss such questions at our meetings.
4. Somebody built this castle in the 17 century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall persuade him to take part in the concert.
8. The travelers made up not far from the village.
8. We send our daughter to rest in the south every year.

5.



Поставте речення у **Passive Voice**.

Models: *The teacher **gave** him a pen. — He **was given** a pen. Everyone **looked** at the girl. — The girl **was looked** at.*

- A.**
1. They showed us the monuments of Lviv.
 2. She offered me a cup of tea.
 3. They promised her an interesting job.
 4. They gave the actress a bunch of flowers.
 5. He showed me the way to the railway station.
 6. They offered US two tickets for the concert.
- B.**
1. We sent for the doctor.
 2. The children laughed at the little boy.
 3. They look after the children.
 4. The students listened to the professor with great interest.
 8. People speak about this film very much.
 6. The boys made fun of him.

ТЕМА 36:

ПОЛІТИЧНІ ПАРТІЇ. ПАРТІЙНІ СИСТЕМИ

Заняття 1

ПОНЯТТЯ „ПОЛІТИЧНА ПАРТІЯ”



Прочитайте та перекладіть текст українською мовою.

PARTY POLITICS

A political party is a group of people that is organised for the purpose of winning government power, by electoral or other means. Parties are often confused with interest groups or political movements. Four characteristics usually distinguish parties from other groups:

- Parties aim to exercise government power by winning political office (small parties may nevertheless use elections more to gain platform than to win power).
- Parties are organised bodies with a formal ‘card carrying’ membership. This distinguishes them from broader and more diffuse political movements.
- Parties typically adopt a broad issue focus, addressing each of the major areas of government policy (small parties, however, may have a single-issue focus, thus resembling interest groups).
- To varying degrees, parties are united by shared political preferences and a general ideological identity.

1. ? Дайте відповіді на питання.

What is political party?

What are the characteristics of political parties?

2.



Дайте українські еквіваленти словосполучень.

Electoral means, interest groups, political movements, to exercise government power, to gain platform, single-issue focus, general ideological identity.

ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Passive Voice В Present, Past і Future Continuous Tenses

1.



Перефразуйте речення у питальні та заперечні.

1. All pupils are being supplied with textbooks now. 2. The floor was being painted from 5 to 6 p.m. yesterday. 3. The sick man is being operated on. 4. The room is being cleaned now. 5. This metro line was being built at that time. 6. A new cinema is being built in our town this month.

2.



Поставте речення у Passive Voice.

Model: *They are growing wheat here. — Wheat is being grown here.*

1. 1. The girls are watering the flowers every day at 3 p.m. 2. They are publishing this magazine in Moscow. 3. We are not discussing such questions at our meetings. 4. The workers are paving the road. 5. They were showing the film from 7 to 8. 6. At twelve o'clock the workers were loading the trucks. 7. They are building a new concert hall in our street. 8. They are repairing the clock now.

3.



Поставте речення в Active Voice. Вживайте підмети, що підходять за змістом.

1. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver. 2. They were being taught drawing at that lesson.

ТЕМА 36:

ПОЛІТИЧНІ ПАРТІЇ. ПАРТІЙНІ СИСТЕМИ

Заняття 2

КЛАСИФІКАЦІЯ ПОЛІТИЧНИХ ПАРТІЙ



Прочитайте та перекладіть текст українською мовою.

TYPES OF PARTIES

A variety of classifications have been used for political parties. The most important of these are the following:

- cadre and mass parties
- representative and integrative parties
- constitutional and revolutionary parties
- left-wing and right-wing parties.

The most common distinction is that between cadre parties and mass parties. The term cadre party originally meant a 'party of notables', dominated by an informal group of leaders who saw little point in building up a mass organisation. Such parties invariably developed out of parliamentary factions or cliques at a time when the franchise was limited. However, the term cadre is now more commonly used to denote trained and professional party members who are expected to exhibit a high level of political commitment and doctrinal discipline. The distinguishing feature of cadre parties is their reliance on a politically active elite (usually subject to quasi-military discipline) which is capable of offering ideological leadership to the masses.

A mass party, on the other hand, places a heavy emphasis on broadening membership and constructing a wide electoral base. The key feature of such parties is that they place heavier stress on recruitment and organisation than on ideology and political conviction.

Most modern parties fall into the category of what Otto Kirchheimer (1966) termed 'catch-all parties'. These are parties that drastically reduce their ideological baggage in order to appeal to the largest possible number of voters.

The second party distinction is that between so-called parties of representation and parties of integration. Representative parties see their primary function as being the securing of votes in elections. They thus attempt to reflect, rather than shape, public opinion. In this respect, representative parties adopt a 'catch-all' strategy and therefore place pragmatism before principle and market research before popular mobilisation. The prevalence of such parties in modern politics gave considerable force to arguments based on *rational choice* models of political behaviour which portray politicians as power-seeking creatures who are

willing to adopt whatever policies are likely to bring them electoral success.

Parties of integration, in contrast, adopt pro-active, rather than reactive, political strategies; they wish to mobilise, educate and inspire the masses, rather than merely respond to their concerns.

The third type of classification distinguishes between constitutional parties and revolutionary parties. Constitutional parties acknowledge the rights and entitlements of other parties and thus operate within a framework of rules and constraints. Above all, constitutional parties acknowledge and respect the rules of electoral competition. They recognise that they can be voted out of power as easily as they can be voted into it. Mainstream parties in liberal democracies all have such a constitutional character.

Revolutionary parties, on the other hand, are anti-system or anticonstitutional parties, either of the left or of the right. Such parties aim to seize power and overthrow the existing constitutional structure using tactics that range from outright insurrection and popular revolution to the quasi-legalism practised by the Nazis and the Fascists.

The final way of distinguishing between parties is on the basis of ideological orientation, specifically between those parties labeled left-wing and those labeled right-wing. Parties seen as part of 'the Left' (progressive, socialist and communist parties) are characterised by a commitment to change, in the form of either social reform or wholesale economic transformation. These have traditionally drawn their support from the ranks of the poor and disadvantaged (in urban societies, the working classes). Parties thought to constitute 'the Right' (conservative and fascist parties in particular) generally uphold the existing social order and are, in that sense, a force for continuity. Their supporters usually include business interests and the materially contented middle classes. However, this notion of a neat left-right party divide is at best simplistic and at worst deeply misleading. Not only are both the left and the right often divided along reformist/revolutionary and constitutional/insurrectionary lines, but also all parties tend to be 'broad churches' in the sense that they encompass their own left and right wings. Finally, the shift away from old class polarities and the emergence of new political issues such as environment, animal rights and feminism has perhaps rendered the conventional ideas of left and right redundant.

1. ? Дайте відповіді на питання.

1. Give the definition and four characteristics of a political party.
2. What is the distinction between:




- cadre and mass parties;
- representative and integrative parties;
- constitutional and revolutionary parties;

- left-wing and right-wing parties?
3. In what way can all mainstream parties be called 'broad churches'?

2. 		Доберіть поняття до визначення.
--	---	--

**factionalism faction 'rational choice' 'machine politics' electoral college
caucus**

- _____ is an approach to politics based on the assumption that individuals are rationally self-interested actors; an 'economic' theory of politics.
- _____ is commonly used to mean a section or a group within a formation, usually a party. The term is often used pejoratively.
 - _____ is a style of politics in which party 'bosses' control a mass organisation through patronage and the distribution of favours.
- _____ refers either to the proliferation of factions or to the bitterness of factional rivalry. The term is always pejorative, implying debilitating infighting.
- _____ is a meeting of party members held to nominate election candidate or to discuss legislative proposals in advance of formal proceedings.
- _____ is an indirect electoral mechanism; a body of electors charged with responsibility for filling a party or public office.

3. 			Дайте українські еквіваленти словосполучень.
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To gain a platform than to win power; bodies with a formal 'card-carrying' membership; to adopt a broad issue focus; to have a single — issue focus; cadre and mass parties; a 'party of notables'; doctrinal discipline; quasi-military discipline; 'catch-all parties'; to acknowledge the rights and entitlements of other parties; to be voted out of power and into it; mainstream parties; tactics that range from elections to outright insurrection; the ranks of the poor and disadvantaged; a force for continuity; this notion is at best simplistic and at worst deeply misleading; old class polarities

ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ Passive Voice В Present, Past і Future Perfect Tenses

1.



Поставте речення у Passive Voice.

1. He has stolen a lot of money from the shop.
2. By six o'clock they had finished the work.
3. By three o'clock the workers had loaded the trucks.
4. They will have shown this film on TV by next month.
5. I have translated the whole text.
6. When I came home, they had eaten the sweets.

2.



Перефразуйте речення у питальні та заперечні.

1. All pupils have been supplied with textbooks. 2. The shop will have been closed by 8 o'clock. 3. The room has been cleaned by his arrival. 4. This novel has been translated into Ukrainian. 5. A new cinema has been built in our town. 6. The tickets had been sold out by that time.

3.



Поставте речення у Passive Voice.

1. She has locked the door. 2. Someone has broken a pencil. 3. I have posted the letter. 4. They had written composition before the bell rang.

4.



Поставте речення в Active Voice, та перекладіть їх.

1. Invitations have been sent to all the old pupils to be present at the school's thirtieth anniversary.
2. The work has been finished in time.
3. Which article has been translated by your brother?
4. This man has been much spoken of.
5. What museums have been visited by you this year?
6. Have your compositions been handed in?
7. What has been said is true.
8. After the fact had been thoroughly explained to her, she no longer felt worried.
9. This mountain has never been climbed before.

10. She told me that those newspapers had been carefully put away where they would not be lost.

11. Why have these cups been put here in this cupboard?

ТЕМА 36:

ПОЛІТИЧНІ ПАРТІЇ. ПАРТІЙНІ СИСТЕМИ

Заняття 3

ПАРТІЙНІ СИСТЕМИ



Прочитайте та перекладіть текст українською мовою.

PARTY SYSTEMS

Political parties are important not only because of the range of functions they carry out, but also because the complex interrelationships between and among parties are crucial in structuring how political systems work in practice. This network of relationships is called a party system. The most familiar way of distinguishing between different types of party system is by reference to the number of parties competing for power. Although such a typology is commonly used, party systems cannot simply be reduced to a 'numbers game'.




As important as the number of parties competing for power is their relative size, as reflected in their electoral and legislative strength. What is vital is to establish the 'relevance' of parties in relation to the formation of governments, and in particular whether their size gives them the prospect of winning, or at least sharing, government power. This approach is often reflected in the distinction made between 'major', or government-orientated, parties and more peripheral, 'minor' ones (although neither category can be defined with mathematical accuracy).

A third consideration is how these 'relevant' parties relate to one another. Is the party system characterised by cooperation and consensus, by conflict and polarisation? This is closely linked to the ideological complexion of the party system and the traditions and history of the parties that compose it.

The mere presence of parties does not, however, guarantee the existence of a party system. The pattern of relationships amongst parties only constitutes a system if it is characterised by stability and a degree of orderliness. Where neither stability nor order exists, a party system may be in the process of emerging, or a transition from one type of party system to another may be occurring.



1. ? Дайте відповіді на питання.

1. What is called a party system?
2. What constitutes a party system?
3. Can the size of a party guarantee the victory at elections?

2. 			Дайте українські еквіваленти словосполучень.
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Range of functions, complex interrelationships, relative size, mathematical accuracy, cooperation and consensus, mere presence of parties, degree of orderliness.

