

I

English for Diplomacy and Politics

Parti

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Foreword

Anyone who is planning to go into politics and take up a career of a diplomat, climb the ladder to the top and join those who make big politics must be prepared to face various challenges and handle a lot of responsibilities on this thorny way.

In this respect it is difficult to exaggerate the importance of a thorough knowledge on a wide range of subjects and, first and foremost foreign languages. In the matter of languages a little knowledge is a **particularly dangerous** thing'. Those who can spare time to study the language of the country they are specializing in, will find its acquisition of great advantage. The surest way to gain admission to the heart of a nation is to give this proof of a desire to cultivate intimate relations with, and to understand the feelings of, the people.

Learning foreign languages is hard work but it does not mean that languages alone are a qualification for a foreign service officer or an international relations expert. But still they are of vital importance.

Since English is on a fair way to becoming the *lingua franca* of the world, it is only natural to start one's way to the career in the international field with learning the English language first thing.

UNIT 1 THE ENGLISH LANGUAGE AND ITS PECULIARITIES

STEP 1. ENGLISH AS A LANGUAGE OF GLOBAL COMMUNICATION

The topical vocabulary to be remembered

1. to communicate v.

(information, knowledge)

communication n.

communicative adj. / sociable

community n.

2. common adj.

(language, market, interests, etc.)

syn. general widespread, usual,

vulgar (manners)

Do not confuse with

ordinary adj. (people, words, **clothes**)

syn. unexceptional

ant. extraordinary, out of the ordinary

common sense

common ground

(un)commonly adv.

to have in common / to share

The British Commonwealth

It's common knowledge

It's common practice

The House of Commons

(in Britain)

3. term n.

1. ; 2. ;

3. ; 4. ()

long / short term

terms n. pl.

1. ; 2.

in general terms
to come to terms / to agree

to be on ... terms
in terms of

4. to consider v. / to regard /
to think / to believe
consideration n.

considerations n. pl.
(to give consideration (to)
to take into consideration
syn. to take into account
considered
considerable adj. (ly) adv.

Do not confuse with
considerate adj.

5. to accept v. / to agree
syn. to come to terms
generally accepted
(un)acceptable adj.
acceptance n
acceptability

- 6 to imply v. / to mean /
to suggest
this implies / suggests...
implication n.
implied adj.

7. to contribute (to) v.

contribution n.

1.

2.

3.

contributor .

contributory adj.

8. to acquire v. (knowledge, habit, skills, strength)
(*to add to what is already possessed*)

Do not confuse with

to gain v.

(independence, rights, reputation, etc.)

(*to struggle in acquiring*)

to gain ground

to gain an upper hand

to gain time

to win v. (a battle, a competition, a prize)

(*better qualities played a part in the gaining*)

Pay attention to the respective

acquisition n. (*effort of acquiring is implied*)

acquirement .

(*implies a continued effort to cultivate oneself*)

gain n.

9. to appear v. 1.
syn. to seem 2.
appearance n.
apparent adj. (ly) adv.
strange as it may appear / seem

10. to vary v. (),
variety n.
various adj.
variable adj. / syn. changeable
invariable adj.
invariably adv.

11. certain adj.
syn. sure, definite
certainly adv.
(uncertainty n.

，
()

12. **to simplify** v.
simplification n.
simplicity n.
simple adj.
simplified adj.

13. **to expand** v. / to grow
(often in volume)

1) ()
2)

expansion n.

，

Do not confuse with

to extend v. (in space, time, area,
terms, influence / increase in length)

(), ()

extension n. / length

，

extent n. / degree

，

to a certain extent / degree

extensive adj.

，

Exercise 1

Translate the sentences illustrating the use of the active vocabulary.

communicate, community, communication, communicative, common

1. It is important for people all over the world to have a language in common use and to communicate freely.
2. The old professor did his best to communicate his love to history to his students.
3. There are many ethnic communities in the U.S.A.
4. The world community needs to acquire a common language.

5. The man was a common worker, severe and uncommunicative.
6. American English is increasingly becoming the means of communication.
7. It is necessary to find common ground with the other party.
8. It's common knowledge that traveling broadens the mind.
9. Higher education is common practice nowadays.
10. Wrong use of articles is common to all beginners.
11. To use your common sense is most important here.
12. The House of Commons is the lower house of British Parliament, where the elected members of Parliament sit.

term, in terms of, to be on ... terms, to come to terms

1. There are a lot of English terms in Russian.
2. An exam in English is taken in the first term of the third year.
3. President in the United States is elected for a four year term.
4. The second reading of the bill was put off till the autumn term.
5. What are the terms of foreign investments in Russia?
6. In terms of technological developments one had to learn English.
7. In historical terms a hundred years is a short period.
8. You cannot measure everything in terms of **money**
9. In terms of defence this treaty would guarantee **our** survival!
10. In the talks the two parties failed to come to terms
11. These two countries are not on diplomatic **terms***

consider, consideration, considerable (ly), considerate

1. Simplicity is considered to be a strength of English.
2. There have been considerable changes in the country lately.
3. He is a very inconsiderate person as he never considers other people's feelings.
4. A lot of factors must be taken into consideration here.
5. This bill has been under consideration for half a year.
6. What readers write is given much consideration to.
7. One has to consider the so called 'generation gap'.
8. What are your considerations on this point?
9. The issue considered is of general interest.

10. The prices for oil have grown considerably lately.
accept, acceptance, acceptable, acceptability

1. An accepting language easily absorbs or accepts words from other languages.
2. Your argument cannot be accepted.
3. Slang is unacceptable in the official language.
4. One of the signs of a community is acceptance of certain rules.
5. Acceptability of a word depends on its register.
6. I **had** only to accept the terms.
7. **The English** language is accepted to have become international.

Imply» implied, implication

1. WIKII does **this** notion imply?
2. Very few could understand the implication of his statement.
3. **To** read between the lines is to guess the implied meaning.
4. The implication of the events was to be assessed later
5. **His** words imply that he has lost touch with reality.

contribute, contributor, contribution

1. **The** U.S. is the greatest contributor to the UN though it is known to owe a **total** sum of contributions to it.
2. My **friend** **regularly** contributes articles to our local newspaper, which younger **generation** contributes some monstrous words to **the vocabulary of their language**.
3. The European Security Council made a major contribution to the **promotion** of peace throughout the world.
5. I **thank** all the speakers who contributed to the discussion.
6. The coming contributions are to be spent on the reconstruction.

acquire, acquisition, acquirement / gain

a. *acquire*

1. He never acquired a taste for serious music.
2. The older you grow; the harder it is for you to acquire friends.

3. Acquisition of fluency in English may be
4. His latest acquisition was a Picasso,
5. One of his acquirements was apprec
6. Drinking like smoking is an acquir
7. In various usages words may acq'

^ The shop ^
 6. There is f. _____ in
 weather
 7. The te. _____

& gain

1. It is easy to gain a reputation, but ha.
2. The matter seemed to be gaining in impoi.
3. English has gained much popularity lately.
4. The idea was speedily gaining ground.
5. He managed to gain the upper hand over his counterp^
6. One's gains and losses are not always measured in terms of money.
7. The gains of the revolutions were to be protected.
8. He is known for his love of gain.
9. No gains, no pains.
10. All the gains of the past three centuries seemed to have been lost.

t
 & 1. ^ and
 ^

appear, appearance, apparent (ly)

1. English appears to have accepted a great number of words from other languages.
2. The English vocabulary is apparently still growing.
3. People are often judged by appearance.
4. Strange as it might appear, but he gained little popularity.
5. The difference between American English and British English is apparent in using the same word for different things.
6. Unexpectedly he appeared as a very flexible politician,

vary, variety, various, invariably

1. Opinion on the matter was extremely varied.
2. The variety of proposals invariably surprised the chairman.
3. The pronunciation of the same English word and its use may vary depending on the country.
4. American English is one of the many varieties of English.

5. The shop sells various goods.
6. There is hardly a better word than variable to describe the weather in those parts.
7. The talks went on with **varying** success.

certain, (un) certainty, certainly

1. English **is certain** to continue gaining ground.
2. **Certainly in journalistic** usage this word acquires a different meaning.
- ! **certain** coarsening of speech is characteristic of our times.
4. There was some (un) certainty in his words.
5. I **offered** her my hand and she took it uncertainly.
6. Many world languages have contributed words to English at certain periods.

expand, expansion / extend, extension^ extensive, extent

1. NATO has expanded to the East to a considerable extent lately.
2. The English language began to spread overseas as a result of British military and commercial expansion.
3. The vocabulary of the Italian language expanded to a great extent from old Latin.
4. The meaning of the word has been extended to become **international**.
5. At the time Russia continued to extend its influence to the East
6. An extended period in power leader may result in corruption.
7. The Internet has led to a massive extension in the use of English.
8. The 20th century witnessed an extensive technological progress.

Exercise 2

Fill in the spaces with an appropriate word

#

communicate, communication, community, communicative, common (ly)

1. _____ people are nice to deal with.

2. The present tense is more _____ in a summary.
3. _____ among people becomes easier if they can _____ m
a _____ language.
4. There are quite a number of English words which are _____
confused by English learners.
5. One of the founding Treaties is the Treaty Establishing the
European Economic _____.
6. Many ethnic _____ in the USA try to keep their language and
traditions and _____ them to their children.
7. Many First Certificate tests aim to examine the applicant's _____
abilities as well.
8. If a Norwegian, a Korean and a Masai were on a desert island,
_____ would still be possible.

consider, considered, consideration(s), considerably, considerate

1. The next point _____ is the role English plays in the Internet,
2. It was very _____ of him to have offered help.
3. A _____ part of Little Britain was destroyed during Na/i raids.
4. The status of spoken English has been upgraded _____.
5. The conflict _____ must be settled as soon as possible.
6. The issue under _____ now is how to protect the **English**
language.
7. What _____ did you have when you rejected the offer/
8. No _____ differences exist between British English and
American English.
9. The English vocabulary has grown _____ for the last hundred
years.

contribute, contribution, contributor (s), contributory

1. Queen Victoria was the greatest _____ to the expansion of the
borders of the British Empire.
2. Japanese can hardly be called a _____ language.
3. For Churchill's great _____ to Britain a monument was erected
to him in Parliament.
4. All _____ will be much appreciated by the church.

5. Each member of this community is to pay_____.
6. The greatest_____to the English language appear to be German and French.
7. What could be most _____ to your enlarging the vocabulary?
8. Church has always lived on _____.

accept, accepting, acceptance, (un)acceptable, (nn)acceptability

1. Some English words which used to be quite_____in formal style seem to be_____now.
2. _____ of a word depends on what register it belongs to.
3. Common_____of rules is important for general agreement.
4. You will have_____the terms of the game.
5. Japanese can hardly be called an_____language as well as contributory.
6. Certain rules of public behaviour are generally_____.
7. They said our plan was too complicated and thus_____.
8. _____ of the idea considered is obvious.
9. English _____ to be the language of the Internet.
10. This behaviour must be considered _____ under the circumstances.

acquire, acquired acquisition, acquirement

- 1 **The ability to** concentrate is a valuable_____.
2. _____ Of (he vocabulary of a foreign language is a long process and implies_____ and use of good dictionaries.
3. Smoking is an_____habit
4. In a different context this word may_____ a new meaning.
5. During these years he_____a great appreciation of his secretary's efficiency.
- 6- He _____ such skills in the course of long practice.
7. Those lands were his richest_____ by marriage.
- 8- _____ of good manners is most important for a diplomat.

appear, appearance, apparently)

1. There is an _____ disagreement among English linguists as to the ways English is to be protected.
2. He was _____ satisfied with what he heard.
3. The most _____ difference lies in the pronunciation.
4. The language _____ to have been changing for centuries.
5. English _____ in many countries as an official language.
6. The English saying goes, "_____ are deceptive".
7. The origin of some gestures does not _____ certain.
8. A vertical head nod, always a 'yes' sign, _____ almost everywhere in the world.

vary, varying, variety, various, variable, invariably

1. _____ of new words may go in _____ ways.
2. As a living organism language _____ develops independently.
3. In _____ degrees, all four conceptions influenced the reform.
4. People's views are influenced in _____ degrees by the economic, political and religious developments.
5. In many other languages there is a 'high' and low' _____.
6. A comfortable mixture of English period furniture in his office _____ impressed visitors.
7. The other man's classical quotation _____ annoyed him.
8. The 16th century produced a remarkable _____ of saints.
9. Opinion on the matter under consideration _____ considerably.

imply, implied, implication

1. The _____ meaning of his words is quite clear.
2. What could be the _____ of this strange statement?
3. This fact _____ that there is still a way out of the difficulty.
4. The _____ in his political speech could confuse anyone.
5. Reading between the lines and seeing the _____ meaning needs special training.
6. The _____^{to} be drawn from Britain's military weakness was

that she must seek diplomatic support.

expand, expansion, extend, extension, extent, extensively)

1. _____ of the British Empire fell on the 19th century.
2. The EU has _____ its borders to the East to a great _____.
3. They offer an _____ summer course to English learners.
4. The English vocabulary _____ due to borrowings and productive word-building.
5. Do you happen to know the _____ of the rivers in Russia?
6. All states have been to some _____ affected by these events.
7. The members of the committee are being more _____ consulted *in* their areas of expertise.
8. This way of activity will _____ the role of private actors.
9. Regional conflicts ended an _____ peace.
10. There are opponents to the _____ of the free-trading regime.
11. The civilization of ancient Greece and Rome had _____ its political dominance into North Western Europe.
12. The press usually refers just to newspapers, but the term can be _____ to include magazines.

Exercise 3

Before you read the text below, answer the following questions.

1. How long have you been learning the English language?
2. Is **English** your first, second or third language?
3. Why are you learning it?
4. In what countries is English spoken as the first language?
5. How much is English spread in other countries? Why?

Exercise 4

Now read the text, study the note and do the tasks that follow.

English Invasion No-One Can Stop by Jeremy Geelan

The English language is now the first or the second language of more sovereign states than any other language in the world. In terms of ex-

ports and investments, in terms of technological development, one *had* to learn English to join the 21st century-.

In this context it is not difficult to see why Toyota provides six-month in-service English courses to 1,000 of its employees. In Italy, English is a must for many technical jobs. In Brazil job-hunters are investing their last savings in English lessons because so many prospective employers recruit only workers with a knowledge of English. In China English is the top priority foreign language to be learned at school.

Today's search for information and need for global communication have already promoted English to being the international language. English is considered to be spoken now by 400 million people as the native language in twelve nations and approximately by 800 million people as an official or semi-official language of forty-four countries more.

But why is English rising so far above the world's other tongues? First of all, it has proved to be, up to a certain level of fluency, easier to learn than other languages because of its relatively simple and flexible forms and open vocabulary.

Over the centuries English words have been simplified. Verbs now have very few inflections, and adjectives do not **change according to** the noun. The trend towards simplicity is believed to be a strength of English.

Another strength is the flexibility of function of **individual Words**. As a result of the loss of inflections, English has become a very flexible language. Without inflections, the same word can operate as **many** different parts of speech. Verbs and nouns may have the same form, for example, *spread, answer, demand*, etc. Adjectives can be used as verbs: *warm - to warm; narrow - to narrow*. Prepositions too are flexible: *near - to near; round-a round* (of talks, elections).

Openness of the vocabulary implies that English is a very accepting language. It accepts words from other languages and easily creates compounds and derivatives.

Most world languages seem to have contributed some words to English at certain periods. And it is, above all, a two-way street, absorbing vernacular (local) words and phrases from the very countries into which it expands. The greatest contributors were such languages

as French (*dentist, ballet, garage, etc*), German (*halt, kindergarten, etc*) and Dutch (*toy, switch, cookie, etc*) and many other languages. Just as English finds a home for these and other borrowings, so, in turn, it achieves a mighty 'export 'trade. In Japan, *masukomi* means mass communication, and *nansensu* means 'nonsense'. A home bred word like *hooligan* appears in Russian along with numerous computer, aviation, naval, business terms.

All this and the spontaneous coinage of new words (*xerox, sandwich, submarine, hot dog, etc*) have made English an effective means of communication. Modern English is the primary international language used in diplomacy, though it used to be French. In fact, approximately 80% of the information stored in computers is written in English or its variety, 75% of the mail, cables, and telexes sent around the world, and 90% of Internet content is in English.

In its role as a global language, English has become one of the most important academic and professional tools and is accepted as the most important language for the international community to learn. This is a fact that seems to be irreversible. It is predicted today that speaking the common world language will be fundamental to achieve success. The spread of the English language makes the spread of wild fire look slow. We are likely to be on the way to acquiring one language.

Not* to th.i> text:

My attctitrttt f<> ihc. use and translation of the Complex Subject with the Infinitive.

English is considered to be an international language. * It is considered that English is an international language.

English **appears** / seems to have spread round the world. = It appears / seems that English has spread round the world. ~ (),

English is certain / sure / likely to continue changing. = It is certain / likely that English will continue changing >

For more detail consult the grammar supplement on the use of the Infinitive at the end of the Unit.

Exercise 5

Work in pairs. Discuss the following:

1. Why do people in many countries learn English?
2. What are the main features that make English so popular?
3. What does 'simplicity' of the English language imply?
4. Why is English considered to be a very flexible language?
5. What is implied by 'openness' of the English vocabulary?
6. Why has English become an effective way of communication?
7. In what areas is the English language used?
8. What future for the English language is predicted?

Exercise 6

Translate the sentences from the text Pay attention to the translation of the Infinitive forms and the vocabulary.

1. In terms of exports and investments, in terms of technological development, one *had* to learn English to join the 21st century.
2. In this context it is not difficult to see why Toyota provides six month in service English courses to 1,000 of its employees.
3. In China English is the top priority foreign language **to be learned** at school.
4. English has proved to be, up to a certain level of fluency, *casici* to learn than other languages.
5. The trend towards simplicity is believed to be a **strength of** English.
6. Most world languages seem to have contributed some words to English at certain periods.
7. English ... is accepted as the most important language for the international community to learn. This is a fact that seems to be irreversible.
8. The spread of the English language makes the spread of wildfire look slow.
9. We may not have become one world, but we are likely to be on the way to acquiring one language.

5. The _____ towards simplicity is believed to be a _____ of English.
6. Openness of the vocabulary _____ that English is a very _____ language.
7. Most world languages have _____ some words to English at _____ periods.
8. The greatest _____ were such languages as French ..., German ... and Dutch...
9. _____ this and the _____ of new words ... have made English an effective _____ of _____.
10. ... English ... is _____ as the most important language for the **international** _____ to learn.
11. It is predicted today that speaking the _____ world language will be _____ to achieve success.
12. ... we are likely to be on the way to _____ one language.

Exercise 11

Find in the text the English equivalents to the following.

* 14)14)

/

Exercise 12

Suggest the Russian for the English word combinations.

to promote a language to being international
compounds and derivatives

a two way street
to absorb words from the very countries into which the language expands
an accepting language
a home bred word
Internet content
an important academic and professional tool
foreign borrowings
along with numerous terms
to contribute words

Exercise 13

Find in the text English equivalents to the following.

to share; to agree to; to mean; to seem; to think / to suppose;
to speak; to take in; to give jointly, to lend; to get as one's own;
to experience some change; to spread

Exercise 14

Supply suitable verbs from the text for the underlined **equivalents**.

1. The Russian language seems to have given a **Kimbei of Wolf** to some world languages.
2. Openness of a language means that a language not only can take in words from a language but also lends its **vocabulary** to it.
3. English is supposed to be spoken by over a million people.
4. The people of the U.S. got English as their national language.
5. Many countries share English as their first language.
6. English spreads very quickly round the world.
7. The two parties had to agree to the conditions.
8. Everybody knows that any living language experiences some change in time.
9. To speak one common language is very important.

Exercise 15

Match the explanations with the words from the text

1. roughly, about, close to	a. means
2. a great number of	b. approximately
3. that can be foreseen	c. trend
4. mode, way	d. numerous
5. creation	e. primary
6. easily influenced	f. promote
7. ending	g. fundamental
X without an effort, unchecked	h. predictable
> first in importance	i. irreversible
10. tendency	j. prospective
11. that cannot be turned back	k. fluency
12. advance	l. spontaneous
13. ability to write and speak easily	m. absorb
14. keep	n. inflection
15. very important	o. coinage
16. take in	p. flexible
17. very promising	q. store

Exercise 16

Replace the underlined words by a suitable word from the right hand column in Exercise 15. Make changes, if necessary.

- Modern English has no endings to show singular or plural, or **gender**.
- Speaking one world language will be important to achieve success.
- The process of spreading English appears to have no way back.
- English has been advanced to being the international language.
- English takes in words of the countries into which it expands.
- English is the main international language used in diplomacy.
- Most information kggt in computers is written in English.
- The tendency is for English to spread round the world.
- Many events of that period could be easily foreseen.
- Your first and foremost task is to work hard to achieve success.
- Unchecked creation of new words have made English an effective way of communication.

12. Speaking and writing English easily is required for this job.
 13. There are a lot of examples of slang in each section of society.
 14. The chance of any artificial language becoming an international tongue does not seem too promising.

Exercise 17

Make the adjectives

variable, certain, considerable, considerate, effective, available, possible, important, official, flexible, regular, formal acceptable, different, reversible, common

a. negative with the aid of one of the negative prefixes:

<i>un</i>	<i>im</i>	<i>in -</i>	<i>ir -</i>

. nouns with the help of the following suffixes:

<i>(t)ion</i>	<i>-(i)ty</i>	<i>ness</i>	<i>-a(c)rwe</i>

Exercise 18

Fill in the spaces in the chart with correct derivatives of the given words.

Verb	Noun / person	Adjective
imply		implied
	1. communication 2.	
consider		1. 2.

	1. contribution 2.	
		1. various 2.
create	h 2.	
appear		
	1. 2.	acquired
	1. 2. simplification	1. simple 2.
derive	1. 2.	
accept	1. 2.	1. accepting 2.
	1. invasion 2.	
	1. expansion 2.	
extend	1. 2.	

Exercise 19

Choose the right alternative.

a.

r fill in the gaps with (fin) common or ordinary.

1. Slang has a vivid quality which _____ expressions lack.
2. The two parties met to work out _____ ground for both sides.
3. Services in the churches were conducted in the _____ tongue.
4. The word 'esquire' became _____ in written addresses.
5. After the Norman conquest the old Anglo Saxon language continued to be spoken by _____ people.
6. The surname Flemming has been a _____ one since 1360.
7. Juries had no training in the law; they were _____ people using _____ sense.
8. There might be little in _____ between them.
9. _____ Scots were most unhappy at the idea of being ruled by England.

10. It is not _____ these days, to find educated people expressing hostility to Received Pronunciation.

//. *translate into English.*

1. _____
2. _____
3. _____:
4. _____,
5. _____, _____
6. _____ (_____)
7. _____ (the Picts), _____
(Celtic)
8. _____
9. _____,
10. _____,

L fill in the gaps with acquire, gain or win.

1. In another context a word can a different meaning.
2. The matter seemed importance with every passing day.
3. The conservative party failed to an absolute majority.
4. With a negative prefix a word may an opposite meaning.
5. The clock three minutes a day.
6. The institute has _____ some very expensive equipment.
7. You can easily _____ an American accent if you live *in* the country for some time.
8. The victory was with great effort and losses.
9. The English language weight in the twentieth century.
10. It is hard new friends at an old age.
11. Neither side was able a decisive victory.

12. There might be great _____ for Spain from fishing in the troubled waters north of the Pyrenees.
13. Under the boy king Edward, the Protestant party _____ control of the government.
14. Gradually Christian ideals and institutions _____ a new autonomy and dynamism.
15. As Europe lost its spiritual unity, it _____ in return a sort of economic and diplomatic unity.

//. *translate into English.*

1. _____
2. _____
3. 19 _____
4. _____ (allies).
5. _____
6. _____
7. _____
8. _____
9. _____
10. 11 1>1 _____
11. _____
12. _____
13. _____
14. _____
15. _____ (inherit), _____

//. *fill in the gaps with extend or expand, extension or expansion.*

1 Le genre vs équivalents

Exercise 20

Supply the English for the Russian words in the brackets.

a.

1. () of the contract were () for us.
2. It was hard to realize the full () of his teaching.
3. Everything that we associate with the Elizabethan Age cannot be explained in any simple historical ().
4. () human geography, Europe was much larger than it is today.
5. The beginning of the 16th century witnessed the earliest () of something like international money markets,
6. Unfamiliar and disturbing things were happening every day. with no () explanation.

7. **Until** 1560 France () **to** be the strongest and most aggressive power on the continent.
8. **The** Church was the largest and wealthiest institution, impossible to describe () the twentieth century experience.
9. **The** () to the church flowed from the believers in large quantities,
10. **It** () that wherever there was a strong monarch, reform **was** at least possible.
11. Most **of the** German rulers who took up the challenge to reform **the** **church** profited () political power and wealth.
12. () ease and speed of communications, Europe **in** the sixteenth century was larger than the whole world today.
13. () of the English language to other countries **appears** irreversible.
- b**
1. Since 1950s youth culture in () ways has continued () to the English language.
2. **I** want () more than anything else.
3. **I** **wondered** if there was an () threat in his tone.
4. **I** **offered** **his** hand and the woman took it ().
5. **In the 19th century** it was socially () to use the word **while** now it sounds insulting.
6. **I** **have** **added** **to** **the** **vocabulary** () to the English language **used** **by** **French, German** and Dutch,
7. **It** **is** **an** **ability** **to** **keep** **silent** when necessary is a valuable ().
8. **The** () of English differ in () ways.
9. **I** **would** **like** **to** **tell** **you** **that** **I** () you impatient and impertinent **bill** **I** ().
10. **The** **girl** **seemed** () a taste for pretty clothes recently.
11. **A** **wider** **context** **may** **help** **to** **understand** **the** () meaning of a word.
12. The speaker was asked () on his project.

Exercise 21

(L Complete the text with a suitable word out of those given below.

considered, appear, ordinary, various, seems, uncommon, spread (2), variety, accept, commonly, approximately, extent

The accent of British English which has become the standard for teaching and learning is known as Received Pronunciation.

Early BBC recordings show the remarkable (1)_____to which RP has altered over just a few decades. In addition RP is no longer as (2)_____used as it was fifty years ago. It is (3)_____that (4)_____three per cent of British people speak it in a pure form now. The more conservative (5)_____is found in older speakers. Most other (6)_____people have developed an accent which is a mixture of RP and (7)_____regional characteristics.

Regionally modified speech (8)_____to have made a come back in educated British society. Some contemporary politicians proudly (9)_____to admit their regional background, and the BBC employs several announcers with regionally modified accents. Nor is it (10)_____, these days, to find that educated people do **not** (11)_____RP, both within and outside Britain, because of its **traditional** association with conservative values.

None the less, RP continues to be the most widely (12)_____accent in the Court, Parliament, the Church of England, the legal profession, and in other national institutions. It is still the only accent taught to foreigners who wish to learn a British model, and it is thus widely (13)_____. In fact, today there are far more foreign speakers of RP in other countries than mother tongue users in Britain.

b. After you have completed the text, read it through again and explain why "there are more foreign speakers of RP in other countries than mother tongue users in Britain".

Exercise 22

Translate the sentences using the active vocabulary.

1. _____.

Exercise 23

Discuss the following with the class.

1. Do you agree that there must be a world common language? Give your arguments.
2. What usually puts people off learning English or any other foreign language?
3. What contributes to a language learner's success in mastering a language?
4. How much does the study of the history, geography or literature of the country contribute to learning its language?

Exercise 24

a. Supply a suitable word out of those given below for the spaces in the text

Common, various, appear, accepted, ordinary, tongue, varieties, coined, considerable, appeared, means of communications, varies, acquire, contributed, colloquial, expanding.

British and American English

The divergence of the American (1) _____ from British English began to be noticed in the eighteenth century. Thanks to the modern (2) _____ this divergence has not become (3) _____. During the period American English has been (4) _____, many new words or new meanings to words have (5) _____ which make the languages distinct from each other. Their appearance (6) _____ according to the subject which is talked or written about, or style which is natural to the speaker or writer. They mainly belong to one or two classes: firstly, (7) _____ English words which (8) _____ a new meaning, or are used to create new compounds, or new phrases which were rarely used in English but now have become (9) _____ in America; secondly, words which the English speaking settlers in America have (10) _____ from other languages.

It is not from outside, however, but from within, that special words and their use have been (11) _____ to American English.

STEP 2, PECULIARITIES OF THE ENGLISH LANGUAGE

Exercise 26

Read the text that follows and make up 10 logical questions to cover its contents*

The Code of Spoken English

For generations English speaking people have been pulling to **pieces** the words of their language and refitting them into other words **explanatory of the** current events. A generation passed away, but the **new** words remained. new generation practiced their use in the **circumstances for** which they were designed, without appreciating the reason **for** their coining. In time the words became part of the *colloquial* or *spoken* language, the kind of *informal* English, which is normal in ordinary conversation but not considered acceptable in more *formal* language. Numerous phrases and words in common usage have grown into the language as *slang*, unexplainable *idioms* and *euphemisms*.

Slang is often coined by groups of people (teenagers, students, professionals, etc) who share an interest occupation or hobby and are discontented with the traditional words and expressions. For this reason it often has a particular colourful and vivid quality which the ordinary expressions lack. Highly informal, *slang* develops when people **meet with a new set of circumstances for** which they do not feel the **current vocabulary is adequate**. Thus during the period of disturbance **often** there is **often** a great increase in the number of slang coinages. **Very often these are** words which refer to subjects considered by most people **not quite** respectable: crime, drink, sex, insanity, for example.

Slang words may come into fashion and disappear. This does not always happen. Many words that were originally coined as slang have remained to become part and parcel of the language. Thus words like *bus*, *snob*, *fun*, *mob* began life as *slang* but because they expressed a meaning which no other word quite expressed they remained in the language to fill a gap.

Like other forms of language, *slang* has its appropriate and inappropriate occasions. For foreign speakers of English and for those

dubious about the context of unfamiliar terms, times and situations where certain words are appropriate for use can be baffling. Most *slang* terms are for use in informal conversations. As meanings are subtle and implications depend on circumstances, it is best to avoid using any *slang* term or phrase unless you are sure of its use.

Writers and speakers could do without *slang* but its colourful and imaginative vocabulary adds vividness to descriptions. *Slang* dictionaries give the reader a tool to understand *slang* and its significance in the smaller communities of speaking culture.

On the other hand there are widely used and longstanding set expressions called *idioms* that constitute the backbone of the spoken language. They are indispensable to the daily speech and to the language of newspapers and books, television and movies. Whenever you hear a phrase whose meaning cannot be understood even if you know the definitions of the separate words involved, you have probably encountered an *idiom*. Most *idioms* have precise constructions, and their whole meaning may be lost if you change them. Mastering *idioms* requires a great deal of listening, studying, practice and usage.

The more recent phenomena are *euphemism* and *politically correct* (*p.c.*) words. Both are used to replace less direct words or names for something which is considered to be inappropriate, unpleasant or offensive in order not to hurt people's feelings or to conceal something, for example, in political or military spheres.

(from 21st century *Dictionary of Slang*)

Exercise 27

Discuss the text in pairs making use of your questions to the text

Exercise 28

Find in the text equivalents to the following.

to break or take apart

to die

to be created or intended for

to understand the reason for creating words

to have common interest

to be dissatisfied
 to be (un)suitable
 to be in doubt / uncertain
 confusing
 delicate, not clearly seen
 to be necessary in every day speech
 to come across, to meet
 exact / accurate construction
to become an expert in a language

Exercise 29

*Here are some examples of slang used in various spheres of life.
 Try to match the slang expressions or words with their explanations.*

General:

- | | |
|----------------|------------------------------------|
| 1. all ears | a. cause for extreme mental effort |
| 2. big shot | b. fuss or scandal |
| 3. big stink | completely attentive |
| 4. brain drain | d. important person |

Computerspeak:

- | | |
|----------------|---|
| 1. data bus | a. to start |
| 2. bug | b. computer that is controlled by other electronic elements of a computer |
| » MIPS | data movement from one place to another |
| • sieve | .I software error |
| 5. boot | e. Millions of Instructions Per Second |

Government and politics:

- | | |
|---------------|--|
| 1. grassroots | a. purposefully complicated, and often redundant language, usually applied to government and similar bureaucracies; (from George Orwell's novel, <i>1984</i>) |
| 2. lame duck | b. a term for taking a position, political or otherwise, which is offensive to no one, i.e. politically correct |
| 3. P.C. | c. important government position |

4. doublespeak d. local constituents, or common people, whose collective impressions form what is known as public opinion
5. plum e. a politician who has failed to be reelected but still in office

Military:

1. Fourth area a. MX missile of the US
2. jam b. shortened version of Secretary of Defence
3. peacekeeper c. cause interference to the enemy's electronic communications
4. Secdef d. space, the fourth arena where war might be waged

Press, News:

- L Couch potato a. Well Off Older person, a person who is over sixty five and financially independent
2. Yuppie (acronym) b. spokesperson or commentator
3. spin doctor c. Young Urban Professional
4. wag d. addicted *1* viewer
5. Woopie (acronym) e. individual charged with **attempting** to control **the way an issue** ~~an~~ **event is** regarded

Exercise 30

*Read the text and do the multiple choice **exercise following it***

Standard usage includes those words and expressions understood, used, and accepted by a majority of the speakers of a language in any situation regardless of the level of formality. As such, these words and expressions are well defined and listed in standard dictionaries.

Colloquialisms, on the other hand, are familiar words and idioms that are understood by almost all speakers of a language and in informal speech and writing, but not considered appropriate for more formal situations. Almost all idiomatic expressions are colloquial language. Slang, however, refers to words and expressions understood by a large number of speakers but not accepted as good, formal usage by the majority. Colloquial expressions and even slang may be found

in standard dictionaries but will be so identified. Both colloquial usage and slang are more common in speech than in writing.

Colloquial speech often passes onto standard speech. Some slang also passes into standard speech, but other slang expressions enjoy momentary popularity followed by obscurity. In some cases, the majority never accepts certain slang phrases but nevertheless retains them in their collective memories. Every generation seems to require its own set of words to describe familiar objects and events.

It has been pointed out by a number of linguists that three cultural conditions are necessary for the creation of a large body of slang expressions. First, the introduction and acceptance of new objects and situations in the society, second, a diverse population with a large number of subgroups; third, association among the subgroups and the majority population.

Finally, it is worth noting that the terms 'standard', 'colloquial', and 'slang' exist only as abstract labels for scholars who study language. Only a tiny number of the speakers of any language will be aware that they are using colloquial or slang expressions. Most speakers of English will, during appropriate situations, select and use all three types of expressions.

1. With which of the following topics is the passage primarily concerned?

a. Standard speech C. Different types of speech

b. I; IK natii' sp< v< It d. Dictionary usage

2. How is **slang** defined by the author?

Words and phrases accepted by the majority for formal usage

b. Words and phrases understood by the majority but not found in standard dictionaries

c. Words and phrases that are understood by a limited group of speakers

d. Words and phrases understood by a large number of speakers but not accepted as formal usage

3. The author mentions all of the following as requirements for slang expressions to be created EXCEPT
 - a. new situations
 - b. a new generation
 - c. interaction among diverse groups
 - d. a number of linguists

4. The word 'appropriate' in line 7 could best be replaced by
 a. suitable c. elegant
 h. congenial d. direct
5. The word 'them' in line 18 refers to
 a. words a memories
 b. slang phrases d. the majority

Exercise 31

CL Match some idioms with their explanations; consult a dictionary if necessary.

1. to be at sea	a. to be in strong opposition
2. to be at loggerheads	b. to have the same opinion, to agree
3. a piece of cake	in short
4. odds and ends	d. an easy or simple thing
5. to make head or tail of	e. not to meet expectations
6. to talk through one's hat	f. to have a natural talent for easy relationship
7. to keep one's fingers crossed	g. to make exaggerated or inaccurate statements
8. to pull one's leg	h. to make take a decision
9. to see eye to eye	i. very rarely
10. to let a cat out of the bag	j. to be in a State of confusion
11. to have a way with	k. to trick someone into believing just for fun
12. in a nutshell	l. to act with determination
13. to fall short	m. to disclose a secret
14. once in a blue moon	n. to understand
15. to take <u>the</u> bull by the horns	o. a variety of things
16. to take a back seat	p. to wish for good luck

b. Now replace the underlined words with an appropriate idiom out of those above, make changes if necessary.

- In short, what we need is your public support on this issue.
- I am sure this task won't be of any difficulty to me.

3. Someone disclosed the secret and it appeared in the press.
 4. Whenever there was a problem, the staff called on the file clerk who seemed to manage computers well.
 5. Now that he retired he appears in town very rarely.
 6. Politicians often make exaggerated or inaccurate statements and their promises seldom meet our expectations.
 7. I wish you good luck at your exam.
 8. Strange as it may appear, the president made everybody believe that he could not understand how it all had happened.
 9. Fortunately the two parties had the same opinion on all the issues.
 10. 'The two leaders were in strong opposition.
- I I. You should be more determined and do something about it. It's no good always choosing to avoid responsibility.

