

Л.К. Яницкая

АНГЛИЙСКИЙ ЯЗЫК В ДИПЛОМАТИИ И ПОЛИТИКЕ

В двух частях

Часть 2



МГИМО
УНИВЕРСИТЕТ

Яницкая Л.К.

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Данное пособие является продолжением первой части курса "Английский язык в дипломатии и политике". Пособие предназначено в качестве базового для студентов третьего курса, или шестого семестра обучения, начавших изучать английский язык на первом курсе или имевших перерыв в изучении языка до поступления в институт.

Вторая часть содержит три раздела, которые посвящены фундаментальным вопросам политики и дипломатии: "Государственное устройство и политика"; "Война и дипломатия"; "Терроризм как важная проблема современности". Каждый раздел делится на две ступени и имеет грамматическое приложение для закрепления пройденных и изучения новых грамматических явлений: модальные глаголы, условное и сослагательное наклонения.

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ПРЕДИСЛОВИЕ

Данное пособие представляет собой вторую часть учебника «Английский язык в дипломатии и политике» и рассчитано на 64 часа аудиторных занятий (или 4 часа в неделю). Курс предназначен для студентов, продолжающих изучение английского языка на базе знаний, приобретенных в течение первых двух лет в институте или имевших перерыв в изучении языка, а также для слушателей, получающих второе высшее образование на факультетах международных отношений, политологии и права.

Цель пособия — углубление и расширение языковых, а также экстралингвистических знаний студентов, расширение диапазона понимания английского текста, обогащение активного словарного запаса, совершенствование устной и письменной речи в пределах грамматических и лексических тем, предусмотренных программой для третьего курса факультета международных отношений МГИМО.

Вторая часть включает три раздела: “Government and Public Policy”, “War and Diplomacy” и “Terrorism: a Vital Issue of the Day”. Темы разделов отвечают требованиям профессиональной ориентации студентов факультетов международных отношений и мировой политики. Каждый раздел-урок (Unit) делится на две ступени: первая — содержит тематический словарь с иллюстрацией его использования, упражнения на его активизацию, тематический текст ознакомительного характера для аналитического чтения, на базе которого построены упражнения для дальнейшего развития навыков устной и письменной речи. Вторая ступень, более профессионально-ориентированная, также содержит комплекс упражнений на активизацию и закрепление лексического материала, упражнения на словообразование и на дальнейшее развитие разных видов письменной речи. Кроме того, уроки содержат аутентичные тематические тексты для развития навыков различных видов чтения и дополнительные тексты повышенной сложности с заданиями для более подготовленных студентов.

Весь текстовый материал взят из оригинальных источников. Некоторые тексты незначительно адаптированы и сокращены и,

таким образом, полностью приведены в соответствие с учебно-методическими задачами данного этапа обучения.

Поурочный тематический словарь тщательно отобран с тем, чтобы студент мог самостоятельно проанализировать текст, выполнить упражнения и подготовиться к беседе с минимальной затратой времени.

Каждый текст снабжен упражнениями коммуникативной направленности: ответы на вопросы в парной работе, включая упражнения на самостоятельное построение вопросов; вопросы для общего обсуждения; комментирование цитат из текстов и высказываний с доводами 'за' и 'против'.

Для дальнейшего развития навыков письменной речи и закрепления лексики уроки содержат упражнения на написание короткого высказывания на заданную тему (комментирования цитаты — comment), реферирование статьи (summary) и написание сочинения (essay). Предлагаются также темы для подготовленных и неподготовленных выступлений, материал для учебной дискуссии.

Каждый урок имеет грамматическое приложение. Темы грамматического материала отобраны в соответствии с программой по английскому языку для студентов III курса. Во второй части — это модальные глаголы, условное и сослагательное наклонения.