ГРАМАТИЧНІ ВПРАВИ ТРАНСФОРМУВАННЯ АКТИВНОГО СТАНУ В ПАСИВНИЙ

1. 		Поставте дієслова в дужках в Passive voice.
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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. 	Поставте речення у Passive Voice.
---	--

1. They looked for the girl everywhere.
2. They did not listen to the boy.
3. She looks after the patients well.
4. They asked for our address.
5. My father looked through these papers this morning.
6. He will give my brother English lessons.
7. A friend of his has shown me an interesting magazine.
8. His friend told him everything.
9. The students greeted the famous lecturer warmly.
10. They have recently built a huge plant in the town of N.
11. We must finish the work by tomorrow.
12. When I fell ill, my mother sent for the doctor.
13. They showed Helen the nearest way to the theatre.
14. He gave his patient some good advice.
15. Mary has told me the news.
16. The people looked at the little boy with interest.
17. They examined the paper attentively.

3.**Перекладіть на англійську мову, вживаючи дієслова у Passive Voice.**

1. Нам показали дуже дивну картину. 2. Тебе шукають. Іди додому. 3. Вас усіх зберуть у залі і розкажуть про всі зміни в шкільній програмі. 4. Чому з нього завжди сміються? 5. Нам усім дали квитки на виставку. 6. Лекції цього відомого професора завжди слухають дуже уважно. 7. Мене чекають? 8. Їм поставили три важких запитання. 9. За директором уже послали. Зачекайте трохи. 10. Усіх запросили до великої зали. 11. Ці листи переглянуті. Їх можна відправляти. 12. На станції їх зустрів гід і відвіз у готель. 13. Ці журнали повинні бути повернуті в бібліотеку на наступному тижні. 14. На наших заняттях багато уваги приділяється вимові. 15. Іванову звеліли пояснити, чому він пропускає заняття. 16. Чи запросять мене на ваш вечір? 17. Дітей залишили вдома одних.

4.**Розкрийте дужки, вживаючи дієслова у Passive Voice.**

1. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting. 2. He said that Grandmother's letter (to receive) the day before. 3. Two new engineers just (to introduce) to the head of the department. 4. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening. 5. I am sure I (to ask) at the lesson tomorrow. 6. They told me that the new student (to speak) much about. 7. The hostess said that one more guest (to expect). 8. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week. 9. This new dictionary (to sell) everywhere now. 10. All the texts (to look) through yesterday and not a single mistake (to find).

5.**Перекладіть на англійську мову, вживаючи дієслова у Passive Voice.**

1. Цю книжку взяли з бібліотеки тільки вчора. 2. Цих трьох студентів запитали два дні тому. 3. Вас екзаменували вранці? 4. Ця миша була спіймана вночі. 5. На цій фабриці роблять дуже гарні сумки. 6. Листи туди можна посилати тільки влітку, а телеграми цілий рік. 7. Мою подругу щороку посилають за кордон. 8. Її відправили в лікарню два дні тому. 9. Учора нас послали в лабораторію. 10. Цей твір був написаний на минулому тижні. 11. Телеграму послали пізно ввечері, і він одержить її тільки вранці. 12. Цю статтю

повинна прочитати вся група. 13. Цю вправу можна написати олівцем. 14. Усі ваші твори будуть повернуті наступного тижня. 15. Цього листа можна написати на одному аркуші.

ТЕМА 36:

ПОЛІТИЧНІ ПАРТІЇ. ПАРТІЙНІ СИСТЕМИ

Заняття 4

ОДНОПАРТІЙНА СИСТЕМА



Прочитайте та перекладіть текст українською мовою.

ONE-PARTY SYSTEM

Strictly speaking, the term one-party system is contradictory since 'system' implies interaction amongst a number of entities. The term is nevertheless helpful in distinguishing between political systems in which a single party enjoys a monopoly of power through the exclusion of all other parties (by political or constitutional means) and ones characterised by a competitive struggle amongst a number of parties. Because monopolistic parties effectively function as permanent governments, with no mechanism (short of a coup or revolution) through which they can be removed from power, they invariably develop and entrenched relationship with the state machine. This allows such states to be classified as 'one-party states', their machinery being seen as a fused 'party-state' apparatus.

1.



Дайте українські еквіваленти словосполучень.

Strictly speaking, contradictory, monopoly of power, exclusion of parties, competitive struggle, permanent governments, fused 'party-state' apparatus.

ГРАМАТИЧНІ ВПРАВИ

ОСОБЛИВОСТІ ВЖИВАННЯ ПАСИВНОГО СТАНУ



1.



Перекладіть англійською мовою, вживаючи *Passive Indefinite* після модальних дієслів.

1. Руки треба мити перед кожною їдою.
2. Кімнати потрібно регулярно провітрювати.
3. Кішку треба годувати рибою.

4. Собаку можна годувати м'ясом і овочами.
5. Дитині потрібно давати фрукти.
6. Книги треба покласти в шафу.
7. Цю картину можна повісити над каміном.
8. Як можна перекласти це слово?
9. Куди можна поставити валізи?
10. Потрібно виміряти ваш кров'яний тиск.

2.		Переробіть речення, використовуючи <i>Passive voice</i>.
		

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.
9. They are translating this article now.
10. They have told us about a lot of interesting things.

3.		Напишіть речення, використовуючи <i>Passive Voice</i>.
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1. I don't think anyone can help me.
2. What should people do in these circumstances?
3. He must finish his work before eight o'clock.
4. His friends will never forget him.
5. Somebody has left the light on all.
6. Nobody has ever found the secret.
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.

4.



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. Тебе запросили на вечір? – Ще ні, але я впевнена, що мене запросять. 5. Він зробив все, про що його просили. 6. Мою подругу щороку посилають за кордон. 7. Статтю напишуть наступного тижня. 8. Мені запропонували цікаву роботу. 9. Нам показали дуже дивну картину. 10. Вона завжди була дуже задоволена, коли її відвідували друзі. 11. Коли читали нове оповідання, хтось постукав у двері. 12. Коли були посаджені ці яблуні? 13. Відповідь буде відправлена через декілька днів. 14. Наступного року збудують багато шкіл. 15. Коли він був маленьким хлопчиком, його батька посадили до боргової в'язниці.

ТЕМА 36:

ПОЛІТИЧНІ ПАРТІЇ. ПАРТІЙНІ СИСТЕМИ

Заняття 5

ДВОПАРТІЙНА СИСТЕМА



Прочитайте та перекладіть текст українською мовою.

TWO-PARTY SYSTEM

A two-party system is duopolistic in that it is dominated by two 'major' parties that have a roughly equal prospect of winning government power. In its classical form, a two-party system can be identified by three criteria:




- Although a number of 'minor' parties may exist, only two parties enjoy sufficient electoral and legislative strength to have a realistic prospect of winning government power.
- The larger party is able to rule alone (usually on the basis of a legislative majority); the other provides the opposition.
- Power alternates between these parties; both are 'electable', the opposition serving as a 'government in the wings'.

Two-party politics was once portrayed as the surest way of reconciling responsiveness with order, representative government with effective government. Its key advantage is that it makes possible a system of party government, supposedly characterised by stability, choice and accountability. The two major parties are able to offer the electorate a straightforward choice between rival programmes and alternative governments. Voters can support a party knowing that, if it wins the election, it will have the capacity to carry out its manifesto promises without having to negotiate or compromise with coalition partners. Two-partyism, moreover, creates a bias in favour of moderation, as the two contenders for power have to battle for 'floating' votes in the centre ground.

However two-party politics and party government have not been so well regarded since the 1970s. Instead of guaranteeing moderation, two-party systems such as the UK's, have displayed a periodic tendency towards adversary politics. This is reflected in ideological polarisation and an emphasis on conflict and argument rather than consensus and compromise.



A further problem with the two-party system is that two evenly matched parties are encouraged to compete for votes by outdoing each other's electoral promises, perhaps causing spiralling public spending and fuelling inflation. A final weakness of two-party systems is the obvious restrictions they impose in terms of electoral and ideological choice. While a choice between just two programmes of government

was perhaps sufficient in an era of partisan alignment and class solidarity, it has become quite inadequate in a period of greater individualism and social diversity.

1. 			Дайте українські еквіваленти словосполучень.
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Duopolistic, sufficient electoral and legislative strength, the surest way of reconciling responsiveness with order, accountability, straightforward choice, contender, periodic tendency towards adversary politics, fuelling inflation, obvious restrictions, partisan alignment and class solidarity, social diversity.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ В АНГЛІЙСЬКІЙ МОВІ

1. 		Розкрийте дужки, вживаючи дієслова у потрібній формі. Перекладіть речення на українську мову.
--	---	--

1. If my brother (to be) in trouble, I will help him, of course.
2. If I don't manage to finish my report today, I (to stay) at home tomorrow.
3. If it (to snow), the children will play snowballs.
4. You will never finish your work if you (to waste) your time like that.
5. If he reads fifty pages every day, his vocabulary (to increase) greatly.
6. If I (to get) this book, I will be happy.
7. If he is not very busy, he (to agree) to go to the museum with us.
8. If it (to rain) tomorrow, our game will be cancelled.
9. If you are not sure, what to say, you (to have) to guess.
10. If you (not to know) how to play, my sister will explain the rules to you.

2. 	Утворіть умовні речення.
---	---------------------------------

1. He is busy and does not come to see us. If ...
2. He speaks English badly: he has no practice. If ...
3. The sea is rough, and we cannot sail to the island. If ...
4. It is late, and I have to go home. If ...
5. He always gets top marks in mathematics because it is his favourite subject and he works a lot at it. If ...
6. 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

...

7. He is an excellent specialist, but I cannot ask his advice because I am not acquainted with him. If ...
8. You cannot enjoy this merry evening party because you have a toothache. If ...
9. We shall not go to see them because it is very late. If ...

ТЕМА 36:

ПОЛІТИЧНІ ПАРТІЇ. ПАРТІЙНІ СИСТЕМИ

Заняття 6

БАГАТОПАРТІЙНА СИСТЕМА



Прочитайте та перекладіть текст українською мовою.

MULTIPARTY SYSTEMS

A multiparty system is characterised by competition amongst more than two parties reducing the chances of single-party government and increasing the likelihood of coalitions. However, it is difficult to define multiparty systems in terms of the number of major parties, as such systems sometimes operate through coalitions including smaller parties that are specifically designed to exclude larger parties from government.

The strength of the multiparty systems is that they create internal checks and balances within government and exhibit a bias in favour of debate, conciliation and compromise. The process of coalition formation and the dynamics of coalition maintenance ensure a broad responsiveness that cannot but take account of competing views and contending interests.

The principle criticisms of multiparty systems relate to the pitfalls and difficulties of coalition formation. The post-election negotiations and horse trading that take place when no single party is strong enough to govern alone can take weeks, or (as in Israel and Italy) sometimes months, to complete. More seriously, coalition governments may be fractured and unstable, paying greater attention to squabbles amongst coalition partners than to the tasks of government.

A final problem is that the tendency towards moderation and compromise may mean that multiparty systems are so dominated by the political centre that they are unable to offer clear ideological alternatives. Coalition politics tends, naturally, to be characterised by negotiation and conciliation, a search for common ground, rather than by conviction and the politics of principle. This process can be criticised as being implicitly corrupt, in that parties are encouraged to abandon policies and principles in their quest for power.

1. ? Дайте відповіді на питання.

What are the main characteristics of a




- one-party system?
- two-party system?

- dominant-party system?
- multiparty system?

2. 		Доберіть поняття до визначення.
--	---	--

coalition, antiparty, parties, intraparty democracy, primary elections, oligarchy, democratic centralism

- _____ is a party organisation principle, based on a supposed balance between freedom of discussion and strict unity of action.
- _____ is a grouping of rival political actors brought together either through the perception of a common threat, or a recognition that their goals cannot be achieved by working separately.
- Parties that set out to subvert traditional party politics by rejecting parliamentary compromises and emphasising popular mobilisation can be called _____
- _____ are intraparty elections in which candidates are selected to contest in a subsequent 'official' election. They became the principal nominating device used in the USA, also being used to choose convention delegates and party leaders.
- _____ is government or domination by the few.
- _____ implies that a party is a democratic agent in that power within it is dispersed widely and evenly, that there should be broad participation in the election of leaders and candidates, and in the discussion of party policy formulation.