Exercise 32

Fill in the gaps with an idiom from Exercise 31.

1. I think we _____ on how to handle this problem.
2. Dick _____ when he said he had got a call from the White House.
3. **Let's** _____ that his plane lands on time.
4. I've got a few _____ for us to snack on while we wait.
5. During the election campaign most candidates _____.
6. The President's budget director and housing secretary had long _____ domestic policy spending.
7. **I** admit **I** am a bit _____ over the new tax law.
- X The mayor's _____ was to discuss council housing.

Exercise 33

Try to guess what the idioms below mean.

1. He fell over backwards to help her.
 - a. He did everything he could to help her.
 - b. He fell over when he was trying to help her.
 - c. He made a fool of himself.
2. She really seems to have fallen OR her feet.
 - a. Everything has got wrong for her.
 - b. She's hurt her feet.
 - c. She's been very lucky.

3. I'm not going and that's flat.
 - a. *That 's my final decision.*
 - b. *I 'm very disappointed that I can't go.*
 - c. *I 'm not going because I ca/n't afford it.*
4. The joke fell flat with the audience.
 - a. *Everyone fell about laughing.*
 - b. *No one realized it was supposed to be funny.*
 - a. *It started as a joke but had serious consequences.*

Exercise 34

There are many idioms containing parts of human body: *head, face, mouth, eye, foot, hand, leg*, etc. and idioms containing *colours* which you may find difficult to interpret. *Use a dictionary, choose at least five idiomatic expressions with body parts and five containing colours, illustrate their use and translate the sentences into Russian.*

Exercise 35

Identify and explain the idioms in the following sentences.

1. Many words that were originally coined as **slang** have remained to become part and parcel of the language.
2. Sir Thomas More saw to the heart of **the** issue in a **way** (hat almost no other did).
3. The whole problem has just been swept under **the carpet**. **Nobody** has done anything about it
4. Inability to speak publicly has nipped many promising **careen** in the bud.
5. His little daughter could easily twist him round her little finger.
6. RP speakers are apparently rated highest by their hearers for intelligence, ambition, self confidence, wealth... Not everyone takes this lying down.
7. Don't tell her the truth. I would let sleeping dogs lie if I were you.
8. Whenever there is a conflict in a region they always have their finger in the pie.
9. I shall always remember the day we first set eyes on the Grand Canyon. My husband's face dropped a mile.
You mean he wasn't impressed?
No. I mean he fell over the edge.

Exercise 36

Translate the text into English.

, , ,
 : Cw
 " .
 , - , ,
 , , " "
 ,
 " .
 , ,
 * , , " .
 ()

Exercise 37

Explain the underlined words and word combinations which have lately appeared in the language. Which of them seem familiar to you and have already gained ground not only in the English language but also in other languages? Indicate the areas of human activity they involve.

The Ever Changing World of Words and the Way We Speak New.

A modern man or woman may work as a Eurocrat, or an ombudsman, a troubleshooter, a spokesperson, an anchorman or _____. Their children may be punks or skinheads, learn modern maths at the local poly or sixth form college or attend a playground.

They pay VAT but do not practice tax evasion as the) disapprove of the black economy. Instead they bulkbuy at the cashjmd j^am: with their credit cards. They may live in a tower block or a moMkJlome^. They eat junk food from a takeaway. They wear jumpsuits, homeknits.

or unisex hipsters ... To get to work, they travel along a ring road, bus lane, cycleway or pedestrian precinct, driving a hatchback or a mini cab .. They might take the high speed tram or the intercity... To amuse themselves, they go 'wind surfing, sky diving, orienteering, visit a safari park, or play bingo at the community center. Discos attract those who are with it others feel more laidback listening to country-and-western on the hi fi; they might read some sci fi, dip into a coffee table book, or watch sitcom or soap opera on the box or the video. Some get their kicks from jogging, others from yoga..

Exercise 38

Read the text below and say if the following statements are true or false.

1. Electronic media, the Internet including, have found a common standard for communication.
2. Electronic communications have had a considerable effect *on* language.
3. The language of electronic conversation does not differ from ordinary English.
4. The style of the **written** conversation is simple **and understandable** to everybody.
5. 'There is a special **dictionary for computer users**
6. The English speaking people have **lost** (the English language) their property.

Electronic Media and the English Language

New technology does not only affect the language but it also changes our speech habits. For the electronic media that bind the world together are essentially carriers of language. To work efficiently they need a common standard. The personal computer (PC) has one: Microsoft's operating system, Windows. The Internet has another: TCP / IP, Esperanto or transmission protocol, which allows computers anywhere in the world to hook into it. The English language is now the operating standard for global communication.

In fact, electronic communications have affected, and will continue to affect language in three distinct ways. First, they change the way language is used. Secondly, they have created a need for global language and English will fill that slot. Third, they will influence the future of other languages which people will continue to speak. How is it to be effected?

Start with the simplest sort of change: the way English is used in electronic converse. The language of electronic chat is splattered with **abbreviations**, broken sentences and vocabulary of its own. Not only is **the** vocabulary of electronic communication different from ordinary **English**; **SO** is **the** way **in** which it is used.

Broadcasting and telephone have created other kinds of speech: a conversation with somebody you cannot see. Like talking in the dark it encourages speakers to confide. For the listener, concentration on the voice alone, stripped of misleading body language, can be far more telling than a face to face conversation. One study found that it was easier to detect when a person was lying in a telephone call than either in a video call or face to face.

Electronic media have created another novelty: the written conversation, whose style is described as follows, 'There is no social pressure to avoid the broken sentence. The key word is 'bandwidth'⁵ which implies that the Internet will collapse if you use flowery language, but really means "Get to the point". A written conversation has **great advantage** over the spoken word: writers can refine their **words** before **'speaking'** them. But it also lacks a key quality of **speech**: the tone of voice that conveys emotion.

To foster more clarity *WIRED*, a magazine much read by the digital **rati**, recently produced its own style guide, called '*Principles of English Usage in the Digital Age*'. The result of the development of the Internet will soon be extraordinary⁷: a language spoken by more people as a second tongue than a first.

This is an extraordinary state of affairs. Carl Mills, professor of English at the University of Cincinnati, says nervously: 'It will be the first time in the history of the world that the language is not ours any more. If a language is no longer the property of its native speakers, it **will** change, and it's not clear what consequences will be.'

Exercise 39

Explain the meaning of the italicized words in the sentences.

1. The electronic media that *bind* the world together are *carriers* of the language.
2. Internet TCP/IP allows computers anywhere in the world *to hook* into it.
3. The language of electronic chat *is splattered with* abbreviations, broken sentences and vocabulary of its own.
4. For the listener, concentration on the voice alone, *stripped of misleading body language*, can be *far more telling* than a face to face conversation.
4. The Internet will *collapse* if you *use flowery* language,
5. Writers can *refine* their words before speaking them.
6. A written conversation ... *lacks* the key quality of speech: the tone of speech that *conveys* emotion.
7. *To foster* more clarity *WIRED*, a magazine much read by *the digerati*, produced its own style guide.

Exercise 40

What do you think? Share your ideas with the class.

1. Is the effect of the electronic means **of communication** **0** the English language positive or negative? Explain why.
2. Is it true that electronic communication **encourages speakers to be** more open?
3. What advantages and disadvantages does the author find in a written conversation? Do you share his opinion? Can you add to the list?
4. Will the Internet really collapse if you use flowery language? Why?
5. What effect will further development of the Internet make on the English language?
6. What may be the consequences of the fact that the English language is no longer the property of its native speakers?

Exercise 41

0. Translate the following sentences from the text, pay attention to the words in bold type.

1. New technology does not only affect the language but it also changes our speech habits.
2. Electronic communications have **affected**, and will continue to affect language in three distinct ways. How is it to be effected?
3. They will influence the future of other languages which people **will continue to speak**.

h. Study the difference between to affect, to influence and to effect. Translate the examples illustrating the difference.

<p>to affect (sth / sb.) (often negative) = to act under a stimulus to produce a response syn. to have an effect (on) e.g. <i>The sight of the destroyed house affected me deeply.</i> <i>Development of technology has affected the language considerably.</i></p>	
<p>to effect ~ to put into life, to realize syn to perform, to achieve e.g. <i>W(U) Q dynamic personality who effected radical reforms.</i></p>	
<p>to influence (sth) = to bring about a change due to circumstances position, wealth, etc. e.g. <i>Our beliefs are influenced by our upbringing.</i> <i>In his office he can easily influence the events.</i></p>	

Distinguish the respective nouns:

affection n. (towards) e.g. <i>The memory filled me with affection and understanding.</i> e.g. <i>The memory filled me with affection.</i>	
affectation e.g. <i>He spoke with unexpected affectation.</i>	
effect n. (on) e.g. <i>The effects of radiation on the</i> I <i>may be unpredictable.</i>	
influence n. (on) (implies power to affect sb. or sth. or produce effects because of wealth, position, authority, ability) e.g. <i>The prime minister was sure of his influence on the Cabinet members.</i>	

Learn the respective adjectives:

affectionate e.g. <i>In an affectionate gesture the father juxtted her on the head.</i>	
affected e.g. <i>The style of his speech was too much affected.</i>	
effective e.g. <i>The measures taken cannot be called effective.</i>	
influential e.g. <i>The press secretary appeared to be a very influential figure.</i>	

Exercise 42

CL Complete the sentences with the right word *affect*, *influence* or *effect* or their derivatives.

1. Diplomats are supposed _____ political leaders,
2. The US government aims _____ foreign audiences.
3. The policy that the country has taken in this issue may _____ its international status.

4. The Speaker in the House of Representatives is a very _____ member of Congress.
5. We are all familiar with the possible _____ of a nuclear war.
6. The big oval table was the witness of most decisions that _____ Canadian history since Confederation.
7. His _____ in the party hierarchy was considerable.
8. The Senator had prestige, _____ and enormous wealth.
9. The _____ of the story and the picture was considerable.
10. She felt genuine _____ towards the little boy.
11. Yiddish is now spoken mostly in the USA where it has some _____ on English.
12. As **the** century progressed the national representative assembly, **Parliament**, grew in _____.
13. Many feudal landowners were directly _____ by Columbus' discovery of America.
14. They saw the importance of _____ young minds.
15. The record of his method, *Spiritual Exercises*, was one of the most _____ books of that century.
16. His work was published in almost every European language and _____ the thought of many generations.
17. The United States remains an English speaking nation with an unparalleled _____ over the rest of the world.
18. The state of the American dollar _____ all the money markets of the world.
19. **The** United States foreign policy _____ many other countries.
20. While reading a text, one may consider each word by itself, and **this kind reading habit** also _____ both speed and **comprehension**.

h. Translate the sentences*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

?

7. _____
 8. _____
 9. _____ ?
 10. _____

Exercise 43

Read the short text explaining what euphemism is and do the tasks that follow.

According to *Longman Dictionary of Contemporary English*, a euphemism is the use of a pleasanter, less direct name for something which is thought to be unpleasant in order not to give offence. Some times euphemisms are used just to show politeness or to make things seem better than they really are, or to protect the feelings of individuals of lower status, for example, *to pass away* for *to die*; *a funeral director* for an undertaker; *intoxicated* for drunk; *perspire* for sweat; *maintenance people* for janitors, etc.

Here are some common English euphemisms, try to match them with their explanations.

1. animal companion	a. handicapped, invalid
2. event (military)	b. slums and ghettos
3. a senior citizen	lazy, uninterested in working for a living
4. elderly	d. nuclear incident
5. economically challenged; disadvantaged	e. lie
6. physically challenged	f. old age pensioner
7. contribution	g. pet
8. person of size	h. poor
9. motivationally deficient	i. old
10. fib	j. overweight person
Unpleasant	k. a bribe

Exercise 44

Rephrase these straightforward sentences using euphemisms to them more socially acceptable.

1. That politician *told lies* speaking to the electorate.
2. It was announced that the leader of the state *died* yesterday of a stroke.
3. All *old pensioners* of the town are invited to our charity party.
4. The military technicians worked to avoid a *nuclear accident* at all costs.
5. The president admitted that he was aware of the need of *the poor and invalids*.
6. According to ~~the~~ mayor the problem of *slums* in the town was as acute as ever.
7. "Fast food" restaurants have been found to blame for a great number of *overweight* people in the USA.
8. The company is determined to reduce the staff by firing *lazy uninterested in their work* employees.
9. A senior civil servant was accused of taking *bribes*.

Exercise 45

Explain in plain English what the italicized euphemisms might mean in the sentences below.

1. The company is in a *non profit* situation.
2. ~~The~~ rebel fighters *were neutralized*.
3. ~~The~~ **prime minister** was *economical* with the truth.
4. With all due respect, I think your figures are *misleading*.
5. ~~There~~ was *a frank and open* exchange of views.
6. The company spent \$12 million on *contributions*.
7. The army *broke off contact* with the enemy.
8. *Highly confidential* sources were used in *technical surveillance* for decades.

Exercise 46

Euphemisms are also used in a rather sinister way. Politicians as well as military people resort to them to cover up some events, or intentionally deceive the public, or even the international community.

*(1 Read this extract from an essay **written** by George Orwell in May, 1945. What does it say about language and politics? How true is it today?*

Language and Politics

In our time, political speech and writing are largely the defence of the indefensible. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of the political parties. Thus political language has to consist largely of euphemism, question begging and sheer cloudy vagueness or doublespeak. Defenceless villages are bombarded from the air, the inhabitants driven out into the countryside, **the cattle RU-**chine gunned, the huts set on fire with incendiary bullets **this is called pacification**. Millions of peasants are robbed **of their farm! Hid I Wt** trudging along the roads with no more than they can carry. (MI II called *transfer of population or rectification of frontiers*

People are imprisoned for years without trial, or shot **in the back ol'** the neck or sent to die of scurvy in Arctic lumber camps: this is called *elimination of unreliable elements*. Such phraseology is needed if one wants to name things without calling up mental pictures of them. A mass of Latin words falls upon the facts like soft snow, blurring the outline and covering the details. The great enemy of clear language is insincerity. When there is a gap between one's real and one's declared aims, one turns instinctively to long words and exhausted idioms, like the cuttlefish spurting out ink. In our age there is no such thing as 'keeping out of politics'. All issues are political issues, and politics it self is a mass of lies, evasions, folly, hatred, and schizophrenia. When the general atmosphere is bad, language must suffer.

Explain the author's statements, agree or disagree with them.

1. In our time, political speech and writing are largely the defence of the indefensible.
2. Political language has to consist largely of euphemisms and sheer cloudy vagueness.
3. The great enemy of clear language is insincerity.
4. When there is a gap between one's real and one's declared aims, one turns ... to long words and exhausted idioms.
5. In our age there is no such thing as 'keeping out of politics'.
6. When the general atmosphere is bad, language must suffer.

Exercise 47

Now discuss the following:

1. In what circumstances do people resort to euphemisms?
2. In what spheres of life is the use of euphemisms justified? Why?
3. In what areas are they absolutely unacceptable? Why?
4. Could people do without euphemistic language? Why?
5. Is to be frank and blunt a virtue or a vice?

Exercise 48

a. Read the article explaining the origin of the term 'politically correct' and say whether the author approves of the phenomenon.

The Language of Political Correctness

Political correctness seems to have originated with US college students in the late 1980s and early 1990s. A set of values has come to dominate university campuses which are called politically correct: that is to say one has to have a single attitude towards certain sensitive issues such as the Third World, the situation of women, etc. "Politically correct" describes those who are ecologically sensitive, vegetarian, feminist, multicultural, sandal wearing, etc. PC - things include ethnic pride (especially Afrocentrism), recyclable products, saying 'people of colour' (never coloured people); 'women' (not girls) and 'Ms' (not Mrs or Miss), sensitivity to unconscious racism, and 'diversity' in all

things. Non PC things include polystyrene cups, saying 'businessmen' or 'congressmen' (as opposed to 'persons'), etc.

The roots of political correctness go back a long way. In the U.S. A diplomats, journalists, and others such as university teachers have been increasingly asked not to use certain words and expressions because they are politically incorrect and might cause offence, and to use other, politically correct or PC, words. Where organizations such as universities have rules about words to be avoided in conversation and elsewhere, these rules constitute a speech code.

There are a lot of arguments supporting it, and still there are some who dismiss it as an irrelevance.

The opponents say that 'political correctness' is a lacking sense but dangerous thought and speech code that threatens the free speech and intellectual curiosity of so many students and their teachers at colleges across the USA.

'Political Correctness' nowadays sees everything in terms of *race*, *class*, and *gender*. While celebrated by promoters as a list of objectively offensive things one may not say, 'Political Correctness' is really a subjective list put together by the few to rule the many - a list of things one must think, and do. It **affronts** the right of an **individual** to establish his or her own beliefs. It enforces a **dangerous way** of looking at the world in black and white.

Journalists are urged to avoid referring to African 'tribes', because this offends many blacks (who are more often 'African American'). They are told never to use the word 'Jewess', but to **remember to call** a Latino woman a 'Latina'. 'Eskimos' disappear because they are not a homogeneous group and may view the term Eskimo **negatively**. 'Dutch treat' and 'Dutch courage' are offensive (to the Dutch?). There is more. The term 'deaf and dumb' is apparently offensive. Much as 'birth defects' are best replaced by 'congenital disabilities'. Because many women do the job, 'letter earner' is preferable to 'mailman'. 'Mankind' is no good. 'Gingo', 'savages' and 'redskin' are among the words preferably to be avoided.

The latest edition of Webster's College Dictionary has a chapter called 'Avoiding Insensitive and Offensive Language' which urges the reader to avoid 'emphasizing the differences between people' and 'think of a language as a way towards rectifying the unequal status

between one group and another'. But political correctness and the banning of words does not drive out prejudice: it merely hides it

(from *Why 'Political Correctness' Cannot Be Correct* by Mark Berley)

Discuss the following:

1. What is referred to as 'political correctness'?
2. Which issues and why are included in PC things?
3. What is considered to be politically incorrect?
4. What arguments do opponents produce against using p. language?
5. In what spheres of life is it recommended to be politically correct?
6. What are 'Dutch treat' and 'Dutch courage'? Do you think these expressions may be offensive to the Dutch?
7. Why is the word 'mankind' considered to be politically incorrect?
8. Does political incorrectness always cause trouble?
9. Is it true that the language fuss distract people's attention from painful facts? Why?
10. Is there anything in common between euphemism and political correctness?

Exercise 49

*Summarize the text about 'political correctness' in about 80 words. Follow **the rules of writing** a summary given in exercise 8.*

Exercise 50

Translate the sentences, practice using the vocabulary of Unit L

1. _____, _____.
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
3. _____
9. _____
10. _____
11. _____
12. _____
13. _____
(understatement)
14. _____
(mass media).
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
TM
22. _____
23. _____
24. _____
25. _____

Exercise 51

Write a composition (an essay) of about 200 words on the following topic:

"When the general atmosphere in a community is bad, language must suffer."

Remember that when writing a composition (essay)

- 1) there must be a short **Introduction** (three or four sentences) introducing the subject you are going to discuss.
- 2) there must be a Body (the main part), in which you develop the introduced **point(s)** and which may be divided into paragraphs.
- 3) There must be a short **Conclusion** in which you sum up the point(s) introduced but in other words than in the **Introduction**.
- 4) all the three parts must be logically linked to each other by connective words like *"but, however, on the one hand ... , on the other hand ..., in addition to..., apart from, nevertheless, in conclusion, etc."*
- 5) the ideas expressed must be clear, logical and precise.
- 6) you are not expected to be personal
- 7) do not use contractions like "don't or **can't**".

Additional reading

Eierdse 52

*Read the text and do the tasks that follow**

The Secret **Language**. Body Code.

Talk is every modern man's remedy for every problem, his tool of communication in every situation. He 'gets **around** the table' with all lies and enemies "to negotiate", he 'chats up' his date, he 'shoots a line' to colleagues, * *gives his story* to the media and *has it out* with his wife'. Modern man, in fact, is a talkative animal, and if you ask him how he talks, he laughs instead. He knows we all *talk, chatter*.

gossip, lecture and speak out most of the time and yet for all that, the majority of our 'talking' is done without speaking.

Running along with our spoken words is a secret and mostly silent language which illustrates, fills out and annotates what we say. Some of it is not at all difficult to understand. We *smile, nod, wink, wave, lift an eyebrow, frown, shake hands, drum our fingers and tap our feet* many times a week, using a silent shorthand of communication, which is easily interpreted: 'Hullo/ we smile; 'OK,' we nod; a wink, 'she did?'; a frown, 'clear off; a handshake, 'good to meet you'; tap tap,

bored or impatient'. We all make and translate dozens of such simple gestures each day, giving and reading them correctly within the context of our speech and actions. After all, there is nothing to a gesture. It delivers a message, but hardly of deep meaning or significance. Yet take a hundred or a thousand insignificant gestures together, and you find an invaluable, and infinitely variable, tool of communication.

Anyone fretting over the latest international crisis knows that a diplomatic gesture can be safely ignored as a passing matter, whereas if his country adopts a *posture* in a disputed issue, this could be much more serious. This difference in meaning that we accept in the news papers, applies also to the silent body language. Gesture is confined to a small part of the body, a *shake* or *shrug of the shoulders, curl of the lips, frowning of the brow*, whereas adopting a posture requires every part of the body to be involved in tension.

Silence speaks louder than words. We all **acknowledge** ~~that~~ *fill* time to time when our emotions rise to a certain level **of intensity**. 'Words failed me', we say when we describe incoherence **of** *angel*, shock or passion. It is when expression is most important to us that we find words most inadequate. You can say 'I love you', or 'I hate you', quite coolly at a low level of emotion, but if you swept off your feet, or black with fury you will find it either impossible or unnecessary to say anything at all. Your message will come across loud and clear without words.

A researcher found that at an informal meeting only 7 per cent of the understanding reached derived from the actual words spoken. The new understanding transmitted at the meeting came 38 per cent from their intonation, and 55 per cent from the body movements

accompanying them. On average, you can probably assume that about 40 per cent of the information you obtain about others is read from their body movements. Words *in* many situations are heavily discounted.

(*Iron Body Clock* by Warren Lamb)

Tasks to the text:

1. Bring out the difference in meaning or area of usage between words in the following groups

*a. talk, speak, chatter, gossip, lecture; b. gesture, posture;
c. discount, ignore.*

2. Pick out the facial expressions and **gestures** mentioned in the text and say what they mean.
3. Match the colours with the feelings and emotions with which they are usually associated.

black
blue
crimson
grey
green
purple
red
white
yellow

anger
cowardice
despair
embarrassment
envy
fear
hopelessness
jealousy
rage
sadness
shame

GRAMMAR SUPPLEMENT

THE INFINITIVE

FORMS

	Active	Passive
Indefinite (simple) refers to the present or future	to do	to be done
Perfect refers to a prior activity	to have done	to have been done
Continuous refers the activity to the moment of speech	to be doing	_____
Perfect Continuous refers to a prior activity that has/had been lasting for or since some time	to have been doing	_____

FUNCTIONS

1. subject	To read is useful.
2. predicate	Our aim is to master English. The results were to be seen later.
3. object	wants to be free.
4. attribute	The problem to be solved is simple. is the last / the first to do it.
5. modifier	They met to have lunch together. I am too tired to help you.

Be careful not to use 'to' before the Infinitive forms following certain words:

- i. auxiliary and modal verbs: do /does/ did ; must; can / could;; may / might; will / shall; would / should; needn't

e.g. *Why did you go to the stadium? You needn't have done it.
You might have stayed at home and watched the game on TV.*

- 2., verbs of physical perception in the active form:
see, watch, notice», observe^ he an feel

*V.g, I have never heard him speak English,
But in the passive.*

He has never been heard to sing.

3. the verbs: make, have, let, dare

e.g. *Have / make him do the work quickly, carefully and independently.
Let everybody contribute to the discussion.
How did you dare argue with him?
Nobody made you speak. Why did you?*

But in the passive:

He was made to speak.

He was made to understand that he had better keep silent.

Note: the verbs 'have', 'dare' are not used on this pattern.

- * word combinations: would rather / sooner do «» (than).
had better do ..., Why (not) do ...?, cannot but do ...

e.g. */ Y/ rather speak to you in private, = dprefer to speak to you.
He 'd sooner die than apologize.
You U better take an umbrella. It may rain.
Why not put the discussion off till tomorrow?
He couldn't hut admit his guilt.*

The to Infinitive is used :

1. after some common verbs with or without an object

appear	challenge	instruct	refuse
afford	convince	learn	remind
agree	decide	manage	seem
arrange	demand	mean	struggle
advise	deserve	need	swear
allow	expect	order	tell
ask	encourage	offer	teach
begin	fail	plan	threaten
be	forbid	prepare	wait
claim	force	pretend	want
choose	hesitate	promise	warn
cease	hope	permit	wish
cause	invite	persuade	urge

2. after adjectives without prepositions

e.g. This plan **is impossible to effect**.

He is **lucky to have acquired** such experience.

3. after too + adjective and adjective + enough

e.g. Chinese is **too difficult to learn** quickly.

Many people believe that English is **easy enough to learn**.

4. in introductory Infinitive phrases

to tell the truth

to sum up ;

to conclude

to make a long story short

to make things worse

to say nothing of... / not to mention ...

to say the least ,

to put it mildly

Exercise S3

Complete the sentences choosing a suitable Infinitive phrase from the list below.

how to phrase, how to keep, which to choose, where to put, what to say, when to come, whether to stay here or go back

1. He asked his mother _____ back.
2. There were a lot of books on the shelves. We didn't know _____.
3. We were not sure _____.
4. [I didn't know _____ the baby warm.
5. I was helping her to put away the clean linen. She was telling me _____ it.
6. He did not know _____ his faith in her
7. I'm so bewildered, I don't know _____.

Exercise 54

Use the Introductory Infinitive phrases according to the sense.

1. He contributed to the bankruptcy of the firm, _____.
- 2- _____, the two parties came to terms at last.
3. I am not quite satisfied with the terms of the agreement, _____.
4. _____, he did not only lose all his money but also all his property.
5. _____, mastering a foreign language is hard work.
- 6 **Thai** man speaks most European languages, _____ English.
- 7 He is **not the** most considerate son, _____.

Exercise 55

Translate the sentences containing the Indefinite Infinitive in various functions.

1. One had *to learn* English to join the twentieth century.
2. In many countries English is the top priority foreign language *to be learned* at school.
3. Modern English is the primary international language used in diplomacy though it used *to be* French.
4. The spread of the English language makes the spread of wildfire *look* slow.
5. The implication of the events was *to be* understood later.

6. One's gains and losses are not always *to be measured* in terms of money.
7. When Julius Caesar, later *to be* Roman Emperor, invaded Britain, the Celtic tribes lived in the British Isles.
8. The most famous person *to write* in English in the period of 'Renaissance' in Europe was William Shakespeare.
9. *To hear* him talk is an education in itself
10. The desire *to write* was dominant in Martin.
11. She returned to her motherland never *to leave* it again.
12. Byron wrote: "I awoke one morning *to find* myself famous".
13. If the reform was *to come* at all, it could *come* only from the top.
14. There was much *to be said* for the idea.
15. A blind man would *be glad to see*. (proverb)
16. All truths are not *to be told*, (proverb)

Exercise 56

Put the verbs in the brackets in the active or passive Indefinite Infinitive form

1. He is too young (judge).
2. I've known quite a number of foreigners who (not **hard** **(acquire)**) an Oxford accent.
3. Did you see him (come) to work? **He can't (find) any when**
4. You will never hear an Englishman (complain) **to a Stranger**
5. Citizens must (make) (respect) laws.
6. Why not (sum) up the idea?
7. With the Romans gone, Britain began (invade) from all sides.
8. "Blessed is he who expects nothing, for he shall never (disappoint)".
9. Children should (see) and not (hear).
10. It is better (give) than (give).
11. Why (invent) a common language?
12. The decision made is never too late (change).
13. Don't (judge), and you won't (judge).
14. Men are not (measure) with inches.
15. What is done cannot (undo)
16. I like (read) but I still like (read), especially plays.

17. What's happened here? I want (tell) the truth.
18. The child was brave enough (praise).
19. You taught me languages; and my profit on it is I know how (curse).
20. The English would rather not (let) anyone (see) their feelings.
21. You had better not (involve) in anything like that
22. What makes some people (accept) what is against their principles?
23. I had him (accept) my offer.
24. He would rather (die) than (tell) a lie.
25. I could watch many hands (raise) for the proposal,
26. I am sure that you will never (make) (betray) your friend.
27. You should (keep) your remarks to yourself Nobody likes (make) fun of.
28. King Henry I was made (ask) the pope's forgiveness and also allowed himself (whip) by the monks.
29. It is better (prevent) a misfortune from happening rather than (look) for a remedy sifter it has happened.
30. The visitors said that it made them (feel) good that they were welcomed in such a manner.

Exercise 57

Translate the sentences into English. Use active or passive Indefinite Infinitive forms.

- 1.
2. ,
- 3.
4. ,
5. ,
6. ^
7. ?
8. ,
- 9.

Exercise 58

Translate the sentences containing the Continuous Infinitive.

1. Our group will *be writing* a test from 2 to 4 p.m. tomorrow.
2. He is lucky *to be traveling* in the South when we are having such cold weather here.
3. We know her *to be enjoying* herself at the party now.
4. He claims *to be learning* the language of the country.
5. I expect you *to be listening* to me instead of writing something.
6. He pretended *to be weighing* the chances in his mind.
7. The population tends *to be growing* every year.

Exercise 59

Put the verbs in the brackets in the Indefinite or Continuous Infinitive forms (to do/to be doing).

1. What is he doing? I expect him (do) his homework and not (watch) television.
2. We needn't (walk). I know the lift (work) today.
3. At the time the population seemed (grow) **too fast**
4. In the 16th century France **still** appeared (dominate) ~~can~~ in the continent
5. I am sure they are happy (stay) at this luxurious hotel.
6. The monarchy appeared (be) strong and (grow) stronger at home and abroad.
7. The man pretended (not notice) me but (look) at somebody else.
8. I am sorry that I have (keep) you waiting
9. I wonder what he can (do) now? He may (enjoy) himself or he might (work) hard.
10. The prices tend (rise) faster this year.
11. My intention is (see) him immediately and (find) out the truth.
12. The technology will certainly (develop) quickly in the near future.
13. When I entered she pretended (look) for something on the floor.
14. At last we could (relax). It was so pleasant (to lie) after a tiring journey.

Exercise 60

Translate the sentences using either the Indefinite or Continuous Infinitive forms.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
9. 11
- 10.
- 11.
- 12.
- 13.
- 14.

Exercise 61

Translate the sentences containing the Perfect Infinitive.

1. 11 is considerate of you **to have taken** care of the old man.
2. I am glad **to have met** you.
3. I am sorry **to have given** you so much trouble.
4. She said she would like **to have lived** in the 18th century.
5. I would **have liked** to see his face when he heard it.
6. I meant **to have reminded** you of it earlier.
7. You should **have spared** his feelings.
8. According to the schedule the plane was **to have landed** long ago.
9. You ought **to have remembered** mother's birthday.
10. The terms should **have been accepted** long ago.
11. The plan will **have been effected** by the end of the year.
12. She is happy **to have been offered** this job.

Exercise 62

Put the verbs in the brackets

it in the active Indefinite or Perfect form to do / to have done.

1. One should (look) ahead and (hope) for the best.
2. You should (look) where you were going.
3. I am glad (give) you that chance.
4. You needn't (walk) upstairs, the lift is working.
5. He is lucky (see) the country and (have) a chance of practicing the language.
6. It is so considerate of you (reserve) a hotel room well in advance.
7. England is the first country (try and execute) the king.
8. Saxon kings helped the Church (grow).
9. I am sorry not (warn) you in advance.
10. The government had (accept) the terms of the Trade Union.
11. By the end of the year you will (acquire) the necessary skills.
12. You might (wait) for me. Why didn't you?
13. He needn't (tell) us that it was not his fault. We were sure of it.
14. Why (interrupt) the speaker?
15. We shall (finish) the work by **the** tune you come back

in the active or passive Indefinite or Perfect form to do / to have done / have done / to have been done.

1. You should (make) your report long ago. Why **didn't you make it?**
2. The report should (make) long ago. Why wasn't **it made**?
3. The problem is (solve) by this time. Why hasn't it been solved?
4. I am happy (introduce) to him at last at the concert.
5. I am glad (meet) you and hope (see) again soon.
6. His text needn't (translate) to the end, the students were only asked (translate) the first paragraph.
7. Jane is happy (grant) a scholarship last month.
8. We were (meet) at 9 o'clock, but he never came.
9. I remember us (take) for husband and wife.
10. I am glad (give) that chance.
11. We were displeased (arouse) by the noise at midnight.
12. The contract will (sign) by the end of the week.

13. I was happy (introduce) to the famous writer.
14. The translation needn't (do) in writing, do it now out loud.
15. I'd rather not (accept) the terms of the agreement then.
16. I am really sorry (make) an impression that I didn't like the play.
17. He is lucky (to invite) to yesterday's party.
18. I would rather not (go) there alone.
19. The work should (do) long ago.
20. You should (do) his work when I asked you to do it.
21. The company should (effect) this idea last year.
22. The (ask) needn't (simplify).

Exercise 63

Translate the sentences. Use the Infinitive forms.

1. _____ ,
2. _____ ?
3. () ? () /
4. ()
5. _____
6. _____
7. _____
8. _____ ?
9. _____
10. I I [_____ ,

Exercise 64

Translate the sentences containing the Infinitive in the Perfect Continuous form.

1. He is fortunate *to have been traveling* for a whole month.
2. We know the committee *to have been considering* the project for several months already.
3. I believe him *to have been learning* English since childhood.
4. He is sorry *to have been looking for* the information so long.
5. It is so considerate of you *to have been looking after* my cat all this time.

6. I hate *to have been keeping* you all this time.
7. She pretended *to have been waiting* for me all these months.
8. The examination appears *to have been lasting* for two hours.
9. This year he will *have been learning English* for ten years.
10. How long will you *have been living* in Moscow this year?

Exercise 65

Use the verbs in the brackets in a Perfect Infinitive form.

1. You shouldn't (lose) your temper in the argument.
2. We needn't (leave) so early. Nobody expected us to do it.
3. The director expects them (consider) the problem by now.
4. They believe him (consider) the problem for two hours now.
5. We expect the committee (revise) the programme by now.
6. All of us think the committee (revise) the programme too long.
7. I am sorry (argue) with you at the meeting. You were right.
8. I am sorry (argue) with you so long. You are right.
9. He is happy (stay) at his grandmother's for the whole summer.
10. They appear (discuss) the issue for two weeks already, while they were (take) a decision by last Friday.
11. The committee seems (consider) his nomination **for an hour**
12. I expect the discussion (finish) by now.
13. Do you know this writer (start) his career as a **doctor**?
14. Nobody believes you (tell) the truth.
15. The MPs will (consider) the bill for a month already.

Exercise 66

Put the verbs in the brackets in the required Infinitive form.

1. The English claim (be) the first in Europe (try and execute) the king.
2. They talked in a whisper not a. (wake) up the sleeping children.
b. (hear).
3. The boys were too frightened a. (speak); b. (punish).
4. He liked (see) in public.
5. He hated (bother) with trifling matters when he had many important questions (decide).

6. This burning question is (decide) very quickly.
7. Is there anything else (tell) him the news? I believe he deserves (know) how the matter stands and (tell) all about it.
8. All questions are (ask) later
9. In many countries of the British Commonwealth British English continues (accept) for official or semi official purposes.
10. The people who used (reject) Latin began (use) it *in* speech.
11. The roads the Romans had built in England continued (build) after they left.
12. Few individual families could (afford) (keep) a team of oxen (), and these had (share) on a cooperative basis.
13. King Henry I made all the nobles (promise) (accept) his wife Matilda when he died.
14. Usually the church preferred (support) the king against the nobles, but expected (reward) for its support.
15. Some kings and popes wanted (increase) their authority. In such circumstances trouble could not (avoid)
16. Since the rules of feudalism did not include taxation, taxes could only (raise) with the agreement of those wealthy enough (tax).
17. King Edward made one of his Scottish knights (provide) money and troops for the English army.
18. Some Scottish nobles accepted Edward, but the people refused (rule) by the English king.
19. romance cannot (found) on lies.
20. There is no reason why a girl should not (offer) (pay) her share when **invited out** by a boy.
21. **The** topic sentence should not (express) in too general terms. Ideally it should (attract) the reader's attention and make him (want) (read) on.
22. Since the Egyptians had no printing press, all their books had (write) by hand.
23. Shall we make a break? I'd rather (continue) (work).
24. I wonder what he earns and how much he can (afford) (spend).
25. Many people could not (choose) what work they would (do), but the economic necessity made them (take) the first job that came their way.

26. A man might (find) it hard (refuse) a lady's invitation even if he wished (do) so.
27. Shaw and Ruskin argued that the dirtiest or most unpleasant work should (pay) for at the highest rates.
28. The king decided (make) the Vikings (stay) away by paying them.
29. The vast territories were conquered by the Angles, Saxons and Jutes (divide) into numerous small kingdoms later.
30. He that is bom (hang) shall never (drown).