В заключение автор выражает благодарность рецензентам пособия к.ф.н. доценту Новикову Д.Н., к.ф.н. Бобринской И.Д. и ст. пр. Цветковой Н.И. за ценные замечания и советы при составлении пособия, а также всем, кто вносил свои пожелания и критические замечания при работе с данным пособием.

В соответствии с Законом Российской Федерации от 9 июля 1993 года № 5351-1 автор данного пособия использовал в своей работе с обязательным указанием имени автора, произведение которого используется, и источника заимствования правомерно обнародованные произведения и отрывки из них в качестве иллюстраций (в широком смысле) в объеме, оправданном поставленной целью или методикой.

Автор

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UNIT IV

GOVERNMENT AND PUBLIC POLICY

Step 1. Governmental Structures

The topical vocabulary to be remembered:

1. **to govern/to rule** *v* управлять, руководить
government *n.* управление, руководство, правительство
to conduct/to exercise (government) *v* осуществлять
(руковод-ство, управление)
governor/ruler *n* губернатор/правитель
governmental *adj* правительственный, управленческий
2. **power/authority** *n* 1) мощь, сила; 2) власть
power *n* 1) держава; 2) энергия
to gain/to obtain/to hold (power) *v* захватить/получить/удер-
живать (власть)
to exercise (power, control) *v* осуществлять (власть,
контроль)
powers/authorities *pl* полномочия
to confer powers (on) *v* наделять полномочиями
powerful *adj* мощный, властный
powerless *adj* бессильный, беспомощный
3. **to legislate** *v* заниматься законотворчеством, издавать законы
legislature *n* законодательная власть
legislation *n* законодательный процесс, законодательство
legislative *adj* законодательный
legislator *n* законодатель
4. **to execute** *v* 1) исполнять; 2) казнить
executive *n, adj* 1) исполнительная власть (орган); 2) испол-
нитель; 3) исполнительный
execution *n* 1) исполнение; 2) казнь
executioner *n* палач
5. **to judge** *v* 1) судить, выносить решение; 2) оценивать
judge *n* судья

judiciary *n* судебная власть

judicial *adj* судебный

judgement *n* 1) судебное решение; 2) мнение, взгляд, оценка

6. **to subject (to)** *v* 1) подвергать; 2) подчинять
to subject (for judgement) *v* 3) представлять (на суд)
to be subjected (to) *v* подвергаться, подчиняться
subject *n* 1) тема, предмет; 2) подданный, субъект; 3) подлежащее
subject (to) *adj* подлежащий, подвластный
subjective(ly) *adj, adv* субъективный(но)
subjection *n* подчинение
7. **to accord** *v* 1) согласовывать, 2) соответствовать, 3) придавать, 4) оказывать
to accord significance — придавать важность
to accord welcome, etc. — оказывать гостеприимство и т.д.
accord/harmony *n* согласие, соответствие
accordance *n* соответствие
ant. **discord** *n* разногласие, несоответствие
of one's own accord — по собственной инициативе
according (to) *phr prep.* согласно, соответственно
accordingly *adv* соответственно, таким образом
8. **to succeed (sb)/to inherit (sth)** *v* 1) сменять, 2) наследовать;
to succeed in (sth/doing sth) *v* 3) отличиться, преуспеть
syn. **to distinguish oneself**
succession *n* 1) (право)преемственность, наследование;
2) последовательность
successor/follower/heir (to, of) *n* преемник, наследник
successor state — государство-правопреемник
successive *adj* последующий, последовательный
success *n* успех
successful *adj* успешный
9. **to accede (to)** *v* 1) вступать; присоединяться; 2) соглашаться
syn. **to join**
accession *n* вступление, присоединение
accessory *adj* добавочный, вспомогательный
Do not confuse with:
to access (sth) *v* иметь доступ к

access *n* доступ

accessible *adj* доступный

10. **to adopt (a law)** *v* 1) принять (закон)

to adopt (an attitude) *v* 2) занять (позицию)