3. 			Дайте українські еквіваленти словосполучень.
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Complex interrelationships between and among parties; party systems cannot be reduced to a 'numbers game'; ideological complexion of the party system; the mere presence of parties; a degree of orderliness; 'system' implies interaction amongst a number of entities; they develop an entrenched relationship with the state machine; a fused 'party-state' apparatus; to enjoy sufficient electoral and legislative strength; power alternates between the parties; a 'government in the wings'; 'floating votes'; two evenly matched parties; parties are marginalised; governments cease to come and go; to engender complacency and arrogance.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ПЕРШОГО ТИПУ

1.



Перекладіть речення українською мовою.

1. If the weather is fine, we'll play outside.
2. If you ring me up, I'll tell you something.
3. If you are free, I'll come to see you.
4. If I see her, I'll be glad.
5. If mother buy a cake, we'll have a very nice tea party.
6. If we receive a telegram from him, we will not worry.

2.



Розкрийте дужки, утворюючи умовні речення.

1. If you (not to work) systematically, you (to fail) at the examination.
2. If you (to be) busy, I (to leave) you alone.
3. If I (to live) in Moscow, I (to visit) the Tretyakov Gallery every year.
4. If I (to get) a ticket, I (to go) to the Philharmonic.
5. If I (to live) near a wood, I (to gather) a lot of mushrooms.
6. If my father (to return) early, we (to watch) TV together.
7. If she (to know) English, she (to try) to enter the university.
8. If you (not to get) tickets for the Philharmonic, we shall stay at home.
9. If my sister does not go to the south, we (to spend) the summer in St. Petersburg together.
10. If it is not too cold, I (not to put) on my coat.
11. If my friend (to be) at home, he will tell us what to do.

3.



Перекладіть речення українською мовою.

1. If she is clever she will not tell them everything.
2. The boy will post your cards if you give them to him at once.
3. If I know the number of his telephone I will ring him up and tell the last news.
4. If I receive any news I will let you know.
5. She will buy that dress if she has enough money with her.
6. I'll come to your place at 5 p.m. if the bus isn't broken.
7. If my brother brings his friends with him we'll have a great party.

ТЕМА 37:

ВИБОРЧІ СИСТЕМИ

Заняття 1

ПОНЯТТЯ „ВИБОРЧА СИСТЕМА”



Прочитайте та перекладіть текст українською мовою.

ELECTORAL SYSTEM

An electoral system is a set of rules that governs the conduct of elections. Not only do these rules vary across the world, but they are also, in many countries, the subject of fierce political debate and argument.

For general purposes, however, the systems available can be divided into two broad categories on the basis of how they convert votes into seats. On the one hand, there are majoritarian systems, in which larger parties typically win a higher proportion of seats than the proportion of votes they gain in the election. This increases the chances of a single party gaining a parliamentary majority and being able to govern on its own.

On the other hand, there are proportional systems, which guarantee an equal, or at least more equal, relationship between the seats won by a party and the votes gained in the election. In a pure system of proportional representation (PR) a party that gains 45 per cent of the votes would win exactly 45 per cent of the seats. PR systems therefore make single-party majority rule less likely, and are commonly associated with multiparty systems and coalition government.

Electoral systems attract attention in part because they have a crucial impact on party performance, and particularly on their prospects of winning (or at least sharing) power. It would be foolish, then, to deny that attitudes towards the electoral system are largely shaped by party advantage.

The problem is that there is no such thing as a 'best electoral system'.

The electoral reform debate is, at heart, a debate about the desirable nature of government and the principles that underpin 'good' government. Electoral systems therefore merit only a qualified endorsement, reflecting a balance of advantages over disadvantages and their strength relative to other systems. These criteria fall into two general categories: those related to the quality of representation, and those linked to the effectiveness of government.


1. ? Дайте відповіді на питання.

1. Give the definition of an electoral system.
2. What are majoritarian systems and proportional systems associated with?
3. Why do electoral systems attract attention?
4. What is at the heart of any electoral reform?

**ГРАМАТИЧНІ ВПРАВИ
УМОВНІ РЕЧЕННЯ ПЕРШОГО ТИПУ**

1. 		Складіть усі можливі умовні речення I типу.
--	---	--

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. 	Доповніть речення.
--	---------------------------

1. If there is much snow in January, we ...
2. If the rain stops, they ...
3. If the water is warm, we ...
4. If he is not very busy, he ...
5. If she comes tomorrow, she ...
6. If your brother works hard, he ...

3. 	Перекладіть речення українською мовою.
--	---

1. If he doesn't come in time we'll have to wait for him.
2. If he leaves at ten, he'll catch the train.

3. If my parents are not too busy they'll go to the concert with us.
4. If she is attentive, she will not make mistakes.
5. The boy will post your letter, if you give it to him.
6. If I know the number of his telephone, I'll let you know.
7. If I receive any news, I'll phone you.
8. She'll buy that dress, if she has money.

ТЕМА 37:

ВИБОРЧІ СИСТЕМИ

Заняття 2

ВИДИ ВИБОРЧИХ СИСТЕМ



Прочитайте та перекладіть текст українською мовою.

ELECTORAL SYSTEMS

Electoral systems can be divided into two broad categories: majoritarian systems and proportional systems.

Majoritarian systems are usually thought to be at their weakest when they are evaluated in terms of their representative functions. To a greater or lesser extent, each majoritarian system distorts popular preferences in the sense that party representation is not commensurate with electoral strength. This is most apparent in their 'unfairness' to small parties that are often centrist parties, and not the extremist parties of popular image. Such biases are impossible to justify, for they strain the legitimacy of the entire political system, and create circumstances in which radical, ideologically driven parties can remain in power for prolonged periods under little pressure to broaden their appeal.

Looked at in this light, proportional electoral systems seem to be manifestly more representative. Nevertheless, it may be naive to equate electoral fairness with proportionality. For instance, much of the criticism of PR systems stems from the fact that they make coalition government much more likely. Although it can be argued that, unlike single-party governments, coalitions enjoy the support of at least 50 per cent of the electors, their policies are typically thrashed out in postelection deals, and thus are not endorsed by any set of electors. An additional danger is that parties within a coalition government may not exert influence in line with their electoral strength. The classic example of this is when small centre parties (such as the Free Democrats in Germany) can dictate to larger parties (for example, the CDU or the SPD in Germany) by threatening to switch their support to another party. Then, in effect, 'the tail wags the dog'.

The defence of majoritarian systems is more commonly based on government functions, and specifically on the capacity of such systems to deliver stable and effective rule. In other words, a lack of proportionality may simply be the price that is paid for strong government. In these systems, the bias in favour of single-party rule means that the electorate can usually choose between two parties, each of which has the capacity to deliver on its election promises by translating its

manifesto commitments into a programme of government. Supported by a cohesive majority in the assembly, such governments are usually able to survive for a full term in office. In contrast, coalition governments are weak and unstable, in the sense that they are endlessly engaged in a process of reconciling opposing views, and are always liable to collapse as a result of internal splits and divisions.


Supporters of PR argue, on the other hand, that having a strong government, in the sense of a government that is able to push through policies, is by no means an unqualified virtue, tending as it does to restrict scrutiny and parliamentary accountability. Instead, they suggest that 'strong' government should be understood in terms of popular support and the willingness to obey and respect the government. Broadly -based coalition may possess these qualities in greater abundance than do single- party governments.

The electoral reform debate, however, constantly risks overestimating the importance of electoral systems. In practice, elections are only one amongst a variety of factors that shape the political process, and may be the most crucial. Indeed, the impact of particular electoral systems is largely conditioned by other circumstances, namely the political culture, the nature of the party system, and the economic and social context within which politics is conducted.

1. ? Дайте відповіді на питання.

1. List the weak points of each electoral system.
2. What arguments are given by advocates of majoritarian and proportional systems?
3. What is the impact of particular electoral systems conditioned by?

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ДРУГОГО ТИПУ

1. 	Змініть наступні речення за зразком.
--	---


Model: *If Peter **works** hard, he **will pass** the examination. - If Peter **worked** hard, he **would pass** his examination.*

1. If this person knows English, I will speak with him.
2. If we take a taxi, we will not miss the train.
3. If I live near the park, I will spend there my free time.
4. If pupils have Ukrainian-English dictionary, they will easily translate this text.

5. If my cousin gets my invitation in time, he'll come to our party.
6. If it is very cold, the children will not go for a walk.
7. She will not play volley-ball today, if she is tired.
8. If I recognize my book, I will ask him to return it to me.

2. ↔		Утворіть умовні речення.
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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 didn't 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 tough and we can't sail to the island. If ...
 10. They made a fire and the frightened wolves ran away. If ...
 11. It late and I have to go home. If ...
 12. I was expecting my friend to come, that's why I couldn't go to the cinema with you. If ...
 13. He always gets top marks in mathematics because it is his favorite 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 couldn't carry it. That's why I took a taxi. If ...
-
7. I wouldn't have believed it unless I saw it with my own eyes. (*London*)
 8. I wish Mary Barton would come. (*Gaskell*)
 9. Any one who had known his life's story would have said it. (*Dreiser*)

3. ↔		Вимовте вголос усі можливі умовні речення II типу, використовуючи підстановочну таблицю. (Вправа на вироблення автоматизму мовлення).
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I wish I were If were	in the south at home in the country in the wood	I would	bathe every day. go to bed. go to the wood. gather amny mushrooms.
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	at the camp a scientist a composer a poet a writer a spaceman a sailor		have a very good time. invent a time machine. write beautiful music. write beautiful poetry. write an interesting novel. fly to other planets. sail to Africa.
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ТЕМА 37:

ВИБОРЧІ СИСТЕМИ

Заняття 3

ФУНКЦІЇ ВИБОРОВ



Прочитайте та перекладіть текст українською мовою.

FUNCTIONS OF ELECTION

It's often difficult to make generalization about the role and functions of election as there are many kinds and different systems of election. However, the promotion of democratization is always associated with introduction of liberal-democratic electoral systems. Their characteristic features are universal suffrage, the secret ballot and competitiveness (electoral competition).

Traditionally, election is considered to be a mechanism with the help of which politicians are called to account and they are obliged to propose political actions, taking into consideration public opinion. This point of view "the bottom-up" reflects such functions of election as: selection of politicians, representation, realization of governing, influence on politics, etc.

On the other hand, radical view on election considers it as means with the help of which government and political elite can control people, making them more quiescent. This point of view "the top-down" marks such functions of election as: establishment of legitimacy, formation of public opinion and strengthening of elite.

In reality, however, election like other ways of political communication is the "two-way traffic" which gives an opportunity to elite and the masses to exert influence on each other.


1.




Дайте українські еквіваленти словосполучень.

To make generalization, promotion of democratization, universal suffrage, the secret ballot, electoral competition, politicians are called to account, realization of governing, radical view on election, quiescent, establishment of legitimacy, strengthening of elite, to exert influence.



ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ДРУГОГО ТИПУ

1. ↔		Розкрийте дужки, вживаючи дієслова у потрібній формі. Перекладіть речення на українську мову.
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1. If he were not such an outstanding actor, he (not to have) so many admirers. 2. If she (not to be) so absent-minded, she would be a much better student. 3. If you were not so careless about your health, you (to consult) the doctor. 4. I should be delighted if I (to have) such a beautiful fur coat. 5. If he (not to read) so much, he would not be so clever. 6. If my friend (to work) in my office, we should meet every day. 7. If you spoke English every day, you (to improve) your language skills. 8. If these shoes were not too big for me, I (to buy) them. 9. If you (to be) a poet, you would write beautiful poetry. 10. If he did not read so much, he (not to know) English literature so well. 11. My father would have more free time if he (not to read) so many newspapers. 12. If I were a famous singer, I (to get) a lot of flowers every day.