Exercise 67

Translate the sentences into English using the Infinitive in various forms and functions.

- 1.
2. ?
- 3.
4. ?
- 5.
6. , (passive)
7. ,
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

INFINITIVE COMPLEXES

f. Complex Object	g. Complex Subject	h. For Complex
<p>¥ -f noun / pm + (to) Infinitive</p>	<p>NI prn + active / passive verb + to Inf.</p>	<p>For + noun/pm + to Inf.</p>
<p>No 'to' after:</p> <p>1. see, watch, notice, observe, hear, feel <i>Nobody saw me leave.</i></p> <p>2 make, have, let, dare <i>You should make him come.</i></p> <p>To- Infinitive after want, expect, think, believe, consider, suppose, assume, etc.</p> <p><i>He considers the problem to be very complicated.</i></p>	<p><u>g/prn + passive verb + to Inf.</u></p> <p>1. <i>He was seen to leave.</i></p> <p>2. <i>He was made to come.</i></p> <p>3. <i>This (ask is considered (not) to be/to have been complicated*</i></p>	<p>He spoke in a high voice for everybody to hear him.</p> <p>It is all very well for you to laugh.</p> <p>This question is for him to decide.</p> <p>He suggested an idea for the problem to be solved quickly.</p>
	<p><u>n/pm + active v + to Inf*</u></p> <p>1 <u>(don't) seem / appear</u> <i>He seems / appears to have been learning English long.</i></p> <p>2. <u>Mm *M / Prove</u> (followed by 'to be')</p> <p><i>The task turned out / proved to be difficult</i></p> <p>3. <u>happen</u> Do you happen to know her name?</p>	
	<p><u>be -f sure / certain / likely + to-Inf.</u></p> <p><i>He is sure/certain/ likely to come late.</i></p>	

I The Complex Object construction (revision) is built on the pattern

Noun /pronoun	Verb	+ noun /pronoun	+ (to) Infinitive
The boy	heard	his mother	call him.
He	wants	you	to do it

1. There are certain verbs which are used in the construction followed by the 'to' Infinitive. They are:

think, believe, suppose, consider, assume, expect, find, want, mean, desire, (would) like, hate, order, ask, allow, forbid, encourage

e.g. *Many people consider / believe/ think English to be an international language and find it easy to learn.*
I didn't mean the task to puzzle you so much.
Possible promotion encouraged him to learn English.

2. The verbs of physical perception *see, watch, observe, notice, hear, feel* and the verbs *make, have, get, let* are followed in the Complex Object construction by an infinitive without 'to'

e.g. *I noticed/ saw / watched/ observed him pass her a parcel*
He cannot make/get/let me go.
You must make, have /get him come.

II. The Complex Subject construction is built on three patterns.

No pattern is used in the Future tense. The same verbs as in the Complex Object construction are used here. They may be followed by all forms of the Infinitive. Be careful to translate the structure correctly.

Pattern 1

<p>noun /pronoun + passive Verb + to-Infinitive</p>

<i>it / was has been</i>	<i>considered believed</i>	+ all Infinitive forms	,
<i>is / was has been</i>	<i>known</i>	fall Infinitive forms	,
<i>is was has been</i>	<i>thought assumed supposed heard seen</i>	+ all Infinitive forms	,
<i>is was has been</i>	<i>reported claimed said maintained stated argued</i>	fall Infinitive forms	/ / / ,
<i>Is / was has been</i>	<i>alleged</i>	+ all Infinitive forms	/ ,

Exercise 68

Translate the sentences according to Pattern L

- When we reduce a number of ideas to one general idea we *are said to generalize*.
- English *is considered to be spoken* now by over 800 million people.
- The **trend** towards simplicity *is believed to be* a strength of **English**,
- The **contributions** coming to the church *were alleged to have* ~~been~~ *Stolen*.
- The** younger generation *is known to have contributed* some monstrous words to the New Vocabulary.
- You *are expected to take* an English exam in the first term of the third year.
- Latin *is said to have been spoken* by the majority of common people at the time.
- The Stuart monarchs *are known to have been* less successful than the Tudors.
- Slang *is not supposed to be used* in the formal or official language.

10. Such kind of enthusiasm *could not be expected to spread* very far down in society.
11. He *is known to be learning* a third language.
12. Diplomacy *is believed to have been evolving* for centuries.

Exercise 69

Put the verbs in the brackets in the correct Infinitive form

1. King Alfred is said (translate) many Latin works into English and thus encouraged learning in all fields.
2. The course of history is known (influence) by King Alfred a lot.
3. Under King Edward the country is thought (prosper).
4. Church building is supposed (go on) for over a century.
5. King Edward is known (start) a new church.
6. Harold was made unwillingly (promise) that he would not try to take the throne for himself
7. During Alfred's struggle against the Danes walled settlements are said (build) to keep them out.
8. The climate is considered (change) for centuries.
9. The problem is felt (turn) into a challenging one.
10. The chairman is alleged (take) bribes.

Exercise 70

Paraphrase the sentences so as to use either the Complex Subject (Pattern 1) or Complex Object construction, or both, if possible. Use the form of the Infinitive.

Model: They consider that English will continue spreading.
(Complex Object) They consider English to continue spreading.

It is considered that English has become an international language.
(Complex Subject.) English is considered to have become an international language.

1. It is known that the English have not lived in a state of hatred of their neighbours.
2. It was believed that the new model of society would make all people happy.

3. It was supposed that all participants had accepted the rules.
4. It is said that Frenchmen are puzzled by the vehemence of English political debates.
5. It is considered that the English are always preferring practical compromise to theoretical exactness.
6. It is claimed **that** the English were the first people in Europe who tried and executed their king.
7. It is assumed that the character of the British people has been **misjudged for many centuries**.

Now we may consider that the problem is settled.

9. It is **expected** that the conflicting nations will eventually come to a **compromise**.
10. Why **is** it considered that I should be responsible for it?
11. **They** say that he is the best in the profession.
12. She didn't expect that he would write often.
13. They say the retirement was a tragedy for him. The company told him that he should leave (make).
14. It was reported that the troops had advanced to the border.
15. There is a letter I expect that you will translate.
16. He has not heard that she has ever mentioned his name.
17. Can he trust us? It is impossible, (make)
18. It is alleged that the minister has taken bribes.

Exercise 71

("change the sentences so as to use Pattern 1 with appropriate Infinitive forms.

1. This part of land was once under the sea. (believe)
2. A number of famous writers of the past were doctors, (know)
3. **This** test was to be the final one. (suppose)
4. He is the best candidate to the post, (consider)
5. The negotiations are reaching a decisive stage, (say)
6. The laws are respected by the vast majority of people, (say)
7. A new epidemic of the flu has been sweeping Europe for the last two months, (report)
8. The differences between them have been growing lately, (seem)
9. The air was growing colder, (feel)

10. The conference was to have started before the New Year but it didn't, (expect)
11. The character of British people has been misjudged for many centuries, (assume)
12. The English as a nation have felt secure centuries, (know)
13. They have always looked down on other nations, (say)
14. England was invaded by many tribes, (know)
15. The newspaper wrote that the cabinet disagreed with the prime minister, (allege)

Exercise 72

Translate the sentences into English.

1. ,
2. , .
- 3.
4. ,
5. ,
6. ,
7. ,
8. ,
9. ,
10. ,
11. ,
12. , ,
13. ,
14. ,
15. ,
16. ,
17. , , ,
18. ,
19. ,
20. ,

Noun /pronoun + active Verb f to Infinitive

a appear /seem + all Infinitive forms

e.g. *He seems / appears to have been learning English long.*

You don't seem / appear to be listening to me.

b turn out/prove + to be

e.g. *He turns out /proves to be a good friend.*

The task turned out /proved to be difficult.

happen + all Infinitive forms

e.g. *Do you happen to have heard anything about the incident?*

We happened to come to tennis.

Exercise 73

Translate the sentences containing the verbs *seem /appear*.

1. The **fact that English** has become the most important language for **the international community** *seems to be irreversible*.
2. English *appears to have accepted* a great number of words from other languages.
3. Most men and boys *seem to enjoy* looking for danger.
4. The man's mind *appeared to be working* with extraordinary freedom.
5. He *doesn't seem to have been affected* by the *event* in any way.
6. He *appears to have been learning* English since childhood.
7. The language barrier *didn't appear to prevent* their communication.
8. You *don't seem to be following* me.

Exercise 74

Put the verbs in the brackets in the appropriate Infinitive form.

1. English patriotism appears (base) *on* a deep sense of security.
2. The English do not seem (keep) to any religious or social ideas.
3. The monarchy appeared (be) strong and (grow) stronger at home and abroad.
4. By 950 England seemed (become) rich and peaceful again after the troubles of the Viking invasion.
5. The Norman conquest seemed (draw) nearer.
6. James I appeared (prefer) (rule) without Parliament.
7. Charles's authority appeared (accept) more completely than the authority of an English king for centuries.
8. He seems (be able) (balance) his budgets and (make) the administration efficient.
9. The first signs of trouble between Crown and Parliament seemed (come) in 1601.
10. Despite the differences between Anglo Saxons and Celts, the Celtic bishops seem (accept) readily in Anglo Saxon areas.
11. Most of these bishops appear (come) from churches and monasteries along Europe's **vital** trade **routes**.
12. You only seem (read) the text, **in** fact you **are dreaming**.
13. He seems (contribute) most to the common **cause**.
14. The word appears (acquire) a new meaning **in this context**.
15. The context does not seem (help) you (understand) **the word**.

Exercise 75

Rephrase like sentences according to Pattern 2 (a). Follow the model

Model: *It seems / appears that English will not stop spreading.
Apparently / seemingly English will not stop spreading.
English doesn't seem / appear to stop spreading.*

*It appeared / seemed that there was no way out.
There was apparently / seemingly no way out.
There didn't appear / seem to be a way out.*

- i.** It seems they have been considering the matter for 3 hours.

2. It appears that any other language is more difficult to learn than English.
3. It doesn't seem that you will be able to acquire fluency in such a short period.
4. It appears there are a lot of people willing to learn English.
5. It appears that English has accepted a great number of words from other languages.
6. It seemed that an agreement was hard to come to.
7. It appeared that there weren't enough copies of the project.
8. It appeared that the resolution was not adopted.
9. It appeared that he was losing patience.
10. It seems they haven't heard all about it.
11. It seems he didn't realize that he might lose the competition.
12. It appears there was a mistake in the text of the contract.

Exercise 76

Paraphrase the sentences so as to use the verbs in the brackets according to Pattern 2 (a).

1. Esperanto has lost competition with English in becoming an international language (appear).
2. Now English does not only belong to the English (seem).
3. The expansion of English will not be stopped by anyone, (appear).
4. The **language** of political correctness was invented in the U.S. (seem).
5. Idioms are **difficult** to learn, (seem).
6. There are different slang words in different communities, (appear).
7. There is a lot of difference between a public school in Britain and a public school in the US (seem).
8. The Internet is changing (appear).
9. Lingua Franca has become a compromise language (appear).
10. Early contacts between settlers and natives led to the formation of pidgin languages (seem).

Exercise 77

Translate the sentences into English.

1. _____ , _____ ,
2. _____ ,
3. _____ ,
4. _____
5. _____ ,
6. _____
7. _____ , _____ ,
8. _____ ,
9. _____
10. _____ ,

Exercise 78

Translate the sentences following Pattern 2 (b).

1. English *has proved to* be easier to learn than other **languages**.
2. The matter *turns out to* be gaining in importance **with every day**
3. Their program *proved to* be too reasonable **to triumph**
4. King Alfred *turned out to* be strong enough to make **his people** will the Vikings.
5. The Stuarts *proved to* be true to their beliefs.
6. In the end the decisions *proved to* be short sighted.
7. My fears have *proved to* be groundless.

Exercise 79

Rephrase the sentences according to Pattern 3 (b). Follow the model

Model: *It turned out that the two parties were of the same opinion on the problem.*

The two parties turned out to be of the same opinion on the problem.

1. It turned out that he was a reliable person.
2. It turns out that he is right.

3. It turned out that the conflict was difficult to solve.
4. It turns out that the two parties are unprepared for talks.
5. It turned out that there was no room for all of us.
6. It turned out that the task was not difficult.
7. It turns out that we are incapable of finding a way out of the situation.
8. It proved that the language of the article was quite easy.
9. It proved that it was impossible to come to terms with the man.
10. It proves that it is difficult to learn English properly.

Exercise 80

Translate the sentences into English,

- 1.
2. ,
3. ,
4. ,
- 5.
- 6.
7. ,
- 8.

Exercise 81

translate the sentences following Pattern 2 (c),

1. Our ways never **happened** to cross.
2. I le **happened** to acquire an American accent when he stayed in **the United States**.
3. There **happen** to be a lot of mistakes in your test
4. Do you **happen** to remember this fact?
5. He **happens** to have gained the reputation of a fair man.
6. She **happens** to be living in London now.
7. I don't **happen** to remember this fact.

Exercise 82

Rephrase the sentences according to Pattern 2 (c). Follow the model

Model: It so happened that the Celts were pushed by the Romans to the north.

*The Celts **happened to be pushed** by the Romans to the north.*

1. It happened that England was invaded from many sides.
2. It happens that the Celtic language has survived in Scotland and Northern Ireland.
3. It happens that there is no obvious solution to the problem.
4. It so happened that French became the language of diplomacy.
5. It so happened that we didn't know each other at the time.
6. It happens that we have known each other since childhood.
7. It happened that I was present at the opening session.
8. It happened that when I came he was still being questioned.
9. It happened that everybody had taken the problem seriously.
10. It happens that I don't know this man.

Exercise 83

Translate the sentences into English.

1. _____ , _____ , _____
2. _____ , _____ , _____ ?
3. _____ , _____ , _____ »
4. _____ , _____ ?
5. _____ , _____
6. _____ , _____
7. _____
8. _____ , _____
9. _____ , _____ ?
10. _____ ?

Pattern 3

Noun /pronoun + be + adjective + to Infinitive

The verb *'be'* + *certain /sure/likely /unlikely* () is followed mostly by an Indefinite Infinitive and refers the activity to the future.

e.g. *He is sure/certain to come late.*

This is (un)likely to happen. ()

Exercise #4

Translate the sentences according to Pattern 3.

1. We have not become one world, but we *are likely to be* on the way to acquiring one language.
2. The U.S. *is certain to be* the greatest contributor to the UN budget.
3. Idioms *are certain to be* difficult to learn.
4. These reforms *are sure to have* far reaching consequences.
5. The truth *is likely to come out* sooner or later.

Exercise 85

Rephrase the sentences following the model

Model:

*It Is *was (un) likely /certain /sure that we will / would never see each other again*

We Ote / were (un) likely /certain /sure to never see each other again.

1. His certain that English will be gaining more and more ground.
2. It was likely that Britain would never feel secure again.
3. I doubt that he will be looking for reasons.
4. It is more likely that the nuclear arms race will result in war than deter an attack.
5. It is sure that you will find idiomatic English difficult to learn.
6. It is unlikely that any other language except English can become a global language.
7. Judging by the course of the talks they will be successful.

8. We are sure that everything will turn out all right.
9. He has surely noticed the mistake.
10. I am certain the treatment will help you.
11. I don't think the answer will please him.
12. It was clear that the news would be much commented on.

Exercise 86

Put the verbs in the brackets in the appropriate Infinitive form.

1. The first visitors are sure (influence) by stereotypes.
2. Britons are unlikely (consider) retirement abroad.
3. Ask no questions and you are certain (tell) no lies.
4. For many years the Picts and the Scots were sure (come down) from the north on to their less hardy neighbours.
5. For his successes in war Alfred is certain (deserve) the title of "Great".
6. The invasion is certain (take) place in the sixth century.
7. Charles knew that his army was unlikely (win) against the Scots.
8. People acting separately are likely (fail), for strength lies in unity.

Exercise 87

Translate the sentences using the Complex Subject structure.

1. _____ .
2. _____ ,
3. _____ ,
4. _____ ,
5. _____ ,
6. _____ ,
7. _____ ,
8. _____
9. _____
10. _____
11. _____ , _____ ,
12. _____ , _____ , _____ .

III. 'For Infinitive' Complex.

Pattern 4

for + <i>noun</i> / <i>pronoun</i> + <i>'to'</i> <i>Infinitive</i>

Pay attention to the translation of the **For Infinitive** Complex.

1. It is important for *you* to learn English.
2. Us lime for the lecture to start.
- * 3. Its **all** very well for you to say thai, but I was frightened.
4. **The** best thing is for him to keep silent
5. The decision is for you to take.
6. We are waiting for you to say something on the subject
7. I have said it for everybody to hear.
8. They say there is no need for Americans to learn foreign languages.
9. **The** text was too difficult for the students to understand.

The text is easy enough for you to read *it* without a dictionary*.
!)IOI

Exercise 88

*Translate the sentences containing the **For Infinitive** Complex.*

1. The king arranged for his son to be crowned as his successor.
2. English is accepted as the most important language for the international community to learn.
3. It is important for people all over the world to have a common language to communicate easily.

4. It is difficult for even English speakers to read and understand Chaucer's poems.
5. The older a person grows, the more difficult it is for him or her to acquire new friends.
6. It's all very well for you to give advice, and **it's** for me to take a decision.
7. There is nothing for you to do but leave at once.
8. Don't you find it strange for her to have kept *it* secret so long.
9. It's high time for all of us to leave.
10. It's all very well for him to judge. He was not there.

Exercise 89

Rephrase the underlined parts of sentences so that you may use the For Infinitive structure.

1. The lecturer spoke loudly and clearly so that everyone in the hall could hear him.
2. The arrangements have been made so that the speeches might be interpreted in all the languages.
3. To communicate freely among themselves, people need a **common** language,
- 4> In order that a language should become international it must meet certain requirements.
5. If you want to be accepted well when **in Britain**, don't try to **ipeak** and behave like the English, be natural.
6. If they wish to settle the conflict, they will have to come to terms.
7. It is 10 o'clock in the evening. You must go to bed. (It's time ...)
- 8 You are laughing, and I am hurt.
9. It is harder to learn languages when you grow older.
10. There is nothing that he can do but to apologize for his mistake.

Exercise 90

*Translate the sentences using **the** For Infinitive Complex into English.*

- 1.
- 2.

3. _____ , _____ , _____
4. _____ , _____ , _____
5. _____ , _____ , _____
6. _____ , _____ , _____
7. _____ , _____ , _____
8. _____ , _____ , _____
9. _____ , _____ , _____
10. _____ , _____ , _____
11. _____ , _____ , _____
12. _____ , _____ , _____
13. _____ , _____ , _____
14. _____ , _____ , _____
15. _____ , _____ , _____

Exercise 91

Put the verbs in brackets in the correct Infinitive form with or without to

a. Writing a paragraph

A paragraph is known (1 be) a separate section of a larger piece of writing which we break into paragraphs (2 make) it easier (3 follow). Each paragraph is a collection of sentences about a single topic. The opening sentence is supposed (4 indicate) what the topic is going (5 be) and is known (6 call) *topic sentence*. The final sentence which **happens** (7 call) *terminator* is expected (8 return) to the general topic and (9 repeat) the **first** sentence in different words.

The topic sentence should not (10 express) in too general terms. Ideally it should challenge the reader's attention and make him (11 want) (12 read) on.

One must (13 arrange) the ideas in a logical sequence. (14 achieve) a smooth flow of ideas within the paragraph one can (15 repeat) the key words and phrases, use a pronoun (16 refer) to a word in the previous sentence, and use connectives and transitional phrases, such as *first, second, etc, after a while, meanwhile, however, soon, at last, at the same time, moreover, then, finally, on the one hand, yet, later, as a result, on the other hand, but*.

b. *The Pilgrims*

The pilgrims were puritans, that is to say, people of England who objected to the form of religious services used in the Church of England. King James punished all who refused (1 follow) laws and traditions of the Church and (2 contribute) money (3 support) it. The people had (4 leave) their country and went to Holland trying (5 find) religious freedom there. But they were not allowed (6 own) land in Holland and, besides, they did not want their children (7 grow) up and (8 become) Dutch speaking people. They wanted (9 remain) English; so they soon returned to England with the idea of leaving for America. There they hoped (10 build) homes and start a new life based on their own ideals of religious and civil rights. Pilgrim Fathers decided (11 form) a colony that should (12 govern) by just and equal laws established by common agreement.

Made in the USA

The American style of life is known (1 influence) people in countries as far apart as Russia and Brazil for quite a time. This influence is seen in all kinds of ways, from the clothes we wear to the food we eat. When you switch on the TV (3 watch) a feature film, it is likely (4 be) an American movie, at least chances are nine out of ten. One of the most obvious influence of American culture is (5 follow) through the use of English as the international language of communication. If, however, were not for the importance of American economic influence on the world, many people would not (6 bother) (7 learn) English at all. English appears (8 acquire) the advantage over other languages by offering a complete package: it is known (9 accept) as the language of international science for a long way now; it has proved (10 be) the language of computers, pop music and many international organizations. Above all, English appears (11 be) the first and second language in many countries in the world.

Latin is known (1 be) the language of ancient Rome. With the spread of Roman pow^{er} Latin seems (2 cany) to every part of the known ancient world and became the dominant tongue of Western Europe. The colloquial speech of cultured Romans is certain (3 find) in the comedies of Plautus, the letters of Cicero, the Satires of Horace, etc. It is characterized by freedom of syntax, by the presence of numerous interjections, and by the frequent use of Greek words.

The colloquial speech of polite society is not (4 confuse) with the language of the poor and uneducated classes, which shows a greater **disregard for** syntax, a love of new words, and a striving for simplicity, especially in word order.

Latin is also known (5 be) the language of letters in Western Europe in the Middle Ages. Even for the people in general, Latin continued (6 be) a living language, because the church was likely (7 provide) a huge mass of ecclesiastical literature both in prose and poetry. The language, however, underwent many essential changes, but it happened (8 change) far less during this period than did either French or English.

In the 15th and 16th centuries New Latin, also called modern Latin, came into being. Almost all books of importance were written in Latin at this time, and Latin used (9 be) the medium of diplomatic intercourse among European nations

Not until the end of the 17th century did Latin stop being used as **an international** tongue. During the 18th and 19th centuries, however, it remained the language of classical school. The Roman Catholic **Church** is known still (10 use) Latin as the language of its official documents.

e. *Feed in English, print out French*

Once upon a time, according to a much-told story, a computer was set a task. It was supposed (1 translate) 'traffic jam' into French and then back into English. The machine was heard (2 buzz) and (3 click), it was seen (4 blink) its lights and eventually it came up with 'car-flavoured marmalade'. Machine translation is sure (5 come) a long

way since then. Computer translation systems seem (6 appear and 7 use) in many parts of the world. Not surprisingly the E.U. happens (8 involve). With so many official languages, translating and interpreting are reported (9 take) up more than fifty percent of the Community's administrative budget. But although the efficiency of machine translation is improving rapidly, human translators are unlikely (10 make) redundant. On the contrary, people and machines work together in harmony. Today's computers are considered (11 be) of little value in translating literary works, where subtlety is vital, or the spoken word, which tends (12 be) ungrammatical, or important texts, where absolute accuracy is essential. But for routine technical reports, working papers and the like, which are known (13 take) up so much of the translation workload of international organizations, computers are likely (14 play) an increasing role. The method of operation will probably (15 be) for the machine (16 make) a rough version, which the translator is supposed (17 edit) then, correcting obvious errors, and where necessary referring back to the original.

If machines can (18 translate) languages, could they ever (19 teach) languages? Yes, say enthusiasts, although they doubt that the teacher could ever (20 replace) totally by a machine in the classroom. **Good** old teachers know best!

II. DIPLOMACY AS A CAREER

STEP I. THE ART OF DIPLOMACY

The topical vocabulary to be remembered

1. to authorize v.
syn. to approve

authority n.

1. _____ ,
2. _____

authorities n. (pl.)

authorization n.

authoritative adj. (ly) adv.

authoritarian (rule) adj.

(),

2. to maintain v. (at some level)
syn. to state, to assert
maintenance n.

1. _____
2. _____
1. _____
2. _____
3. _____ ,

3. economic adj.

Do not confuse with:

economical adj.

/ distinguish between the nouns:

economics n.

1. _____
2. _____

economy n.

1. _____

2. _____

economist n.

to economize v.

4. to relate v. / to link / to connect

1. _____ ,
2. _____
1. _____ ,
2. _____

relation n.

relations n.
 to maintain / to conduct relations
 to break off relations
 relationship(s) (),
 relative adj, (ly) adv.
 relative n.

5. to dominate v. / to rise above
 dominance n.
 (of a person or thing in a field) n.
 domination (of) n. ()
 dominant adj.

6. policy n.
 ()
 national / public /
 domestic / home /
 foreign policy
 to conduct / to carry out a policy
 policies n. (pl.)

линия

Do not confuse with

politics n. (with a sing.verb)
 to get into / to engage in politics
 to get out of / to give up / to quit politics
 big politics
 politics n. (with a pl.verb)
 politician n.
 political adj.

7. to negotiate v.
 negotiations n. / talks
 to conduct / to carry out / on /
 to hold negotiations
 negotiator

8. to appoint v. (to a post)
 appointment n.
 appointee n.

9. to respond v. (to)
 response n.
 responsive adj.
 responsible (to sb. for st.) adj.
 responsibility n.

to lay responsibility (on)
 to handle / to take / assume /
 to accept responsibility
 to share responsibility
to carry out / to fulfill /
 to execute responsibilities

10. to involve v. (sth, doing)

to be / get involved (In)
 involved adj.
 syn. considered
 involvement n.

II, to represent (sb) v,
syn. to act on behalf
 representative ., adj.

representation n.
Do not confuse with
 to present sth to sb
 to present sb with sth
 present n.
 present adj.
 presently adv.
 presentation n.

Exercise 1

Study the use of the topical vocabulary in the context, translate the sentences into Russian.

authorize, authority, authorization, authoritative (ly),
authoritarian

1. The signing of the resolution is to be authorized by Parliament.
2. The Ambassador's authority dominates in the embassy.
3. An authority to handle such matters is to be established.
4. I would like you to show me your authority to act on his behalf.
5. The authorities of the community refused to consider our needs.
6. His authoritative opinion was taken into consideration.
7. It was authoritatively claimed that the taxes would not be raised.
8. No arrest of an individual is possible without an authorization of the court.
9. No democracy is possible under an authoritarian rule.

appoint, appointment, appointee

1. British prime minister is officially appointed **by the Queen**.
2. The appointments to the Cabinet are made by **the Prime minister**.
3. You can be received only by appointment
4. Any appointee to a diplomatic post must possess **certain** important qualifications.

dominate, dominance, domination, dominant

1. Britain dominated the world trade in the 19th century.
2. Churchill had a forceful character and his dominance *in* the House of Commons was clearly felt.
3. Napoleon's domination on the Continent encouraged him to prepare an invasion of the British Isles.
4. Domination of Britain in the sea was unchallenged at the time.
5. France grew more and more dominant in the field of diplomacy and imposed not only its rules but also the language.

involve, involved, involvement

1. The organization was deeply involved in worldly affairs.
2. To know the language well involves a lot of practice.
3. The job of a diplomat involves traveling a lot.
4. The task is too involved for him to manage it alone.
5. The organization denied its involvement in the terror act.
6. The issue involved is to be considered later.

maintain, maintenance

1. Many career diplomats maintain that their job is too challenging.
2. Relations between the two countries should be maintained at the same friendly level.
3. Maintenance of peace in the region is conducted by the UN forces.
4. Maintenance of the equipment is going to be costly.
5. A foreign office is responsible for the maintenance of foreign affairs.

negotiate, negotiation(s), negotiator

1. The terms of the contract are yet to be negotiated.
2. Their willingness to negotiate was doubtful.
3. **The negotiators** are expected to start work early next week.
4. The two countries have been negotiating peace for a long time.
5. Negotiations are to be held at a very high level.
6. This involved problem needs negotiating.

relate, relation(s), relationship, relatively

1. All these problems are related to the economic ones.
2. He was asked to relate the events in their sequence.
3. An important purpose of diplomacy is to promote good relations between states.
4. Many other ministries are engaged in our bilateral relationship.
5. English is relatively simple to learn at the beginning.

6. The relative value of political friendships and alliances is to be estimated.

respond, response, responsive, (ir) responsible, responsibility

1. The authorities were not certain how to respond to the criticism.
2. Diplomats must be flexible in handling diverse responsibilities.
3. The attack was a response to the death of two Israeli soldiers.
4. The question remains: who is to be responsible for the deal?
5. Teachers are happy to have responsive students, willing to learn.
6. A fundamental belief is that the poor tend to be idle and irresponsible.

Exercise 2

Fill in the gaps with the right derivatives.

authorize, authorized, authority, authorization, authoritative(ly), authoritarian

1. The governors had almost absolute _____.
2. Everyone waited for an _____ opinion of the **Chairman**,
3. The communist and fascist **dictatorships** were **different from the** _____ regimes of Latin America.
4. At the period the _____ of the Church was **expanded**.
5. Discipline and _____ power were most **important**
6. These two _____ complimented each other.
7. One has to have an _____ to take pictures in the palace.
8. The need of the age is _____ rather than liberty.
9. The editor refused _____ the publication.
10. An official _____ to investigate these complaints.
11. _____ agents of a foreign ministry conduct various jobs abroad.
12. The Prime Minister's unique position of _____ comes from majority support in the House of Commons.

appoint, appointment appointee

1. In the organization each had his _____ place and function.

2. Non professional diplomats are often referred to as political _____.
3. **The** real power of _____ ministers lies with the president.
4. The way diplomats _____ in the USA is often criticized.
5. In the US the _____ to diplomatic posts often receive them as a gratitude from the elected president for their financial support.
6. One can get to his office only by _____.
7. In the US most ambassadorial _____ are gained through financial contributions.
8. _____ prime minister has the power _____ ministers.

dominate, dominance, dominant, domination

1. Britain's early 19th century commercial _____ gave way to the United States' economic, diplomatic and cultural _____ in the 20th century.
2. The island countries of the Caribbean _____ by distant European economic and political powers.
3. The civilization of ancient Greece and Rome had extended its political _____ into North Western Europe.
4. Today multilateral mechanisms have become _____.
5. From the _____ aggressive power in European international politics France almost overnight became a victim state.
6. The Conservatives managed _____ the voting.
7. Of the four _____ personalities of the early sixteenth century Charles V was the central figure.
Religion became again a _____ factor even in politics.
8. If there is any challenge at all to the _____ of English, it may come from inside America itself.
9. In the newly independent states English was associated with colonial _____ of the past
10. The English language _____ at international forums.
11. These skills are _____ in the activities of a diplomat.
12. In the 16th centuries 'the French system of diplomacy' emerged and _____ international relations.
13. The _____ English invariably took the loyalty of the other countries for granted.

15. Disagreeing with the _____ view is dangerous.

involve, involved, involvement

1. The job is monotonous and _____ attention but no initiative.
2. The implementation of the task will require the _____ of all the staff.
3. The new appointment will _____ moving from place to place.
4. Their relations are too much _____.
5. The arrested denied any _____ in the robbery.
6. In some instances regional interests _____ and this will also demand consideration.
7. The expansion of political, economic and social issues have pushed diplomats to increased _____ in external affairs of domestic ministries.

negotiate, negotiation, negotiator

1. Rapid communication now enables a _____ to remain in constant touch with the government throughout.
2. _____ help improve state to state relations.
3. The terms of the contract _____ are to be studied **carefully**
4. In _____ both parties demonstrated their **willingness to** cooperate.
5. The treaty is _____ before being signed.
6. The _____ were dominated by the mediator's **authority**.
7. _____ and arbitration skills are necessary for a diplomat.

relate, relation(s), relationship(s), relatively, unrelated

1. The links between persons or states are referred to as _____.
2. These two developments were closely _____.
3. After the end of the Napoleonic Wars, Europe experienced almost a century of _____ peace.
4. The revolution was accomplished with _____ little bloodshed.
5. Those were four central ideas closely _____ to each other.

6. The intricate _____ between state and church may be studied in England on a _____ large scale.
7. The decision was delayed by an _____ dispute over the procedure.
8. The Senator was accused of having given posts to his _____.
9. For centuries, maintaining _____ between nations through the exchange of representatives has been the task of diplomacy
10. These two events are hard _____ to each other.

respond, response, responsive, responsible, responsibility

1. The **uprising** was people's _____ to the government reforms. **The** trade union leaders waited for the authorities _____ to their demands.
3. The defence secretary is _____ for the armed forces.
4. All the _____ for the taken decision is to be laid on the head of the department.
5. Children are _____ to kindness.
6. _____ students do not need to be forced to study.
7. Considerate people are always _____ to other people's misfortunes.
8. All of us should share the _____ for what has happened.
9. In _____ to the criticism some arguments were produced.
10. **The** _____ for the failure of the reform is to be laid on the **government,**

represent, representation, representative; present fly), presentation presence

1. _____ of credentials is held officially.
2. Foreign Service work involves, among others, the functions of _____.
3. He was _____ as an official _____ of the company.
4. One of the rewards that careers in the Foreign Service offer is the pride and satisfaction of _____ your country abroad.
5. Presidents and chairpersons of international institutions are drawn from the ranks of member states' _____.

6. The question is whether _____ abroad should reflect a country's economic difficulties.
7. Learning a language may _____ difficulty when there is low or no motivation.
8. The community in which the UN diplomat operates is composed of _____ of other governments.
9. The features the typical diplomat _____ an infinite variety.
10. The congress was very _____. The heads of all major powers were _____.
11. The tradition leading to the _____ world system of international relations originated in ancient Greece.
12. _____ you must accept the _____ of others or they would not accept you.
13. Public diplomacy activities often _____ many differing views as _____ by private individuals and organizations.
14. Textbooks _____ science as a noble search for truth.

Exercise 3

Read the text below and find answers to the following questions.

1. How is diplomacy defined?
2. How much did Greece contribute to the development of diplomacy?
3. What was French diplomacy like?
4. Who managed foreign affairs in the 16th century in France, England and Spain?
5. What institutions preceded modern embassies?
6. What key features did contemporary diplomacy inherit from French diplomacy?
7. What changes has the character of diplomacy experienced?
8. What tasks does modern or multilateral diplomacy include?

The Art of Diplomacy

Diplomacy is 'the art of conducting international negotiations'. Nation states, through authorized agents, maintain mutual relations, communicate with each other, and carry out political, economic and

legal transactions. Diplomacy as a uniform system based on generally accepted rules and directed by diplomatic hierarchy having a fixed international status is of quite modern growth.

The history of diplomacy dates back to ancient times when tribes, city-states and other communities sought ways of communicating and establishing relations with one another. But the tradition leading to the present world system of international relations originated in ancient Greece. The Greek developed a diplomatic vocabulary, principles of international conduct and elements of international law. In brief, there already existed an international system of multilateral diplomacy. During the **fifteenth** and sixteenth centuries 'the French system of diplomacy'⁴ began to emerge and dominate international relations.

Diplomacy was then a game of wits played in a narrow circle, and etiquette took an incredible amount of time. The 'haute diplomatic' appeared as a process of exalted haggling, conducted with an utter disregard of the ordinary standards of morality, but with the exquisite politeness and in accordance with more and more elaborated rules.

At the time in France, England and Spain royal secretaries were appointed, whose responsibilities included the management of foreign affairs. Resident missions in other countries, staffed by secretaries, can be regarded as the forerunners of the modern embassies. France was the first European state to establish a modern foreign ministry in 1626. Russia followed in 1720, when Peter the Great created College of Foreign Affairs and Russia too acquired its own ministry. Britain was **to be a late starter**.

The **French** diplomacy developed several key features of **contemporary** diplomacy - resident ambassadors, the art of conducting secret negotiations, ceremonial duties and protocol

Since then the character of diplomacy itself has undergone a great change. This change is threefold: *firstly*, there has developed a greater sense of community of interests between nations, with a number of international institutions being set up; *secondly*, owing to the rise of democracy diplomacy finds its expression in parliament assemblies and in the press; *thirdly*, the position of the diplomatic agent has changed and the modern means of communication have contributed a great deal to the change.

As a consequence, the tasks of the new multilateral diplomacy have been broadened. Diplomacy now involves not only presenting credentials and participating in the diplomatic circuits and various functions of a national capital but also it requires special art of explaining and defending national policies at a global level in a variety of international organisations. Diplomats working both in foreign offices and international organizations contribute to gathering information, laying the groundwork for new initiatives of their governments, reducing interstate friction, creating and amending international rules.

(from *On History of Diplomacy*)

Exercise 4

Discuss with the class.

1. What or who are the authorized agents through which international relations are maintained?
2. Why was old diplomacy dominated by the French system?
3. Why was Britain 'a late starter' in establishing resident missions?
4. What are the tasks of a resident ambassador?
5. What international and regional **organizations** were **established in** the twentieth century?
6. What role have they played and continue to play **international** relations?