to adopt (a child) *v* 3) усыновлять

adoption *n* принятие, усыновление

Do not confuse with:

to adapt *v* приспособливать(ся), переделывать, регулировать, настраивать

syn. **to adjust**

adaptation/adjustment *n* приспособление, изменение, урегулирование, настройка

11. **to constitute/to compose** *v* 1) составлять; 2) основывать, учреждать

syn. **to establish**

constituted authorities — законные власти

constitution *n* 1) конституция, основной закон; 2) устройство, состав; 3) телосложение, склад (ума)

syn. **structure, organization**

constitutional(ly) *adj, adv* конституционный(но)

constituent *n* 1) составляющая часть; 2) избиратель

constituency *n* избиратель, избирательный округ

12. **to diminish** *v* уменьшаться, снижаться

syn. **to reduce, to decrease**

diminution *n* уменьшение, снижение

syn. **reduction, decrease**

Exercise 1

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

govern, government(al), governor

1. Britain **is governed** by Her Majesty's **Government**.

2. Monarchy is the most common form of **government**.

3. Prime minister and his Cabinet constitute the British **government**.

4. The study of **governmental** structures must proceed hand in hand with the investigation of real political processes.

5. The Queen is the supreme **governor** of the Church of England.

power, powers, powerful/powerless

1. As a result of a long process of evolution the monarchy's absolute **power** has been progressively reduced.
2. For years a trend has been to **confer powers** directly **on** ministers.
3. Dictators use force **to gain** despotic political **power**.
4. The Speaker possesses wide **powers** in the House of Commons.
5. This is a group of most **powerful** countries in the world.
6. The USA and Russia are the greatest nuclear **powers**.
7. The supreme **power** in Britain **is exercised** by the Queen.
8. Nuclear **power** is to be used for peaceful purposes.
9. To provide energy to consumers **power plants** have to be built.
10. The UN was **powerless** to prevent the invasion.

legislate, legislature, legislation, legislative

1. **Legislation** requires agreement of all three elements of power.
2. Parliament is to **legislate**.
3. During debates Government's **legislative** proposals are criticized.
4. In law the Queen is head of executive and an integral part of **legislature**.
5. The **legislative** record of the administration was inadequate.

execute, execution, executive

1. Ministers **execute** laws and are responsible to parliament.
2. England was the first country **to have executed** her king.
3. **Execution** of laws is exercised by **executive** bodies.
4. The **executive** powers of the Crown are conferred on the Cabinet.
5. The industry lacks highly professional **executives**.

judge, judgement, judiciary, judicial

1. One can't **judge** by appearances.
2. In Britain **judges** are normally appointed from practicing lawyers.
3. The Lord Chancellor heads the **judiciary** in England and Wales.

4. All the House of Lords legal **judgements** are published on the Internet [www. parliament.uk/](http://www.parliament.uk/)
5. The Lord Chancellor recommends all **judicial** appointments to the Crown, except the highest.
6. The loss of power arose from political **misjudgement**.

subject, be subjected to, subjection, subjective(ly)

1. The governing elites **are** often not **subjected to** effective restraints on the exercise of their power.
2. State organs **subject** each other to reciprocal controls.
3. The committee **subjected** its decision **for** the parliament's consideration.
4. Every **subject** starts off as a proposal or 'motion' by an MP.
5. All British **subjects** over the age of 18 may vote provided they **are not subject to** any disqualification.
6. In any legal system a complete **subjection** of lower courts to higher courts is implied.
7. The decision taken **subjectively is subject to** reconsideration.

accord, accordance, according(ly)

1. A hearty welcome **was accorded to** the delegation.
2. It was important **to find accord** among the members of the team.
3. All the UN resolutions are **to be in accord** with the UN Charter.
4. **According to** some sources the election results were rigged.
5. There were some remarks to the report, and the final document was changed **accordingly**.
6. Members of British Parliament act **in accordance with** precedent.
7. It is important not to be **in discord with** yourself.

succeed, (un)success(ful), successive, succession, successor

1. In Britain traditionally it is the elder son of the monarch who **succeeds** to the throne.
2. In **succeeding** years the queen gained more and more powers.
3. Nowadays we are ready to forget that Western Europe made two **unsuccessful** attempts to expand before she eventually **succeeded**.