2. ↔		Розкрийте дужки, вживаючи дієслова у потрібній формі. Перекладіть речення на українську мову.
----------------	---	--

1. If she were more careful about her diet, she (not to be) so stout. 2. You would not feel so bad if you (not to smoke) too much. 3. If you gave me your dictionary for a couple of days, I (to translate) this text. 4. If I (to be) a musician, I should be very happy. 5. I should be very glad if he (to come) to my place. 6. If he (to live) in St. Petersburg, he would go to the Hermitage every week. 7. If he weren't such a bookworm, he (not to spend) so much time sitting in the library. 8. If he did not live in St. Petersburg, we (not to meet) so often. 9. If I (to have) this rare book, I would gladly lend it to you. 10. Your brother (to become) much stronger if he took cold baths regularly. 11. If he (to be) more courageous, he would not be afraid. 12. If I (to know) the result now, I would phone her immediately. 13. If I (not to know) English, I would not be able to enjoy Byron's poetry. 14. I (not to do) it if you did not ask me. 15. If men (to have) no weapons, would wars be possible? 16. If you really loved music, you (to go) to the Philharmonic much more often. 17. If you (to do) your morning exercises every day, your health would be much better.

3. 		Розкрийте дужки, вживаючи дієслова у потрібній формі. Перекладіть речення на українську мову.
--	---	---

1. If a dog (to bite) in her leg, she would go straight to hospital. 2. If my daughter did her homework carefully, she (to get) much better marks. She's really a smart little girl. 3. If Tom saw a car crash, he (to telephone) the police and (to help) the people in the cars. 4. If a robber (to attack) him in a dark street, he would defend himself. 5. If you (not to smoke), you would feel more energetic. 6. If you were on a hijacked plane, you (to attack) the hijackers? 7. If they were on a hijacked plane, they (to stay) calm and probably (to survive). 8 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!" 9. If I had more time, I (to read) more books. 10. If I (to be) a bird, I would¹ be able to fly. 11. If my mother (to win) a million pounds, she would spend it as fast as possible.

ТЕМА 37:

ВИБОРЧІ СИСТЕМИ

Заняття 4

МЕТОДИ ГОЛОСУВАННЯ



Прочитайте та перекладіть текст українською мовою.

SINGLE-WINNER METHODS

Single-winner systems can be classified based on their ballot type. **Binary** voting systems are those in which a voter either votes or does not vote for a given candidate. In **ranked** voting systems, each voter ranks the candidates in order of preference. In **rated** voting systems, voters give a score to each candidate.

Vote for any number of options.

- Joe Smith
- John Citizen
- Jane Doe
- Fred Rubble
- Mary Hill

On an approval ballot, the voter may vote for any number of options.



Binary voting methods

The most prevalent single-winner voting method, by far, is plurality (also called "first-past-the-post", "relative majority", or "winner-take-all"), in which each voter votes for one choice, and the choice that receives the most votes wins, even if it receives less than a majority of votes.

Approval voting is another binary voting method, where voters may vote for as many candidates as they like. The choice that receives the most approval votes wins.


Runoff methods hold multiple rounds of plurality voting to ensure that the winner is elected by a majority. Top-two runoff voting, the second most common method used in elections, holds a runoff election between the top two options if there is no majority. In elimination runoff elections, the weakest candidate is eliminated until there is a majority. In an exhaustive runoff election, no candidates are eliminated, so voting is simply repeated until there is a majority.

Random ballot is a method in which each voter votes for one option, and a single ballot is selected at random to determine the winner. This is mostly used as a tiebreaker for other methods.

1. ▶▶			Дайте українські еквіваленти словосполучень.
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Prevalent method, approval voting, runoff method, elimination, exhaustive runoff election, random ballot, tiebreaker.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ТРЕТЬОГО ТИПУ

1. ↔		Вимовте вголос усі можливі умовні речення III типу, використовуючи підстановочну таблицю. (Вправа на вироблення автоматизму мовлення).
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I wish I had If I had	translated the article yesterday met you yesterday read this new book seen your brother yesterday bought dictionary learned my lesson rung him up yesterday gone to the library had more practice in chess joined you in fishing had a ticket yesterday asked you to help me	I would have	found out all about this discovery. told you thing. old you about it. asked him to come to our place. translated the text. got a good mark. found out all about his illness. got that book. won the game yesterday.
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	called at that shop called on my friend yesterday won the championship heard about it yesterday		cught a lot of fish. gone to the theatre with you. done the work well. bought the book. met interesting people. been sent abroad.been pleased.
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2.



Перекладіть речення українською мовою.

1. The dish would have been much more tasty if she had been a better cook..
2. He would never have phoned you if I hadn't reminded him to do that.
3. If the fisherman had been less patient he would not have caught so much fish.
4. If you had put the ice cream into the refrigerator it would not have melted.
5. If you had let me know yesterday I would have brought you my book.
6. If they had known it before they would have taken measures.
7. If you had not wasted so much time you would not have missed the train.
8. If you had not missed the train you would have arrived in time.
9. You would have understood the rule if you had not missed the teacher's explanations.
- 10.If you had understood the rule you would have written the test paper successfully.

3.



Розкрийте дужки, вживаючи дієслова у потрібній формі.

1. If you had written the test paper successfully you (not to get) a "two".
2. Your mother (not to scold) you if you had not got a "two".
3. If your mother (not to scold) you, you would have felt happier.
4. If she (to ask) me yesterday I would certainly have told her all about it.
5. If I (not to be) present at the lesson I would not have understood this difficult material.
6. If he had known it was going to rain he (to take) his umbrella to work today.
7. If she hadn't missed the bus she (not to be) late for work.
8. If his friend (to be) in the mood to see a film they would have gone to the cinema last night.
9. If my cactus plant (not to have) a rare disease it wouldn't have died.

ТЕМА 37:

ВИБОРЧІ СИСТЕМИ

Заняття 5

МЕТОДИ ГОЛОСУВАННЯ



Прочитайте та перекладіть текст українською мовою.

RANKED VOTING METHODS

Rank any number of options in your order of preference.

- Joe Smith
- 1 John Citizen
- 3 Jane Doe
- Fred Rubble
- 2 Mary Hill

In a typical ranked ballot, a voter is instructed to place the candidates in order of preference.

Also known as *preferential voting methods*, these methods allow each voter to rank the candidates in order of preference. Often it is not necessary to rank all the candidates: unranked candidates are usually considered to be tied for last place. Some ranked ballot methods also allow voters to give multiple candidates the same ranking.



The most common ranked voting method is instant-runoff voting (IRV), also known as the "alternative vote" or simply "preferential voting", which uses voters' preferences to simulate an elimination runoff election without multiple voting events. As the votes are tallied, the option with the fewest first-choice votes is eliminated. In successive rounds of counting, the next preferred choice still available from each eliminated ballot is transferred to candidates not yet eliminated. The least preferred option is eliminated in each round of counting until there is a majority winner, with all ballots being considered in every round of counting.

The Borda count is a simple ranked voting method in which the options receive points based on their position on each ballot. A class of similar methods is called positional voting systems.

Other ranked methods include Coombs' method, Supplementary voting, and Bucklin voting, as well as the specific kinds of ranked methods listed below.


1. ? Дайте відповіді на питання.

1. How does the voter place candidates in a ranked ballot?
2. Should the voter rank all the candidates?
3. What is the most common ranked voting method?

2.			Дайте українські еквіваленти словосполучень.
----	---	---	--

Order of preference, unranked candidates, alternative vote, successive rounds of counting, positional voting systems.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ТРЕТЬОГО ТИПУ

1.		Розкрийте дужки, вживаючи дієслова у потрібній формі.
----	---	---

1. If they had remembered your address they (to send) you a postcard.
2. If she (not to be) very ill she wouldn't have been absent from English class all last week.
3. If my parents had had good seats they (to enjoy) the play last night.
4. If he hadn't been so careless he (not to fall) into this trap.
5. If her alarm clock (to ring) she would have been on time for work this morning.
6. If they (not to go) to Moscow last year, they would not have heard that famous musician.
7. If he (to work) hard, he would have achieved great progress.
8. I (to write) the composition long ago if you had not disturbed me.

2.**Розкрийте дужки, вживаючи дієслова у потрібній формі.**

1. If they (not to go) to Moscow last year, they would not have heard that famous musician.
2. If he (to work) hard, he would have achieved great progress.
3. I (to write) the composition long ago if you had not disturbed me.
4. My brother would not have missed so many lessons if he (not to hurt) his leg.
5. If she (to return) earlier, she would have been able to see him before he left.
6. If he (to come) to our house yesterday, he would have met his friend.
7. If she (not to help) me, I should have been in a very difficult situation.
8. If only you had let me know, I (to go) there immediately.
9. If he (to learn) the poem, he would not have got a bad mark.
10. If Barbara (to get) up at half past eight, she would have been late for school.
11. If you had not put the cup on the edge of the table, it (not to get) broken.
12. If you (to go) to the theatre with us last week, you would have enjoyed the evening.
13. I should not have bought the car if my friend (not to lend) me money.
14. If he had warned me, I (to do) the work in time.

3.**Розкрийте дужки, вживаючи дієслова у потрібній формі.**

1. The dish would have been much more tasty if she (to be) a better cook.
2. He never (to phone) you if I hadn't reminded him to do that.
3. If the fisherman had been less patient, he (not to catch) so much fish.
4. If you (to put) the ice cream into the refrigerator, it would not have melted.
5. If you had let me know yesterday, I (to bring) you my book.
6. If they (to know) it before, they would have taken measures.
7. If you had not wasted so much time, you (not to miss) the train.
8. If you (not to miss) the train, you would have arrived in time.
9. You (not to miss) the teacher's explanation if you had arrived in time.
10. You would have understood the rule if you (not to miss) the teacher's explanation.
11. If you (to understand) the rule, you would have written the test paper successfully.
12. If you had written the test paper successfully, you (not to get) a "two".

ТЕМА 37:

ВИБОРЧІ СИСТЕМИ

Заняття 6

МЕТОДИ ГОЛОСУВАННЯ



Прочитайте та перекладіть тексти українською мовою.

CONDORCET METHODS

Condorcet methods, or *pairwise methods*, are a class of ranked voting methods that meet the Condorcet criterion. These methods compare every option pairwise with every other option, one at a time, and an option that *defeats* every other option is the winner. An option defeats another option if a majority of voters rank it higher on their ballot than the other option.

These methods are often referred to collectively as *Condorcet methods* because the Condorcet criterion ensures that they all give the same result in most elections, where there exists a *Condorcet winner*. The differences between Condorcet methods occur in situations where no option is undefeated, implying that there exists a cycle of options that defeat one another, called a Condorcet paradox or Smith set. Considering a generic Condorcet method to be an abstract method that does not resolve these cycles, specific versions of Condorcet that select winners even when no Condorcet winner exists are called *Condorcet completion methods*.

A simple version of Condorcet is Minimax: if no option is undefeated, the option that is defeated by the fewest votes in its worst defeat wins. Another simple method is Copeland's method, in which the winner is the option that wins the most pairwise contests, as in many round-robin tournaments. The Schulze method (also known as "Schwartz sequential dropping", "cloneproof Schwartz sequential dropping" or the "beatpath method") and Ranked Pairs are two recently designed Condorcet methods that satisfy a large number of voting system criteria.

**You have 10 votes.
Distribute them among the
options however you want.**

<input type="checkbox"/>	Joe Smith
<input type="checkbox" value="6"/>	John Citizen
<input type="checkbox"/>	Jane Doe
<input type="checkbox"/>	Fred Rubble
<input type="checkbox" value="4"/>	Mary Hill

This ballot design, used in cumulative voting, allows a voter to split his vote among multiple candidates.