Exercise 5

Explain the word combinations from the text in English.

legal transaction; diplomatic hierarchy; presentation of credentials; protocol; diplomatic circuits; information gathering; laying the groundwork for new initiatives; reducing interstate friction.

Exercise 6

Give the English equivalents from the text to the following.

Exercise 7

Suggest the Russian for the word combinations from the text

through authorized agents
commercial conventions
a game of wits
management of foreign affairs
resident mission
royal secretary
ceremonial duties
a threefold change
diplomatic agent

Exercise 8

translate the sentences from the text into Russian, pay attention to the translation of the infinitive and ing forms of the verbs.

1. **The** history of diplomacy dates back to ancient times when tribes, city states and other communities sought ways of communicating and establishing relations with one another.
2. The 'haute diplomatic' appeared as a process of exalted haggling, conducted with an utter disregard of the ordinary standards of morality, but with the exquisite politeness and in accordance with more and more elaborated rules.
3. Britain was to be a late starter in establishing its Foreign Office.

4. Diplomacy now involves not only presenting credentials and participating in the diplomatic circuits and various functions of a national capital, but also it requires special art in explaining and defending national policies at a global level.
5. Diplomats working both in Foreign offices and international organizations contribute to gathering information, laying the groundwork for new initiatives, reducing interstate friction, creating and amending international rules.

Exercise 9

Match the definitions with the words from the text.

1. deal	a. elaborated
2. quarrel, argument	b. incredible
3. living at the same time	c. consequence
4. extraordinary	d. owing to
5. absolute, complete	e. feature
6. developed in detail, complicated	f. disregard
7. because of	g. exquisite
8. ignorance	h. contemporary
9. unbelievable	i. haggling
10. result	j. utter
11. characteristic	k. transaction

Exercise 10

Complete the sentences with one of the words in the right hand column of exercise 9.

1. Nation states ... carry out political, economic and legal _____.
2. As a __, the tasks of the new multilateral diplomacy has been broadened.
3. The French diplomacy appeared as a process of exalted _____, conducted with an _____ of the ordinary standards of morality, but with the _____ politeness and in accordance with more and more _____ rules.
4. ... etiquette then took an _____ amount of time.

5. _____ the rise of democracy diplomacy finds its expression in parliament assemblies and in the press
6. The French diplomacy developed several key _____ of _____ diplomacy.

Exercise 11

Find English equivalents from the text to the following words and word combinations. Point out the sentences where the respective verbs or their derivatives are used

to hold / to carry out;

(to keep of (He **same** level / to state or affirm

to Start, to come from

to appear

to rise above

to consider as

to create / to organize (2)

to experience / to go through

to include / to require / to participate

to act on behalf

to name for a post;

to connect

to give permission

to produce / to hand over

Exercise 12

Replace the underlined words by the vocabulary from the text. Make changes in the sentences, if necessary.

1. An ambassador who is sent to work in an embassy abroad very quickly realizes the value of languages.
- 2! The Conservatives were above all other parties for over *in* years.
3. Before being named for a higher post foreign officers are to serve *in* various regions of the world.
4. A special commission was organized to find out who had given permission to introducing the troops.
5. The job of a diplomat may require traveling a lot.

6. Nowadays the United States rises above all other countries.
7. The ties between our countries have strengthened lately, and it is important to keegjhem up at the same level.
8. Our country refused to take part in the conflict.
9. The Prime Minister was the one who acted on behalf of his country and appeared as a talented orator.
10. On arriving in the country the ambassador produces his credentials, that is, formal papers giving him the right to act for his government.
11. English is considered as the most spread language in the UN.
12. These two events are easy to connect with each other.
13. Before being named for a higher post foreign officers are to serve in various regions of the world.
14. The economy of the country has experienced a decline lately.
15. The present world system of international relations started in ancient Greece.

Exercise 13

Substitute the nouns from the active vocabulary list for the underlined equivalents in the sentences.

1. Russia insists on all countries receiving a permission or approval of the UN to any use offeree in the region.
2. The power of the United States in the world is **unquestionable**.
3. The actions that the local government takes are **ineffective**,
4. The Foreign Office is waiting for an answer to its note.
5. The obligations of a foreign sendee officer are all embracing.
6. The situation in all fields of industry and agriculture is steadily improving.
7. What are his political views? He is a Conservative.
8. Such methods may lead to the reduction of work places.
9. His participation in the riot is to be proved.
10. The Foreign Secretary invited the new officer assigned for the jDOST for a briefing.
11. The one for the post stated that he was determined to learn the language of the country.
12. I would like to show you a document to act on his behalf

Exercise 14

Sum up the text in writing. Before writing consult the hints for a **summary** at pages 24-25. Be ready to reproduce it in class.

Exercise 15

Learn collocations with **the** words below, explain them and suggest their Russian equivalents.

~ *diplomacy* ~

unilateral ~ ; *bilateral* ~ ; *multilateral* ~. *shuttle* ~; *kid glove*
gunboat ~; *shirt sleeves* ~; *public* ~; *of a big stick*; *stick and*
carrot

diplomatic ~

coips; circuit; circles; function; intercourse;
service; sources; immunity; privileges.

~ *ambassador* ~

Extraordinary and Plenipotentiary ; at large;
the newly appointed ; to accredit an to another government;
to confer the rank of on ; to exchange s;
to raise to the rank of ~ ; to recall an

ambassadorial ~

rank; talks; at the level.

~ *negotiations*

arms control ; peace ; separate ; top level ~ ; a new round
of ; a breakdown in ; in the course of ; through ;
to complete ; to delay ; to enter into ; to resume ;
to suspend

to negotiate

a treaty; terms of peace; for a cease fire; for peace;
from a position of strength.

Exercise 16

Translate the sentences using the word collocations above.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
 - 11.
 - 12.
 - 13.
 - 14.
 - 15.
- (fruitful).
- (allies)
- (allied)
- (unalienable)

Exercise 17

Read the text 'What is Public Diplomacy?' and (a) answer the question in the title;

What is Public Diplomacy?

When early in their careers, Anwar Sadat, Valéry Giscard d'Estaing, Helmut Schmidt, and Margaret Thatcher, among other national leaders, visited the United States under the educational exchange **programs** of the United States Government, U.S. public diplomacy was at work. When Latin America viewed a film called *The Trip*, **depicting** the dangers of illegal narcotics trafficking to all societies, including their own, they were watching the product made by USIA, the U.S. Government's public diplomacy information agency.

When a student or a scholar in a developing country conducts research in a U.S. information center in his capital city, he is utilizing one of the popular services provided by U.S. public diplomats in his country. When a newspaper correspondent in a country that has diplomatic relations with the U.S. asks for clarification of a statement allegedly made by a high-ranking U.S. official, he contacts the U.S. Embassy's press attache - a U.S. public diplomat.

When a U.S. performing artist is on a foreign tour sponsored by the U.S. Government, U.S. public diplomats in the cities the artist visits will publicize the tour and make arrangements for her or his performances. These are but a few of the various activities with which **the practitioners of public diplomacy** become involved, but they demonstrate the scope and variety of modern public diplomacy.

Public Diplomacy is to be distinguished from Public Affairs because the latter provides information to the domestic public, press and other institutions concerning goals, policies and activities of the U.S. government.

Public diplomacy differs from traditional diplomacy in that public diplomacy deals not only with governments but primarily with non-governmental individuals and organizations. Furthermore, public diplomacy activities often present many differing views as represented by private American individuals and organizations in addition to official U.S. Government views.

Traditional diplomacy actively engages one government with another government. In traditional diplomacy, U.S. Embassy officials represent the U.S. Government in a host country primarily by maintaining relations and conducting official USG business with the officials of the host government whereas public diplomacy primarily engages many diverse non-government elements of a society.

Public Diplomacy refers to government-sponsored programs intended to inform or influence public opinion *in* other countries; its chief instruments are publications, motion pictures, cultural exchanges, radio and television.

(b) prove that:

1. The U.S. public diplomacy is dependent on the US Government.
2. The U.S. public diplomacy is at work round the world.
3. Public diplomacy differs from traditional diplomacy.
4. Public Diplomacy is not the same as Public Affairs.

(c) discuss the following:

1. Does public diplomacy work in your country? How?
2. Who and what are engaged in it?
3. What examples of public diplomacy at work in **your country** can you give?
4. Is public diplomacy in Russia independent **of the government**?
5. In what areas does public diplomacy seem to be most **effective** publications, motion pictures, cultural exchanges, education of radio and television?

Exercise 18

Study the difference between the pairs of words which may cause confusion. Translate the examples.

a* economics / economy

1. Economics is the science of the production, distribution, and use of goods and services.
2. Economics is also the financial aspects of a branch of industry.
3. A specialist in economics is called an economist.

4. The economics of the heavy industry has improved lately.
5. Today some special knowledge of international economics can be a **very useful asset**
6. The new economics of production offered unprecedented opportunity at home and abroad.
7. Economy is the system by which a country produces wealth.
8. Economy is also a way of spending and saving money.
9. The economy of the country has suffered severe setbacks lately.
10. The first economy introduced by the government was the reduction of electricity consumption.

1), economic / economical

1. The economic situation in the country was worsening quickly.
2. The world economic crisis embraced many countries.
3. For a decade or more the slogan in the country was 'Economics must be economical'.
4. Uneconomical ways of spending the fund led to its elimination.
5. The government was considering most economical ways of **managing the staff**.
6. The economic problems demanded economical management.

c. policy / politics

1. Politics is the art and science of governing a country.
2. He has chosen a career in politics.
3. **VI** you do not care for politics, politics will take care of you.
4. We are always so quick to criticize American politics.
5. A diplomat is not to publish any writing on international politics.
6. His politics were a pragmatic mixture of socialism, radical Liberalism and trade union demands.
7. Policy is a plan of action taken by a government, political party, business, etc.
8. The government must have policies to run the country.
9. This means an economic policy for economy, and foreign policy for actions taken by the country in other parts of the world.
10. Karl Marx wrote that "politics is born of economics".

Exercise 19

Choose the right alternative.

a. *economy (ies) / economics*

1. For a quarter of a century politicians have argued over the relevance and usefulness of 'Western' _____ to 'non Western' _____.
2. It can be said that an early definition of _____ was 'An Inquiry into the Nature and Causes of the Wealth of Nations'.
3. The national _____ is the system of the management and use of resources of a country.
4. The _____ first _____ introduced by the government involved the reduction of fuel consumption.
5. The developing countries are mainly agricultural producers whose _____ is based on relatively primitive farming methods.
6. The emergence of a global _____ is to be welcomed because it contributes to international harmony.
7. _____ influences politics at every level.
8. National _____ have increasingly been integrated into a single, global _____.
9. The _____ campaign is gaining ground.
10. In the early sixteenth century the **European** _____ was expanding with unprecedented rapidity.

b. *economic / (un)economical fly*

1. Inflation may cause a country to be in a bad _____ state.
2. It is usually more _____ to buy large quantities of a product.
3. First we need to improve our _____ situation.
4. We must be more _____ if we want to overcome our _____ difficulties.
5. The U.S. ambassador is known to communicate a lot with people on the _____ side.
6. The _____ ties between our countries are strengthening.
7. He insists that the budget for the next year is very _____.
8. The question is whether representation abroad should reflect a country's _____ difficulties.

9. The United States dominates all other countries not only _____ but also politically.
10. _____ policy in this branch of industry has led to its decline.

policy /politics

1. An ideal diplomat is to share his government's _____.
2. He is a democrat that is why I can't share his _____.
3. What principles in defence _____*s your country guided by?
4. Home should be guided by the interests of the people.
5. P.C. is initialism for Politically Correct, a term for taking a position in _____ or otherwise, which is offensive to no one.
6. We expect all employees to follow the company _____ regarding dress code.
7. I am much concerned with the specific details of public _____.
8. _____ is a way of conducting _____.
9. One of the main _____ of the government is to reduce unemployment.
10. He has been thinking for some time of getting out of _____.
11. _____ is the activity through which people make, preserve and amend rules under which they live.
12. In practice his _____ was always to choose whatever course would benefit Britain.
13. From the dominant, aggressive power in European international _____ France almost overnight became a victim state.
14. Religion became again a dominant factor even in _____ for another century and a half.
15. Public bills include measures relating to public _____.

Exercise 20

Translate the sentences into English

a. **use** economy, economics, economic, economical, economist

1.

2.

3. ,
4. ,
5. 30
6. "
7. , ,
8. ,
- 9.
10. ;

b. use 'policy' or 'politics'

1. *!
2. , (leaves much to **be desired**.
3. -
- 4.
- 5.
6. ?
- 7.
- 8.

Exercise 21

*Distinguish between the verbs: to be (lied, lied, lying) ;
to lie (lay, lain, lying) ; to lay (laid, laid, laying)
and complete the sentences with appropriate ones in the right form**

1. Which country _____ the foundation of diplomacy?
2. The secret documents _____ on the table.
3. The committee _____ down the rules of the protocol
4. Diplomats are said to have to _____ a lot.
5. Just because the official _____ before the commission he was dismissed from his post
6. **En** the **tropical** climate a diplomat runs the risk of being _____ down **with** malaria or some other exotic disease.
7. **Nobody** knows what future _____ ahead.
8. By _____ you may only make the situation worse.
9. He used to take things _____ down.
10. The whole country _____ below.
11. The responsibility for the failure of the reform is to _____ on the government.
12. Our interests _____ in doing what the President wants to do.

Exercise 22

a. *Turn the adjectives wide: long; deep; light; strong; short into nouns and verbs following the model Consult a dictionary.*

Model: broad breadth to broaden

b. *Translate the sentences into English.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 23

Look up the words of the same root in a dictionary.

a) Make up sentences to illustrate their meaning, give their Russian translation.

Credit: to give credit /credence (to); to do sh credit; credentials; (in)credible; to accredit; to discredit; credo; credulous

b) Translate the sentences into English. Use one of the words or word combination from those above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 24

Make nouns of the verbs°to appoint, to maintain, to dominate, to negotiate, to authorize, to establish, to relate, to contribute, to involve and distribute them according to the suffixes

merit; tion; ity; ance.

Exercise 25

Complete the sentences with correct derivatives of the words in brackets.

1. (authorize) agents maintain mutual (relate).
2. Secret (negotiate) have always been a key feature of diplomacy.

3. Britain became one of the first major powers to reopen diplomatic (relate) with Russia.
4. The (appoint) secretaries are (respond) for the (manage) of foreign affairs.
5. (dominate) of French diplomacy in previous centuries is common knowledge.
6. The conduct of (relate) in old diplomacy was on the bilateral **basis**.
7. (negotiate) with governments and defence of national policies is one of the tasks of diplomacy.
8. **(establish)** of international organizations broadened the tasks of **diplomacy**.
9. An (authorize) for search is to be given by court.
10. The basis of bilateral diplomacy is (maintain) of state to state (relate).
11. The (appoint) of ambassadors is the (respond) of the Foreign Secretary.
12. They decided, even at the loss of several days, to wait for the new (appoint), who was highly recommended to them.
13. He thought that a Canadian Prime Minister might have more influence in a joint (relate) than under total independence.
14. He could become a mediator, with (authorize) and power which could be fostered and enlarged.
15. **The** (dominate) feature of modern diplomacy is that it is **conducted multilaterally**.
16. Public diplomacy is as necessary for (maintain) and strengthening **of friendly** (relate) with other countries as traditional diplomacy.
17. The Prime Minister insisted that (economics) Canada will have **big** opportunities.
18. Non career diplomats are often called political (appoint).
19. One of the main problems of modern international intercourse is the increasing (respond) of diplomacy to public opinion.
20. In the international organizations diplomats serve not only as (represent) and (promote) of their country's interests guided by the instructions of national (authorize) and as their political advisers but also as (contribute) to the interests of the global (communicate).

Exercise 26

Supply appropriate English equivalents to the Russian words,

1. Various types of () forums are to be distinguished from the UN's own regional () commissions.
2. Diplomacy is the method by which nation states, () agents, () mutual (), () with each other, and () political () and legal tasks.
3. The new diplomacy () the () of an international organization to act as a forum for peaceful settlement of disputes.
4. () verbal exchanges.
5. Special knowledge of international () can be very useful.
6. A diplomat is expected to have an outgoing personality and a capacity () strong personal ().
7. Much of the Foreign Office's work is () in secret.
8. When Churchill () a secretary for the colonies he worked toward the () of new Arab states.
9. Churchill insisted on Hitler's unconditional surrender peace () never entered into his ().
10. Secretariat staff () in surveys of world () and social trends and **problems**
11. () of the French diplomacy was **natural** due to the () position of France in () **Middle** () spheres over the whole Europe.
12. The () as an ambassador to the U.S. does not often depend on the qualifications of the ().
13. () of the country in this international organization was very limited.
14. () her () Margaret Thatcher () by force to force.
15. We try () many of other ministries to have active roles in our ().
16. Political () gain their () in science, culture, ().

Exercise 27

Read the text below. Find arguments 'for' and 'against' **diplomacy** to be open to public **criticism**. Do the tasks that follow.

Vocabulary notes to the text:

1. glare severe look; scrutiny close look
2. to veil to cover up
3. eloquence the art of speaking or writing beautifully
4. personal fascination personal charm, attractiveness
5. reticence silence, reserve
6. to take into confidence to make people believe

Diplomacy and Public Opinion

One of the main problems of modern international intercourse is the increasing responsibility of diplomacy to public opinion. *The question is how far has the public discussion of international affairs affected the legitimate functions of diplomacy: for the better or for the worse?* To the diplomat of the old school the answer seems clear. For him diplomacy was too delicate, too personal an art to survive the glare and confusion of publicity.

A master of the old diplomatic art of intrigue, of veiling his purpose, under a cloud of eloquence, moreover, of the art of personal fascination was Metternich. Public opinion to him was only a dangerous force to be kept under control.

Distinct from him was George Canning, who may be called the great prototype of the new diplomacy. He saw clearly the immense force that would be added to his diplomatic action if he had behind him the force of public opinion.

The success of the policy of a foreign minister *in* a democratic state must ultimately rely on the support of public opinion, but the necessity for its support in the conduct of foreign affairs has its peculiar dangers. In the difficult game of diplomacy a certain reticence is always necessary. Times, even in Great Britain, the diplomatic correspondence laid before parliament is carefully edited. The **appeal** to public opinion may be used as a diplomatic weapon.

Bismarck, whose statesmanship was at least as cynical as **that of** Metternich, was a master of the art of taking the world **into his**

confidence when it suited him to do so; and the reptile press, hired to give seemingly independent support to his policy, was one of his most potent weapons. So far the only necessary consequence of the growth of the power of the public opinion on the art of diplomacy has been to extend the sphere of its application.

- a. Look back at the text and answer the italicized question put in the text.
- b. Discuss **the following** ideas with the class or with a partner; support or challenge **them**.

1. Diplomacy is too delicate, too personal an art to survive the glare and confusion of publicity.
2. The success of the policy of a foreign minister in a democratic state must ultimately rely on the support of public opinion.
3. In the difficult game of diplomacy a certain reticence is always necessary.

Exercise 28

Complete the text with the words given below.

Advancing, representatives, unlikely, ambassadors (2), relations, public, promoting(2), politicians, management, appears\ fluently\ major, engaging(2), current, certain

The British Foreign Office in the 21st century.

One thing we can say for (1) _____ about the future Foreign Office is that it will not be immune to change. And it will always have its critics as well as admirers. In 2000 the Foreign Policy Center, a New Labour think tank, proposed replacing traditional (2) _____ and diplomats, businessmen and foreign nationals by computers. The same year Robin Cook, the Foreign Secretary, voiced his desire to see the Foreign Office staffed by more (3) _____ of ethnic minorities, more women, and fewer products of Britain's elite (4) _____ schools.

The main role of the Foreign and Commonwealth Office will continue to be the (5)_____ of Britain's foreign (6)_____ on a day to day basis, and running of Britain's embassies abroad. The work of the overseas missions (7)_____ trade, (8)_____ in dialogue with local (9)_____ and (10)_____ British interests, (11) _____ cultural, social and educational links, and (12) _____ in 'public' diplomacy - is (13) _____ to become redundant. Today's (14) _____ abroad are visible, high profile figures Francis Bertie, Ambassador to France in the early twentieth century, gave only one or two speeches in his thirteen years in France, whereas Michael Jay, the (15)_____ Ambassador, (16) _____ frequently on French news programmes, speaking (17)_____ in French.

Britain may not have been able to resolve its position with Europe and **its** place in the world, but it nevertheless remains true that Britain's history and its ambitions ensure it will play a (18)_____ role in the world well into the twenty first century.

Exercise 29

*Look through the semice record of Alexander Vershbow, 49, former American Ambassador to Russia. Do a two way translation of an interview given by **him** to a Russian correspondent. Learn the interview and role play it in class.*

Name: Alexander Vershbow

Place of birth: Boston, Massachusetts

Family: Wife Lisa, sons Benjamin and Gregory

Education: B.A. in Russian and East European Studies from Yale University (1974), Master's degree in International Relations and Certificate of the Russian Institute from Columbia University (1976).

Diplomatic rank: Career Minister

Previous posts:

1998 - 2001: US Ambassador to NATO

1994 - 1997: Special assistant to the President and Senior Director for European Affairs at the National Security Council.

- 1993 1994: Principal Deputy Assistant Secretary of State for European and Canadian affairs.
- 1991 1993: U.S. Deputy Permanent Representative and Charge d'Affairs of the US mission to NATO.
- 1988 1991: Director of the State Department's Office of Soviet Union Affairs.
- 1985 1988: Served in the U.S. Embassy in London.
- 1981 1985: Served in the Office of Soviet Union Affairs.
- 1979 1981: Served in the U.S. Embassy in Moscow.
- 1977 1979: Served in the Bureau of Politico Military Affairs.

[http:// usembassy.state.gov/Moscow/wwwha.html](http://usembassy.state.gov/Moscow/wwwha.html)

Interviewer:

?

Ambassador: First of all, I am here to represent US interests, which lie in doing what President Bush wants to do.

I.

?

A, President Bush is seeking to transform the Russian American relationship into something that approaches not just a partnership but an alliance. So my role is to play an active **part in trying to** explain to what is still a rather skeptical **Russian elite of public** opinion ~ that we do have common interests.

I.

?

A. I have been deliberately active in engaging with **the Russian Presi** and doing public speaking events in order to get our side of the story into circulation. And I'm also trying to promote goodwill by taking an active part in cultural activities and social events, bringing a lot different people into our great national resource, Spaso House.

L

?

A. Obviously as a diplomat I deal with first and foremost with the Ministry of Foreign Affairs with the minister and the deputy ministers primarily but we also have regular contacts with people in the presidential administration and the Russian Security Council. I also have a lot of interaction with people on the economic side. We try to engage many of the other ministries to have active roles in our bilateral relationship atomic energy

Exercise 32

Discuss the following statements in class; choose one and write a comment on it of about 80 words.

- a. "An ambassador is one official the state cannot do without".
- b. "Ambassadors are eyes and ears of states."

Diplomatic methods are often more effective than forceful actions,
d. Many people maintain that diplomacy is one of the black arts.

Remember that writing a comment is expressing your opinion on the subject, which is similar to writing a composition, but in which you produce your own arguments supporting or rejecting the idea stated.

You may begin with:

I (don't) support the statement / the idea expressed because ...
or I (don't) quite agree with the statement involved because ...
or 'To my mind/ In my opinion there is a lot of/ **little truth in the** statement...

In developing your idea use such words as: First (ly), second(ly), thirdly) • • Furthermore, moreover, however, though, on the one hand ...on the other hand... etc.

When finishing your writing use:

To conclude, To sum up, In conclusion,
Summing up I 'd like to repeat /to emphasize / to point out again that...,
It is worth repeating /emphasizing /pointing out again ...

STEP 2. CHALLENGES AND REWARDS OF A DIPLOMATIC CAREER

The topical vocabulary to be remembered

1. office n.

to be in office

to hold / to leave / to quit office

to get / come into office

to run / to manage an office

public office

good offices

officer n. (senior/junior)

official n.

a career official / officer

official adj.

2. to challenge v.

1) **to challenge** (sth) v. / to manage /

syn. to question

challenge n.

2)

to pose a challenge

to face a challenge

to respond to a challenge

challenger n.

3. to handle (sth) v. / to manage /

to control / to deal with

to handle one's responsibilities

4. to be committed (to do) / (to sth /doing)

to commit (a mistake, a crime, etc)

to commit oneself (to sth, to do sth)

~ 5

commitment n.

5. to guide v.
to be guided (by)
guidance n.
guide n.
guide book

6. to distinguish v.
(between; one from)
to distinguish oneself
to be distinguished (from) / to differ
distinguished adj.
distinguishing adj. / distinctive
(in) distinguishable adj.
distinct adj.
(as) distinct from
distinction n.

Exercise 33

Complete the sentences with the right words.

office, officer, official(s)

1. Foreign _____ are staffed with _____ of different ranks.
2. The embassy _____ communicate their government views on political issues to foreign _____.
3. Briefing a visiting senior _____ is one of the jobs a political _____ does.
4. His twice extended term in _____ is due to expire *next* year.
5. You should stop letting your _____ having their own way.
6. The mansion was an _____ residence of the prime minister for his term in _____.

7. The UN Secretary General may participate in resolving a conflict through his _____.
8. In his job a foreign service _____ has to carry out a lot of responsibilities.

challenge, challenging, (tin) challenged, challenger

1. The Government and the Immigration Minister have powers which it is useless _____.
2. The career of a diplomat poses a number of _____.
3. No one _____ the authority of the speaker.
4. All former diplomats admit that their profession is _____.
5. ~~It may come from inside America itself~~ If there is any _____ at all to the dominance of English, it
6. Domination of Britain in the sea was _____ at the time.
7. Among the _____ that service in a ministry of foreign affairs offers are being able to report and interpret events and trends in a variety of cultures and political systems.
8. There will be expected several _____ to the mayor's post.
9. With her limited forces Britain simply could not guarantee to meet all the possible _____ by herself.
10. Sooner or later the dominant position of the English language can be successfully _____.

handle

1. One of the arts a future diplomat must possess is the art of _____ people.
2. In his job a foreign service officer has _____ a lot of things.
3. The responsibilities were such that he was not able _____.
4. Any government must _____ the immigrants with extreme caution.
5. Diplomats must be flexible in _____ diverse responsibilities.
6. _____ various responsibilities, especially in smaller posts, is one of the challenges a foreign service officer faces.
7. He _____ the opportunity with considerable skill.

wmnm {unvsetj} . . (oej committed to. commitment (s)

1. His _____ to the common cause was challenged.
2. The mistake that you _____ may appear to have far reaching consequences.
3. I am sure other _____ could be put off.
4. A foreign service officer is expected _____ to promote his country's interests abroad.
5. Mother Theresa, who died recently, is known _____ to charity.
6. Though some of its candidates were socialists, the party as a whole was not _____ to socialism.
7. Britain avoided giving binding _____ to join in a war.
8. Britain decided to abandon her traditional naval strategy in favour of a massive _____ to a land War.

distinguish distinguished, distinguishing / distinctive, distinct, distinctly, distinction

1. _____ from those who work in a foreign office, a diplomat working abroad is on duty in the front line all the time.
2. _____ is to be made between 'economic' and 'economical'.
3. There are a number of _____ Russian diplomats whose biographies are worth reading.
4. It is hard not _____ between these two notions.
5. Honesty, dignity and professionalism are the _____ features of a good diplomat.
6. A diplomatic interpreter should speak in a _____ voice.
7. The 'new diplomacy' is _____ from the 'old' one.
8. In all serious and cultured speech and writing there is very little by which the two can _____.
9. The Financial Times may _____ from the Times by its colour and content.
10. There are some interesting examples of the _____ between British and American English.
11. He is known _____ himself in the diplomatic service.
12. The employee has a _____ record of service.
13. Brevity is a _____ characteristic of the author.

15. _____ from i'ubhc Affairs.
_____ feature of modern diplomacy is that it has become more open to the public at large.

Exercise 34

*Read the text and **make** up 10 questions to cover its contents.*

The Challenges a Future Diplomat May Face

Foreign Offices or Ministries of Foreign Affairs in national capitals are staffed with officers of different ranks exercising their duties in various departments. They analyze and report to their seniors **on** political matters that may affect the national interests of their country. **They** communicate their government views on political issues to **foreign** officials, negotiate agreements and maintain contact with political leaders, third country diplomats and other influential people.

Among the challenges that service in a ministry of foreign affairs offers are being able to report and interpret events and trends *in* a variety of cultures and political systems. Foreign officers must also be able to communicate rapidly and concisely, and be flexible in handling various responsibilities, especially in smaller posts. In more specialized areas they are expected to know the language, history, culture and politics of a nation or a region in which they specialize.

As distinct from those who work in a foreign office, a diplomat working abroad is on duty in the front line all the time. He must be committed to promote and defend his country's policy abroad in various ways. His first and foremost duty is to keep the authorities in his country constantly informed about the current events taking place in the country of his residence related to not only political but also economic and cultural issues. His job may involve reporting and analyzing the events and changes in the host country, briefing and suggesting remarks for a visiting senior official, and perhaps, escorting the official, while handling the daily flow⁷ of cables and correspondence relating to the visit.

Besides the most important duties, there is in every Embassy and Legation an immense amount of routine work, and many monotonous

subjects may crop up. One of the chief functions of the head of the mission is to train the junior members of the service in the right performance of their duties,, especially in the preparation of reports on subjects of interest, in drafting dispatches and paraphrasing the text of ciphered telegrams. Serving in various countries abroad diplomats and their families may face various challenges ranging from harsh climates to lack of jobs for the spouses and schools for the children.

In the international organizations diplomatic work is distinguished by the fact that diplomats serve not only as representatives and promoters of their country's interests guided by the instructions of national authorities and as their political advisers but also as contributors to the interests of the global community.

In diplomatic life at home and abroad success in the Foreign Service requires a strong command of the mother tongue as well as of a foreign language since language problems crop up at every step. All F.S. officers must be able to speak and write clearly, concisely, persuasively and correctly.

(from *On Diplomatic Practice*)

Exercise 35

Discuss the text in pairs. Make use of your questions.

Exercise 36

Say what you think of the following:

1. Why are reporting and interpreting events and trends in the world political systems referred to as challenges for a political officer?
2. What do various responsibilities in smaller posts involve?
3. What are the ways in which a diplomat may promote his country's interests?
4. Why is it necessary for a diplomat to have a strong command of the mother tongue as well as a foreign language?
5. How important is good knowledge of the history and culture of the country a diplomat specializes in?

Exercise 37

a. Fill in the chart below **with** the duties and responsibilities of a Foreign Service officer in the Ministry of Foreign Affairs and in overseas missions basing on the text and on your ideas.

Ministry of Foreign Affairs	Overseas missions

b. Imagine you are a juniour'foreign officer at the Foreign Ministry. Speak about your responsibilities.

Exercise 38

Find in the text English equivalents to the following:

}

Exercise 39

Complete the sentences with the words from the text and the vocabulary list of STEP 2. The first letters are given in 'a \

a.

1. One of a diplomat's tasks involves h_____ correspondence.
2. Diplomats in their decisions are often g_____ by their national authorities.
3. Foreign Service staff are _____ to support their country's policy publicly.
4. The imposed mobility of a Foreign officer presents _____ to family life.
5. The ability to speak p_____ and _____ at meetings is important for a diplomat at the United Nations.
6. _____ a visiting senior _____ is one of the jobs a political _____ does.
7. Junior diplomats are expected to be flexible in fi _____ their responsibilities and to be able to communicate r _____ end _____.
8. Older people are often g _____ by outdated principles.
9. Embassy _____ maintain their relations with the _____ of the host country.
10. An embassy's press attache is _____ to convey his country's policy to the public.
11. The r _____ of a diplomat abroad are d _____ from those at the Foreign Office: they are much wider.
12. A number of political figures d _____ themselves in big politics.

b.

1. This matter requires delicate _____.
2. The US Government's public diplomacy agency _____ itself to promote the national interests.

3. In its work the UN is _____ by the principles formulated in its Charter.
4. Work and life in developing countries may be too _____.
5. A career diplomat is expected to display his _____ to his country.
6. Diplomats are _____ to influence political leaders.
7. No country _____ the US authority in the international arena.
8. The art of _____ people is of little significance without the **gift** of understanding others and seeing from their point of view.
- ↳ The _____ that a diplomat may face in a foreign country may **turn out to be unbearable**.
10. One of the junior officers' _____ is _____ correspondence.

Exercise 40

*Supply an appropriate word from the active **vocabulary** of STEPS 1 and 2 for the Russian words in the brackets.*

1. A diplomat () to influence political leaders.
2. The head of the country offered his () in settling the conflict.
3. The tasks of a diplomat () presentation of credentials, protocol and participation in diplomatic circuits.
4. Political, () and social issues have pushed diplomats toward increased () in external affairs of domestic ministries.
5. Multilateral diplomacy () of managing the increasingly complex national system to the diplomats' traditional function of ().
6. Among others a Foreign Service officer's duty is () correspondence.
7. Arabic, Chinese and Russian cannot () by most computers.
8. It is undesirable for the country () in this conflict.
9. () to defend the interests of his country is the most important quality of a diplomat.
10. () in diplomatic circuits is one of the duties of a diplomat.

11. () a diplomat may face in a foreign country are unpredictable.
12. Though the career of a diplomat is (), it is interesting.

Exercise 41

Replace the underlined words by the words from the active vocabulary list and from the texts.

1. As members of the alliance we must keep our defence promises.
2. Many career diplomats say that their job is too difficult.
3. The president is facing a threat to his leadership from his deputy.
4. He devoted himself to the idea of improving the economy.
5. A dutiful diplomat cannot be dependent on his feelings.
6. After the election the Conservatives appeared as the largest party.
7. The government is not always the highest power in a state.
8. The task is to carry out the election campaign successfully.
9. He has no formal position in the party.
10. Who is expected to investigate these complaints?
11. The imposed mobility of the profession brings a lot of hardships.
12. Foreign Service staff is supposed to support their country's line.
13. Foreign affairs are governed by the FO.
14. The protocol of meetings is dealt with by secretaries.
15. Nobody questioned his influence and power.
16. The task is too complicated for us to manage.
17. He devoted his life to the cause of peace.

Exercise 42

Turn the verbs ;' to promote; to contribute; to guide; to defend; to challenge; to analyze; to serve; to represent; to advise; to maintain; to present' into nouns and personal nouns according to the model Consult a dictionary, when necessary, translate the words.

Model: to conduct conduct conductor

Exercise 43

Look through the service record of the Russian Ambassador to the U.S. and do a two way translation of the interview given by Yuri Ushakov, 55, at the Embassy in Washington. Use the active vocabulary. Role play the interview in class.

Name: Yuri Ushakov

Place of birth: Moscow

Family: Wife Svetlana, one daughter

Education: Moscow State University of International relations (1970). Later defended a thesis on the foreign policy of European countries for a Ph.D. in history.

Diplomatic rank: Ambassador Extraordinary and Plenipotentiary.

Previous posts:

1998 1999: Deputy Minister of Foreign Affairs of the Russian Federation.

1996 1998: Ambassador, permanent representative of the Russian Federation to the OSCE in Vienna, Austria.

1992 1996: Director of the department of all European cooperation for the Ministry of Foreign Affairs of the Russian Federation.

1986 1992: Deputy Chief of Mission and Minister Counsellor in the Embassy of the USSR / Russian Federation to Denmark.

1979 1986: held various posts in the Soviet Embassy to Denmark, in the Scandinavian Department, in the Secretariat of the Ministry of Foreign Affairs of the USSR and in the departments of post graduate studies of the Diplomatic Academy.

<http://www.russianembassy.com/>

L Mr. Ambassador, tell us about being the Russian Ambassador in Washington. How have you been spending your time?

I. *As ambassador, do you have a proactive agenda of people to meet and policies to advocate? What's your vision of our role?*

?

I. *Wlw do you deal the most in the American community?*

alma mater

L. *What do you see as most important in ambassador's work?*

(for the positive).

I. *When it comes to foreign policy decisions, do you consult often with the Foreign Ministry? Do you ever consult directly with President Putin, or receive instructions from him?*

(cables)

I. *How can you compare the work you are doing with ambassadorial work of the Cold War period?*

(to be

funneled)

I. How does it affect your work?

L. Is it even possible to stay on top of all that?

Exercise 44

(**the** definitions of diplomatic terms. Some hints are given. Suggest their Russian equivalents.

1. *Accreditation* implies giving official a _____ to a diplomatic e _____.
2. **Agreement** is the approval of an a _____ or a minister by the government of the receiving state.
3. *Ambassador* is a top ranking o _____ who is a _____ to a foreign state as a resident r _____.
4. **Ambassador At Large** is a diplomatic agent a _____ to no particular country.
5. **Amb&ssudQY Designate** is a diplomat who has been a _____ to _____ but has not p _____ his _____.
6. *Ambassador Extraordinary and Plenipotentiary* is a personal r _____ of the head of one state a _____ to the head of another state.
7. *Attache* is (a) the lowest ranking _____ of the diplomatic s _____; (b) a s _____ diplomatic _____ attached to a mission for specialized s _____.
8. *Charge D 'Affairs Ad Interim* is a secretary of an e _____ who assumes r _____ of an a _____ or minister in their absence.