4. Governments can be changed by elections, through dynastic **succession**, as a result of coup d'état and so on.
5. Mrs Thatcher said: "No other nation has so **successfully** combined people of different races and nations within a single culture."
6. Two **successive** attempts to overcome the barrier failed.
7. Middle-class voters who had supported Grey in 1832 lost confidence in Melbourne, his **successor**.

accede, accession, accessory, access, accessible

1. Many thought all the countries of the world would eventually **accede to** the examples of the United States or Great Britain and establish similar arrangements.
2. **Accession** of a number of Eastern European countries to European Union may weaken the latter.
3. After her **accession** to the throne Elizabeth I accepted Philip's alliance hand.
4. One must **accede to** the judgement made by the commission.
5. Besides the powers conferred on the president he also acquires some **accessory** ones, not unimportant, which go with the post.
6. Terrorists can easily **access** all means of communication, cyber space, becoming **accessible** as well.

constitute, constitution, constitutional, constituent, constituency

1. Such policy has been considered the prerogative of properly **constituted** governments.
2. Prime minister and his Cabinet **constitute** the British government.
3. On February 7, the seven states adopted a provisional **constitution** for the Confederate States of America.
4. The majority of delegates agreed on a series of **constitutional** amendments to limit Republican influence.
5. The first 10 amendments to the American **constitution** **constitute** the Bill of Rights.
6. The **constituent** parts of the power mechanism are as follows.
7. This agency subsidizes two very influential **constituencies**.
8. **Constitutionally** secular, but mostly Hindu, India has the world's second largest population of Moslems.

Exercise 2

Fill in the spaces with an appropriate word.

govern, (un)governable, government, governor, governmental

1. The organs of _____ overlap but can be clearly distinguished.
2. In the definition of a _____ structure the main question is “who _____?”
3. In the federal structure of the US each state _____ by a _____.
4. Both in Britain and the USA the winning party becomes a _____ party.
5. New _____ agencies brought generous credit facilities to industry and agriculture.
6. In this respect the society was becoming _____.
7. The only law which could _____ the relations of sovereign states with each other was the law of the jungle.
8. The Spanish colonies _____ from Spain by the Council of the Indies. The _____ appointed by the council were landowners.

power, powers, powerful/powerless

1. The Green parties protest against new nuclear _____ plants.
2. Britain used to be the most _____ nation in the 19th century.
3. In a monarchy a monarch exercises the supreme _____ of government.
4. Only about a dozen nations have systems where only two parties compete for _____.
5. Legislative _____ in Britain are vested in Parliament.
6. The House of Lords is _____ to decline a bill, it can only delay it for some time.
7. North Korea seeks to become one of the _____ possessing nuclear weapons.
8. The European _____ had completed their overseas expansion, and now were threatened by the rising _____ of Germany.

subject, be subjected, be subject, subjection, subjective

1. The parliament _____ the new taxation bill to revision.
2. The new programme is certain _____ to sharp criticism.
3. The schedule is not final, it _____ to change.