Rated voting methods

Rated ballots allow even more flexibility than ranked ballots, but few methods are designed to use them. Each voter gives a score to each option; the allowable scores could be numeric (for example, from 0 to 100) or could be "grades" like A/B/C/D/F.

In range voting, voters give numeric ratings to each option, and the option with the highest total score wins. Approval voting can be seen as an instance of range voting where the allowable ratings are 0 and 1.


Cumulative voting restricts the range differently by requiring the points on a ballot to add up to a certain total. Cumulative voting is a common way of holding elections in which the voters have unequal voting power, such as in corporate governance under the "one share, one vote" rule. Cumulative voting is also used as a multiple-winner method, such as in elections for a corporate board.

Rated ballots can be used for ranked voting methods, as long as the ranked method allows tied rankings. Some ranked methods assume that all the rankings on a ballot are distinct, but many voters would be likely to give multiple candidates the same rating on a rated ballot.


1. 			Дайте українські еквіваленти словосполучень.
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Option pairwise, round-robin tournaments, satisfy voting system criteria, allowable scores could be numeric, cumulative voting, unequal voting power, rated ballot.

ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ТРЕТЬОГО ТИПУ

1. 	Розкрийте дужки, вживаючи дієслова у потрібній формі.
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1. Your mother (not to scold) you if you had not got a "two".
2. If your mother (not to scold) you, you would have felt happier.
3. If she (to ask) me yesterday, I should certainly have told her all about it.
4. If I (not to be) present at the lesson, I should not have understood this difficult rule.
5. If he had known it was going to rain, he (to take) his umbrella to work today.
6. If she hadn't missed the bus, she (not to be) late for work.
7. If his friend (to be) in the mood to see a film, they would have gone to the cinema last night.
8. If my cactus plant (not to have) a rare disease, it wouldn't have died.
9. If they had remembered your address, they (to send) you a postcard.
10. If she (not to be) very ill, she wouldn't have been absent from English class all last week.
11. If my parents had had good seats, they (to enjoy) the play last night.
12. If he hadn't been so careless, he (not to fall) into this trap.
13. If her alarm clock (to ring), she would have been on time for work this morning.

2. 	Розкрийте дужки, вживаючи дієслова у потрібній формі.
---	--

1. If my friend had been trying harder, he (to succeed).
2. If I (to live) in 1703, I shouldn't (wouldn't) have had a computer.
3. If he (to invite), he would have come to the party last night.
4. If the driver in front hadn't stopped suddenly, the accident (not to happen).
5. If their TV had been working, they (to watch) the President's speech last night.
6. If my T-shirt hadn't been 100 percent cotton, it (not to shrink) so much.

7. If they (to go) by car, they would have saved time.
8. If he (to bring) his book home, he would have done his homework last night.
9. If you had been feeling well, you (to be) in class yesterday.

3.



Утворіть умовні речення.

1. I had a bad headache yesterday, that's why I did not come to see you. If ...
2. The ship was sailing near the coast, that's why it struck a rock. If ...
3. He was not in town, therefore he was not present at our meeting. If ...
4. They made a fire, and the frightened wolves ran away. If ...
5. I did not translate the article yesterday because I had no dictionary. If ...
6. We lost our way because the night was pitch-dark. If ...
7. The box was so heavy that I could not carry it. That's why I took a taxi. If ...
8. The travellers had no camera with them, so they could not take photos of the beautiful scenery. If ...
9. You did not ring me up, so I did not know you were in trouble. If ...
10. You left the child alone in the room, so he hurt himself. If ...
11. Why didn't you watch the cat? It ate all the fish. If ...

ТЕМА 38:

ПОЛІТИЧНІ ІДЕОЛОГІЇ

Заняття 1

ПОНЯТТЯ „ПОЛІТИЧНА ІДЕОЛОГІЯ”



Прочитайте та перекладіть текст українською мовою.

WHAT IS POLITICAL IDEOLOGY?

Ideology is one of the most controversial concepts encountered in political analysis. Although the term now tends to be used in a neutral sense, to refer to a developed social philosophy or 'world view', it had in the past heavily negative or pejorative connotations. During its sometimes tortuous career, the concept of ideology has commonly been used as a political weapon to condemn or criticise rival creeds or doctrines.

The term 'ideology' was coined in 1796 by the French philosopher Destutt de Tracy (1754—1836). He used it to refer to a new 'science of ideas'(literally an idea-ology) that set out to uncover the origins of conscious thought and ideas.

From a social-scientific viewpoint, an ideology is a more or less coherent set of ideas that provides a basis for organised political action, whether this is intended to preserve, modify or overthrow the existing system of power relationships.


All ideologies therefore

- a) offer an account of the existing order, usually in the form of a 'world view',
- b) provide a model of a desired future, a vision of the Good Society and
- c) outline how political change can and should be brought about. Ideologies are not, however, hermetically sealed systems of

thought; rather, they are fluid sets of ideas which overlap with one another at a number of points. At a 'fundamental' level, ideologies resemble political philosophies; at an 'operative' level, they take the form of broad political movements.



1. ? Дайте відповіді на питання.

1. Why did ideology have pejorative connotations?
2. Who coined the term 'ideology' and what is the origin of the word?
3. Why is any ideology to be viewed from a social-scientific viewpoint?
4. What are the main aims of all ideologies?
5. Why aren't ideologies hermetically sealed systems of thought?
6. What do they resemble at a 'fundamental' level?
7. What form do they take at an 'operative' level?

2. 		Доберіть поняття до визначення.
--	---	--

rationalism, fundamentalism, economic liberalism, big government, pragmatism, meta-ideology, nanny state

1. _____ is a theory or practice that places primary emphasis on practical circumstances and goals; it implies a distrust of abstract ideas.
2. _____ is a higher ideology that lays down the ground on which ideological debate can take place.
3. _____ is a belief in the market as a self-regulating mechanism tending naturally to deliver general prosperity and opportunity for all.
4. _____ is interventionist government, usually understood to imply economic management and social regulation.
5. _____ is a style of thought in which certain principles are recognized as essential 'truths' that have unchallengeable and overriding authority, regardless of their content.
6. _____ is a state with extensive social responsibilities; the term implies that welfare programmes are unwarranted and demeaning to the individual.
7. _____ is the belief that the world can be understood and explained through the exercise of human reason, based on assumptions about its rational structure.

3. 			Дайте українські еквіваленти словосполучень.
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Controversial concept, encountered in political analysis; pejorative connotations; a tortuous career; hermetically sealed systems of thought; fluid sets of ideas; to set out to do something.

ГРАМАТИЧНІ ВПРАВИ НЕПРЯМА МОВА

1. 	Змініть пряму мову на непряму.
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1. The pupils said, "We study English." 2. The girl said, "I learned French at

school." 3. The man said, "I am an engineer." 4. My aunt said, "I'll be at home at seven o'clock." 5. Mary said, "I was there with my parents." 6. The boy said, "I have done my homework." 7. His father said, "I don't speak Spanish." 8. The doctor said, "I'll come again in the morning." 9. The woman said, "I did not see Helen there." 10. The children said, "We had lunch at school." 11. The woman said, "I have three children" 12. Ann said, "I didn't buy anything at that shop." 13. The boy said, "I am not hungry at all." 14. The teacher said, "Nick does not know the rule." 15. My friend said, "I didn't recognize him." 16. The boy said, "My name is Paul." 17. The girl said, "I am doing my homework." 18. He said, "I was there in 1945." 19. She said, "I saw him at 5 o'clock." 20. The teacher said, "London is the capital of England."

2. ? Запитайте ваших друзів і скажіть, що вони відповіли.

Model: *Ask your classmate if he speaks English. — Do you speak English? — Yes, I do. I speak English. — He said that he spoke English.*

Ask your classmate:

1. if he studies mathematics; 2. if he goes in for sports; 3. if he will go to the cinema this evening; 4. if he is tired; 5. if he likes to play volley-ball; 6. if he drank tea for breakfast; 7. if he will go skiing today; 8. when he does his homework; 9. if he played chess with his friend;" 10. if he is hungry; 11. if he has read the novel.

3.



Змініть пряму мову на непряму.

1. She said, "We have been here for a week."
2. My brother said, "I met them yesterday."
3. He said, "We can't settle anything now."
4. Tom said, "We are writing a letter."
5. The young man said, "We arrived to city last night."
6. My sister said, "I was reading an interesting article at 5 o'clock."
7. The student said, "We'll have been writing this test for 2 hours by 4 o'clock."
8. She said, "I've never seen the like of it."
9. My mother said to her friend, "Come here at once!"
10. John said, "Why, I never expected he would do such a thing."

4.**Змініть пряму мову на непряму.**

1. "O Dick!" she exclaimed, "I'm so glad you came!"
2. Suddenly her thoughts were interrupted. A young man, walking past her, had deliberately stopped... and stood facing her. "Excuse me," said this young man, "but I believe you to be Mrs. Cavalossi."
3. "O, please forgive me, Tom; my heart will break," said Maggie.
4. "Now you go and get me my hammer, Will," he would shout. "And don't you go, Maria."
5. She went to the window and looked out. "Do come and look, Arthur," she said.
6. "I have waited here an hour," he resumed, while I continued staring, "and the whole of that time all around has been as still as death. I daren't enter."

5.**Заповніть пропуски дієсловом to say або to tell.**

1. He _____ me as we came that he had lived here for many years.
2. He _____ I must talk with your friend.
3. I _____ him I made up my mind months ago.
4. I _____ I would write to him tomorrow.
5. They met some people soon after they had got inside, who _____ they had been there (in the maze) for three quarters of an hour and had had about enough of it. Harris _____ them they could follow him, if they liked... They _____ it was very kind of him and fell behind and followed.
6. Harris kept on turning to the right, but it seemed a long way, and his cousin _____ he supposed it was a very big maze. "Oh, one of the largest in Europe," _____ Harris.
7. Harris _____ he thought it was very fine maze.
8. The man _____ he would go and consult his master.
9. Fox _____ me that you were here!
10. She _____ she would _____ us all about it the next time we met.

ТЕМА 38:

ПОЛІТИЧНІ ІДЕОЛОГІЇ

Заняття 2

ЛІБЕРАЛІЗМ



Прочитайте та перекладіть текст українською мовою.

LIBERALISM

Any account of political ideologies must start with liberalism. This is because liberalism is, in effect, the ideology of the industrialised West, and is sometimes portrayed as a meta — ideology that is capable of embracing a broad range of rival values and beliefs. Although liberalism did not emerge as a developed political creed until the early nineteenth century, distinctively liberal theories and principles had gradually been developed during the previous 300 years.

The central theme of classical liberalism is a commitment to an extreme form of individualism. The state is regarded as a 'necessary evil'. It is 'necessary' in that, at the very least, it establishes order and security. However, it is 'evil' in that it imposes a collective will upon society, thus limiting the freedom and responsibilities of the individual. In the form of economic liberalism, this position is underpinned by a deep faith in the mechanisms of the free market and the belief that the economy works best when left alone by government.

Modern liberalism is characterised by a more sympathetic attitude towards state intervention. Modern liberals abandoned their belief in *laissez-faire capitalism*, largely as a result of J.M. Keynes¹ insight that growth and prosperity could only be maintained through a system of managed or regulated capitalism, with key economic responsibilities being placed in the hands of the state.

Neoliberalism is an updated version of classical political economy. The central pillars of neoliberalism are the market and the individual. The principal neoliberal goal is to 'roll back the frontiers of the state', in the belief that unregulated market capitalism will deliver efficiency, growth and widespread prosperity. In this view, the 'dead hand' of the state saps initiative and discourages enterprise; government, however well intentioned, invariably has a damaging effect upon human affairs. This is reflected in the liberal New Right's concern with the politics of ownership, and its preference for private enterprise over state enterprise or nationalisation. *The nanny state* is seen to breed a culture of dependency and to undermine freedom, which is understood as freedom of choice in the market place. Instead, faith is placed in self-help, individual responsibility and entrepreneurialism.