9. *Consul* is an _____ who is a _____ by a government to reside in a foreign country to p_____ the interests of citizens of his country.
10. *Curriculum Vitae* is a b_____ account of one's previous _____ and qualifications especially in reference to a job application.
11. *Credentials* are a formal paper a _____ a diplomatic agent as one who is a _____ to act for his government or head of state.
12. *Counsellor* is a s _____ secretary at an e _____ who in the absence of the head of the m _____ acts as 'Charge d'Affairs'.
13. *Diplomatic Corps* is the collective heads of foreign diplomatic m _____ and their s _____ in the capital of a country.
14. *Diplomacy* is (a) the art of _____ international r _____ ;
(b) skill and tact in h _____ affairs.
15. *Diplomat* is (a) one who is e _____ in diplomacy;
) a n _____; a tactful person.
16. *Dispatch* is a written _____ to the secretary of state or minister for foreign a _____ from a diplomatic or consular _____ abroad.
17. *Envoy* is a diplomatic a _____ who ranks **immediately** below an a _____.
18. *Exequatur* is an _____ recognition of a consul that a _____ the consul to r _____ his office.
19. *Full Powers* is a special written a _____ from the head of state given to a n _____ to _____ n _____.
20. *Good Offices* are mediatory s _____ by a third party.
21. *Legate* is an e _____ or minister, especially one who _____ r _____ the Pope.
22. *Persona Non Grata* is the one who is not a _____.

Exercise 45

a. *Work in pairs. Ask your partner:*

- 1) whether s/he thinks it is easy or difficult to enter the profession of a diplomat;

- 2) why there are so many young people willing to enter the career of a Foreign Service officer;
- 3) what rewards the career of a diplomat may offer;
- 4) how appealing those rewards are for your partner;
- 5) if there is anything that s/he does not accept about this career and why;
- 6) if the career of a Foreign Service officer is really for him / her;
- 7) if s/he sees her/himself in the profession of a diplomat;
- 8) what and why is more important for your partner in his / her future career: money, interest, challenge, an opportunity to travel promotion opportunities.

b. *Make notes and report your findings to the class.*

Exercise 46

Sum up the arguments 'for' and 'against' sending as a foreign officer in general and for you personally. Record the arguments in the table below and report them in class.

For	Against

Exercise 47

a. *Read the text and find 21 qualities which are required to be a good diplomat*

Some Qualities Desirable in a Future Diplomat

A popular notion which has done much in the past to discredit the diplomatic profession is that the chief duty of a diplomat is to secure some advantage for his own country over another, if necessary by means which are not strictly straightforward. Past history a (fords

many instances to support this view. In the year 1604 Sir Henry Wotton defined an Ambassador as "an honest man sent to lie abroad for the good of his country".

Nations as to their proper qualifications of a diplomat vary today as much as they varied in previous centuries. The only invariable rule is to find the right man for the right place. It is difficult to lay down the law. Diplomats must be human, versatile and adaptable. A diplomat must possess initiative and personality.

He should have the faculty⁷ of mixing and getting on with anyone in any walk of life and of treating all as equals. He should have sufficient self confidence to stand up to anyone in any walk of life, Sovereign, Prime Minister or whatever he may be.

Powers of observation, of description, sound judgement and a faculty of hard work are so essential as to go without saying; so is the readiness to take responsibilities, provided it is certain that they are not of some senior officer

Certainly a diplomat should not be emotionally effusive in his behaviour, however excellent the relations may be which he is called upon to conduct. And certainly he should preserve calm when things go wrong and relations become strained.

A certain capacity for deception as far as ordinary *usn^l* **manners** is needed. Like everyone else who aspires to be socially **welcome**, he must keep a good deal of what he thinks to himself and say **for the** sake of politeness a good many unimportant things he does not mean. Above all he must constantly steer a course between extremes. He must be intelligent, carefully refrain from any oppressive display of intellectual powers. He must invariably be dignified, have humour and wit, and there is one final virtue that must be specifically mentioned and which is the essence of the profession, this is patience, without which the would be diplomat will never in reality become a diplomat at all.

And finally it is difficult to exaggerate the importance of a thorough knowledge of languages for a diplomat. An envoy who can spare time to study the language of the country to which he is sent, will find its acquisition of great advantage. The surest way to gain admission to the heart of the nation is to give this proof of a desire to

cultivate intimate relations with, and to understand the feelings of, the people.

(from *On Diplomatic Practice*)

Note to the text:

Wotton, Sir (1568-1639) English diplomat and poet, Ambassador to Venice (1604-1624).

b. Answer the questions.

1. How would you rate the qualities mentioned? Which of them, do **you think**, are more and which are less valuable for a diplomat?
2. Could you **think** of some other qualities that a diplomat must possess? Share your ideas with the class.
3. Why is *patience* emphasized as one of the most essential quality?
4. How important for a future diplomat is good professional education? Should diplomats be career or non career?

Exercise 48

Translate some opinions of the qualities a diplomat should possess expressed by some former Russian ambassadors,

»,

,

“

,

-

,

,

,

,

”

?

(1991-1997):

”

,

,

,

(1990-1992), (1994-1997), (1998):

*Prepare to speak about a distinguished person in the diplomatic world (living or dead). Focus on his personality, skills and qualifications, and on **the field in** which the person distinguished **himself***

Work in pairs. Exchange the information about a well known diplomat Listen **to your partner** attentively and then report what you have heard to the class.

Exercise 51

Complete the text with the words given below according to sense.

Involving, signed, significance, involved, certain, relating (2), officials, communication(s) (2), unsigned, considerable, commonly, confidential, common practice, international intercourse (2), handling, distinguished.

Diplomatic communications between states

One major aspect of diplomatic work is (1)_____ official documents. A (2)_____ part of them are of intradepartmental **nature**, but of great (3)_____ is another category of diplomatic **documents through which official (4)_____ goes on in written form**. Such documents express the position of a state on a (5)_____ issue **of international** affairs. Some of them are (6)_____ by virtue of specific circumstances, but many of them, particularly (7) _____ to important international problems, are made public.

Until recently diplomatic practice (8)_____ the following five forms of written official (9)_____: *personal notes*, *verbal notes* or *notes verbales*; *aides memoire*; *memoranda*, and *semi official letters*. A *personal note* takes the form of a letter drawn up in the first person and (10) _____, it begins with a salutation and ends with a complimentary phrase; a *verbal note* is drawn up in the third person and either initialed or left (11)_____.

Nowadays *verbal notes* have become part and parcel of the (12)_____ and are considered the most (13)_____ used form of diplomatic (14) _____. They begin and end with standard formulas of courtesy.

An *aide memoire* is a written statement recording the details of a possibly (15)_____ matter with the aim of facilitating further progress of a transaction and preventing the subject of a personal conversation from being misunderstood or misinterpreted.

A *memorandum* is a detailed exposition of the factual or legal aspects of a particular question.

Semi official, or informal letters are sent to (16)_____, **with** whom one is acquainted, in cases (17)_____ personal favours (thanks for an invitation or a request for assistance) or (18)_____ to administrative matters.

It is (19) _____ in diplomatic correspondence to observe the rules of tact and politeness avoiding harsh expressions that may hurt or offend the dignity of the country to which a diplomatic document is addressed.

Exercise 52

Revise the active vocabulary lists of Unit II and do the translation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
(violation).
9. _____
10. _____
11. _____
12. _____

13. _____
14. _____
15. _____
16. 300 _____
17. _____
18. 4^ _____

Exercise 53

Comment on the statements in class.

1. "An Ambassador is "an honest man sent to lie abroad for the good of his country".
2. An envoy who can spare time to study the language of the country to which he is sent, will find its acquisition of great advantage.
3. Patriotism is an unalienable quality a diplomat must possess.

Exercise 54

Write an essay of about 200 words on the subject

"A diplomat must steer a course between extremes".

Remember:

Writing an essay is like writing a composition:

- 1) It should be well organized and divided into three parts
a short introduction, a body and a conclusion.
- 2) All parts must be connected with one another by connectives.

- 3) *The introduction, which is usually quite short, just introduces the subject to be discussed.*
- 4) *The body develops the idea or arguments and may be divided into paragraphs.*
- 5) *The conclusion sums up the main idea(s) in a few sentences by referring to the main point(s) in the introduction.*
- 6) *Your essay must be impersonal logical concise and to the point; the words must be carefully chosen.*
- 7) *No contractions (don% can % etc.) are allowed.*

ADDITIONAL READING

Exercise 55

Read the text and answer the questions that follow.

Vocabulary notes

1. a disguise - clothes to hide
2. an end - an aim
3. smattering - little knowledge
4. **frstught** with - full of
5. **slip** - accidental minor language mistake
6. obscure - vague, unclear

Language Problems in Diplomatic Intercourse.

"The man who speaks in a foreign tongue, not his own, is to a certain extent wearing a disguise. If one wants to discover his ideas, encourage him to use his own language. "

Ernest Satow.

Unlike academics and intelligence analysts, diplomats must apply their knowledge of foreign culture and languages in their daily work. Diplomatic expertise with regard to a foreign culture and language is not an end in itself; it is a means to an end.

It is difficult to exaggerate the importance of a thorough knowledge of languages for a diplomat. His value to the government increases with every fresh language he learns. In the matter of languages 'a little knowledge is a particularly dangerous thing' (*Essay on criticism* by A. Pope). Sometimes an amateur diplomat acquires a smattering of a foreign language and sets out to make use of it. When this happens it's time to take cover, for although many of his mistakes are merely amusing; some of them lead to trouble and misunderstanding not easily dispelled.

An Ambassador or a Minister who does not speak the language of the country is entirely dependent upon the staff of his mission to keep him informed, to make his communications for him, interpret **all** conversations, and carry on pretty well every step of his official **life**. A

thorough working knowledge of several languages is an **absolute** essential for a secretary, and should be considered practically an essential for an Ambassador or Minister. A minister who can spare time to study the language of the country to which he is sent, will find its acquisition of great advantage.

In diplomatic life we are at every step confronted with language problems. These, however, are of recent origin. For several centuries there used to be only one diplomatic language, Latin, and international affairs were conducted by professional diplomats only. Later French was recognized as the language used by all Ambassadors and other envoys. Then after the First World War under the Treaty of Versailles English and French became two official languages, which led to the appearance of a new profession, that of official diplomatic interpreter.

Interpreters have found that their work is most challenging. Every single word is fraught with significance and is closely watched by parties, so that any slip, or even weakness of the interpreter may have the most serious consequences. Interpreters should be able to grasp a meaning with lightning speed. If time and circumstances allow the interpreter should refer to all kinds of reference material. Should part of speech, or sometimes a whole speech be obscure, the interpreter must decide from his knowledge of the speaker whether **he intended to** be obscure, or whether it was accidental. Interpreters **should know the** basis and logic of the case their side wishes to make before they are called upon to render it into the other side's language. They can **play** an invaluable role in shaping arguments in ways that the other side can most easily understand and accept.

Notes to the text:

(from *On Diplomatic Practice*)

1. *Earnest Satow* is a distinguished British politician and diplomat.
2. *Alexander Pope* is an English poet.

Questions for **discussion**:

1. What is implied by 'diplomatic expertise'? Why is it not an end but a means?
2. Why does a value of a diplomat to the government increase with every fresh language learnt?

1. What are the disadvantages of a diplomat acquiring only a smattering of a foreign language?
4. How are an ambassador's activities affected if he does not speak the language of the country?
5. What advantages can a diplomat find in the acquisition of languages?
6. Why are the language problems we are confronted with of only a recent origin?
7. What do the language problems result in?
8. Why is the interpreter's work challenging?
9. What role do diplomatic interpreters play in negotiations?

Exercise 56

Explain and comment on the following:

1. "The man who speaks a foreign tongue, not his own, is to a certain extent wearing a disguise."
2. If one wants to discover a foreigner's ideas, encourage him to use his own language.
3. In the matter of languages 'a little knowledge is a particularly dangerous thing.'
4. A thorough working knowledge of a foreign language should be an essential for a diplomat
5. Any slip or even weakness of the Interpreter may have the most serious consequences.

Exercise 57

Here are two short texts criticizing the US diplomacy. What exactly is being criticized? Read and discuss the texts.

- a. an extract from the book *Talking To Strangers* by Monteagle Stearns, a former U.S. diplomat

The United States may be the only remaining military superpower, but in its approach to diplomacy it too often looks like the only remaining banana republic. Professionalism is prized in the U.S. in virtually all professions except diplomacy. Our closest allies take

diplomacy more seriously than we do. So do our adversaries. In its day, even the Soviet Union, not a state that relied on diplomacy when intimidation was an option, managed its foreign service less cavalierly than do most American administrations. In the training they gave their young diplomats, especially language training, the Soviets were light years ahead of us. Typically, promising candidates were identified in secondary school and after passing their entry examinations spent five years in a diplomatic prep-school (the Moscow⁷ State Institute for International Relations). The orientation training of US Foreign Service officers, including language training, is less than a year.

Effective communication with foreigners requires the ability to speak their languages, to understand other cultures, to see the world through other eyes. Comprehension of a foreign culture is impossible to achieve without proficiency in the language. Only by knowing what the world looks like from inside will diplomats be able to provide political superiors with a realistic interpretation of the motives of the other government and a reasonably accurate forecast of their future conduct. There is nothing else that a diplomat does that could not be done by lawyers, business people, or academics, all of whom do, in fact, serve frequently as nonprofessional diplomats.

b. an extract from an article by *Adam Watson*

Some criticisms of present-day diplomacy are worth **considering**. The most familiar concerns secrecy. Many people feel **that secret** diplomacy leads to intrigue and war, and the public has the right to know what is being said in its name. Another criticism is that the international relations of a democracy should not be left in the hands of professional diplomats. A diplomatic service, it is argued, is unrepresentative, it does its own recruiting and forms an unelected elite.

The US practice of assigning ambassadorships to people who have contributed to election campaigns has obviously disadvantages, but there is a real gain both to the Administration and the host government to have an American ambassador who has easy access to the President and knows his mind. It can be argued that for the same reasons 'non-career' European ambassadors at posts like Tokyo, Washington and

effective politically than
Ministers, provided they are supported by an adequate
But each case needs to be judged on its merits, there
is no hard and fast rule.

Questions for discussion:

1. The US is compared to a banana republic, but what does the author imply?
2. Why do you think professionalism in diplomacy is prized so low in the U.S.A.?
3. What arguments does Stearns produce in favour of thorough language learning for a diplomat?
4. Why does the author draw some difference between *knowing* a foreign language and *comprehending* a foreign culture?
5. What do you think about secrecy in diplomatic matters? What should be open to public scrutiny and what should remain secret?
6. Do you agree that diplomatic officers are the influential elite which does not represent the public?
7. What is the authors' attitude to professionalism in diplomacy?
8. Must a diplomat be a professional in your opinion? Give your arguments for or against

GRAMMAR SUPPLEMENT

THE GERUND (verbal ing form with properties of the noun)

FORMS

	Active	Passive
Non perfect (refers either to the present or past activity)	<i>doing</i>	<i>being done</i>
Perfect (rare) (used to avoid misunderstanding with clear reference to the prior activity) *	<i>having done</i>	<i>having been done</i>

^Compare:

1) She is surprised at ***being invited*** to the party.

(the party has not been held yet)

2) She is surprised at ***having been invited*** to the party.

(the party has already been held)

Exercise 58

***Pitt the verbs in the brackets in the correct form of the Gerund
(active or passive, non perfect)***

- Nobody likes (make) a fool of
- Good humour is a means of (save) face.
- He showed no sign of (hurt).
- It's not worth (get) upset about things beyond your control.
- Humorous people are perceived as (be) more likeable.
- He insists on (pay) for the work he has done in time.
- It's no use / good (cry) over spilt milk.
- By carefully (prepare) for the talks beforehand they could gain the upper hand.

- 10 **am afraid of (misunderstand).** I'll make my point more clearly.
- 11.1 enjoy (make) fun of people, and I am not against (make) fun of.
12. We talked about not (go) to the meeting.
13. He never thought of security because he had no idea of (kidnap).
14. When she told me about her plans, I couldn't help (surprise).
15. (Establish) a relaxed mood helps a relationship to develop.
16. He is responsible for the letter (deliver) only today.
17. (Not know) what had happened to the comrades they had grown to love was the worst thing of all for the survivors of the wreck.
18. I hope you don't mind his (tell) everything.
19. He quickly went to the hall without (answer) the greetings.
20. I congratulated Ann on (admit) to the university.

Exercise 59

Make the right choice between non perfect or perfect gerundial forms of the verb in brackets.

- I feel proud of (represent) my country at the forum last month.
I felt proud of (represent) my country.
- He always insists on (tell) the truth.
He insists on (tell) the truth before.
- I appreciate now (tell) the news yesterday.
I appreciate your (tell) me about it now.
- After half an hour he began to feel tired of (look) at copies of agreements and bills.
I am sure he feels tired of (look) after your cat for so long.
- How sony I feel for not (be) able to **join** you.
How sony I feel for not (be) able to join you then.
- Now he feels ashamed of himself for (be) so rude yesterday.
I could see that he was ashamed of (look) me in the eye.
- He was grateful for finally (persuade) him to come.
He was grateful for (trust).
- I wonder if I ought to apologize for (write) the letter.
I think I ought to apologize for (turn) to you for help.
- I appreciate (invite) by you.
I appreciate (have) the opportunity of seeing the queen then.

10. He mentioned something about (go) abroad next month
 He mentioned something about (go) abroad before.

FUNCTIONS

subject	<p><i>Learning languages is important for a diplomat</i></p> <p>Not knowing a foreign language reduces his chances of being promoted.</p> <p>To,</p>	
predicative	<p>His virtue is contributing to charity organisations.</p> <p>The idea is not interfering.</p>	
object	<p>You can't avoid seeing him.</p> <p>must get used to (not) being asked questions. On [()</p>	
attribute (after nouns followed by a preposition*)	<p>What are the chances of your going to work abroad?</p> <p>?</p> <p>What is the reason for his rejecting the plan?</p> <p>?</p>	
adverbial modifier (always preceded by a preposition)	<p>A diplomat can gain confidence by being honest.</p> <p>You won't acquire the skill without practicing a lot.</p>	

I. Like nouns, the Gerund is often preceded by possessive (pro)nouns and prepositions:

e.g. *Your (my, his, her, their, John's) committing a mistake is quite understandable.*

To,

~

I don't mind their joining us.

Note the difference in meaning between prepositions 'on' and 'after' before the Gerund:

In (in the process of) negotiating the terms of the contract both parties came across some problems.

(...)

On (immediately after) negotiating the terms of the contract both parties thanked each other for cooperation.

(...)

After (some time after) negotiating the terms of the contract both parties left the site.

... / (...)

Prepositions 'by' and 'without' denote manner of doing:

The conflict must be settled only by negotiating.

left without saying good bye.

Many nouns are followed by preposition 'of' before the Gerund, but there are some others which require a different preposition.

Most common of them are:

cause /reason /**ground/excuse** /apology /gift/reputation . for;
appointment/contribution /objection/promotion /opposition to/
tendency to;
belief/ interest / harm / skill / hesitation /participation in;
attempt/aim /delight /irritation /satisfaction / surprise at;
excitement /doubt/dream /concern about

Like verbs, the Gerund can be followed by objects and adverbial modifiers and may be translated by a verb or a clause. In all cases the Gerund may be translated into Russian by a noun, a verb, or a clause.

. The verb 'be' and other link verbs followed by adjectives with prepositions are always followed by the Gerund.

e.g. He has always been good at learning languages.

I am sorry for interrupting you.

I am sure he is ashamed of having said this.

Here are some adjectives that are followed by certain **preposition!**

Good / bad / surprised / annoyed at;
Afraid/ashamed/ aware /capable / tired/suspicious of;
common / responsible / important / essential / necessary / easy /
difficult / good / bad / useless **for**;
accustomed/ used/committed/similar to;
bored /fed up / disappointed /pleased / satisfied with;
excited / happy / upset about; interested in

III, There are verbs which require certain prepositions with the following Gerund. Remember the verbs and the prepositions:

apologize /feel sorry /excuse /thank/ blame /forgive **for**;
believe / succeed / confide /participate **in**;
depend / rely / congratulate/ insist **on**;
oppose / object / look forward **to**;
dream / think/think of;
decide /warn **against**;
prevent / stop / keep / save **from**

Exercise 60

Translate the sentences containing the Gerund after prepositions.

a. in the active form

1. Diplomacy requires special art of handling people.
2. Communities sought ways of communicating and establishing relations with one another.
3. "A diplomatic corps is far from being a school of virtue".
4. One of the reasons for their objecting to negotiations is not providing a forum for making concessions.
5. They **talked** about her giving up the job and going to live in (he country'.

<> The work **of the overseas** missions in promoting trade, engaging **in dialogue with local politicians** and advancing British interests, **promoting cultural, social and** educational links and engaging in **public diplomacy** is likely to become redundant in the XXI century,

. in the passive form

1. The speaker was annoyed at being interrupted now and then.
2. After being looked through, the papers were registered.
3. She was always surprised at being asked about it.
4. Instead of being promoted he was given the sack.
5. I'm not used to being treated like this.

6. She left without being asked to stay.
7. Before being promoted to a higher post foreign officers are to serve in various regions of the world.
8. After being appointed to the post, he met the press.

a in the perfect form

1. Even now the thought of having talked to her touched him.
2. He blamed himself for not having learned to drive a car before.
3. They showed no sign of having heard what had been said
4. I am really ashamed of not having written to you for three years.
5. How⁷ did she account for the car having been smashed?
6. After having been discussed the report was published.
7. In spite of having served in the post for quite a time I can't get used to its challenges.
8. She was surprised at having been asked about it.

Exercise 61

Match the two halves of each sentence. Mind the prepositions.

How to study efficiently

a*

1. Begin by
2. Be realistic: there is no point in
3. Find a quiet place where you can work without
4. If possible, use it only for
5. Check you have everything you need before
6. Encourage yourself by
7. Get used to

b.

- a. studying
- b. working independently
starting work
- d. marking each topic on your list as you complete it
- e. making a list of what you have to do
- f. making plans you can't possibly keep
- g. being interrupted

Exercise 62

Complete the following pieces of advice with your own ideas expressed by the gerund

1. You should take regular exercise instead of...
2. You can't earn a lot of money by ...
3. It's rude to borrow people's things without ...
4. You must always thank people for ...
5. You mustn't insist on ...
6. **It's** wrong to make accusations without...
7. It's good manners to apologize for ...
8. You should fill up with petrol before ...

Exercise 63

Insert correct prepositions after adjectives and nouns and put the verbs in the brackets in the active or passive form of the Gerund

1. He is not responsible _____ (handle) correspondence.
2. I have been busy _____ (report) the current events.
3. The reason _____ the story is that it is sensational, (publish)
4. He is surprisingly good _____ (solve) problems.
5. They claim that their method is the fastest way _____ (learn) to speak a language.
6. Attractive people have a better chance _____ (promote).
7. He had the reputation _____ (have) a lot of tact.
People's belief _____ his (work) wonders is amazing.
9. The opposition _____ (introduce) the new bill was very strong.
10. I am afraid _____ (misunderstand).
11. He succeeded _____ (fulfil) the task.
12. _____ (apologize) you might make your life easier.
13. My father thinks I'm not capable _____ (earn) my own living.
14. They showed no sign _____ (recognize) us.
15. _____ (copy) the text you made numerous mistakes.
16. I was surprised _____ not (consider) a member of the team.
17. A capacity _____ (learn) and (listen) is important for a diplomat.
18. *Political Correctness* is a term _____ (take) a position which is offensive to no one.

19. Only _____ (know) **what** the world looks like from inside will diplomats be able to provide political superiors with a reasonably accurate forecast of their future conduct.
20. He congratulated the new members _____ (admit) to the community.
21. A minister for foreign affairs is to have qualities that should prevent him _____ (compromise) himself in any discussion.
22. An ambassador who is successful _____ (fit) himself fully into the life of the capital where he is assigned can undermine its understanding of his own nation.
23. _____ (reach) the decision the participants began to shake hands.
24. Russia insists _____ (receive) a UN authorization to the use of force in the region.
25. Have you ever dreamt _____ (earn) a million dollars?
26. He can't do anything _____ (disturb) anybody or (disturb).
27. Those students who have only excellent marks may get their pass _____ (ask) at the exam.
28. At the time I was very keen _____ (get) an independent income.
29. The reason _____ his not (attend) the meeting is quite clear.
30. He is known to be good _____ (communicate) **with** people.

IV. The Gerund is used in a complex *with* a preposition and possessive pro(noun) on the pattern:

preposition + (possessive) noun/(pro)noun + Gerund _____ (often passive) _____
--

e.g. / *didn't know of her **having** been ill.*

*The possibility of **his being** involved in the crime seems real*

*Did you hear **about some students taking** drugs?*

?

Exercise 64

Put the verbs in the brackets in the correct form in the gerundial complex. Translate the sentences into Russian.

- Jobs and living standards depend on the industrial capacity of the nation (use) to the full.
- Refusal to do this work resulted in two men (suspend), and the strike action followed.
- The injustices of foreign trade affected the chances of the poor countries ever (become) less poor.
- The whole system was nothing but an alarm system designed to go off in case of raw materials (remove) illegally or (utilize).
- The unions insisted on the employers (be) present during the discussions.
- We look forward to much attention (give) to this question.
- The Finance Minister succeeded in another loan (grant) from the WMF to revive the country's economy.

V. There are **certain verbs in the active form** which **are immediately followed by the Gerund**

Admit	Forget	Postpone
Advocate	Fancy	Put off
Anticipate	Enjoy	Practice
Appreciate	Finish	Quit / give up
Avoid	Insist on	Risk
Complete	Hate	Resist
Consider	Include	Recall
Delay	Involve	Recollect
Discuss	Imagine	Remember
Explain	Justify	Resume
Dislike	Keep	Resent
Detest	Mention	Regret
Doubt	Miss	Suggest
Enjoy	Mind	Tolerate
Go	Promote	Understand

* **Phi • • ri Qo I N** | loved by the General to a point – for the most part
 not. **ML • il O | pofi tCi** | the

e.g. *go dancing, swimming shopping, / dancing, window shopping, i A*

Exercise 65

Translate the sentences into Russian.

1. The government had to delay introducing the bill.
2. Imagine having to live on the state grant alone.
3. They suggested conducting talks on the issue.
4. Let's consider spending some time on the discussion.
5. The officer didn't mind facing the challenges of the service.
6. Diplomacy involves presenting credentials and participating in diplomatic circuits.
7. The prime minister considered appointing him ambassador.
8. Diplomacy now includes being engaged in various fields.
9. A diplomat can't avoid communicating with the press.
10. I appreciate being appointed to the post.
11. We can't risk losing this chance after having made such an effort.
12. They postponed discussing the last issue till the **next** meeting.

Exercise 66

Put the verbs in the brackets in the correct gerundial form.

1. Do you mind his (join) us?
2. They were afraid to risk (put) the plan into effect.
3. He appreciated (help) in his work.
4. He avoided (say) these words to her.
5. I enjoy (make) fun of people, and I don't mind (make) fun of.
6. Have you ever considered (take) up the career of a diplomat?
7. You mentioned (be) in hospital last year.
8. Poor weather conditions caused us to delay (set off)
9. I agree to make a report on the subject but only if it doesn't involve (ask) questions.
10. We keep (delay) by changes in the plans.
11. If you put off (examine) by the doctor, you risk (fall) seriously ill.

12. They singest! (postpone) but Lilks because they haven't finished (prepare) for (hem)
13. You are (he most experienced person here, you can't (ivoul (ask) for advice.
14. Some diplomats try to avoid (interview).
15. The new post involved (meet) the public and (interpret) the policy.

Remember that the activity expressed by the non perfect Gerund **following the verbs 'admit, deny, forget, remember, recall, recollect, regret, mention'** always refers to the past No perfect infinitive is needed.

e.g. *He admitted seeing the document on the table but denied taking it.*

mentioned noticing somebody enter the room.

I don't remember mentioning it once. He

You shouldn't regret doing it.

I quite forgot being invited to the party.

приглашению на прием

Exercise 67

Use the verb in the brackets in the correct form. Translate the sentences.

1. I admit (enter) the house but denies (take) anything.
2. They deny (rob) the bank but admit (make) plans about it.
3. I don't recall ever (be) near their house.
4. As usual he doesn't remember ever (ask) to help me.
5. I don't recollect (write) down this information somewhere.
6. Never regret (do) good to people.
7. If you admit (commit) a mistake, it will be appreciated.
8. I am sure you will regret (tell) the truth.
9. Forget (say) this.

[0 i ið you remember d i:li:gei) wnil him on (hi i in di< i i

Exercise 68

Paraphrase or connect the sentences so as to use the 'wruml.

1. He quite forgot that he had already told that story.
2. Do you remember that you borrowed money from him?
3. The diplomat couldn't forget how⁷ he had started his career.
4. I couldn't recall that I had said anything of that kind.
5. He denied that he had done anything illegal.
6. They delayed the negotiations because of another military attack.
7. I want to avoid monthly payments if possible.
8. Could you consider a reduction in price?
9. He then described how he had escaped from prison.
10. They admitted that they had done it.
11. I can't imagine I would ever agree to that.
12. They didn't finish preparations for the talks.
13. This new project might involve an increase in staff.
14. It is very expensive to do sport professionally.
15. It is his special pleasure to make fun of people, (enjoy)
16. The chairman suggested that they should make a break,

Exercise 69

Translate the sentences into English using the Gerund

1. ,
- 2.
3. ,
4. ,
5. ,
6. ,
- 7.
- 8.
9. ,
- 10.
- 11.
- 12.

1 7i

I shift* tin* sentences. I 'se the tlerumL

1. 11. mepeti w ,
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

VI. Certain expressions and word combinations with the ing form of the verb need remembering:

It is worth doing

It is no use / good doing

There is no sense / point in doing

There is no explaining ...

It's a waste of time / money doing ... ()

Can't help doing

have difficulty / trouble (in) doing]

be busy (in) doing

To be / get used / accustomed to doing

not to be confused with used to do

To feel like doing ,

look forward to doing , ,

Exercise 72

Translate the sentences containing the expressions.

1. There is no point in giving advice unless you are asked for it.
2. There is no explaining the phenomenon.
3. It's a waste of time arguing on the subject.
4. I couldn't help supporting the idea.
5. You may have difficulty getting a US visa.

6. Some diplomats find it hard to get **accustomed to living in** the countries with harsh climate.
7. Does he feel like staying here for another week'/?
8. It's no use maintaining the equipment it's too old.
9. He cannot get used to having to move from place to place.
10. There was no arguing with her about it.
12. Some criticisms of present day diplomacy are worth considering.
13. He is looking forward to being promoted to this post.
14. He said he couldn't help being involved in the whole business.

Exercise 73

Join or paraphrase the sentences making use of point VL

1. Don't try to escape. It's *no* use.
2. Don't ask him to help you. It's no good.
3. Don't hurry. It's not worth it.
4. Don't study if you're feeling tired. There's no point
5. Don't get angry. It's not worth it
6. Don't work if you don't need the money. There's no sense in it.
7. I'd read this book if I were you. It's really worth that.
8. Nobody can understand his behaviour. It cannot be explained.
There is ...
9. It is really difficult for me to learn English prepositions.
10. You **waste** money when you buy cheap things.
11. I **don't want to go out this night**.
12. The company **wishes to** acquire this product.
13. I **shout** at me I am **not** used to it
14. The **idea** was **brilliant** We couldn't resist it and accepted it **readily, (couldn't help)**
15. It is **not** my habit to think so hard in the morning.
16. He looked so funny that it was difficult for me not to laugh.
17. I cannot study in the reading room. I am not accustomed to it.
18. I like to study in my room. I am used to it.
19. He doesn't want to go out. He doesn't feel like it
20. It was difficult for him to pass the exam.
21. I like it when quiet music is playing while I am studying. It helps me to concentrate, (be used).

22. I ~~le~~ was led (nnc when he tried to explain (he problem to ~~her~~,
 21. The committee accepted the project. They couldn't help it
 24. I ~~lc~~ was **working** hard last night. I ~~le~~ was preparing his report.

Exercise 74

Complete the advice below matching the two halves. Use appropriate prepositions if necessary.

How to take exams

1. Begin	a. read through the exam paper carefully.
2. Make sure you know exactly what to do	b. check the instructions.
3. There's no point	don't spend too long on one question.
4. Don't waste time	d. don't try to see how your friends are getting on.
5. Avoid careless mistakes	e. allow time to check all your answers.
6. It's really worth	f. cheats rarely do well, in the long run

Exercise 75

Translate the sentences into English using the **Gerund**.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

20.

VII. Some verbs may be followed either by the Gerund or the Infinitive without any changes in the meaning:

attempt, authorise, can't stand / can't bear, decline, intend, begin, start, continue, fear, prefer, deserve, forbid, love, like (=enjoy)*

*The verb 'prefer' is used on the following pattern:

prefer doing sth to doing sth
prefer to do sth rather than do sth

e.g. *In my spare time I prefer reading a book to watching TV.*
 or *In my spare time I prefer to read a book rather than watch TV.*

Exercise 76

Work in pairs. Find out about your partner's likes, dislikes and preferences in the way of relaxing.

Use the verbs and expressions hate, enjoy, don't mind, can't stand, prefer to rate the following activities:

playing cards	dreaming	doing the shopping
learning languages	reading	doing sport
visiting museums	going to nightclubs	studying in the library
lying on the beach in the sun	going for walks	playing computer games

b. When **Speaking about** preferences begin as follows:

1. My favourite way of relaxing is ...
2. Another way I relax is by ...
3. In my opinion, the best way of dealing with stress is ...
4. When I am in a blue mood I prefer... rather than ...
5. I believe ... is a good way of making new friends.

VIII. The use of either the Gerund or the Infinitive after some verbs may change the meaning of the sentence*

Compare the examples in the chart and translate them into Russian.

	V+ ing	V+ To Infinitive
Forget, remember	refers to a completed action: <i>/ remember meeting him two years ago. I'll never forget visiting him in the mission.</i>	implies uncompleted action: <i>Remember to switch off the light. I never forget to do it.</i>
Try	implies experimenting to see the effect: <i>Try walking in my shoes; you'll see what I feel.</i>	implies an effort to do sth difficult; <i>/ tried to reach him on the phone but failed.</i>
Mean	implies an activity involving or leading to doing sth: <i>Going to university means working hard, but yet it does not mean forgetting about the pleasures of life.</i>	implies Intention of wish to do <i>Sony, I didn't mean to hurt you They meant to finish their report by the end of the month.</i>
Regret	implies a past activity: <i>/ regret sending the letter; I should never have done that.</i>	implies feeling sorry to announce some bad news: <i>We regret to inform you that...</i>
Stop	Gerund implies finishing an action completely: <i>Stop saying nonsense!</i>	Infinitive implies finishing an action in order to do another one: <i>He stopped to light a cigarette.</i>

Go on <i>j</i>	implies doing the same activity: <i>They went on discussing the terms for some time.</i>	implies starting doing sth different. <i>They studied the contract and went on to discuss its terms.</i>
Like	implies pleasure out of an activity: <i>She likes doing her work</i>	implies choice or preference: <i>She likes to consult a senior officer when in a difficulty.</i>
Need /want / require/ demand	gives passive meaning to the activity referring to non personal noun <i>The terms of the contract need careful studying.</i>	passive Infinitive gives the same meaning <i>The terms of the contract need to be studied carefully.</i> But: <i>He needs to work hard.</i>

Exercise 77

Choose the right alternative. Translate the sentences.

- He *stopped to write / writing* in his notebook.
 - I *stopped to write /writing down* the telephone in his **notebook**.
- I *le definitely remembered to see /seeing* John arrive just after **LOa m**
Although I was busy, I remembered to buy / buying a present.
 - I a h 6 often tried to give up /giving up** smoking.
 - I have you fried to chew / chewing** gum as a substitute?
- I **[e never forgets to congratulate / congratulating** me on my birthday.
 - He always forgets *to congratulate / congratulating* me on my birthday, and does it twice a year.
- The new⁷ appointment means *to get /getting* a rise in salary.
 - By promoting me he means *to raise /raising* my salary, at least I hope so.
- After having discussed the most vital issues we went on *to discuss /discussing* some minor ones.