4. Those critical remarks couldn't be taken into consideration, they were too _____.
5. The _____ of lower instances to the higher bodies is to be taken for granted.
6. The main _____ for discussion at the opening session is to be the pension reform.
7. In the conflict over Poland Moscow demanded a government _____ to Soviet influence.
8. As the American colonists were English _____ as well, the Bill applied to them too.
9. Parliament may legislate as it pleases, _____ to Britain's obligations as a member of the European Union.

accord, according, accordance, according(ly)

1. The Security Council took decision in _____ with the Charter.
2. _____ to the protocol a due respect is _____ to the head of the country.
3. Your mind and soul should be in _____ with your body.
4. The head of the delegation was replaced by a junior minister and the protocol of the welcome procedure was changed _____.
5. _____ to the American view Truman lectured Molotov about the need to carry out the Yalta _____.
6. There is to be an _____ among all elements of power for legislation.

legislate, legislation, legislature, legislator, legislative

1. For all of the _____ activity in the US, some blacks became impatient with the pace of progress.
2. In 1968 the Congress passed _____ banning discrimination in housing.
3. In the 1930s the White House had initiated _____ and worked closely with Congress to ease the trauma of the Great Depression.
4. Truman faced fierce opposition from conservative _____.
5. The Crown dependencies have local _____ which make laws on island affairs.
6. Eisenhower's inclination to play a modest role in public often led to _____ stalemate.

Trial period for ScanTo Pro has expired!

judge, judgement, judiciary, judicial, jury

1. Truman's _____ how to respond to the Soviet Union had an important impact on the early Cold War.
2. The presidential election of 1900 enabled the American people to pass _____ of the administration.
3. The House of Lords consists also of life peers created to assist the House in its _____ duties.
4. Payments were withdrawn from anyone who _____ not to be genuinely seeking work.
5. The _____ determines common law and interprets statutes.
6. The _____ that the defendant was not guilty.
7. _____ are normally appointed from practicing lawyers and are not subject to ministerial direction.
8. The _____ is to hear all cases arising under the Constitution.

execute, execution, executive, executioner

1. The warrior and the _____ do similar jobs.
2. The public _____ has always had to lurk in the shadows.
3. America, like all countries, which use death penalty, has _____ innocents.
4. Washington pledged _____ the duties of the presidency faithfully.
5. The _____ bodies are responsible for the _____ of laws.
6. The transport union _____ yesterday announced a stepping up of the campaign to defend fair fares.

succeed, (un)success(ful), successive, succession, successor

1. More _____ dynasties which continued to rule as well as to reign have paid with the loss of their thrones.
2. The _____ to Edward the Confessor was the Saxon Harold.
3. Anyone _____ to a peerage may, within 12 months of _____, disclaim (refuse from) that peerage for his or her life.
4. The Americans _____ in avoiding ethnic troubles with the diversity of settlers.
5. The monarchy is hereditary, and provisions of the Act of Settlement of 1701 secured the Protestant _____. This _____ cannot now be altered.

6. Parliament acts in such a way as not to bind its _____ in the form of their legislation.
7. Mass entertainment tends to be similar in all the cultural media: westerns, detective stories, _____ stories, situation comedies.
8. For three years in _____ the production figures had been steadily on the climb.

accede, accession, access, (in) accessible

1. One must _____ to Bernard Shaw's words that "you may occupy towns and win battles, you cannot conquer a nation."
2. The number of cases in the Court can only increase when new member states _____ the EU.
3. The restrictions proposed could result in foreign companies being denied _____ to the US market.
4. The restriction will be reviewed in the light of successive _____.
5. In developed countries most citizens have _____ to the Internet while in depressed areas the Internet seems _____.

constitute, constitutional, constitution, constituent, constituency

1. Terrorism _____ a menace to all of us.
2. His _____ of mind was of an extraordinary kind.
3. A _____ order does not always guarantee democracy.
4. The aim of the rebels was to overthrow the _____ authorities.
5. A person can be slim or fat, which implies his _____.
6. Decontrol alone does not _____ an adequate oil policy.
7. For electoral purposes Britain is divided into 659 _____.
8. What are the _____ bodies of the executive?

Exercise 3

Before you read the text in exercise 4 discuss the following:

1. What do you understand by a governmental structure?
2. What political systems do you know?
3. Which political system appeals to you most?
4. What governmental structures are there in Britain and the USA?
5. Who are the heads of these countries and their governments?