1. ? Дайте відповіді на питання.

1. Why must any account of political ideologies start with liberalism?
2. Why is the state regarded as a 'necessary evil'?
3. What characterises 'economic liberalism'?
4. What is a distinctive feature of 'modern liberalism'?
5. What does 'neoliberalism' aim at?
6. Why does government, however well intentioned, have a damaging effect upon human affairs?
7. What is a 'nanny state' like?

**ГРАМАТИЧНІ ВПРАВИ
НЕПРЯМА МОВА
ПИТАННЯ В НЕПРЯМІЙ МОВІ**

1.



Змініть пряму мову на непряму.

1. "I have waited here an hour," he resumed, while I continued staring, "and the whole of that time all round has been as still as death. I daren't enter."
2. Young Martin laughed again and said, "I never saw such a fellow as you are, Pinch."
3. "I have met this gentleman before," said the doctor with marked emphasis.
4. "Hans," said Miller, "I will give you my wheel-barrow."
5. "Well!" cried Pinch, "you are the strangest young man, Martin, I ever knew in my life."
6. "Very well, then." Said my friend's wife, rising, "all I have to say is that I will take the children and go to a hotel until these cheeses are eaten. I decline to live any longer in the same house with them."
7. "Maurice," she said, "I've just telephoned to the doctor."
8. "I can go to England at the beginning of June, doctor, but not before," I said. "You must go at once."
9. "I will ring when I want you," she said to the maid.
10. "You are a few minutes before your time, I fancy, Arthur," said Mrs. Cavalossi.

2.



Змініть пряму мову на непряму.

1. Kate said: "Mike, do you like my dress?"
2. Grandfather said to Mary: "What mark did you get at school?"
3. My sister said to me: "Will you take me to the

theatre with you tomorrow?" 4. Mother asked me: "Did you play with your friends yesterday?" 5. "Why don't you play with your friends, Kate?" said her mother. 6. "Do you like chocolates?" said my little sister to me. 7. "Did you see your granny yesterday, Lena?" asked Mr. Brown. 8. The doctor asked Nick: "Do you wash your face and hands every morning?" 9. The teacher said to Mike: "Does your father work at a factory?" 10. Mother said to us: "What are you doing here?" 11. Father said to Nick: "Have you done your homework?" 12. Tom said: "Ann, where are your friends?"

3.



Перебудуйте спеціальні запитання, змінюючи пряму мову на непряму. Починайте кожне речення словами, поданими в дужках.

1. Have they sold the picture? (I did not know...) 2. Do they know anything about it? (I wondered...) 3. Has Jack given you his telephone number? (She asked me...) 4. Is he coming back today? (I was not sure...) 5. Have you found the book? (She asked me...) 6. Are there any more books here? (The man asked...) 7. Did she go shopping yesterday (I wanted to know...) 8. Has she bought the dictionary? (He did not ask her...) 9. Does she know the name of the man? (I doubted...) 10. Did Boris see the man this morning? (I asked,..)

4.



Відновіть пряму мову у реченнях.

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now. 2. I asked the man how long he had been in St. Petersburg. 3. I asked him if he was going to a health resort. 4. We asked the girl if her father was still in Moscow. 5. I asked the girl what sort of work her father did. 6. I asked if they had taken the sick man to hospital. 7. I asked my friend if he had a headache. 8. I wanted to know when he had fallen ill. 9. I wondered if he had taken his temperature.

5.



Змініть пряму мову на непряму.

1. "Do you like my pies, Ann?" asked her grandmother. 2. "Sit down at the table and do your homework," said Tom's mother to him. 3. "What did you do at school yesterday, John?" said his father. 4. "Will you play the piano today, Helen?" asked her aunt. 5. My uncle said: "We will visit you next week." 6. "Don't cross

the street under the red light," said the man to Nick. 7. "I took a very good book from our library yesterday," said Mike to his father. 8. "Come to my house tomorrow, Jane., said Lena. 9. "Where are your books, Betsy?" said her mother.

ТЕМА 38:

ПОЛІТИЧНІ ІДЕОЛОГІЇ

Заняття 3

КОНСЕРВАТИЗМ



Прочитайте та перекладіть текст українською мовою.

CONSERVATISM

Conservative ideas and doctrines first emerged in the late eighteenth century and early nineteenth century as a reaction against growing pace of economic and political change.

From the very outset, divisions in conservative thought were apparent. In continental Europe, a form of conservatism emerged that was characterised by the attitude rejecting out of hand any idea of reform. A more flexible, more cautious, and ultimately more successful form of conservatism developed in the UK and the USA that was characterised by belief in 'change in order to conserve'. This stance enabled conservatives to embrace the cause of social reform under the paternalistic banner of 'One Nation'.

The New Right represents a departure in conservative thought that amounts to a kind of counter-revolution against both the postwar drift towards state intervention and spread of liberal or progressive social values. However, the New Right does not so much constitute a coherent and systematic philosophy as an attempt to marry two distinct traditions usually termed 'neoliberalism' and 'neoconservatism'.

Neoconservatism reasserts nineteenth-century conservative social principles. The conservative New Right wishes, above all, to restore authority and return to traditional values, notably those linked to the family, religion and the nation. Authority is seen as guaranteeing social stability, while shared values and common culture are believed to generate social cohesion and make civilised existence possible. The enemies of neoconservatism are therefore permissiveness, the cult of the self. Another aspect of neoconservatism is the tendency to view the emergence of multicultural and multireligious societies with concern, on the basis that they are conflict-ridden and inherently unstable. It is sceptical about both immigration and the growing influence of supranational bodies such as the United Nations and the European Union.

1. **?** Дайте відповіді на питання.

1. What were the 'plusses' and 'minuses' of different forms of conservatism formed in continental Europe and in the UK, and the USA?
2. What is the New Right philosophy?
3. What are the distinct aspects of neoconservatism?

2. ▶▶			Вирішіть до якої ідеології (Socialism, Liberalism, Anarchism, Conservatism) належить наступне.
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A.



1. **Individualism** reflects a belief in supreme importance of human individual as opposed to any social group or collective body.
2. **Freedom** arises from a belief in the individual and desire to ensure that each person is able to act as he or she pleases or chooses. But «freedom under law» is advocated, as it is recognised that one person's liberty may be a threat to the liberty of others.
3. **Equality** implies a belief in fundamental equality that is individuals are «born equal».
4. **Toleration**, the willingness of people to allow others to speak, to think and act in ways of which they disapprove.
5. **Consent**. Government must be based on the consent of the governed.
6. **Constitutionalism** - belief in limited government which can be attained through establishment of a codified or 'written' constitution that defines the relationship between the state and individual.

B.

1. **Tradition** is respect for established customs, and institutions that have endured through time. It has the virtue of promoting stability and security.
2. **Pragmatism**, the belief that actions should be shaped by practical circumstances' and practical goals, that is by 'what works'.
3. **Hierarchy**, gradation of social position and status is natural and inevitable in an organic society.
4. **Authority** is always exercised 'from above', providing leadership, guidance and support for those who lack the knowledge, experience or education to act wisely in their own interests.
5. **Property ownership** is vital because it gives people security and a measure of independence from government and it encourages them to respect the law and property of others.

C.

1. **Fraternity**-'brotherhood', but broadened in this context to embrace all humans.
2. **Equality** as a form of **egalitarianism**, the belief in the primacy of equality over other values.
3. **Need**, belief that material benefits should be distributed on the basis of need, rather than on the basis of merit or work.
4. **Community**, the vision of human being as social creatures linked by the existence of a common humanity.
5. **Common ownership** as a means of generating broader equality.

3.			Дайте українські еквіваленти словосполучень.
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Liberalism emerged as a developed political creed; this position is underpinned by a deep faith in the mechanisms of the free market; the economy works best when left alone by government; an updated version; the neoliberal goal is to «roll back the frontiers of the state»; to deliver efficiency, growth and widespread prosperity; to sap initiative; such divisions were apparent; to embrace the cause of social reform; a departure in conservative thought; to constitute a coherent and systematic philosophy; to generate social cohesion; conflict-ridden and inherently unstable.

ГРАМАТИЧНІ ВПРАВИ ПИТАННЯ В НЕПРЯМІЙ МОВІ

1.		Змініть пряму мову на непряму.
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1. “How can I find her?” said the stranger. “Only through me,” rejoined Mr. Bumble.
2. “How old is that horse?” inquired Mr. Pickwick.
3. “When will Mr. Dodson be back, Sir?” inquired Mr. Pickwick.
4. “And have you anything else you want to explain to me, Denry?” said Mr. Maybold. “Nothing, Sir.”
5. “Is Miss Allen in the garden yet, Mary?” inquired Mr. Winkle. “I don’t know,

Sir," replied the pretty housemaid.

6. "Ellen, how long will it be before I can walk to the top of these hills? I wonder what lies on the other side – is it the sea?" "No, Miss Cathy," I would answer, "it is hills again."

2.



Змініть пряму мову на непряму, перекладіть українською.

1. The first question on Marianne's side was, "How long has this been known to you, Elinor? Has he written to you?" "I have known it these four months."
2. "Who is there?" he whispered. "It's me, Sir," answered a venerable voice, "Mrs. Newitt, the housekeeper. Is Mrs. Forrest ill?" "Mrs. Newitt," he said, "where is your master?"
3. "Is this really the place?" asked Sylviane.
4. "What time does the train leave Charina Cross?" Sylviane asked her husband.
5. "Is there anything else on your mind, Erik?" Haviland asked.
6. "Tom," she said timidly when they were out of doors, "how much money did you give for your rabbits?"
7. "May the children come too, sister?" inquired Mrs. Tulliver.

3.



Перебудуйте спеціальні запитання, змінюючи пряму мову на непряму.

1. Mother said to me: "Who has brought this parcel?"
2. He said to her: "Where do you usually spend your summer holidays?"
3. Ann said to Mike: "When did you leave London?"
4. She said to Boris: "When will you be back home?"
5. Boris said to them: "How can I get to the railway station?"
6. Mary asked Tom: "What time will you come here tomorrow?"
7. She asked me: "Why didn't you come here yesterday?"
8. She asked me: "What will you do tomorrow if you are not busy at your office?"
9. I said to Nick: "Where are you going?"
10. I said to him: "How long are you going to stay there?"
11. I said to him: "How long will it take you to get there?"
12. Pete said to his friends: "When are you leaving St. Petersburg?"
13. He said to them: "Who will you see before you leave here?"
14. They said to him: "What time does the train start?"
15. I asked Mike: "What will you do after dinner?"
16. I asked my uncle: "How long did you stay in the Crimea?"
17. Ada said to me: "Where did you see such trees?"
18. I said to Becky: "What kind of book has your friend brought you?"

4.



Перебудуйте спеціальні запитання, змінюючи пряму мову на непряму. Починайте кожне речення словами, поданими в дужках.

1. Where did I put the book? (I forgot...) 2. Who has given you this nice kitten? (She wanted to know...) 3. Where can I buy an English-Russian dictionary? (He asked me...) 4. How long will it take your brother to get to Madrid? (He wondered...) 5. Where is he going? (He didn't tell anybody...) 6. Where has he gone? (Did you know...) 7. Where is he? (Did you know...) 8. When is he leaving school? (I wanted to know...) 9. Where does he live? (Nobody knew...) 10. When will he come back? (She asked them...) 11. Where did she buy this hat? (He wanted to know...) 12. How much did she pay for it? (I had no idea...)

5.



Перебудуйте загальні запитання, змінюючи пряму мову на непряму.