- b. After a short break the MPs went on *to dispute / disputing* over the issue.
- 7. a. As a junior officer he likes *to turn / turning* to his senior officer for advice.
- b. Many diplomats do not like *to attend / attending* diplomatic circuits.
- 8. a. The spokesman regretted *to inform / informing* the audience that the president of the company would not be able to attend the press conference,
- b. I regret *to tell / telling* him the secret: he let me down.
- 9. a. The problem needs *solving / to solve* as soon as possible,
- b. We need *solving / to solve* the problem as soon as possible.
- a. I tried *to explain / explaining* my problem but he wouldn't listen.
- b. In persuading him she, first of all, tried *to apply / applying* to his common sense, when it didn't work, she tried *to threaten / threatening*.
- 11. a. I like *to pay / paying* bills quite promptly.
- b. He likes *to be / being* the center of attention.
- 12. a. Please stop *to make / making* so much noise.
- b. After an hour, we stopped *to make / making* a cup of coffee
- 13. a. I remember *to see / seeing* him **somewhere**.
- b. Did you remember *to phone / phoning* him and **tell him that we** can't come on Saturday?

Exercise 78

Choose between the Gerund and the Infinitive.

- 1. Accreditation means *to give / giving* official appointment to a diplomatic envoy.
- 2. A diplomat cannot forget *to attend / attending* diplomatic circuits.
- 3. Remember *to send / sending* the invitations.
- 4. I am sure he meant *to pull / pulling* my leg.
- 5. Don't hurry, stop *thinking / to think* what you will do next.
- 6. Sorry, but I forgot *to remind / reminding* you about the matter.
- 7. The note said, "We regret *to inform / informing* you that we no longer need your services."

8. My boss likes *to appear* /appearing at work before other employees come.
9. We need *to review* /reviewing the decisions made.
10. Being appointed as an ambassador means *to face* /facing new challenges.
11. The staff of the company likes *to celebrate* /celebrating holidays together.
12. The two countries stopped *to maintain* /maintaining diplomatic relations.
13. After a break the subject was changed and he went on *to speak* /speaking on the economic problems.
14. He said he regretted *to argue* /arguing with his boss.
15. In making his report the speaker stopped *to take* /taking a gulp of water.
16. The former ambassador did not like *to remember* /remembering *to stay* /staying in this country.
17. The treaty requires *to review* /reviewing.
18. You look tired, try *to have* /having a cup of strong tea and then *to take* /taking a nap. It may help.
19. We were all exhausted so we stopped *to get* /getting some rest at a motel.
20. Do you remember *to see* /seeing that film last summer?
21. Nothing will stop their enquiries, they mean *to get* /getting to the bottom of this strange business.
22. I don't forget *to record* /recording 'East Enders* tomorrow evening».
23. After 11 years in the secret service, Ian Fleming went on *to achieve* /achieving fame as an author.
24. Transglobe Airlines regrets *to announce* /announcing the **cancellation** of today's flight to Istanbul.
25. I stopped *to eat* /eating sugar years ago.
26. Darling, did you remember *to pack* /packing some spare cassettes for the video camera yesterday?
27. I went on *to write* /writing the report.
28. Have you ever tried *to paint* /painting?
29. We tried *to press* /pressing the 'escape* key but the program just wouldn't respond.

30, I [e later went on to form /forming a computer company.

Exercise 79

Complete the story with the correct verbal forms.

As he walked along the street to the theatre, Tom stopped (1).....(think). Had he remembered (2).....(bring) the tickets? He remembered (3).....(buy) them a week ago but had he forgotten (4).....(put) them in his pocket? He checked his pocket — the tickets were there!

Then another thought crept into his mind. Had he forgotten (5).....(lock) the door of his house? He could remember (6).....(switch off) the lights, but he had no memory of (7).....(lock) the door.

At first he thought that he should stop (8).....(worry) and continue (9).....(walk) to the theatre, but then he realized that if the door *was* unlocked, he would regret (10).....(go) on his way without (11).....(check). He decided (12).....(go) back.

Exercise 80

Draw conclusions from the following statements using need want, require.

Model: This coat is rather dirty, (clean) — // **needs (wants, requires)** cleaning (to be cleaned).*

1. This room hasn't been painted for years (paint).
2. Your hair is too long (cut).
3. The trousers are too long (shorten).
4. Those shoes are rather dirty (polish).
5. The pencil is blunt (sharpen).
6. This plant hasn't been watered for a week, it may fade (water).
7. The project doesn't seem to have been well worked out (consider).
8. These armchairs are too old and shabby (replace).
9. The law is not perfect, (revise)
10. The Parliament is inefficient (dismiss).

Complete the sentence **with** appropriate gerund/infinitive **from** the following verbs: get / /, go / w /, look, say, prepare, steal, consider, give, deal

1. He hated staff meetings and avoided _____ them whenever he could.
2. As she felt nervous, Lucy practiced _____ her speech in front of the mirror.
3. Most of the students had finished _____ before the exam began.
4. Kevin admitted _____ a thief but denied _____ the jewels.
5. My job involves _____ customers' complaints.
6. Sally dreaded _____ to the dentist's.
7. I don't mind your _____ the problem.
8. Have you considered _____ for a new job?
9. That minor issue is not worth _____. Let's leave it out.
10. He will certainly object to _____ in such a small office.
11. I can't help _____ angry when you do such silly things.
12. John always puts off _____ the doctor.
13. I can't stand _____ polite to those people.
14. It's no use _____ advice to him. He won't listen.
15. What about _____ a picnic on Saturday?

Exercise 82

Translate the Sentences into English using the Gerund

1. _____ , _____ ?
2. _____ , _____ ?
3. I _____ (0) _____ ?
4. _____ , _____ ?
5. _____ , _____ ?
6. _____ , _____ ?
7. _____ , _____ ?
8. _____ , _____ ?
9. _____ , _____ ?

11. I finished, MID to in

12. I ac

13.

14.

15.

16.

17.

18.

19.

20.

Exercise 83

Put the verbs in the brackets either in the infinitive or gerundial form (passive or active, non perfect or perfect).

a.

1. I refused (lend) him any more money.
2. They denied (sell) forged tickets.
3. Martin is planning (change) his job.
4. We are used to (live) together.
5. **The** prime minister didn't mind (criticize) in his policy **but** he preferred the critics (be) constructive.
6. They are sure (keep) (talk) about the status of the four islands.
7. Without their involvement you risk (lose) the case.
8. The Declaration commits (eradicate) poverty, (promote) education and (reverse) the spread of HIV/AIDS.
9. The government's program in social welfare may involve (reconsider) the budget and (revise) the overall policy.
10. It is evident that the policy in this field needs (change).
11. Public confidence in the safety of nuclear power is certain (risk) (hit) hard.
12. Women are more likely (pay) less than men despite (be) more highly qualified.
13. Imagine (have) (live) only on your state grant.

11. The aim is (he) (omni) (v) (help) (h) (u) (v) (b) and promote (retrain).
15. The programme aims (assist) the development of new economic activities in regions.
16. For many years the British government sought (reduce) the costs of the Community's agricultural policy.
17. The spokesman tried (avoid) (be) too direct in making conclusions.
18. Russia offered (put off) (pay) the debt for a couple of years if the WMF did not mind (wait) till Russia's economy starts (revive).
19. 19. Israel refused (make) concessions to Palestine claiming it was no use (negotiate) with the PLO.
20. Ever since people began (live) in tribes and villages, they have had (balance) order with liberty. Individual freedom had (weigh) against the need for security to all.
21. The mediator remembered (produce) the necessary arguments. There was no (contradict) them.
22. (Not get) enough education, or (not take) it seriously enough, is a common regret even among highly educated people.
- b.**
1. They could not help (treat) the politician with due respect.
2. When a beginning politician he didn't use (be determined) (stand) on his point of view.
3. Now he is used to (compete) with a rival.
4. In spite of (he late hour they went on (discuss) the delegates' powers.
5. There is no (deny) that democratic solutions are appropriate for matters relating to the community.
6. The sphere of democracy is certain (reflect) in a rejection of direct forms of democracy.
7. Mrs. Thatcher remembered (criticize) for her accent after which she began (take) lessons in pronunciation and orator's skills. Later people couldn't help (impress) by her persuasiveness.
8. The minorities appear (be tired) of (repress).
9. They only pretended (sound) cheerful.
10. The government should give up (conduct) this kind of policy.

11. He resented (ask) (wait). He expected (receive) at once.
12. The speaker was sure (have) no difficulty (express) his viewpoint.
13. He resented (ask) (wait). He expected (receive) at once.
14. Direct democracy involves (take) decisions **through referendum!**
15. When changing the course some party **members believed** they could not afford (lose) any of the constituency votes, others thought it might be worth (risk).
16. Some good ideas tend (forget).
17. American people dislike (order) to do anything.
18. Created in 1688 the Whig party aimed (subordinate) the power of the crown to that of Parliament and the upper class.
19. The speaker was sure (have) no difficulty (express) his viewpoint.
20. He resented (ask) (wait). He expected (receive) at once.
21. The ministers were afraid (argue) the prime minister's policy being afraid of (lose) their posts.

Exercise 84

Translate the sentences using either the Gerund or the Infinitive.

1. _____ , _____
2. _____ 12 _____ , _____ **1b**
3. _____ , _____ ?
4. _____ , _____
5. _____ , _____ ?
6. _____ , _____
7. _____
8. _____ , _____
9. _____
10. _____ , _____ , _____
11. _____ , _____ , _____
12. _____ , _____ , _____
13. _____ , _____ , _____

14. ,]]av
15. ,
16. !
17.
18.
19. ,
20. ,
21. ,
22.
23. -
24.
25.
26. ,

Exercise 85

Complete the letter with suitable Infinitive or Gerundial forms of the words below. The first one has been done as an example (0).

Ask, attend, he, clear, stop, live, bring, buy, cash, cook, fill in, make,
open, say, see, take, find, join, know, wonder, write, let, learn

Dear Mum and Dad,

So my first week at university is over! No lectures this morning so I thought I'd drop you a line (0) ..to let... you know how things are going

Im glad (1).....that everything has worked out fine in the hall of residence. I remembered (2).....for a room as far away from the lifts as possible (they really are noisy) and they found me a nice comfortable one on the second floor. The rooms are not very large and I was a bit shocked (3).....that ten people have to share one bathroom! And it's a good thing you recommended (4).....my own portable TV set from home as the one in the TV lounge is permanently tuned to the sports channel. There's also a little kitchenette in our corridor, so if I feel like (5).....something for myself rather than eating in the canteen then that's no problem.

I think (6) In places like this, it is going to be a lot of fun. Mine (no two other girls from my course here) and I plan (7) friends with them so that we can help each other with the course work. Everyone else seems very nice. As Morphy writes (8) I don't know you devoted to administration, which involved (9).....lots of I got my student LD card and the timetable for this term. I've got a personal tutor and he's arranged (10).....me next week. The course coordinator persuaded me (11).....some extra courses which should be interesting. On Tuesday I managed (12).....a bank account and I deposited my student loan check. I tried (13).....the check but the bank said I will have to wait for it (14).....So I'll have to delay (15).....books and things until next week.

My first few lectures proved (16).....really fascinating. The lecturers really seem (17).....what they are talking about. Still, there's a lot of work to do and I can't help (18).....if I'll be able to keep up with it all, especially with all the distractions here. There are so many clubs and societies, it's incredible. I'm hoping (19).....the parachuting club, I've always fancied (20).....how to do that! Well, I'd better (21).....now, I'm going (22).....my first seminar this afternoon, so I've got some preparation to do.

Anyway, I promise (23).....again soon.
Love to everyone, Charlotte.

Exercise 86

Complete the texts with correct forms of the verbs in the brackets*

a. *Persona Non Grata*

Numerous instances of a diplomatic agent (1 become) *persona non grata* are recorded in the books, and others are known (2 occur) without (3 make) public. In European countries such matters have often been covered up with official secrecy. Here the term is used (4 denote) cases in which a diplomatic agent, after (5 accept) and (6 enter) upon his functions, has in some way given offence to the government to which he is accredited, so as (7 make) them (8 ask) for his recall. In some instances the request has been granted with more or

less readiness; in others it has been declined. In the latter case the offended government has happened (9 inform) the agent that no further official intercourse would (10 hold) with him and (11 send) him his passports.

b. *Request for Recall*

In 1793 Mr. EC. Genet was appointed French minister to the United States. On his arrival, and before (1 present) his credentials, he began (2 fit) out privateers (armed ships, privately owned, authorized by the government to attack enemy shipping) (3 seize) British ships, in violation of the United States neutrality.

When remonstrated with, Mr. Genet expressed contempt for the opinions of the President. By (4 question) the president's authority Genet offended the nation. The US representative in Paris was instructed (5 ask) for Genet's recall, which was immediately granted. The French Republican Government took advantage of the occasion (6 ask) for the withdrawal of Mr. Morris, who had taken part in the effort (7 effect) the escape of Louis XVI from Paris. This was at once conceded.

c. *On the History of Diplomacy*

The origins of diplomacy are (1 seek) in Venice. As early as the 13th century the republic, with a view to (2 safeguard) the public interests, began (3 lay) down a series of rules for the conduct of its ambassadors. Thus envoys to the court of Rome were forbidden (4 try) (5 find) benefice for anyone. In 1268 ambassadors were commanded (6 surrender) on their return any gifts they had received, and by another decree, they were made (7 take) an oath (8 conduct) affairs to the honour and advantage of the republic. About the same time it was decided that diplomatic agents were (9 hand) in, on their return, a written account of their mission. And after (10 expand) the decree ordered the ambassadors (11 deposit), within fifteen days of their return, a written account of the replies made to them during their mission together with anything they might have seen or heard to the honour or in the interests of the republic.

By the close of the 16th century diplomacy had become frankly Machiavellian, and the ordinary rules of morality were held not (12 apply) to the intercourse between nations. This was admitted in theory as well as in practice. *Germonius*, after a vigorous denunciation of (13 lie) in general, argued that it was permissible for the safety or convenience of princes.

At the same time he affirmed that an ambassador must (14 study) (15 speak) the truth. The situation is summed up in the famous definition of *Sir Henry Wotton*: 'An ambassador is an honest man sent (16 lie) abroad for the good of his country'. The most successful liar, in fact, was considered (17 be) the most successful diplomat. So it was accepted, that no diplomat was even expected (18 believe) and the best way (19 deceive) was, as *Bismarck* cynically put it, (20 tell) the truth.

But in addition to (21 be) a liar ex officio, the ambassador was also an honorable spy. The principle functions of ambassadors consisted in (22 look) after the affairs of his own country and (23 discover) the affairs of the other. 'A clever minister will know how (24 keep) himself informed of all that goes on.'⁵ This being so, ambassadors were regarded as necessary but unwelcome guests.

d.

Reform is on the way

There will soon be something of a revolution in American diplomacy if the Senate has its way. It has just passed a Bill requiring Ambassadors and other members of the Foreign **Service** (1 have) a 'useful knowledge' of the principal language or dialect of countries in which they are (2 serve), with an understanding of their history, culture, and political institutions. In other words it will no longer be possible for an envoy (3 appoint) to Sri Lanka without (4 know) the name of its Prime Minister. The Bill needs still (5 pass) the House of Representatives and (6 sign) into law.

Senator Fulbright has been consistent in (7 enforce) these linguistic standards. She expressed her disappointment at many diplomats, whether or not career officers, (8 be) not bad enough (9 reject) but not really first-rate. The Senate Foreign Relations Committee issued a report which called such failure inexcusable. The richest country in

the world, it said, could well afford (10 employ) and (11 train) well qualified members of the foreign service.

The Bill provides a training period of five years for (12 acquire) language qualifications for certain posts, and after that time no one without such qualification could (13 appoint) to them except in an emergency. The Bill is also calculated (14 put) an end to the service policy of (15 require) officers (16 serve) in various regions of the world before (17 nominate) for a senior appointment.

e.

Public diplomacy

Public diplomacy means (1 pay) close attention to (2 create) and (3 maintain) good opinions held about one's country by the public of another. Depending on the degree of development of a country, public diplomacy may also (3 involve) forms of aid, for example, medical or educational respectively. Humanitarian disasters of one kind or another also provide opportunity for public diplomacy (4 conduct) at many levels. Public diplomacy is often accused of (5 be), in fact, propaganda by another name; but it is not propaganda put about in the interests of authorities. Propaganda is based on falsehoods and untruths and may also (6 describe) as 'disinformation', while the programs of public diplomacy deal with the known facts. USIA officials maintain that (7 do) otherwise would be counterproductive as their reliability would (8 challenge). The director of USIA summed up his view when he said: "American traditions and the American ethic require us (9 be) truthful, but the most important reason is that truth is the best propaganda and lies are the worst. (10 be) persuasive we must be believable; (11 be) believable we must be credible; (12 be) credible we must be truthful."

The development of public diplomacy also emphasizes another feature of the contemporary foreign sendee. As in so many areas of activity both government and non government, the pyramid of authority is being flattened by the nature of work (13 do). (14 achieve) good negotiating positions on particular issues as well as (15 formulate) successful public diplomacy, there have (16 be) connections with politicians and interested groups, other friendly governments and business and finance.

UNIT III. NEWS MEDIA: THE POWER TO INFORM

STEP 1. PRINT AND ELECTRONIC MEDIA

The **topical** vocabulary **to** be remembered

1. to publish v. ,
(to print and issue for sale) ,
publisher n. (Am.) / owner ,
publishing house
to publicize v. / to advertise

publication n. ,
publicity n. ,
public adj.
(associated with people, () , ,
serving people) ,

public order
public law
the public ,
public at large ,
to make public / to issue ,

Do not confuse with

- social adj. (associated with society, ,
affecting public interest) ,
social order
(un)sociable / communicative adj. () ,

sociability n. / communicability
society n. / community
2. to own v. / to possess
owner n. / proprietor (formal)
ownership n.
own adj.

on one's own
to have one's own way

3. to edit v.

editor n.

sub editor n.

editorial n. / leader

editorial office / board

edition n.

4. to advertise v./ to publicize

advertisement n. / advertising

{but commercials on TV}

advertiser n.

5. to subscribe (to / for) v.

subscription n.

subscriber n.

6. to provide v. (sb with sth)

to provide that...

to provide for

provision n.

1)

2)

to make provision (for)

provided / providing conj.

7. to emphasize v.

to point out / to highlight /

to focus (on)

emphasis n.

to put / lay emphasis (on)

emphatic adj.

Stress (v)	stress (v)
competition	competition
competitor n.	competitor n.
competitive adj.	competitive adj.
competitiveness n.	competitiveness n.
9. to rely (on) v. / to depend (on)	rely (on) v. / depend (on)
(un)reliable adj. / (in)dependable	(un)reliable adj. / (in)dependable
independent (of)	independent (of)
reliance n. / dependence (on)	reliance n. / dependence (on)
reliability n. / dependability	reliability n. / dependability
10. to broadcast v. (broadcast)	broadcast v. (broadcast)
broadcast n.	broadcast n.
British Broadcasting Corporation	British Broadcasting Corporation
11. to cover v. (news, events)	cover v. (news, events)
coverage n. (of news, events)	coverage n. (of news, events)
cover n.	cover n.
to seek cover	to seek cover
to break cover (from)	to break cover (from)
to cover up v.	to cover up v.
cover up n.	cover up n.
12. to concern v.	concern v.
to be concerned with	to be concerned with
to be concerned about	to be concerned about
as far as I am concerned	as far as I am concerned
parties / those concerned	parties / those concerned
the issue concerned / involved	the issue concerned / involved
concerning	concerning
concern n.	concern n.
to cause concern	to cause concern
a matter / issue of great concern	a matter / issue of great concern

13. to refer (to) v.
to refer to as
reference n.
a book of reference

1) ; 2)

14. to circulate v.
circulation n.
circular adj.
circle n.

Exercise 1

Complete the sentences with the right derivatives.

publish, publisher, publication, publicity, to publicize, public

1. My favourite paper has had to cease_____for 17 days because of a printers' strike.
2. Some distinguished politicians try to avoid unwanted_____.
3. By_____their style of life some famous personalities try not to be forgotten.
4. The primary challenge a daily newspaper_____faces is the cost of producing his paper.
5. The earliest known newspaper in Britain was_____in 1513.
- (> 'The newspaper had_____an apology and pay a fine for its unchecked_____.
7. 'The behaviour of the royal family is always a matter of intense _____curiosity.
8. The_____of these papers felt that there was a need for something new and different to fill a gap in the market.
9. By providing a window on the world, newspapers make _____ facts that would otherwise remain hidden or unknown.

own, owner, ownership

1. Rupert Murdoch is the largest single newspaper ____.
2. It is owned by a private family (the Daily Telegraph)

3. **After** various changes in the _____ the newspaper *Today* was sold to Rupert Murdoch.
4. There are a number of newspapers in the country _____ by individuals.
5. _____ of the press in Britain is in the hands of individuals or a few large publishing groups.

(un) cover, coverage, cover (up)

1. It is difficult for the media _____ the growing number of crises throughout the world.
2. The issue _____ needs serious consideration.
3. Much of the *Times'* prestige rests on its excellent in depth _____ of national and international issues and political events.
4. Most readers were attracted by the colourful _____ of the book.
5. Our readership prefers intelligent _____ without bias.
6. By investigative journalism newspapers can _____ hidden facts that need, in their view, to be made public.

advertise, advertisement, advertising, advertiser, commercials

1. Some reporters try _____ other people's **damaging personal** secrets to sell them to tabloids.
2. At present _____ run for two and a half minutes.
3. Most _____ revenue is generated in peak time from 6 to 11 pm.
4. Why not a paper without _____? E. W. Scripps started any of them but the Industrial revolution and a mass consumption society forced _____ into his papers.
5. The primary challenge a daily newspaper publisher faces is the cost of producing his paper that goes on every day regardless of how much or how little _____ each issue carries.
6. The goal of _____ is to get their message into every household of the area as cheaply as possible.

rely, reliance, reliable, reliability

1. Youi _____ on (the objectivity of) the press has no ground

2. Mass media tend _____ in their covering the news on most _____ sources of information.
3. One can hardly _____ on the impartiality of this newspaper.
4. It is very easy to challenge the _____ of the news source.
5. _____ on the mass media one can make misleading conclusions.
6. This press agency is known for its _____ as far as the coverage of the news is concerned.

provide, provision, provided / providing

1. The media _____ not only information about the world, but ways of seeing and understanding it.
2. Subscription for a periodical _____ it with sustained financial support.
3. Each report contains an event and the event _____ what journalists all call a news 'peg'.
4. By _____ a window on the world, newspapers make public facts that would otherwise remain hidden or unknown.
5. The First Amendment to the American Constitution makes _____ for the press freedom.
6. _____ that a newspaper gets its facts right, the journalist still has to present these to the readers clearly.

emphasize, emphasis, emphatic

1. story **can** be 'dramatic', 'serious' and 'amusing' at the same **time**, and newspapers will choose which side of the story _____.
2. The president sounded most _____ in his appeal to the audience.
3. In the government's report the _____ was laid on the need to economize the budget funds.
4. The home news editor outlines the major story and _____ its importance.

edit, edition, editorial, editor

1. _____ give the paper's opinion about the news of the day.
2. The people in charge of newspaper content are _____.

- The first _____ conference of the day takes place in the _____ office.
- In a quality paper, one of the most important articles is an _____ usually written by an _____.
- _____ is a particular copy, or a number of printed copies, issued at the same time.
- A newspaper is published in several _____.
- Picture _____ must maintain relationships with paparazzi.

compete, competition, competitor, competitive, competitiveness

- _____ in mass media is one of the highest.
- These two newspapers _____ for their readership ever since they were launched.
- The management wouldn't hear of any _____ views.
- European countries are reforming their economic and labour markets in the areas of job mobility and _____.
- The situation is certain to result in tense _____ between them.
- Being a large economy does not mean that the country is one of the _____ richest _____ in GDP (Gross Domestic Product) terms.

concern, to be concerned (with / about), concerning, concerned

- As far as his prospects in big politics _____, they are doubtful.
- Our _____ is not so much with the quantity but with the quality of the product.
- All the parties _____ expressed their willingness to cooperate.
- People were divided _____ the nation's future possibilities.
- Thatcher's victory caused _____ for both opposition parties.
- The speaker was primarily _____ his popularity.
- Opinion varied on the issue _____.
- This movement _____ environmental problems.
- European countries disagreed with the United States _____ Russia and other foreign policy matters.
- Since the problem being discussed _____ only a few, the rest may be dismissed.

Exercise 2

Read the text that follows.

a. *Point out the types of the media and the difference between them*

Types of Media

News and entertainment are communicated in a number of ways, using different media. The media include print media such as newspapers and magazines, and electronic media such as radio and television. The word media is most often used to refer to the communication of news, and in this context means the same as news media. Media and mass media are *often* used when discussing the power of modern communications.

Programmes or reports are transmitted or broadcast live in a live broadcast, with events seen or heard as they happen, or recorded for broadcast later. There is, of course, a lot of competition between broadcasting and publishing organisations. Most TV, radio networks and newspapers look forward to increasing the size of their audience, or their ratings. High audience figures attract more commercials to be shown in commercial breaks between programmes or advertising published in newspapers and magazines.

Multimedia is the combining of TV, telecommunications and computers to provide information and entertainment services that will **be interactive**. Users are able to interact with the programmes and **influence** what they see.

The press usually refers just to newspapers, but the term can be **extended** to include magazines. Newspapers are either tabloid, a **format** usually associated in the English speaking world with the popular press, or broadsheets, associated with quality journalism. Tabloids are sometimes referred to as the gutter press by people who disapprove of them. Tabloids often have large circulations and even bigger readership. Papers such as these are often referred to as mass circulation papers.

(from Key Words in the Media)

b. Find the English for

Exercise 3

Interview your partner as to the following:

- 1) what sources s/he usually receives information from;
- 2) which source of news s/he considers more reliable and why;
- 3) whether s/he reads any kind of paper or magazine;
- 4) where from and when s/he most likely gets it;
- 5) how s/he normally reads a paper / a magazine; if s/he:
 - a. reads everything from cover to cover;
 - b. reads only those articles which look interesting;
 - c. always reads the same pages of the paper;
 - d. reads some articles all the way through from beginning to end or reads only parts of some articles;
- 6) what to his / her mind most often makes people want to read a particular newspaper.

Exercise 4

Read the article below about the press in Britain. Make up 10 questions to cover its contents.

The Press in Britain

Newspapers. We love to criticize them. A famous British Labour politician, Aneurin Bevan, once called newspapers '*my only form of continuous fiction*'. Yet we buy millions of them:

national, regional, local, daily and weekly, morning and evening papers. Some people will buy any paper just because its front page catches their eye but, generally speaking, most people buy the same newspapers, or subscribe to them, that is, have them delivered to their home, every day. Whether we like it or not, newspapers and magazines influence our views and even lives. Perhaps, that is the reason why the press is often referred to as the 'fourth estate'.

Britain is often given as an example of a country that has a national press. The daily circulation of papers in Britain is just over 14 million copies. The British national press is often referred to as *Fleet Street*, although no national press is now produced in this London street.

National newspapers cater for a wide variety of tastes and interests.

All **British** papers can be classified into two major groups: quality and popular papers.

A **quality** paper is a serious national paper aiming at the educated reader. Quality papers or 'broadsheets' emphasize detailed news coverage, comment and authoritative editorials; they contain a wide range of topical features written by experts in their field, arts and literary reviews and much professional advertising. Among them are *The Times*, *The Guardian*, *The Daily Telegraph*, *The Independent* and *The Financial Times*. The latter is to be distinguished from *the Times*, because it is an international business paper mainly concerned with economics, but with a good news service. An interesting difference is its colour: it is pink.

As distinct from the quality press a popular paper is a newspaper whose format and content is designed for the undemanding reader. Most popular papers are tabloids, i.e. papers with small size pages. They carry brief and direct news reports emphasizing facts and a large number of photographs. Emphasis is laid on personal stories, especially when they are sensational, or involving a figure in the public eye such as a member of the royal family. They are distinguished by large illustrations, bold captions and a sensational prose style. Much consideration is given to sports and to entertaining features such as cartoons and contests. Among the 'populars' are *The Sun*, *The Star*, *The Daily Mirror*, *The Daily Mail* and *The Daily Express*. Many dailies have their Sunday supplements.

Ownership of the press in Britain is in the hands of individuals or a

few large publishing groups, is rather easy to launch a newspaper in Britain provided you have funds and a license. The editors of the newspapers are allowed considerable freedom of expression but that does not mean that newspapers are without political bias. The political tendency of quality newspapers varies from conservative (*The Daily Telegraph*) or independent / conservative (*The Times*, *The Financial Times*) to centre (*The Independent*) and liberal (*The Guardian*). Most popular tabloids usually reflect conservative opinion in their comment and reporting, while *The Daily Mirror* has a more left wing bias.

No newspaper anywhere can compete with Britain's formidable news agency, *Reuters*. Across the world its name has become an assurance of impartiality, accuracy and reliability. Although run from London, Reuters deliberately avoids the image of being an English institution with English news values. As day progresses, its news file is edited from three different cities, switching time zones from Hong Kong to London and to New York. Its reports are filed in French, German, Arabic and Spanish, as well as English.

(from *The Power To Inform*)

Exercise 5

Work in pairs. Discuss the text making use of your questions.

Exercise 6

Discuss the following with the class. Share your opinions.

1. What did Bevan mean when he called newspapers his '*only form of continuous fiction*'?
2. Why is the press often referred to as 'the fourth estate'?
3. What is implied by national press? Is there national press in Russia?
4. Why do you think the press in Britain is referred to as Fleet Street?
5. How do the level of education and the job people do influence their choices of newspapers?
6. Are newspapers dependent in their views on anyone? Who and why?
7. Why do nearly all newspapers publish advertisements?
8. How much are advertisers interested in social classes and their concerns?
- 9) Should newspapers be politically biased or can they be independent?

Define precisely the meaning of the words and phrases below in English, give their Russian equivalents.

- a. daily circulation; b. news coverage; c. editorial; d. topical feature;
- e. format and content; f. bold caption; g. entertaining feature;
- h. main medium for news; i. supplement; j. bias and impartiality;
- k. news file.

Exercise 8

Find equivalents in the text to the following word combinations.

- to satisfy many preferences
- to be called
- not to mix
- a known personality
- a guarantee of objectivity
- on purpose
- to manage a newspaper
- to start a newspaper
- to prevent the decrease in the number of readers

Exercise 9

Translate the sentences from the text Pay attention to the translation of the active vocabulary and the participles.

- 1 Some people ... have newspapers delivered to their home.
- 2 ... quality paper is a serious paper aiming at the educated reader.
3. Quality papers or "broadsheets", as they are often referred to, emphasize detailed news coverage...
4. ... they contain a wide range of topical features written by experts in their field ...
5. The latter is to be distinguished from the *Times* because it is an international business paper mainly concerned with economics.
6. They carry brief and direct news reports emphasizing facts and a large number of photographs.
7. Ownership of the press is in the hands of a few publishing groups.

being published or printed. Most daily newspapers are distributed locally or regionally.

However, the influence of a few large metropolitan newspapers, most notably *the New York Times* and *the Washington Post*, has increased so that these papers come close to constituting a national press. Both papers syndicate their staff written stories to regional newspapers all over the country.

The Wall Street Journal was the country's first national daily and is the largest. It specializes in economic and financial issues.

The New York Times is a journal with a relatively long and respected history. It is read by about one million people in the US and is ranked as 'the world's top daily'⁶.

USA Today was launched only recently, in 1982. This paper claims over five and a half million readers.

Two other newspapers also representing American journalism in the areas of national and international news and mentioned among papers of international excellence are *the Christian Science Monitor* and *the International Herald Tribune*. The former is smaller in size and readership than the other papers. The latter is partly owned by the *New York Company* and the *Washington Post Company*. About 40% of its articles come directly from those two American papers, and its main office is in Paris. Printed simultaneously in ten major cities in the world, it calls itself 'The Global Newspaper'. It offers political and **financial** news about many countries, especially the United States, **Western Europe, and the Far East**.

Most American newspapers rely heavily on wire copy from the two **world's largest news agencies, the Associated Press (AP) and the United Press International (UPI)**. Neither of them is owned, controlled or run by the government. They have thousands of subscribers newspapers, radio and television stations and other agencies, which pay to receive and use the news and photographs in more than 100 countries in the world.

The trend toward concentration of ownership is defended on the ground that large scale organizations can provide the funds, know how, and management to keep a newspaper profitable and competitive.

line ^ can press, in icvcin uwouwa, ucu insisted on objectivity and detachment in news reports. Opinion is excluded from news columns and is presented on separate editorial pages, which feature unsigned editorials and include opinions signed by readers, contributors, and syndicated columnists. Government and media often engage in confrontations when reporters disclose classified information or pursue investigative reporting to uncover injustices and corruption within American institutions. As far as the readership level is concerned there has been a considerable decline. Newspapers have had to cope with competition from radio, television and the Internet. Nowadays, it is they which provide Americans with news.

(from *The American Institutions*)

Note to the text:

Pay attention to the emphatic construction and its translation, mind that the words "it is" and "that" or "which" are not translated

Nowadays it is radio, television and the Internet which (that) provide Americans with news.

Exercise 12

Points for discussion in class.

1. What is the difference between the British and American press?
2. What does profitability and competitiveness of a newspaper depend on?
3. **Why** are editorials generally published unsigned?
4. Should journalists be involved in investigative reporting?

Exercise 13

*Find the sentences in which the **word combinations** are used in the text above, explain them in English and suggest the Russian for them*

state censorship; metropolitan newspapers; to syndicate stories;

wire copy; subscriber; detachment; to feature an editorial; to syndicate stories; classified information; to claim readership; to pursue investigative reporting

Exercise 14

Give the English for the following.

()

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/

Exercise 15

Sum up the information about the British and American newspapers focusing on the similarities and differences between the **two** in writing, be ready to speak about them in class.

Exercise 16

Read the short text below, explain the title and discuss the points that follow. Work in pairs and then exchange opinions with the class.

NEWSPAPERS VERSUS TV

Both in Britain and the USA there has been an appreciable decline in readership. In Britain since 1971 over three million readers have been lost, mainly from the populars. A fundamental reason lies with television becoming the main medium for news. Consequently all

newspapers now give more attention to sports **results**, **city finance** **Mid** entertainment, but this has failed to halt the decline **in readership**. To meet the public demand for more feature material, some publishers have started adding "life style" and "home living" sections to their papers to make them more like magazines.

In regular opinion polls people say that it is now television which provides them with most of their information about the world. Television news is dramatic and it is immediate. Despite this television has not killed newspapers. It seems that we need both, although perhaps the role of newspapers in the television age has changed.

Discussion points.

- a. As media, TV and newspapers are different: one visual, the other written. What are the advantages and disadvantages of each medium as a way of looking at the world?
- b. "Television has not killed newspapers." Do you agree? Can you explain why it has not?
- . Most people get most of their news first from television, usually the evening news programmes. How does **this** affect newspapers and what they print for reading the next morning? **List** as many **ways** as you can think of in which newspapers could change because of TV,

• Exercise 17

#. *Learn the collocations with the words "news" and "press", be sure that you know how to translate them.*

international ~		~ editor
local ~		~ media
national ~	~ news~	~ space / page
political ~		~ analyst
sensational ~		bias
shocking ~		~ coverage

to announce ~;	to colour ~;	to control ~;	to emphasize ~;
to break ~;	to distort ~;	to cover up ;	to highlight :

to broadcast **to twist** **to suppress ~;** **to focus on**
to cover **to censor**
to convey ; **to gag ~ ;**
to spread ~.

foreign ~ ~ coverage
 free ~' campaign
 gutter ~ ~press ~ release
 3'ellow ~ ~ censorship
 quality ~ ~ freedom

to get a good / bad ~ ; to censor the ~ ; to muzzle the ~ ; to gag the

b. Give the English for the following.

. Fill in the gaps with appropriate word combinations from those above.

- Governments that limit _____ are accused of _____ the press.

2. On privacy, **the** prime minister is as opposed to _____ as **the** newspapers.
3. The chances of a privacy law _____ the press are now 'a lot less than they were a few days ago.'⁵
4. The tabloid newspapers or _____ press as they are known in Britain have always been a source of fascination to media watchers.
5. The new's _____ was shocking.
6. The news was _____ but still *the Times* _____ it in a rather moderate tone.
7. The excitement of the _____ job is the new's story that _____ unexpectedly.
8. The _____ in *the Sun* is too much _____.
9. It is difficult for the media _____ the growing number of crises.
10. The editors were urged by the government either to keep from _____ the _____ news or to _____ it a little.

Exercise 18

*Match the **newspaper** expressions on the left to their descriptions on the right and then use them to complete the sentences below,*

- | | |
|--------------------|---|
| 1. obituary | a. small adverts about films, plays, things for sale, etc. |
| 2. gossip column | b. news about the country the paper is published in |
| 3. feature | c. exclusive story, especially an exciting one |
| 4. home | d. (often critical) stories about the social activities and private life of famous people |
| 5. masthead | e. story of general interest |
| 6. banner headline | f. top of front page carrying the name of the paper |
| 7. scoop | g. article about the life of someone who has recently died |
| 8. classified | h. headline in an extremely large print |

high _____ position after graduation.