1. I said to Mike: "Have you packed your suitcase?" 2. I said to Kate: "Did anybody meet you at the station?" 3. I said to her: "Can you give me their address?" 4. I asked Tom: "Have you had breakfast?" 5. I asked my sister: "Will you stay at home or go for a walk after dinner?" 6. I said to my mother: "Did anybody come to see me?" 7. I asked my sister: "Will Nick call for you on the way to school?" 8. She said to the young man: "Can you call a taxi for me?" 9. Mary said to Peter: "Have you shown your photo to Dick?" 10. Oleg said to me: "Will you come here tomorrow?" 11. He said to us: "Did you go to the museum this morning?" 12. I said to Boris: "Does your friend live in London?" 13. I said to the man: "Are you living in a hotel?" 14. Nick said to his friend: "Will you stay at the "Hilton"?" 15. He said to me: "Do you often go to see your friends?" 16. He said to me "Will you see your friends before you leave St. Petersburg?" 17. Mike said to Jane: "Will you come to the railway station to see me off?" 18. She said to me: "Have you sent them a telegram?" 19. She said to me: "Did you send them a telegram yesterday?"

ТЕМА 38:

ПОЛІТИЧНІ ІДЕОЛОГІЇ

Заняття 4

КОМУНІЗМ



Прочитайте та перекладіть текст українською мовою.

COMMUNISM

Communism, in its simplest sense is the organization of social existence on the basis of the collective property. As a theoretical ideal, it is most commonly associated with the scientific works of Marx, for whom communism meant a classless society in which wealth was owned in common, production was geared to human need, and the state had to «wither away», allowing for harmony and self-actualization. The term is also used to characterize societies, founded on Marxist principles and crucially adopted by Leninism and Stalinism. The main features of «orthodox» communism as a regime type are as follows:

- Marxism-Leninism is the official ideology.
- A communist party that is organized on the principles of democratic centralism enjoys a monopoly of political power.
- The communist party «rules» in the sense that it dominates the state machine, creating a fused state-party apparatus.
- The communist party plays a leading and guiding role in society, controlling all institutions, including the economic, educational and recreational institutions.

1. ? Дайте відповіді на питання.

1. What is communism?
2. What society does the term characterize?
3. What are the features of communism as a regime type?


2.



Дайте українські еквіваленти словосполучень.

The organization of social existence, collective property, scientific works, classless society, self-actualization, a regime type, democratic centralism, fused state-party apparatus.


ГРАМАТИЧНІ ВПРАВИ ПОРАДИ, ПРОХАННЯ, НАКАЗИ В НЕПРЯМІЙ МОВІ

1. 	Перебудуйте наказові речення, змінюючи пряму мову на непряму.
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1. "Explain to me how to solve this problem," said my friend to me. 2. The doctor said to Nick: "Open your mouth and show me your tongue." 3. "Don't be afraid of my dog," said the man to Kate. 4. "Take this book and read it," said the librarian to the boy. 5. The doctor said to Pete: "Don't go for a walk today." 6. "Don't eat too much ice cream," said Nick's mother to him. 7. "Go home," said the teacher to us. 8. "Buy some meat in the shop," said my mother to me. 9. "Sit down at the table and do your homework," said my mother to me. 10. "Don't forget to clean your teeth," said granny to Helen. 11. "Don't sit up late," said the doctor to Mary.

2. 	Змініть пряму мову на непряму, перекладіть українською.
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1. "Sam," said Mr. Pickwick, "shut the door."
2. "Take a chair, Pinch," said Pecksniff. "Take a chair, if you please."
3. "Oh, do skate, Mr. Winkle," said Arabella, "I like to see it so much."
4. "My dear friend," said Mr. Pickwick, running forward and grasping Wardle's hand. "My dear friend, pray, for heaven's sake, explain to this lady the unfortunate and dreadful situation in which I am placed."
5. "Stop a bit, Sir!" said Adam in a hard, peremptory voice. "I've got a word to say to you." Arthur paused in surprise.
6. "Now, Miss Dunbar," said Holmes, "I beg you to tell us exactly what occurred that evening."
7. "Now you go and get me my hammer, Will," he would shout. "And don't you go, Maria."
8. "Oh, don't leave me!" whispers Myra, turning imploring eyes upon Irene's face.
9. She went to the window and looked out. "Do come and look, Arthur," she said.

3. 	Перебудуйте наказові речення, змінюючи пряму мову на непряму.
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1. The teacher said to me: "Hand this note to your parents, please." 2. Oleg said to his

sister: "Put the letter into an envelope and give it to Kate." 3. "Please help me with this work, Henry," said Robert. 4. "Please bring me some fish soup," he said to the waitress. 5. "Don't worry over such a small thing," she said to me. 6. "Please don't mention it to anybody," Mary said to her friend. 7. "Promise to come and see me," said Jane to Alice. 8. He said to us: "Come here tomorrow." 9. I said to Mike: "Send me a telegram as soon as you arrive." 10. Father said to me: "Don't stay there long."

ТЕМА 38:

ПОЛІТИЧНІ ІДЕОЛОГІЇ

Заняття 5

АНАРХІЯ



Прочитайте та перекладіть текст українською мовою.

ANARCHISM

Anarchism is a manner of organizing society, derived from the Greek word meaning "without archons" or "without chiefs". Thus "anarchism," in its most general meaning, is the belief that all forms of rulership are undesirable and should be abolished. Anarchism also refers to related philosophies and social movements that advocate the elimination of coercive institutions. The word "anarchy", as most anarchists use it, does not imply chaos, nihilism, or anomie, but rather a harmonious anti-authoritarian society that is based on voluntary association of free individuals in autonomous communities, mutual aid, and self-governance.

The word "anarchist" originated as a term of abuse. For example at the Putney Debates (1647) during the English Civil War, the Leveller, Thomas Rainsborough, remarked: "I know that some particular men we debate with believe we are for anarchy." Whilst the term is still used in a pejorative way to describe "any act that used violent means to destroy the organization of society", it has also been taken up as a positive label by self-defined anarchists.




Ideas about how an anarchist society might work vary considerably, especially with respect to economics. There are also disagreements about how such a society might be brought about, with some anarchists being committed to a strategy of nonviolence, while others advocate armed struggle.

Anarchism generates many eclectic and syncretic philosophies and movements. Since the Western social ferment in the 1960's and 1970's a number of new movements and schools have appeared. Most of these stances are limited to even smaller numbers than the schools and movements.

Anarchism has several forms: religious anarchism (Buddhist anarchism, Christian anarchism, Islam and anarchism), Green anarchism, Eco-anarchism, Insurrectionary anarchism (Insurrectionary anarchism is a form of revolutionary anarchism critical of formal anarchist labor unions and federations), etc.


1. ? Дайте відповіді на питання.

1. What does the word “anarchism” mean?
2. What is anarchism?
3. What does the word “anarchy” imply?
4. What are the forms of anarchism?


2. 	 	Дайте українські еквіваленти словосполучень.
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A manner of organizing society, forms of rulership, elimination of coercive institutions, chaos, nihilism, anomie, mutual aid, term of abuse, pejorative way, eclectic and syncretic philosophies and movements.

**ГРАМАТИЧНІ ВПРАВИ
ПОРАДИ, ПРОХАННЯ, НАКАЗИ В НЕПРЯМІЙ МОВІ
РОЗПОВІДНІ РЕЧЕННЯ В НЕПРЯМІЙ МОВІ**

1. 	Перебудуйте розповідні речення, змінюючи пряму мову на непряму.
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1. "This man spoke to me on the road," said the woman. 2. "I can't explain this rule to you," said my classmate to me. 3. The teacher said to the class: "We shall discuss this subject tomorrow." 4. The woman said to her son: "I am glad I am here." 5. Mike said: "We have bought these books today." 6. She said to me: "Now I can read your translation." 7. Our teacher said: "Thackeray's novels are very interesting." 8. She said: "You will read this book in the 9th form." 9. Nellie said: "I read "Jane Eyre" last year." 10. "My friend lives in Moscow," said Alec. 11. "You have not done your work well," said the teacher to me. 12. The poor man said to the rich man: "My horse is wild. It can kill your horse." 13. The rich man said to the judge: "This man's horse has killed my horse."

2. 	Перебудуйте наказові речення, змінюючи пряму мову на непряму.
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1. Peter said to them: "Don't leave the room until I come back." 2. "Take my

luggage to Room 145," he said to the porter. 3. He said to me: "Ring me up tomorrow." 4. "Bring me a cup of black coffee," she said to the waiter. 5. "Don't be late for dinner," said mother to us. 6. Jane said to us: "Please tell me all you know about it." 7. She said to Nick: "Please don't say anything about it to your sister."

3.



Перебудуйте розповідні речення, змінюючи пряму мову на непряму.

1. He said: "I have just received a letter from my uncle." 2. "I am going to the theatre tonight," he said to me. 3. Mike said: "I spoke to Mr. Brown this morning." 4. He said to her: "I shall do it today if I have time." 5. I said to them: "I can give you my uncle's address." 6. Oleg said: "My room is on the second floor." 7. He said: "I am sure she will ring me up when she is back in St. Petersburg." 8. Misha said: "I saw them at my parents' house last year." 9. He said: "I haven't seen my cousin today." 10. "I don't go to this shop very often," she said. 11. Tom said: "I have already had breakfast, so I am not hungry."

ТЕМА 39:

РЕЖИМИ СУЧАСНОГО СВІТУ

Заняття 1

ЗАХІДНІ ПОЛІАРХІЇ



Прочитайте та перекладіть текст українською мовою.

WESTERN POLYARCHIES

Western polyarchies are broadly equivalent to regimes categorized as 'liberal democracies' or even simply 'democracies'. Their heartlands are therefore North America, Western Europe and Australasia, although states ranging from India and Japan to the 'new' South Africa all exhibit strongly polyarchical features.

The term 'polyarchy' is preferable to liberal 'democracy' for two reasons. First, „liberal democracy” is sometimes treated as a political ideal. Secondly, the use of 'polyarchy' acknowledges that these regimes fall short, in important ways, of the goal of democracy.



All states that hold multiparty elections have polyarchical features. Nevertheless, western polyarchies have a more distinctive and particular character. They are marked not only by representative democracy and a capitalist economic organization, but also by a widespread acceptance of liberal individualism.

Western polyarchies are not all alike, however. Some of them are biased in favour of centralisation and majority rule, and others tend towards fragmentation and pluralism. A system of consociational democracy is particularly appropriate to societies that are divided by deep religious, ideological, regional, cultural or other differences. Consensual or pluralistic tendencies are often associated with the following features:

- Coalition government
- A separation of powers between the executive and the assembly
- An effective bicameral system
- A multiparty system
- Proportional representation
- Federalism or devolution
- A codified constitution and a bill of rights

1. ? Дайте відповіді на питання.

1. Why is the term «polyarchy» preferable to liberal 'democracy'?
2. What is the distinctive feature of western polyarchies?
3. What societies is a system of consociational democracy particularly appropriate for?
4. What features are consensual or pluralistic tendencies associated with?

2. ▶▶			Дайте українські еквіваленти словосполучень.
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Heartlands, polyarchical features, political ideal, the goal of democracy, distinctive and particular character, widespread acceptance of liberal individualism, system of consociational democracy, separation of powers.

**ГРАМАТИЧНІ ВПРАВИ
ВЖИВАННЯ КОНСТРУКЦІЇ I wish У ТЕПЕРІШНЬОМУ ЧАСІ**

1. 	Перекладіть речення на українську мову.
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1. I wish you told me all the truth.
2. I don't earn much money. I wish I earned a lot of money.
3. I wish it were summer now.
4. I wish I knew where they lived.
5. I wish I had more time.
6. It's too hot now. I wish it wasn't so hot.
7. I wish I was rich.
8. He wishes he lived in Paris.
9. I haven't got any money. I wish I had some money.