9. The _____ attitude to smoking has dramatically changed.
the amount of tobacco consumed has decreased.
10. The committee brought out the draft of _____ reforms.
11. The economic growth of a country is connected with its _____ system.
12. The authorities are responsible for the _____ order during the rally.

b. *translate the sentences into English.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 22

a. **Translate the sentences containing the emphatic construction**
'It is ... that (who/which) into Russian, (see the note to the text)

1. It is the leader of the winning party **who** becomes prime minister in Britain.
2. It is prime minister **who** heads the government.

3. It is the Queen who officially appoints prime minister.
4. It is free elections that ensure democracy in a state.
5. It was the south of England that the Romans first invaded.
6. It was the languages of local people which contributed to the English language and expanded its vocabulary.

b. Contradict the statements using the hints. Follow the model

*Model: It was Henry VII who had six wives. (It is son Henry VIII)
No, it was his son Henry VIII who married six times.*

1. The United Nations was established in 1948. (1945)
2. Alaska was first settled by the British, (the Russians)
3. English dominates the African continent. (French)
4. English was the language of diplomacy in the 18th century. (French)
5. The Romans taught the Celts to cultivate the land, (the Celts)
6. Romans were the first to invade the British Isles, (the Galls)

c. Translate into English using the emphatic structure.

L

2.

3.

4.

5.

6.

7.

8.

Exercise 23

a. Turn the words 'response; respect; distinguish; social; rely; vary; accept' into adjectives with the help of **suffixes** 'able' and 'Me' and the adjectives into nouns with the help of the suffix ' /y).

Model: change, changeable, changeability

b, the suffix 'ship' to the following nouns 'reader; owner; friend; relation; member; leader; partner; dictator'. Translate the words. What **meaning** does the suffix add to the words?

Exercise 24

Complete the text with the words preceding it

The Future of American Newspapers

Note: This forecast was written in spring 1991 by Steve Hoenisch

Decline, entertaining, communication, considered, concerned, advertisements, to cover, readership (2), signed, content (2), advertisers (2), to acquire, broadcast, editorial, published, daily, printing, to publish, trend

Newspapers have been (1)_____ in America for more than 286 years. The Boston News Letters and The Hartford Courant, the first papers (2)_____ continuously, were launched before the US (Constitution was (3)_____ in 1787.

! **few days pass without** hearing people declare the coming (4)_____ of (5)_____ newspapers. Everybody avoids reading newspapers, (hey say. Who has time for that? The (6)_____ is to watch TV while sitting on your couch. Why bother putting out all the **effort to** read? And hey, (7)_____ news is exciting and (8)_____; newspapers are not.

Remarks such as these are heard mostly among the young; the majority of older people are eager to read their morning newspaper. Without readers there would not be (9)_____. Without (10)_____ there would not be money to pay journalists (11)_____ news, money (12)_____ newsprint or money to buy presses and pay for (13)_____. Without readers newspapers would come to a halt. Because the future of newspapers hinges on a healthy (14)_____.

a model that attempts to forecast the form and (15)_____of newspapers in the year 2010 must be (16)_____whether it is reasonable to expect that there will be readers, if so, who they will be and how many they will number. If there are readers, will there be (17) _____? Another factor that will shape the newspapers of the future is advances in computer and (18)_____technology.

Likely changes in newspaper (19)_____ and developments in technology, then must be (20)_____in order to forecast the (21) _____(22)_____and design of daily newspapers.

Exercise 25

Trims late the sentences. Use the active vocabulary and grammar.

1. _____

14

2.

3.

4.

5.

6.

7.

8.

9.

10. _____, _____
 _____,
 _____,
 _____.
11. _____,
 _____.
12. _____,
 _____ (income).
13. _____
14. _____
15. _____
16. _____ ()
 _____,

Exercise 26

Read the text about newspaper headlines and study the rules concerning their structure.

The Language of Newspaper Headlines

When a newspaper gets its material from its own reporting staff or from outside contributors, it is the responsibility of sub editors to provide such headlines to the stories that might convey their content in the shortest possible way. To acquire the skill of looking through headlines and comprehending the idea of an article quickly is important for a diplomatic officer whose job may be connected with reading the press of the country he is assigned to. Popular newspapers often use slang and punning references to the content of the article, while quality papers tend to provide more information in their headlines. In creating headlines sub editors are guided by some particular rules and use common jargon words to make them brief, catching the eye and understandable.

Here are some rules:

1. The articles, personal and demonstrative pronouns and the verb 'be' are deleted.

US NETWORKS UNDER THE GUN = The US Television is criticized.

MAYOR HIRES BROTHER = The mayor has employed his brother.

2. The Present Simple tense is often used for Present Perfect or Past Simple.

WITNESS DESCRIBES ACCIDENT = A witness described the accident.

US PRESIDENT ARRIVES IN PERU = The US president has arrived in Peru.

3. Participle I stands for Continuous tenses.

DEMOCRATS GAINING IN POLLS = The Democrats are gaining in opinion polls.

ARRESTED WAITING FOR SENTENCE FOR MONTHS = The arrested people have been waiting for a sentence for several months.

4. Participle II used in a headline means a passive idea.

BANKER ACCUSED OF FRAUD = The banker was accused of illegal manipulation with money.

ISRAELI GENERAL DISMISSED An Israeli general has been dismissed.

5. Infinitive shows reference to the future.

OPERA COMPANY TO VISIT SWEDEN = The opera company is to visit Sweden.

SCHOOL COUNCIL TO BAN VIDEO GAMES = The school council will ban video games.

6. Nouns are used as adjectives.

PEACE MOVES IN DOCKS Some steps toward an agreement have been taken in the port.

FISH TALKS IN COPENHAGEN = There have been talks between the fishery ministers in Copenhagen.

7. *The names of organizations, **institutions**, **posts**, famous people, some geographical names are abbreviated or **initialed**, and honorary titles and ranks are dropped.*

FBI AND CIA JOIN FORCES TO FIGHT CRIME = The Federal Bureau of Investigation and the Central Intelligence Agency have joined forces to fight crime.

PM TO VISIT US = The prime minister is going to visit the United States of America.

MAGGIE TO LAND IN NY Her Royal Highness Princess Margaret is to land in New York.

8. *Puns (humorous use of a word or of different words sounding alike so as to play **on** the various meanings) and play on word are used.*

HAVE THE NATIONAL UNION OF TEACHERS LEARNED THEIR LESSON? = Have the National Union of teachers made conclusions?

NAVY ON THE CREST OF WAVE The navy is very popular.

*fit There are a lot of words that are specifically used in headlines because they are short, **sometimes** old fashioned or too **modern**, sound dramatic and attract attention.*

Below are most frequently used words and their meanings:

)	assistance
AIDE	assistant
AXE	In dismiss, to cut, to dispense with
BACK	(o support, support
HAN	prohibition, to prohibit
HAR	to prevent
1311)	attempt, to attempt, to offer
BLAST	to explode, explosion
BLAZE	fire out of control
BLOW	disappointment
BOOM	sudden beneficial growth
BOOST	to promote, to speed up
BUG	virus, disease
CLASH	argument, conflict, to disagree
CROOK	criminal

COUP	overthrow
CURB	restriction, to restrict
CUT	to reduce, reduction, to lower
DASH	quick movement, to rush
DEAL	agreement, bargain
DRIVE	campaign
DRAMA	incident or accident
ENVOY	diplomat, ambassador
FLEE	escape, run away
GAG	to censor, censorship
HAIL	(to) welcome, praise
HAUL	quantity of something stolen or seized
HIT	to affect negatively, to reach the top position
HOLD	to arrest
HURDLE	difficulty, obstacle
HOST	to entertain
LOOM	approach of something threatening
MOVE	an action, a step, a measure
MOB	a crowd of people
NET	to capture, to amount to
NUKE	nuclear weapons
ORDEAL	unpleasant experience
PARLEY	negotiations, talks
PERIL	danger
PLEDGE	to promise, promise
PLUNGE	dramatic fall
PLEA	strong request
PROBE	to investigate, investigation
QUIT	to resign, to leave the post, to stop
QUIZ	to question, to interrogate
RAP	a strong criticism, to criticize
RIDDLE	mystery.
ROW	disagreement, quarrel, argument
SCARE	alarm
SLAM	to criticize severely, sharp criticism
SMASH	to break, to destroy
SNUB	to turn down, to reject
SORE	to increase dramatically
SPARK	cause
SPUR	to move ahead
SWOOP	raid
TOLL	the number of people killed (victims)
URGE	to strongly recommend, recommendation

VIGIL	a period of waiting, by an ill person's bedside or in protest at sth.
VOW	to promise, promise, threat
WEIGH	to consider
WOO	to try to win somebody's favour

Exercise 27

Match these headline words to their meanings and then use them to complete the headlines below.

- | | |
|-----------|---|
| 1. BID | a. unpleasant experience, lasting some time |
| 2. BOOST | b. argument |
| 3. DASH | c. attempt |
| 4. ORDEAL | d. inquiry |
| 5. PLEA | e. questioning by police |
| 6. PROBE | f. fast journey, with an uncertain result |
| 7. PLEDGE | g. emotional request |
| 8. QUIZ | h. a period of waiting |
| 9. ROW | i. promise |
| 10. VIGIL | j. increase in numbers or in confidence, morale |

1. GLENDA KEEPS _____ AT INJURED SON'S BEDSIDE.

Actress Glenda Jackson left hospital last night after spending the day at her son's **bedside**.

2. LIVERPOOL EURO _____. Liverpool last night received a European lift when UEFA **confirmed** that Welsh international Jan Rush will no longer be classified as a foreign player.

3. MAN FACES _____ ON WIFE DEATH. Detectives were waiting by the hospital bedside of a man to question him about the death of his **wife**.

4. NIGEL'S _____. World champion Nigel Mansell took a lingering look across the Portuguese Grand Prix track which has caused him both heartache and joy yesterday before declaring: "I will never come back here again. I'm finished for ever with Formula One."

5. OLYMPIC BOSS IN BRIBE __. The head of the Olympics is threatening legal action over a TV documentary⁷ alleging his officials are corrupt.

6. _____ TO 'DIVORCE' BID GIRL. The mother of a teenager who has taken court action to 'divorce' her parents pleaded last night for her to come home.
7. PILOT IN BRITISH PLANE _____. A British airliner has made an emergency landing in southern England after a cockpit window shattered and the pilot was almost sucked out.
8. PRIVATE HEALTH PRICE FIXERS FACING _____. Fees charged for private medical treatment are to be investigated by monopoly watchdogs.
9. SRI LANKA PEACE _____. A Sri Lanka government negotiator is expected to try to reopen talks with the Tamil Tigers today in an attempt to end the outbreak of fighting between Tigers and the Army.
10. TEENAGE PAIR KILLED IN _____ ACROSS M.WAY.
A teenage judo champion and a girl were killed in front of friends as they took a short cut across a motorway.

Exercise 28

*Match the headline with their equivalent sentences as **they would** appear in an ordinary news announcement*

1. TOLLS RIGGED⁵ CHARGES
2. CABINET RESHUFFLE URGED
3. TWO SOUGHT AFTER BREAK OUT DRAMA
4. SERVICE CHIEFS GAGGED: TWO QUIT
5. JEMS HAUL SEIZED IN SWOOP

- a. Allegations have been made that the results of the election were falsified.
- b. Jewels have been seized as a result of a raid.
The police are hunting two men who have made a daring escape from prison by helicopter.
- d. The news edited by the news service directors was censored and two of them had to resign.
- e. The Prime Minister was insistently asked to make some changes in his Cabinet.

Exercise 1^o)

Match each of the following words from the headlines above **with** its meaning.

- | | |
|--------------|---|
| 1. CHIEF | a. jewels |
| 2. DRAMA | b. goods stolen in robbery or taken in a raid |
| 3. RESHUFFLE | c. to falsify |
| 4. GAG | d. raid |
| 5. SWOOP | e. director, high ranking official |
| 6. POLLS | f. to silence, to censor |
| 7. QUIT | g. exciting event |
| 8. RIG | h. election |
| 9. JEMS | i. to rearrange; |
| 10. HAUL | j. to resign |

Exercise 30

Find the story which goes with each of the headlines below.

Explain the headlines in plain English.

- a. PARTIES HEDGE BETS ON UNEMPLOYMENT
- b. PUPILS STUDY THE WRONG BOOK IN GCE BLUNDER
VILLAGE HIT BY CHOKING ACID CLOUD
- d. **DOCTORS** WARNED ABOUT REFUSING AIDS PATIENTS.
- e. I INK;ATT: IN \$ 55 M CHICKEN SCHEME

1. cloud of choking acid fumes caused panic in a village yesterday.
One hundred and seventeen people were treated in hospital after a forty five gallon drum of hydrochloric acid split open at the Ryan chemical factory.
2. The expanding milk, meat and food producing group yesterday put up a 'Tor sale' sign over its five engineering businesses and revealed a \$ 55 million investment in a chicken rearing and processing plant in Humberside.
3. Norman Tebbit, the chairman of the Conservative Party, yesterday refused to make a commitment that the Tories would reduce unemployment by a million in the course of a five year

government. But, at the same time, Bryan Gould, Labour's election campaign coordinator, said his party⁷ was promising to cut unemployment by a million in two years. And the Alliance has set the same target for three years.

4. Thirty pupils have spent the last year studying the wrong book for O Level. The set book for their exam, on 1 June, was George Orwell's *Animal Farm*. But students at Elked High School, in Buckley were given William Golding's *Lord of the Flies* instead. Yesterday education chiefs were trying to find out who is responsible for the bungle.
5. Doctors could be charged with serious professional misconduct if they refuse to treat AIDS patients, the General Medical Council warned yesterday. The council said it was seriously concerned that in a small number of cases, doctors had refused to treat patients earning the virus or suffering from the disease.

Exercise 31

Various abbreviated words are quite common in headlines, and most of them may be found in dictionaries, if not, they **are generally** deciphered in the first lines of an article. Unlike written abbreviations such as *mph* or *lb*, or *St*, which we normally say respectively as **miles per hour**, **pound** or **street** or **saint** there are abbreviated words which are spoken as separate letters such as the *UN* (*United Nations*) and are called *alphabetisms*. Those which are spoken as complete words such as *NATO*, are called 'acronyms'

Say what the following abbreviations mean. Use a dictionary if

necessary.

am; p.m;

lb; oz; in; vd; ft;

St; Ave; Rd;

BA; MA; Dr; PhD;

LA; NY;

SOS; GCE

UN; UK; EU;

MP; PM;

HQ; AP; IQ;

BBC; UPI; CIA; FBI;

UFO; VIP;

PLO; CND; TUC;

NATO;

OPEC;

NASA;

UNESCO;

Exercise 32

Complete the sentences with the correct abbreviation meaning an organization.

1. Various issues of international cultural life and problems are handled by _____.
2. _____ nations control the production and the prices of oil.
3. _____ has announced that it has suspended all space flights.
4. Military exercise of _____ forces next to Russia's borders has caused much concern.
5. The _____ headquarters are in New York
6. The aim of _____ is to establish an independent state of Palestine.
7. _____ sometimes makes mistakes, and the reaction story it broadcast after the Conservative's health debate was one of them
8. _____ is fighting for abolition of nuclear weapons.
9. It is common knowledge that the two American agencies _____ and _____ have always competed.
10. The interests of many British working people are represented by _____.

Exercise 33

Here are some typical headlines. Each has been 'translated' into everyday language, with some words missing. Can you supply the missing words?

1. JOBLESS TOTAL TOPS 3 M

..... 3 million people are now

2. STORM OVER PIT CLOSURES

There has been an angry.....to the announcement that some mines are to be closed.

3. QUAKE TOLL RISES

The number of.....of the.....has risen.

4. TORIES SET TO WIN POLL

The.....party is expected to win the forthcoming.....

5. JOBS BLOW FOR SECOND CITY

There has been much about the announcement that workers are to be made redundant in Birmingham.

6. ENVOYS CONCORDE DASH TO UN TALKS

The British, has, by Concorde to, at the,

7. MAYOR QUILTS IN BRIBES STORM

After the discovery⁷ that he had, bribes, the mayor

8. 3M DOLLAR DRUGS HAUL AT HEATHROW

Customs officers at Kennedy Airport have, drugs
..... 3 million dollars.

9. KREMLIN UPS ARMS SPENDING

The, government have, their defence budget.

10. CUSTOMS OFFICIALS SWOOP NETS \$ 3M AT PORT

Customs officials,

Exercise 34

R&vrite the headlines below in plain English.

1. PM RAPS BBC IN JOBS AXE STORM

2. DEAD ENVOY RIDDLE: YARD BAFLED

3. EU SPLIT OVER LIFTING OF TRAVEL **CURBS**

4. ENVOY QUILTS

5. HELICOPTER SHOT DOWN IN RESQUE **BID**

6. TEACHERS TO BE AXED

7. POLICE ATTACKED IN CLASHES

8. STORM GROWS OVER LONG HAIR IN SCHOOL

9. HOME SEC. TO SUPPORT TOUGHER SENTENCES

10. ELECTRICIANS REJECT FINAL PEACE MOVES

Exercise 35

Translate the sentences into English; use the topical vocabulary.

1. _____, _____,
2. _____;

4. _____ , _____
 _____ , _____
 _____ , _____
5. _____

6. _____

Exercise 36

Write a comment of about 100 words on the quotation from John Galsworthy, a distinguished British writer:

^{c)}Headlines twice the size of the events. "

Both diplomats and politicians heavily rely on the information they receive from newspapers and electronic means of communication often forgetting that they themselves serve as a source of information for journalists and reporters.

Exercise 37

Read an extract from Ambassador Sergey Lavrov's essay 'The United Nations Through the Eyes of a Russian Ambassador' and answer the following questions:

1. What challenges may a diplomat face handling correspondents from different countries?
2. Why shouldn't diplomats avoid working with the press?

Diplomacy and the News Media

Contemporary multilateral diplomacy takes place in the environment of the new diplomacy which is much more public. As a consequence, contemporary diplomats have to master the skill of handling the news media.

The UN's work involves dealing not only with the delegations of member countries, the intergovernmental bodies under its aegis, and the secretariat but also the press, or what is known as 'the fourth estate'⁵. UN activities are covered by correspondents from many countries, and, to a large extent, they shape world opinion on many important issues on the UN agenda.

It is anything but easy to cultivate good working relations with foreign, especially American, media. At the windup of every SC consultation (to say nothing of every formal council meeting), diplomats are beset by a crowd of reporters. TV cameramen take close ups of the ambassadors, ask them to step nearer, thrust out their microphones.

Often the **very** wording of the questions asked shows that the reporters who ask them want to hear sensational answers. Of course it is possible to get away through a side door, as some diplomats have

done more than once. Be that as it may, ambassadors should not exit hastily through a side door or unless they want the position of their country to be left to the guessers and speculators.

Many delegations attach great significance to working with the press. A well known Austrian publisher and a journalist of the early twentieth century said that 'diplomats lied to journalists but, on reading the press the following morning, came to believe their own lies.' There is some truth in the anecdote, as there is in any other. And it is a fact that diplomats, UN secretariat staff members, and even journalists themselves rely to a large extent on what they read in the press or see on television.

Exercise 38

Look *hack at the text and*

a, give Russian equivalents to the following:

under the UN aegis
to shape world opinion
to cultivate good working relations with
at the windup of every consultation
to be beset by a crowd of reporters
to take close ups
to thrust out microphones
(he **veiy** wording of the questions asked
be that **as** it may
to attach great significance
to rely to a large extent (on)

b. complete the sentences with the word combinations given above according to sense.

1. The American media seek to _____ on many important issues.
2. In the UN lobby reporters elbow their way to _____ of distinguished people and _____ out their _____ to get answers to their questions.
3. Another important skill in multilateral diplomacy is the ability to _____ the media.

4. As soon as the UN Secretary General appeared in the lobby he _____.
5. It would be unwise _____ too much _____ to the opinion poll.
6. The summit was held _____.
7. Diplomats should not _____ what the media say or show, though should _____ with them.

Exercise 39

Translate the sentences into English using the active vocabulary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 40

Read the text and discuss the italicized questions contained in it

News Media and Public Opinion

It is the job of news media not only to provide a window on the world but to interpret what can be seen: to make sense of the view. The world of events and issues that newspapers, radio and TV attempt to report each day is an enormously complicated place. The truth is seldom easy to define or recognize.

It is sometimes said that anything one reads in a newspaper or hears on the radio or sees on TV is likely to be wrong or inaccurate or exaggerated. A question that arises is whether they influence public opinion or merely follow it. *Are, for example, a newspaper's editorial articles, where it puts forward its own opinion of politics and the other issues of the day, really 'leaders' as they are called? Can TV or radio journalists' reporting and comments be trusted?*

News media report news (facts) and comment (opinion and analysis), the former providing the necessary information for us to interpret the world ourselves, the latter offering the point of view of the news media. But newspapers and TV channels are often criticized for being 'biased'. It seems that news and comment get mixed: **newspapers** or certain programmes become propaganda channels. *Can news actually be objective? Is it possible ever to separate fact and opinion?*

I **however** much one may think that bias is a bad thing to have in a **newspaper**, radio or TV, it only becomes an ethical issue if one also believes that they influence people and that a particular bias has an **effect on** public opinion.

Do mass media influence their audience? Some people are worried that more and more mass media are owned by fewer and fewer powerful figures. *Is this also a bad thing?*

(from *The Power to Inform*)

Exercise 41

*Below there are some questions to help you form your opinion about whether newspapers, radio or television have an effect on public opinion. Discuss them with the class or with **a partner**.*

1. Which of the two statements below would you agree with?
 - a. People buy a newspaper or watch a certain channel because they know⁷ and like the kind of opinion it has.
 - b. People are given their opinions by the newspaper or programme they read or see.
2. Why might someone, e.g. a newspaper or TV owner, want to influence public opinion?
3. If a newspaper, for example, strongly believes that it is right and the rest of society is wrong does it not have a duty to try to influence opinion? Why?
4. Do mass media also have the right to use bias as a way of getting across a very strongly held bias, against the authorities, for example?
5. Do you think that quality as well as popular papers are biased? Why?
6. Do you believe that only quality papers can analyze the news well? Why?
7. Which do you think has the most influence on public **opinion**?
 - a. TV news reporting?
 - b. TV comment?
 - c. newspaper reporting?
 - d. newspaper comment?
8. How would you define the difference between opinion and analysis?
9. Since the arrival of television, the quality papers contain more and more analysis. Why?

Exercise 42

a. Complete the text with the words given below.

Concern; access; broadcast (2); classified; urged; major; provided;
to maintain; to abridge; certain; censored; press; news agencies; public; conduct

All Americans understand that in time of war safeguards must be (1)_____ to some information, including special military plans and (2)_____ kinds of intelligence data.

The safety of American troops and the security of spring methods, must not be compromised by the careless disclosure of sensitive (3)_____ information. (4)_____ are mindful of that danger and act accordingly in deciding what to print or (5)_____. But much other information, including matters the government might like to hide to (6)_____ debate, belongs to the (7)_____. This principle rests at the heart of the U.S. system of governance.

As the U.S. learned in Vietnam, the **military** cannot successfully (8)_____ wars in the absence of (9)_____ support. So far the Bush administration has struggled (10)_____ the appropriate balance. On Wednesday, for example, the White House (11)_____ the network executives *not* to (12)_____ in full the prerecorded statements of Osama bin Laden and his aides. The White House expressed (13)_____ about giving the terrorists unchecked outlets for their propaganda.

The five (14) _____ television news organizations agreed **jointly** (15)_____ future videotaped statements. This effort seems to be ill advised because American people should have (16) _____ to information about the terrorist leader and his views.

➤ Now read the text through again and comment on the policy of the American government in covering up certain information. Which information is to be kept from the public? Why?

Exercise 43

Read the text below and write its summary of about 100 words.

Freedom of the Media and the Internet: Resisting the **Regulatory** Reflex,

By Christian Moller

(Project Assistant in the Office of the OSCE Representative on Freedom of the Media.)

How to ensure the free flow of information over a vast network of online resources while keeping out illegal content, was the focus of recent discussions among more than 25 experts from international organizations, the media, academic and specialized non-governmental organizations. The Conference on Freedom of the Media and the Internet was organized by the OSCE Representative on Freedom of the Media, Freimut Duve.

The Internet offers an unprecedented means for the global exchange of ideas and a free flow of information. In the OSCE region, it can even affect freedom of the media, just as the Serbian radio station did in 1999, when it continued to disseminate its programmes on the Internet with the help of the Dutch provider.

The decentralized structure of the Internet would seem to guarantee unrestricted access to just about any existing material. Whenever an obstacle arises that threatens the free exchange of data, some computer experts - mostly young people - inevitably figure out how to circumvent it.

However, the ability to use the Internet's technical framework serves not only those trying to avoid the censors, but also the censors themselves. Indeed, in tandem with its growing usage, the relatively new and seemingly disorganized world of the Internet is being structured, regulated and rated. Governments, companies and copyright holders are just some of the many forces that attempt to restrict Internet users⁵ access to content that they feel is unsuitable or inappropriate. Filtering and blocking, developing new instruments and lobbying for stricter legislation are among the methods employed.

There grows serious concern about the growing number of laws **and** directives directed towards the Internet *in* a wide range of **countries**. Hans Kliensteuber, Professor of Political Science at Hamburg University, points out that the tradition of censorship goes 0 in non democratic states. In the United States, copyright law is already used to limit the free use of the Internet. He is also concerned about the European Copyright Directive in this regard.

OSCE Media Representative Freimut Duve stressed that the criminal exploitation of the Internet should not be tolerated and that parties responsible for illegal content should be prosecuted while the infrastructure of the Internet itself should not suffer.

Mr. Duve also said that the future freedom of the Internet could be guaranteed only through the distribution channels, clear commitment to the freedom of expression, together with a better understanding of the Internet's underlying technical infrastructure.

The Amsterdam Recommendations on Freedom of the Media and the Internet, issued by the OSCE Representative, cover a broad range of guidelines, with one dominating principle: no matter what technical means is used to channel the work of journalists to the public television, radio, newspapers or the Internet the basic constitutional value of freedom of the media must remain unchallenged. "This principle, which is older than most of today's media, is one that all modern European societies are committed to," reads the preamble.

The Amsterdam Recommendations also make clear that "in a modern democratic and civil society, citizens themselves should make the decision on what they want to access on the Internet. The right to disseminate and to receive information is a basic human right. All mechanisms for filtering or blocking content are not acceptable."

Exercise 44

Comment on the following statements.

1. Freedom of the press means freedom to print such of the proprietor's prejudices as the advertisers don't object to.
2. Newspapers and TV channels should be punished if they break the rules,

3. "In a modern democratic and civil society, citizens themselves should make the decision on what they want to access on the Internet."⁵
4. "The right to disseminate and to receive information is a basic human right."

Exercise 45

Write an essay **of about** 250 words on one of **the** topics below.

1. The government and politicians should control the mass media.
2. There cannot be free mass media.
3. All mechanisms for censoring content are not acceptable.

Additional reading

Exercise 46

Read the text that follows and say if the statements below are **true** or **false**.

1. The British press is controlled directly by the state.
2. In Britain anyone can launch a newspaper without special permission.
3. British newspapers can print anything they like about anyone.
4. The Press Council was founded about a hundred years ago.
5. The Press Council was set up with the only aim to judge readers' complaints and in this way to control the press.
6. The readers' complaints mostly concern untrue publications.
7. The decision on a case taken by the Press Council is obligatory for newspapers.
8. Sending an editor to prison would be an effective way of punishing his newspaper for an offence.

Press Freedom and Control in Britain

Britain is one of the few countries in the world where a newspaper can be started by anyone without a license. The press is not state controlled and there is no government censorship. This does not mean,

of course, that newspapers can write exactly what they like. There are laws in Britain that everyone, including newspapers, have to obey: laws of libel, for example, or about state secrets. On the whole, however, the press has considerable freedom.

Interest in controlling the press at all did not really start until 1949, when a Royal Commission was appointed to look into public criticism of newspapers. The Commission decided firmly against state control, but did recommend that the newspaper industry itself should set up something called the Press Council as a kind of watchdog. In fact, it was to be a watchdog with two heads, for the Council was to deal with complaints from the public about newspapers, but at the time make sure that newspapers themselves did not lose their freedom.

The Press Council meets each month to judge complaints made against newspapers by the public; complaints that a newspaper story:

- a) *was inaccurate;*
- b) *intruded on someone's privacy;*
- c) *was obtained by subterfuge;*
- d) *was unfair and gave the subject no chance to reply.*
- e) *was racist;*
- f) *was tasteless;*
- g) *had 'other ethical faults easier to recognize than to 'define'.*

When the Press council has decided on a case, it issues an adjudication summarizing the issues, giving its view, and upholding or rejecting the complaint. The newspaper which has been criticized is then expected, although there is no law which forces it to do so, to publish the Press Council's adjudication in full. They almost always do (ins

There are calls from time to time for the Press Council to use **Stronger** sanctions, to be given stronger teeth. It is difficult to know, however, what those could be. Nobody wants state control. Fines have little effect. Newspapers are big business; they might simply begin to balance the likely cost of the fine against the interest of the story and decide if the story is a good one for them, to publish it anyway and pay the fine later.

Would it be better to have a license for newspapers, one that could be taken away if the paper behaved imethically? Or should journalists be registered so that they could lose their job, like a doctor or lawyer, if they broke the rules? Most people in Britain feel that the freedoms that we have at the moment no license and no registration, are unique and important, and want to keep them.

The only remaining sanction would be to send occasional editors to prison, as an example to others. But that would be a step back. Publicity and moral obligation seem to be the only sanctions if we want a free press. But it is a mutual agreement between public and the press and if newspapers become too irresponsible, new controls may have to be imposed by law.

(from *The Power to Inform*)

Exercise 47

Explain the following.

1. Why was the Press Council to be a watchdog with two heads?
2. Why do readers complain about a story obtained by subterfuge?
3. What is to be understood by ethical faults of journalists?
4. Which story is referred to as racist?
5. What does 'adjudication' imply?
6. What benefits can a license give to a newspaper?

Exercise 48

Read this extract of a letter from a member of Parliament to the editor of The Times and do the tasks that follow.

MELLOR: THE RIGHT TO KNOW AND THE RIGHT TO STAY IN OFFK1

Sir,

As might be expected from a Press Complaints Commission which includes tabloid editors, it has now stated that the public have the right to be informed about the private behaviour of politicians if it affects the conduct of public business.

Was it therefore in the public interest for the tabloid editors to pay an 'electronics-expert' who had bugged a bedroom then sold the tapes and photographs of it? Have we now reached the stage where it is easier for those who acquire other people's damaging personal secrets to sell them to the tabloids rather than risk jail over blackmail?

The statement amounts to a simple approval of the tabloids' use of paid informers, as, for example, did the KGB in Moscow or the Stasi in East Germany. Like them, the tabloid uses such information to destroy lives without trial, defence or jury. It endorses the practice of allowing a picket line of door-stepping journalists outside a house, to

barricade relatives and children and cause them enormous distress, all in (he interests of 'a good story'.

(from *Key Words in the Media*)

a. Answer the questions:

1. What information can you get from the headline?
2. Why is 'electronic expert' in the second paragraph in inverted commas? Make the right choice:
 - a) the person doing the bugging didn't know much about electronics
 - b) the person was less interested in electronics than in earning money by selling the secret recording to newspapers,
 - c) you don't really know, but it might be a combination of a) and b).
3. What sort of state employs large numbers of informers?
4. If you endorse an activity, do you support it and approve of it or reject it?
5. Is this a picket line in the literal or figurative sense?
6. If someone barricades people into a house, do they let them leave?
7. If someone causes someone distress, what do they actually do?

b* How would you answer the questions put in the letter?

What are the author's concerns? Do you share them?

Exercise 49

Work in pairs. Exchange opinions with your partner on the following issues which concern state control Do you think state corporations should control the following services and industries?

radio and television; newspapers; railways; public transport and airlines; the telephone system; oil and petrol; hospital and medical services; banking.

GRAMMAR SUPPLEMENT

THE PARTICIPLE

(verbal form with properties of a verb and an adjective)

FORMS

	Active	Passive
Participle I (Non Perfect Present Participle) shows the activity taking place at the moment of speech or immediately preceding it. Never refers to the activity that has taken place before,	(not) doing 1. () 2. () 3. 4. 5. ,	(not) being done 1. (at the moment) 2. / ... ()
Participle I (Perfect Participle) focuses on the activity prior to that of the predicate, which takes time or effort. Never used as an attribute.	(not) having done 1. , 2.	(not) having been done 1. 2.
Participle II (Past Participle) always passive referring to the perfected action.	-	done (3 rd verb form)

adverbial modifier of	time	<i>He continued to speak (while) walking down the path</i> <i>no</i>
	reason	<i>Not knowing what to do next she picked up a newspaper.</i> <i>He</i> <i>Being very tired, he went home at once.</i>
	concession	<i>Although loving him very much, she still refused to</i> <i>marry him.</i>
	result	<i>kept talking leaving me no chance to say a word.</i>
verbal part in <i>Complex</i> <i>Subject</i> (process is emphasised)		<i>___ was heard <u>coming up</u> the stairs slowly.</i>
	verbal part in <i>Complex</i> <i>Object</i> (process is i emphasised)	<i>/ heard <u>him coming up</u> the stairs slowly.</i>

Note: Be careful translating the Russian ' ' when it is not an adverbial modifier of reason but that of *time*.

Compare:

(),

When a schoolboy (when I was a schoolboy), I often missed classes.

Being a schoolboy I had to wear a school uniform.

, ()

Being in London, I can't help attending the Shakespeare theatre.

Exercise 50

Put the verbs in the brackets in the non perfect Participle I form.

a« active

1. Georgian is a unique Caucasian language (have) an ancient literary tradition.
2. A quality paper is a serious national paper (aim) at the educated reader, (emphasise) detailed news coverage and (contain) a wide range of topical features written by experts in their field.
3. The tendency is to watch TV while (sit) on your couch.
4. Not (know) their telephone number I could not ring them up.
5. He made his living (sell) newspapers.
6. When (lie) he spoke more quickly than when (tell) the truth.

b. passive

1. A crowd of children watched the house (pull) down.
2. (write) in pencil, the letter was difficult to read.
3. (make) of wood, the house caught fire very easily.
4. The experiment (carry) out at the laboratory is very important for our future work.
5. The white stone house (build) near the park is our new Art museum.
6. Not (know) to anyone the young artist had difficulty selling his pictures.

Exercise si

Use **the** Present Participle instead of a relative clause.

a. active

Modth *The man who is sitting at the desk is our editor.*
 The man sitting at the desk is our editor.

1. Customers who complain about the service should see the manager.
2. Passengers who travel on planes shouldn't smoke.
3. The candidates who were sitting for the examination were all graduates.
4. Trains which leave from this station take an hour to get to London.
5. A job that involves too much effort is not for you.
6. There's someone who is waiting to see you.
7. There's a pension scheme for people who work for this company.
8. This job will suit students who wish to work during the holidays.
9. He spoke like a man who had his own opinion.
10. The candidate who led the race was likely to win the election.
11. The Broadcasting Bill which is currently going through Parliament, is opposed by some MPs.
12. I hate people who tell lies.

b. passive

Model: *The building that is being constructed here will be a school.*
 The building being constructed here will be a school.

1. The student who is being examined now is from another group.
2. The work which is being carried out by your group will contribute a lot to the common cause.
3. The questions which were being asked when I entered the classroom concerned the governmental structure of the USA.
4. The witness who was being questioned then unexpectedly fainted.
5. The case that is being heard in court promises to be sensational.
6. The news which was being broadcast shocked everybody.
7. The summit which is being held now in Brussels attracts public attention.

8. **Everybody** expects the bill that is being discussed to be put into effect as soon as possible

Exercise 52

Translate the sentences using **Participle 1 as an attribute**,

1. _____ , _____
2. _____ , _____
3. _____ , _____
(target)
4. _____ , _____
5. _____ , _____
6. _____ , _____
(light minded)
7. _____ , _____
8. _____ , _____
9. _____ 2 _____
10. _____

Exercise 53

Rephrase **the** sentences so as to use the **Present Participle as an adverbial modifier***

Model 1: She got **very** worried and thought (because /when she thought) we had had an accident.
 She got very worried thinking we had had an accident.

1. He went to the room and closed the door behind him
2. You didn't ask me for permission because you knew I would refuse.
3. She answered all the questions calmly and tried to look indifferent.

4. She damaged the car while she was trying to park it.
5. They broke the window when they tried to find the right street.
6. ~~When I worry~~, I turn pale.
7. ~~He saw his mistake~~ and stopped arguing.
8. While I agree you may be right I still object to your argument.
9. If we receive no reply soon, we shall consider the deal cancelled.
10. When a country presides over the Council of Europe, it gains certain advantages.

Model 2: (As) Your task is not difficult, so it won't take long.

Not being difficult, your task won't take long.

I don't know his name, so I can't introduce you to him.

Not knowing his name I can't introduce you to him.

1. ~~I was lost~~ so I had to ask someone the way.
2. ~~I didn't know~~ his phone number, so I wasn't able to phone him.
3. ~~John is a scientist~~ so he hasn't read many novels.
4. ~~As he didn't feel tired~~ he decided to keep on working.
5. Diplomats are committed to serve their country and promote its interests abroad.
6. ~~Though the work is challenging~~, it is very interesting.
7. ~~Your teacher isn't a lawyer~~, so he can't give you good advice.
8. ~~Just because I didn't hear~~ what he said I asked him to repeat it.
9. The mailman ~~didn't find~~ anyone in and left the newspaper in the door handle.
10. ~~As he was not ambitious~~ he was satisfied with what he had.

Exercise 54

Translate the sentences **using Participle I in the non perfect form** as an adverbial modifier.

1. _____ ,
2. _____ ,
3. _____ , , _____ ,
4. _____
5. _____ ,
6. _____ ,

7. _____ ,
8. _____ ,
9. _____ ,
10. _____ ,

The Perfect Participle functions in a sentence only as an adverbial modifier of:

time:	(Not) Having built the house, he started building a garage.
cause:	(Not) Having been warned about the danger, the residents were leaving their homes.

REMEMBER: The Perfect Participle is never used in the function of an attribute. It only shows reference to the past activity in an attributive clause. It is used in the following way:

e.g. _____
The students who visited England last week can tell us a lot about it.

The visitor, who has been waiting here, has just gone.

Exercise 55

Put the verbs **in** the brackets in the Perfect **Participle** I form in the function of an adverbial modifier.

. active

1. She left (tell) us all she had found out.
2. (be) at school together, they were good friends.
3. (give) a promise, I couldn't help coming.
4. (serve) in the army for two years, he returned a grown up person.
5. He didn't stay to watch the film (see) it before.
6. (finish) reading the book, I sat down to writing a review.
7. I cannot tell you much about the country not ever (be) there.

b. *passive*

1. (warn) about the coming hurricane in advance, the inhabitants were preparing for it.
2. (bomb) several times in three days The town lay in ruins.
3. Not (see) by anyone, he was sure he would get away with the theft.
4. (give) a warm welcome at the airport, the high guest was driven to his residence.
5. (appoint) to such a high post he had to give up doing business.
6. (broadcast) several times the news reached everyone.

Exercise 56

*Rewrite the sentences using Perfect Participle instead of 'have been' or 'had been' *

*Model I: I have been abroad, so I missed the elections.
Having been abroad, I missed the elections.*

*I haven 4 seen the film, so I can 7 comment on it.
Not having seen the film, I can 7 comment on it*

1. He has been promised a reward, so he hopes he will get it.
- ² They had been up all night, so they were in no mood to joke.
3. I have stayed in Britain for a number of years, so I can tell you a lot about it
4. The bill had been heard in both Houses and became a law at last.
5. The editor has read the article and has authorized its publication.
6. You cannot master a language if you have not acquired its essentials.
7. He lost the competition because he had not trained enough.
8. The work has not been completed, it must be continued.
9. If you have acquired fluency in a second language, you have better prospects of being promoted in your job.
10. Because the administration had been warned about the terrorist attack, it was able to prevent the explosion.
11. After I had passed my driving test, I was able to buy my first car.
12. As I had forgotten my keys, I had to borrow a set from my landlord.

Exercise 57

Translate the sentences using Participle I in the perfect form where possible

1. _____ ,
2. _____ , _____ ,
3. _____ , _____ (generous).
4. _____ ,
5. _____ ,
6. _____ , _____ ,
7. _____ , _____ , _____ ,
8. _____ , _____ ,
9. _____ ,
10. _____ ,
11. _____ , _____ ,
12. _____ , _____ , _____ ,

Exercise 58

Choose between **non perfect** and **perfect forms of Participle I**

1. *Looking / having looked* out of the window I saw a car *driving / having driven* up to the door.
2. *Writing / having written* the test she made some mistakes.
3. *Taking / having taken* his stick, he went to the door.
4. *Taking / having taken* the medicine, he went to bed.
5. *Taking / having taken* the boy by the hand, the policeman gave him a good beating.
6. *Taking / having taken* off his wet clothes, he put on dry ones.
7. *Doing / having done* the exercises, we went on to read the text.
8. *Doing / having done* the exercise, each student had a chance to speak out.
9. *Receiving / having received* the phone call he left the office.

10. *Arriving* *having arrived* at the station, I saw my friends *waiting*.
having waited for me.
11. *Arriving* /*having arrived* at the decision at long last, he immediately left for the Headquarters.
12. Not *receiving* /*having received* the reinforcement in time, the soldiers had to retreat.
13. *Settling* /*having settled* down in a tiny village they started living a new life.
14. Not *being* /*having been* to the country, I cannot tell you much about it.
15. *Noticing* /*Being noticed* / *having been noticed* in town the day before, she was now making a plan to escape.
16. *Examining* / *being examined* / *having been examined* by the doctor, they were allowed to join the sports club.
17. *Seeing* /*having seen* his mistake he stopped arguing.
18. *Stopping* /*being stopped* / *having stopped* / *having been stopped* at the traffic lights, he saw to his surprise it was almost eight o'clock.
19. *Visiting* /*having visited* the museum, I knew my way easily.
20. They were old friends, *being* /*having been* at school together.

Past Participle (Participle II) functions in sentences as:

I part of verbal	<i>He seemed confused</i> , .
attribute	<i>The boys looked at the broken window with frightened faces.</i>
adverbial modifier of time	<i>When asked, he answered that he didn't know anything about it,</i> ,
of reason	<i>Pleased with himself he left the office in high spirits.</i> , , , <i>Shocked by the poverty of my own vocabulary, I went to the British museum library.</i> , , ,

of condition ! If	<i>treated gently, the fabric should last for years.</i>
	<i>did not usually utter a word unless spoken to.</i>
verbal part in Complex Subject	<i>He was seen engaged in a lively conversation with a charming girl.</i>
verbal part in Complex Object with a passive meaning	<i>You'll never guess where I had this suit made.</i> <i>I will have to get the article published.</i>

Exercise 59

**Put the verbs in the brackets in the form of Participle II used
a. as an attribute. Translate the sentences.**

- The problem (involve) caused much **difficulty**.
- The (involve) problem demanded close **consideration**.
- The issue (concern) was very important.
- He gave her a (concern) look.
- Here is a letter (address) to you.
- The policy (use) by the company did not prove fruitful.
- The speech (speak) in French needed translating.
- The letter (write) in pencil was difficult to read.
- The hardships (experience) by diplomats in some countries do not put them off this career.
- The (hurt) expression on her face puzzled me.
- According to the newspaper report, there were three gunmen (involve) in the robbery.
- (Concern) mothers arranged a campaign against the abuses.
- The (broadcast) news spread quickly.
- The children were asked to gather the (cut) grass.

b. *as adverbial modifiers.*

1. If (address), be polite answering the questions.
2. Though (know) as an incommunicative type, he unexpectedly emerged as an eloquent orator.
3. When (ask) to explain his mistake, he did not know what to say.
4. If (inform) in good time, he would act accordingly.
5. Though (meet) cordially, he didn't feel comfortably.
6. Once (start) the matter will take care of itself.
7. (leave) to herself she could relax at last.
8. (defeat), he felt discouraged.
9. (publish) regularly, the newspaper seems to be profitable.
10. She stood motionless (hurt) by his remark.
11. (take) **in** by his promises, she agreed to do what she was asked to.
12. If (discover) these documents might be used as a proof of his innocence.
13. The news will shock everyone when (broadcast).
14. Though (interest) in the discussion he never showed it.

Exercise 60

Rewrite the sentences so as to use Participle II

*Model I: The news that was broadcast yesterday excited everyone.
The news broadcast yesterday excited everyone.*

1. The vegetables which are sold in this shop are grown without chemicals.
2. The newspapers which are owned by him have always been qualitative.
3. The system that has been used here is very successful.
4. He took up the newspaper that had been delivered in the morning.
5. The people who are concerned with the environmental problems are called ecologists.
5. The candidate who had increasingly been promoted by the left-wing party still failed to win in the election.
7. The powers which are conferred on the president are very wide.
8. "The promotion that had been denied him so long, came at last
9. The answer which had been expected so long disappointed us.

10. Diplomats who are committed to serve their country must also promote its interests abroad.
11. The order that has been made will be obeyed promptly.

Model 2: The painting was (had been) lost for many years. It turned up at an auction.

Lost for many years, the painting turned up at an auction.

1. The method has been used for a long time. It can be relied on.
2. His newspaper is published regularly, and is quite profitable.
3. The colloquial language was regarded as unacceptable and it was to be kept in its place.
4. The letter was written in pencil and was difficult to read.
5. The editor was puzzled by the information and hesitated whether to publish it.

*Model 3: If you are asked about it, say that you don't know anything.
If asked about it, say that you don't know anything.*

1. If the article is published, it will become a sensation.
2. If you are accepted for the job, you will be informed soon.
3. When the picture is viewed from another angle, it looks quite different.
4. Although the bill was not much criticised, it was not approved in a secret vote.
5. When he was asked about his politics, he invariably answered that he did not take sides.
6. If the new reforms were implemented, they could cost the taxpayer and the economy billions.
7. When the bill has been discussed in the House of Commons, it will be heard in the House of Lords.
8. Though he was frightened, he didn't step back.
9. When he was asked for an interview⁷, he was very kind to give it.
10. Once the article is published, it will make a sensation.

Supply **the** right missing conjunctions *when, while, if, as though unless, until, once, as* according to sense. Translate the sentences,

1. I was about to take a decision, which,.....mistaken, might lead to further complications.
2.so occupied, he vaguely gathered the impression of somebody walking slowly along the road.
3. The man stood still for a minute.....debating with himself.
4. I think we now may regard he matter.....settled.
5. A promise accounts to little kept.
- 6.....resolved to do something, he wouldn't retreat.
- 7.....proofread several times the text still contained a number of misprints.
8. It can't go to press authorised by the editor.
- 9.....waiting for you I have looked through all the newspapers and magazines.
10. He did not huriy.....pressed for time.
11. He was in a hurry.....pressed for time.
12. He wouldn't hurry.....pressed for time.
13. She screamedbadly hurt.
14. Your assistant left a message where he could be foundneeded.

Exercise 62

translate the sentences using Participle II, follow the models in exercise 60.

Mock I 1:

1. , ,
2. , .
3. ,
4. .
5. .
6. .

Model 2:

- 1.
2. ,
3. .
4. ,
- 5.
6. ,

Model 3:

1. ,
2. ,
3. ,
4. ,
5. ,
6. ,

Exercise 63

Complete the sentences using 'ed' / 'ing' endings.

*Model: The story amused us. We were amused by the story.
The story was amusing.*

1. Such stories interest the reader.
The reader is ...
Such stories are ...
2. The coincidence amazed us.
We were ...
The coincidence was ...

3. The experience upset Sylvia

Sylvia was ...

The experience was ...

4. I am sure the editorial will impress everybody.

Everybody will be

The editorial will be ...

5. This happy place would depress or distress no one.

No one would be ... or ... in this happy place.

This happy place would be ... or ...

6. The news excited everyone.

Everyone was

The news was

Exercise 64

Choose Participle I or II

1. They were *shocking* / *shocked* when they heard the news.
2. I thought the story was quite *shocking* / *shocked*.
3. We were all *worrying* / *worried* when he did not come home.
4. The news sounds *worrying* / *worried*.
5. It was not *surprising* / *surprised* that she had not heard the news.
6. I usually find football rather *boring* / *bored*,
7. I always feel *boring* / *bored* when I start talking to him.
8. I find it quite *confusing* / *confused* to talk in front of a group of people.
9. I think reading newspapers nowadays is *depressing* / *depressed*.
10. He is an *interesting* / *interested* person. He needs that interview.
11. He is an *interesting* / *interested* person. He has travelled and seen a lot.
12. I find walking in the countryside very *relaxing* / *relaxed*.
13. The conversation went on in a *relaxing* / *relaxed* atmosphere.
14. Anyone will get *troubling* / *troubled* by the course of events.
15. The course of events seems *troubling* / *troubled*.
16. In tabloids much consideration is given to sports and to *entertaining* / *entertained* features such as cartoons and contests.

Exercise 68

Translate the sentences **using** Participle I or II

1. _____ ,
2. _____ ,
3. _____ ,
4. _____ ,
5. _____
6. _____ ,
7. _____
8. _____ ,
9. _____
10. _____ ,
11. _____
12. _____

Exercise 66

Give full answers to the following questions in writing, use Participle II in the Complex Object structure (to have something done). Follow the model

*Model: Where do women have their hair done? (the hairdresser \s)
Women have their hair done at the hairdresser's.*

1. Where do men have their hair cut? (the barber's)
2. Where do women have their clothes made? (the dressmaker's)
4. Where do people have their clothes cleaned? (the dry cleaner's)
5. Where do they have their cars repaired? (a car service station)
6. Where do people go to have their watches repaired? (the jewellery)
7. Where do you have your teeth examined? (the dentist's)
8. Where can you have your trousers shortened or lengthened?
(the tailor's)

Exercise 67

a. Study the structure 'to have something done' in which the verb **'have'** may be used in **all** tenses in the active form

1. I would like my flat to be redecorated.
I would like to have my flat redecorated.
2. You must go to the dentist, he will examine your teeth.
You must have your teeth examined by the dentist.
3. Teachers regularly look through students' notebooks.
Students regularly have their notebooks looked through.
4. They are redecorating my flat. I am having my flat redecorated.
In fact I've been having it redecorated for half a year.
5. Their flat has just been redecorated.
They have just had my flat redecorated.
6. When he came all the documents had already been filed.
When he came he had had all the documents filed.

b. Paraphrase the sentences so as to use this structure.

1. I would like you to do this **work** by tomorrow.
2. Me could not type the report, because his computer was being **repaired**.
3. 'The commander has a forceful character and wants his orders to be obeyed.
4. This letter has just been photocopied for me.
5. This document is important. I advise you to ask a lawyer to write it for you.
6. **Our** staff room is being redecorated now.
7. **This** problem will be discussed at our next meeting.
8. When I came home, all my things had been packed.
9. My suit is being cleaned at the cleaner's.
10. Somebody stole my purse yesterday.

11. After the passing car had poured him over with mud, he had to take his new suit to the cleaner.
12. Where did they do your hair? Please, give me the address of your hairdresser.
13. Public figures like when they are taken pictures of
14. I would like somebody to pass my words to him.
15. If you make noise I'll ask somebody to turn you out of here.

Exercise 68

Complete the sentences with the Complex Object with Participle II structure.

Constant Maintenance

The more you own, the more there is to go wrong. You invest in a new hi fi system and in no time you have to (it repair).....
 You (a new washing machine install)..... and you have to buy expensive insurance to maintain it. You buy a car and need to (it service)..... regularly. You buy a camera and then spend a fortune (films develop and print)..... It's not only things **that** need constant attention. How often we have to (our eyes test)....., (our teeth fill)..... and our chests X ray).....
 But I had to smile last time I went to (my hair cut)..... **bold** notice in the window announced: 'All our customers **promptly** executed!' You certainly wouldn't need to (any jobs do)..... after that!

Exercise 69

Make up sentences of your own with the Complex Object with Participle II structure. Use the words below:

to take one's photo; to fax a message; to wash one's car; to dry clean one's clothes; to cut one's hair; to service one's car.

Exercise 70

Translate the sentences.

- 1.
- 2.

3. }
- 4.
- 5.
6. ?
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
13. ?
- 14.
- 15.

Exercise 71

Use Participle I or II in the Complex Object structure.

1. Can you hear the public {*applaud*} you?
2. As the train started to move I could see an old man (*wave*) to somebody, a girl (*run*) along the platform and (*shout*) something.
3. I consider myself (*tie*) by the promise.
4. You will probably find your sister quite (*grow?*) up.
5. He could clearly feel a hand (*search*) his pocket.
6. They had their window (*break*) yesterday.
7. Why don't you have your flat (*redecorate*)!
- X. **Those** on board watched the big ship (*sink*) into the water.
9. Where did you have your book (*publish*)?
10. At last she heard her name (*call*).
11. May I have the window (*open*)?
12. I would like to have my instructions (*follow*) precisely.
13. I watched my car (*fill*) with petrol.
14. We couldn't stand the children (*leave*) alone at night.
15. The post office got the parcel (*deliver*) to his place.
16. She'll be glad to get so much (*take*) off her hands.
17. I have never had this trick (*try*) on me.
18. We must have this question (*clear*) up.

Paraphrase the following sentences. Use appropriate *where possible*. Participle instead of **the** italicised attributive clauses where possible. Place the Participle before the modified noun if it is preceded by dependent words and after the modified noun if it is followed by dependent words.

A freshly typed page... / A page typed by an expert...

1. The afternoon *which he spent in the office* had been a happy one.
2. From time to time the editor shouted some directions to the staff *who were preparing the issue*.
3. They were still speaking of the game *which they had lost*.
4. It was a striking dress with a red belt *which she wore low on the hips*.
5. Nothing remained except the car *which he had bought the week before and had not paid for*.
6. Dennis *who was hurrying past them* turned at the sound of her voice.
7. The magazine *which had been freshly printed* looked attractive.
8. It was only a secretary *who was rapidly coming* down the stairs.
9. The girl *who had been driving* was sitting over her cup of coffee on the now empty terrace.
10. John, *who had just left school*, joined them at the hotel.

Translate the following word combinations into English, use the Present or Past Participle, where possible.

Put the verbs in the brackets in the right form of the Participle.

1. (*Print*) simultaneously in ten major cities in the world the paper calls itself 'the Global newspaper'.
2. (*Base*) at Swisscom's headquarters in Bern, Switzerland, the English language sendee serves a potential customer base of some 20,000 employees.
3. Government and media often engage in confrontations when reporters disclose (*classify*) information or pursue investigative reporting (*uncover*) injustices and corruption.
4. As head of this unit (*report*) to the Head of Language Services, your main responsibilities will be (*ensure*) high quality of the work (*produce*) by your internal and external employees.
5. (*Spend*) 48 hours without sleep she could not even think of going to bed, afraid to leave her daughter (*not watch*).
6. (*Sack*), he is planning to move to Brazil.
7. Strict guidelines (*govern*) what the press could report were laid **down** at the meeting.
8. When (*ask*) about his motives for owning newspapers, Lord Beaverbrook answered that they were to make propaganda.
9. The news (*broadcast*) on the radio at the moment concerns government reshuffle.
10. (*Dissatisfy*) with low educational standard, the (*concern*) mothers have launched a campaign to improve the standards of English (*teach*) in primary schools.
11. Mrs Ruscoe is the prime mover of a (*campaign*) group (*call*) Parents' English Education Rights, a group (*support*) also by many local Asian mothers.
12. (*Encourage*) by her school report, she decided to apply to Oxford University.
13. The policy (*adopt*) made them think that the war was to be successful.
14. The matter was vitally important for all the parties (*concern*).
15. (*Leave*) alone the child had difficulty falling asleep.
16. First (*publish*) in 1986, the Independent has acquired reputation of an unbiased newspaper.

17. **I have** always treasured the watch (give) to me *on* my 18th birthday.
18. The police officers stood at either end of the hallway, (give) Ray no chance to escape.
19. (Give) our tickets to the attendant, we were ushered into the hall.
20. Not (give) the mandatory month's notice by the landlord, the tenant was able to stay on in the house.

Exercise 75

Replace Participles I and II by a clause or a verb.

1. He stopped realizing that he was talking to himself.
2. Arriving at the hotel the delegation was invited to the reception.
3. So saying he left, as though offended.
4. She always became impatient when asked to define a word of whose definition she was not sure.
5. He paused as if struck with a new idea.
6. That method of support was quite different from those being employed at the time there.
7. When asked what he thought about the innovation, the engineer said he approved of it.
8. Having been examined by the customs, the goods were let through.
9. When put into water the flowers opened their petals.
10. The problem being discussed is very important.
11. She has not had her pictures taken since her marriage.
12. I want to have this article printed on the front page.

Exercise 76

*Connect the **two** sentences by participles or make complex sentences simple through the use of the Participle,*

1. Some questions that have been touched upon in the report are worth considering.
2. Tabloids cany brief and direct news reports that emphasise facts.
- 3- The 1980s were the decade of money. This period was typified by the lifestyle terminology of those who made and enjoyed *it*

4. The Russian Revolution divided the world into two ideological camps. It even influenced nations in distant parts of Asia, Africa and Latin America.
5. The area of activity that was characterised by high vocabulary growth tells us about the direction the human race is going in.
6. Hundreds of protesters who were shouting anti-war slogans gathered outside the embassy yesterday.
7. Since she felt tired and had nothing else to do till he came, she sat into the armchair at the window and looked at the mountains which were lit by the sun.
8. *The Financial Times* is an international business paper which is mainly concerned with economics.
9. The conferences that are held at the University every year are devoted to ecological problems.
10. The issue which is being discussed by the Duma these days concerns all of us.
11. We turned left and went along the road which led to the station.
12. The holiday which is now being celebrated in our country is a very old tradition.
13. It was unbelievable that the chairman would ignore the question which was being so heatedly discussed at the time.
14. As there was no quorum the meeting was dismissed.
15. As the soldiers had not received the reinforcement in time they had to retreat.

Exercise 77

Choose the right variant

1. She stayed _____ in her room, _____ to come downstairs.
A) having locked... refused
B) locked... refusing
C) locking... having refused
2. She had a good practical knowledge of French _____ as an interpreter for many years in France.
A) working
B) having worked
C) worked

3. When we , _____ from our day's outing, came into the kitchen, we found dinner_____.
- A) returning... serving
 - B) having returned... served
 - C) returning... having served
4. _____ by his elbow⁷, Mary listened to their talk.
- A) supported
 - B) supporting
 - C) having supported
5. _____ their meal they went for a stroll in the park.
- A) finishing
 - B) finished
 - C) having finished
6. Fruits _____ in hothouses are not so rich in colour, taste and vitamins as fruits _____ in natural conditions.
- A) having grown... grown
 - B) grown... growing
 - C) growing... having grown
7. _____ in the reception room he thought over what he would say when _____ into the office.
- A) waiting... asked
 - B) waited... asking
 - C) having waited... having been asked
8. She used to say sharp and _____ words to him
- A) having wounded
 - B) wounded
 - C) wounding
9. I admired the grounds and trees _____ the house.
- A) surrounding
 - B) having surrounded
 - C) surrounded
10. She looked at the scene _____ to the innermost of her heart.
- A) shaking
 - B) shaken
 - C) having shaken

Exercise 78

Translate **the** sentences into English using the Participle where possible.

1. ,
2. ,
3. ,
4. ,
5. ,
6. ,
7. ,
8. ,
9. ,
10. ,
11. ,
12. ,
13. , ,
14. ,
15. , ,
16. , ,
17. ,
18. ,
19. , , ,
20. ,

Exercise 79

Put the verbs in the brackets in the correct form of the Infinitive, Gerund or Participle.

1. Often the very wording of the questions (ask) shows that the reporters who ask them want (hear) sensational answers.
2. (Arrive) two days before the conference he seemed (have) a lot of time to see Edinburgh.

3. **The** Commission meets each month (judge) complaints (make) against newspapers by the public and issues a decision (support) or (reject) the complaint.
4. There are laws in Britain that everyone, (include) newspapers, is expected (obey): laws (cover) contempt of court, official secrets, defamation.
5. In 1949 a Royal Press Complaints Commission was set up (ensure) that all (publish) editions follow a Code of Practice (work) out by newspaper and magazine editors and (adopt) by the industry.
6. (use) to (live) alone he had difficulty (communicate) with his roommate.
7. Why not (subscribe) to a newspaper?
I'd rather not (subscribe) to any newspaper. I consider (buy) a sky net antenna, then I'll be able (watch) world news in English.
8. The editor admitted (censor) the leading article this time though he denied (do) it regularly.
9. One can't (make) (lie) if it is against one's principles.
10. I tried (explain) why I had been delayed but he dismissed my excuse as pathetic. Though (confuse) I kept (deny) (be) late on purpose.

D. Absolute Participle Construction

The Absolute Participle Construction (APC) consists of a noun or a pronoun and any of the five forms of the Participle. In Pattern 1 the construction comes **before** the main clause and the dependence is that of a logical adverbial modifier of time, cause, condition or concession.

Pattern 1	doing smth	
	being done	
(with) sb	having done	sth, sb did sth
	having been done	
	done	

e.g. The night being very dark, we could not tell where we were.

(With) the decision having been taken, nothing can make me give it

The letter (having been) written, he went out to post it.

()

(With) parliament approving the measures, it does not mean they will be implemented soon.

Exercise 80

Translate **the sentences containing the APC preceding the main clause.**

1. The last letter being signed, she put them on the 'outgoing' tray.
2. With ceasefire having been agreed upon at last, the parties involved began to negotiate for peace.
3. The decision taken, nothing could make her change it.
4. With the agreement having been reached, the participants left the conference hall.
5. With new technologies developing very quickly, the Internet becomes a very important means of communication.
6. Sixteen being a difficult age in general, the boy proved more of a problem than we had expected.
7. The children having gone to bed, the house seemed unusually peaceful.
8. With the press gagged, there cannot be democracy in a state.
9. With more British colonies gaining independence, Britain lost its influence in the world.
10. The terms of the agreement not having been accepted, there will be another round of talks.
11. It being now pretty late, we picked up our things and left.
12. Our efforts to start the car having failed, we gave up the effort.

Exercise 1

Rewrite the sentences using 'it being' or 'there being', Translate the sentences.

*Model: There were no questions, so the meeting ended quickly.
There being no questions, the meeting ended quickly.*

*It is rainy, so there's no need in watering the garden.
It being rainy, there's no need in watering the garden.*

1. It was a holiday, so there were thousands of cars on the roads.
2. There was no one in, so I left a message.
3. There was so much noise, I couldn't hear **what was** going on.
4. It **was** Sunday, so it was hard to find a place to park.
5. There were a lot of reporters at the conference, so **it** was impossible to take a close up.
6. It is expensive to launch a newspaper that is why only a rich person or a group of them can do it.

Pattern 2

Sb does sth, (with) sb / sth ^{doing} being ^{done} done

e.g. *The peaceful demonstration was broken up by the police,
(with) two people being wounded.*
(,)

In Pattern 2 the *Absolute Participle Construction* follows the main clause and serves as an additional idea to the meaning of an adverbial modifier of manner or attending circumstance.

Exercise 82

Translate the sentences containing the APC following the main clause.

1. He was sitting in an armchair, a newspaper lying on his knees.

2. The English language seems to have become international, its expansion being irreversible.
3. How can you expect me to do any work with the children making so much noise?
4. The bill was not passed, the House of Lords having delayed it.
5. The sensational article was published, with the editorial expressing detachment of the newspaper.
6. The two parties broke into a hearty argument, each trying to put the blame on the other.
7. The election was to be held in early May, with only two contenders taking part in it.
8. First embassies were established by France, with royal secretaries managing them.
9. The bill was approved, there being no objections to it.
10. The media were censored, other freedoms being also restricted.

Exercise 83

Put the verbs in brackets in the correct form of the Infinitive, Gerund or Participle.

a. Snap!

Postmen have stopped (1 deliver) letters to the new houses in our area. They object to the letterboxes on the front doors. They hate (2 push) letters through them, because the letterboxes snap shut. If you try (3 push) a letter through, you can't get your fingers out! You try (4 push) a letter into one of these boxes and see what happens. You quickly regret (5 try). They have been designed (6 stop) burglars (open) your front door from the outside, but postmen fear (7 use) them as well. The painful condition known as Letterbox Finger is just as bad as Housemaid's Knee or Tennis Elbow!

b.

Mass communication has revolutionized the modern world. In the United States, it has given rise to what social observers sometimes call a media state, a society in which access to power is through the media.

The term media, (1 understand) broadly, includes any channel of information through which information can pass. Since a democracy largely depends on public opinion, all those (2 involve) in (3 communicate) information inevitably have an important role (4 play). The print and (5 broadcast) media not only convey information to the public, but also influence public opinion. The latter, capable of mass (6 produce) messages instantaneously, have been largely responsible for (7 homogenize) cultural and regional diversities across the country. Beyond this cultural significance, the power of the media is important to politicians, who use the media (8 influence) voters; and to businessmen and women, who use it (9 encourage) consumption of their products.

c.

On 4th March 1887, William Randolph Hearst stalked into the offices of his father's (1 decline) *San Francisco Examiner* and announced to the staff that he intended '2 startle), (3 amaze) and (4 stupefy) the world'. He then proceeded (5 do) just that. Over the *next* half century his newspapers were in every sense (6 amaze). They made and destroyed reputations, often impressively (7 disregard) the truth. They exposed corruption, while at the same time (8 buy) politicians. They created stars; they even declared a war. Within a few years of (9 become) proprietor, Hearst turned his papers into means through which he could successfully run for Congress and even put himself forward for the presidency *in* the United States, though he never actually occupied the White House nor achieved the mass popularity so much (10 seek) by him.

d. *The History of the Press in Britain*

Originally newspapers or newsletters were simply records of events and opinions. The earliest (1 know) (2 print) newspaper in Britain was published in 1513 and was a piece of official paper (3 report) on the battle between the English and the Scots. Between 1590 and 1610 a number of weekly, monthly and six monthly periodicals began (4 print) in Europe. In the 19th century the form of the newspaper changed. Because of changes in technology and the law, papers grew from news

sheets for a small number of (5 educate) people) into a medium of information and entertainment for the whole population.

The Government sometimes paid money to newspaper owners (6 buy) their support. The power of the press was feared and censors stopped any article they saw as (7 be) against the state. The Stamp Tax a duty on all papers made it very expensive (8 run) a newspaper. Some proprietors rebelled against this tax and ran illegal independent newspapers.

The press took a major step forward in 1814 when *The Times* was the first paper in the world (9 use) a new kind of (10 print) machine which allowed (11 produce) around a thousand copies an hour rather than the previous twenty. The development of the railway system in the mid nineteenth century made national distribution possible, and the Stronger and wealthier papers, such as *The Times* and *The Daily Telegraph* became the first true national daily papers, or dailies, in Britain.

e. *The Independent*

The question most often (1 ask) in the days (2 precede) the launch of the *Independent* has been: what makes **it** different; why should people (3 change) from their (4 exist) papers (5 read) it. We have on purpose avoided (6 distinguish) for **its** own sake, **for** example by (7 resist) the temptation of (8 be) the first 'quality tabloid'. Our **intention** is (9 be) within the best traditions of British quality newspapers.

First and most obvious, news stories in the *Independent* are somewhat longer than the norm. Most of us get our news 'headlines' from television and radio. We will try (10 go) further and (11 use) our expert team of specialist writers (12 analyze) and (13 explain). We will display a strong bias in favour of the consumer, (14 handle) education from the point of view of parents, health from the point of view of patients.

The readers of the *Independent* will be people who are more than averagely (15 interest) in the arts. We are devoting considerable space, (16 include) two pages every day of entertainment listings, to an adventurous arts coverage. Our sports pages, while (17 remain) loyal to the traditional sports will reflect that fact that tastes change. During the past months we have daily been producing fully (18 print)

"dummy" newspapers, (19 bring) all the ingredients together, (20 get) used to the technology and (21 learn) (22 work) as a team.

A. Smith - Editor,

f.

In 1947 a Royal Commission examined the conduct and control of the British Press. It asked Lord Beaverbrook, a Canadian, (1 own) the mass circulation *Daily Express* and *Sunday Express*, what his motives were for (2 own) newspapers. Almost (3 surprise) at the question's naivety, he answered that they were (4 make) propaganda. There could be no other motive for (5 buy) or (6 launch) newspapers, he said. Liberal commentators held up their hands in horror that society allowed a rich man (7 use) his wealth and his newspapers (8 influence) the political opinions of their readers.

Fifteen years later a second Royal commission on the Press heard evidence from a second Canadian Press baron, Mr Roy Thomson soon (9 be), who owned the *Scotsman*, the *Sunday Times*, and a chain of other daily, Sunday and weekly newspapers throughout Britain, and would eventually own the *Times*. Did he buy them (10 influence) public opinion, the commission asked. No, of course not was his answer: he owned them (11 make) profits. Each editor was free (12 take) whatever editorial line suited his paper and its readers.

g. *How TV Influences People*

There is a lot of evidence that television influences behaviour in a manner of life-styles, images, popularity of fashion. Whether it is a deep influence on behaviour is questionable, because it could (1 see) as both a force for good and a force for evil. I think that television is a reflection of the society *in* which you live, as long as that television is free (2 be) that reflection.

In this country television has on the whole been run by people of a certain amount of education, and a certain social background for many years. That television has been what a certain group of people think other people ought (3 have). It certainly hasn't been a straightforward television (4 be) what people would (5 like) (6 have). Television (7 be) what people would (8 like) (9 have) is a lowest common

denominator, because in **that** case you would **have** a much larger percentage of low-(10 challenge) programmes.

I spend a lot of my time (11 see) with my own eyes the sort of subject which is very difficult (12 put) on television, which is death and cruelty*, unkindness and violence.

And I have (13 make) regular judgements about what I feel can (14 show) on television, and by no means, have ever believed **that** everything can (15 show). I hear no evidence of real harm (16 do) to people by mere (17 show⁷) violent acts on television. But of course, there are certain people **who** are uniquely susceptible, who are influenced by anything and who are not able (18 distinguish) between fictional and real violence shown on TV. And I think it's up to the television companies (19 bear) some responsibility for (20 say): "This is fictional; this is a fantasy" and (21 say) "This is reality⁷". But to my mind most viewers do distinguish.

I find extreme violence very offensive. I don't like it in real life. I am physically sickened when I see people (22 fight). I also find horror where the human body is chopped up, squashed, generally exploded and extruded (23 appall). But I wouldn't stop other people (24 watch) it.

h. *English by TV*

Can one (11 learn) a foreign language by TV? Many intelligent people have merely turned the question into a statement - of course one can't. The truth is that there are many different ways of (2 learn) a language (3 provide) one wants (4 do) so. Some are slower, others are quicker and pleasanter. In that final count it seems that if you have a certain aptitude and desire (5 learn), you can acquire a language even by the poorest method (6 offer). It is all a question of efficacy and speed. But one thing appears certain: if you want (7 learn) the (8 speak) language you must hear it (9 speak). Conversations (10 reproduce) in textbooks are necessarily dead matter. A classroom situation is at least half dead matter since the only good speaker of English is the teacher. (11 be) in the **country** where the language is spoken is of course excellent but some preparatory (12 train) is indispensable if you are (13 profit) fully by it.

(\ TV programme with an (14 accompany) text seems (15 offer) nearly ideal conditions for (16 observe) the language at work, but what about the learner's participation? Won't the learner (17 remain) a mere passive listener? Certainly he may, but the programme itself provides that he does not. His participation is ensured through questions (18 address) to him. Viewers are not only invited (19 answer) questions but also (20 repeat) words and phrases just as they might be in a classroom. A TV learner, of course, lacks a guide (21 point) out to him his individual mistakes, but if he is intelligent enough, he will develop a sharp ability of self observation. All these we believe (22 be) powerful encouragement to active involvement in the course, (23 provide) again the viewer aspires (24 participate). If not, he will at least (25 expose) to the language for so many minutes a week, which will inevitably be of some help. How much he will learn from such a course depends after all predominantly on himself. But isn't that true of any method of (26 teach)?

Exercise 84

Put the verbs in the brackets in the correct form of the Infinitive, Gerund or Participle.

Until the end of the 19th century Britain managed (1 maintain) her traditional policy of 'splendid isolation'⁵. This meant (2 rely) on the navy (3 defend) communications with the colonies, (4 protect) food supplies and (5 deter) any Continental enemy from attempting (6 invade) the British Isles. On rare occasions when a superior land power threatened (7 dominate) the European mainland, Britain reverted to the tactic of building an alliance with the weaker states. But on the whole she preferred (8 keep up) diplomatic isolation. This really meant that (8 maintain) relations with the other powers, she avoided (9 give) binding commitments (10 join) in a war. In short, Britain had friends but lacked allies. This was not wholly true. For example, Britain had committed itself (11 secure) territorial integrity of Belgium. But such promises were, as Salisbury commented, only (12 accomplish) if it suited Britain's current interests (13 do) so.

Throughout the 1890s Britain clashed over colonial issues. The Indian Empire was regarded as vulnerable (14 attack) from across the

north west frontier. But with her (15 limit) forces Britain simply could not ensure (16 meet) all possible challenges by herself.

The implication (17 draw) from Britain's military weakness was that she must seek diplomatic support. (18 expand) in the Far East, Russia put Britain's trade at risk. It was in this context that Joseph Chamberlain and others proposed (19 establish) an alliance with Germany. The combined strength of the two countries might be sufficient (20 make) Russia (21 give up) any further gains. However this would (22 increase) Germany's fears of a two front war with both Russia and France. This was worth (23 risk) only if Britain was willing and able (24 sustain) Germany. On balance Salisbury judged that it would be a mistake (25 support) Germany; for as the strongest Continental power she might simply (26 encourage) (27 make) another attack on France in the future. As a result, Britain reached the **turn** of the century still in isolation, but (28 feel) vulnerable.