2. 	Перекладіть речення на українську мову.
---	--

1. I'm too fat. I wish I was thin. 2. I never get invited to parties. I wish I got invited to parties. 3. It's raining. I wish it wasn't raining. 4. I'm going to visit her later. I wish I wasn't going to visit her later. 5. I wish I were taller. 6. I wish it were Saturday today. 7. I wish the options were a little clearer. 8. We're all living in a

small flat. I wish we weren't living in a small flat. I wish we were living in a big flat. 9. I have to go to the dentist tomorrow. I wish I didn't have to go to the dentist tomorrow. 10. I'll have to do some extra work over the weekend. I wish I didn't have to do any extra work over the weekend. 11. My brother is coming to stay with me next week. I wish my brother wasn't coming next week.

3.



**Розкрийте дужки, поставте дієслова у вірну форму.
Перекладіть речення на українську мову.**

Model: He wished he _____ able to do it. (to be)

He wished he were able to do it.

I wish I _____ with you. (to agree)

I wish I agreed with you.

They will wish they _____ time to come. (to have)

They will wish they had time to come.

1. I wish it _____ possible to finish the work tonight. (to be)

2. Will he wish he _____ ready? (to be)

3. She wished she _____ how to sing. (to know)

4. We wish they _____ to come with us. (to want)

5. You wished you _____ better. (to feel)

6. They will wish it _____ warmer. (to be)

7. Does he wish he _____ younger? (to be)

8. I wish I _____ the subject more interesting. (to find)

ТЕМА 39:

РЕЖИМИ СУЧАСНОГО СВІТУ

Заняття 2

ПОСТКОМУНІСТИЧНИЙ РЕЖИМ



Прочитайте та перекладіть текст українською мовою.



POSTCOMMUNIST REGIMES

The collapse of communism in the eastern European revolutions of 1989—91 undoubtedly unleashed a process of democratisation that drew heavily on the western liberal model. The central features of this process were the adoption of multiparty elections and the introduction of market-based economic reforms. In that sense, it can be argued that most (some would say all) former communist regimes are undergoing a transition that will eventually make them indistinguishable from western polyarchies. Nevertheless, for the time being at least, there are reasons for treating these systems as distinct. In the first place, the heritage of their communist past can not be discarded overnight, especially when, as in Russia, the communist system had endured for, over 70 years. Secondly, the process of transition itself has unleashed forces and generated problems quite different from those that confront western polyarchies. One feature of Postcommunist regimes is the need to deal with the politico-cultural consequences of communist rule. A second set of problems stem from the process of economic transition. The 'shock therapy' transition from central planning to laissez-faire capitalism, advocated by the International Monetary Fund, unleashed deep insecurity because of the growth of unemployment and inflation, and it significantly increased social inequality. Important differences between Postcommunist states can also be identified. The most crucial of these is that between the more industrially advanced and westernized countries of 'central' Europe and the more backward 'eastern' states. In the former group, market reform has proceeded swiftly and relatively smoothly in the latter, it has either been grudging and incomplete or it has given rise to deep political tensions.

1. ? Дайте відповіді на питання.

1. The collapse of communism unleashed a process of democratization. Name the central features of this process.
2. Some argue that former communist regimes will become indistinguishable from western polyarchies. List the counterarguments given in the text.

3. Comment on the role of the International Monetary Fund in the process.
4. Identify important differences between postcommunist states.

2. ▶▶			Дайте українські еквіваленти словосполучень.
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Collapse of communism, adoption of multiparty elections, regimes are undergoing a transition, indistinguishable, heritage of communist past, process of transition generated problems, social inequality, backward states.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ КОНСТРУКЦІЇ I wish У МАЙБУТНЬОМУ ЧАСІ

1. 	Перекладіть речення на українську мову.
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1. I wish you would tell me how to become young again.
2. Oh, how she wished her aunt would leave.
3. I wish I could see her face and speak to her.
4. I wish Mr. Barton would return to his native town.
5. I wish you would write and tell me.
6. I wish they could come to see me tomorrow. I'll not be here again till the weekend.
7. I wish we could get the job done by the weekend, but I don't think we shall.
8. He won't help me. I wish he would help me.
9. You're making too much noise. I wish you would be quiet.
10. You keep interrupting me. I wish you wouldn't do that.

2. 	Перекладіть речення на українську мову.
---	--

1. I wish you wouldn't keep borrowing money from me.
2. I wish you would remember to go to the bank from time to time.
3. I wish you wouldn't phone me so early in the morning.
4. I wish you would wait until later.
5. I wish you would tell me when you're going to be late.

3.



**Розкрийте дужки, поставте дієслова у вірну форму.
Перекладіть речення на українську мову.**

Model: They wished the sun _____. (to shine)
They wished the sun would shine.

Does she wish it _____? (to snow)
Does she wish it would snow?

You will wish the bell _____. (to ring)
You will wish the bell would ring.

1. They wished she _____ the arrangements. (to make)
2. He will wish you _____ him. (to help)
3. She wishes the mail _____. (to come)
4. We wished they _____. (to hurry)
5. You will wish the door _____. (to open)
6. They wish we _____ for them. (to wait)
7. I wish you _____ to me. (to write)
8. Will she wish you _____ her? (to join)

ТЕМА 39:

РЕЖИМИ СУЧАСНОГО СВІТУ

Заняття 3

СХІДНО АЗІАТСЬКІ РЕЖИМИ



Прочитайте та перекладіть текст українською мовою.



EAST ASIAN REGIMES

The rise of East Asia in the late twentieth century may ultimately prove to be a more important world-historical event than the collapse of communism. Certainly, the balance of the world's economy has shifted markedly from the West to the East in this period. However, the notion that there is a distinctively East Asian political form is a less familiar one. The widespread assumption has been that modernization means westernisation. Translated into political terms, this means that industrial capitalism is always accompanied by liberal democracy. However, this interpretation fails to take account of the degree to which polyarchial institutions operate differently in an Asian context from the way they do in a western one. Most importantly, it ignores the difference between cultures influenced by Confucian ideas and values and ones shaped by liberal individualism.

East Asian regimes tend to have similar characteristics. First, they are orientated more around economic goals than political ones. Secondly there is broad support for 'strong' government. Powerful 'ruling' parties tend to be tolerated, and there is general respect for the state. Although, with low taxes, and relatively low public spending (usually below 30 per cent of GDP/gross domestic product/), there is little room for the western model of the welfare state, there is nevertheless general acceptance that the state as a 'father figure' should guide the decisions of private as well as public bodies, and draw up strategies for national development. This characteristic is accompanied, thirdly, by a general disposition to respect leaders because of the Confucian stress on loyalty, discipline and duty. Finally, great emphasis is placed on community and social cohesion, embodied in the central role accorded to the family. The resulting emphasis on what the Japanese call 'group think' restricts the scope for the assimilation of ideas such as individualism and human rights, at least as these are understood in the West.

1. ? Дайте відповіді.

The widespread assumption has been that modernization means westernisation. Translate it into political terms and give all «pros» and «cons» mentioned in the text.

2. ▶▶			Дайте українські еквіваленти словосполучень.
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Their heartlands are; states, ranging from India to ...; these regimes fall short of the goal of democracy; some polyarchies are biased in favour of centralization; fragmentation; consociational democracy; consensual or pluralistic tendencies; a bicameral system; federalism or devolution; their communist past can't be discarded overnight; westernized countries, grudging and incomplete reforms; to give rise to deep political tensions; most importantly; to draw up strategies; community and social cohesion; a military-backed personalized dictatorship; 'to pull the strings' behind the scenes.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ КОНСТРУКЦІЇ I wish У МИНУЛОМУ ЧАСІ

1. 	Перекладіть речення на українську мову.
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1. They wish they'd chosen a different leader.
2. I went to see the latest Star Wars film. I wish I hadn't gone.
3. I've eaten too much. I wish I hadn't eaten somuch.
4. "Are you hungry?" "Yes, I wish I had brought lunch with me.
5. "You were too slow getting ready to go out. I wish you hadn't been so slow getting ready.
6. Now we've missed the train. I wish we hadn't missed the train.
7. I promised our friends we'd arrive on time. I wish I hadn't promised we'd arrive on time, because now they'll be waiting for us.

2.



**Розкрийте дужки, поставте дієслова у вірну форму.
Перекладіть речення на українську мову.**

Model: They wished they ___ not _____. (to come)
They wished they had not come.

I wish I _____ ready on time. (to be)
I wish I had been ready on time.

Will she wish she _____ her bicycle? (to ride)
Will she wish she had ridden her bicycle?

1. I wish I _____ not _____ the answers. (to lose)
2. They wished they _____ not _____ the appointment. (to forget)
3. He will wish he _____ us the book. (to show)
4. Will they wish we _____ them some food? (to give)
5. We wish it _____ yesterday. (to snow)
6. She wished she _____ not _____ the window. (to open)
7. I wished I _____ the news. (to hear)
8. You wish you _____ what to do. (to know)

ТЕМА 39:

РЕЖИМИ СУЧАСНОГО СВІТУ

Заняття 4

ПОЛІТИЧНИЙ ІСЛАМ



Прочитайте та перекладіть текст українською мовою.

ISLAMIC REGIMES

The rise of Islam as a political force has had a profound affect on politics in North Africa, the Middle East, and parts of Asia. In some cases, militant Islamic groups have challenged existing regimes, often articulating the interests of an urban poor. Islam is not, however, and never has been, simply a religion. Rather, it is a complete way of life, defining correct moral, political and economic behavior for individuals and nations alike. Political Islam aims at the construction of a theocracy in which political and other affairs are structured according to 'higher' religious principles. Nevertheless, political Islam has assumed clearly contrasting forms, ranging from fundamentalist to pluralist extremes.

1. ? Дайте відповіді на питання.

1. What is the aim of political Islam with its particular features?
2. What are the forms of political Islam?

2.



Дайте українські еквіваленти словосполучень.

Profound affect, militant groups, urban poor, construction of a theocracy, 'higher' religious principles, ranging from fundamentalist to pluralist extremes.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ КОНСТРУКЦІЇ I wish

1.



Перекладіть 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 Christmas.
2. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination.
3. It's a pity that you didn't 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 won't be able to reach home before teatime.
8. I'm sorry I made you upset by telling you this news.
9. What a pity you don't know enough physics.

2.



Перекладіть українською мовою умовні речення.

1. I'm afraid she would have had no holiday if you had not invited her. (*Shaw*)
2. Would you know him if you saw him? (*Dreiser*)
3. I wish you would tell me how to become young again. (*Wilde*)
4. Oh, how she wished her aunt would go. (*Gaskell*)
5. If you were a mother, you'd understand. (*Shaw*)
6. I wish I could see her face. (*Abrahams*)

3.



Розкрийте дужки, поставте дієслова у вірну форму.
Перекладіть речення на українську мову.

Model: We wished they _____ us earlier. (to call)
We wished they had called us earlier.

She wishes she _____ in Rome now.
She wishes she were in Rome now.

I wish you _____ with us tomorrow. (to come)
I wish you would come with us tomorrow.

1. I wish he _____ here now. (to be)
2. I wish that you _____ here yesterday. (to be)
3. We wish you _____ tomorrow. (to come)
4. You will wish you _____ earlier. (to leave)
5. They wished he _____ with them the next day. (to come)
6. We wish you _____ yesterday. (to arrive)
7. I wish that he _____ us next year. (to visit)
8. She wishes that she _____ at home now. (to be)
9. You wish that he _____ you last week. (to help)
10. He will always wish he _____ rich. (to be)
11. The boy wished that he _____ the competition the next day. (to win)
12. She will wish she _____ the arrangements earlier. (to make)
13. I wish the weather _____ warmer now. (to be)
14. We always wished we _____ fluent in other languages. (to be)
15. They wish he _____ them next week. (to telephone)

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