Exercise 4

Read the text below and say which systems of government are mentioned. Do the tasks that follow.

Systems of Government

Governments can be classified in many ways. The most time-honored system comes from the ideas of the ancient Greek philosopher, Aristotle. It is based on a key-question: Who governs the state?

Under this system of classification, all governments belong to one of the three major groups: autocracy – rule by one person; oligarchy or aristocracy – rule by a few persons; or democracy – rule by many persons.

Any system of government in which the power and authority to rule are in the hands of a single individual is an autocracy. This is the oldest and the most common form of government. Historically, most governors or autocrats maintain their positions of authority by inheritance like in monarchies or the ruthless use of military or police power like in totalitarian dictatorships or tyranny. In a monarchy a king or a queen or an emperor exercises the supreme powers of government.

Absolute monarchs have complete and unlimited power to rule their people, but absolute monarchies are rare today. With various functioning mechanisms of government – cabinet, parliament, ministers, and parties having been established in many monarchies, the power of the monarch has been dramatically limited.

An oligarchy or aristocracy is a system of government in which a small group holds power. The group derives its power from wealth, military power, social position, or a combination of these elements. Sometimes religion is a source of power. The term oligarchy is rarely used now to refer to contemporary political systems.

Both dictatorships and oligarchies often claim they rule for the people. Such governments may try to give the appearance of control by people. They might hold elections, but offer only one candidate, or control the election results in other ways. Such governments may also have some type of legislature or national assembly elected by or representing the people. These legislatures, however, only approve

policies and decisions already made by the leaders. As in a dictatorship, oligarchies usually suppress all political opposition.

A democracy is any system of government in which rule is exercised by people. Democracy may take one of two basic forms: direct or representative, the former existing only in very small societies where decisions may be taken by general vote. In a representative democracy, the people elect representatives and confer on them the responsibility and powers to legislate and conduct government on their behalf.

The ancient distinction between monarchies, oligarchies and democracies is no longer descriptive of political life. The notions and ideas concerned have been altered and the same types of governmental machinery often function very differently.

Exercise 5

Find answers to the questions below.

1. What are the similarities and differences between the government systems?
2. What mechanisms of government operate today?
3. How is democracy defined and what are its forms?
4. How does a direct democracy differ from a representative one?
5. Why don't the above mentioned forms of government reflect an longer contemporary political life?

Exercise 6

Look through the text again and point out which topical vocabulary appears in it.

Exercise 7

Find in the text:

- a. derivatives of the word 'govern' and word combinations with this word. What is the meaning of the word 'government' in each case? Which synonym of the verb 'govern' is used in the text?
- b. the combinations with the word 'power'. Is the meaning of the word the same in all of them?

Exercise 8

Point out the sentences in which the following word-combinations occur and suggest the Russian for them.

the most time-honored system of government
power and authority to rule
to maintain the position of authority by inheritance
ruthless use of military power
to exercise the supreme powers of government
complete and unlimited power to rule people
to give the appearance of control by people
to suppress political opposition
to confer responsibility to legislate
to conduct government

Exercise 9

Give equivalents from the text to the following:

an important question
to work
to rule
to change partially
main
to carry out
to relate to
to make laws
to maintain / to state
to crush or hold back by power
to accept policies
a problem

Exercise 10

Match the English word-combinations related to government with their Russian equivalents.

n.

1. local government	a. парламентское правление
2. military government	b. временное правительство
3. Her Majesty's government	c. президентская власть
4. mixed government	d. автократия

5. presidential government	е. смешанная форма правления
6. provisional government	ф. правительство Ее Величества
7. arbitrary government	г. местное самоуправление
8. parliamentary government	h. военная администрация
9. authoritarian government	и. авторитарная форма правления
10. government of the day	
11. interim government	

b.

1. government investigation	a. правительственное ведомство
2. government offices	b. срок полномочий правительства
3. government official	с. правящая партия
4. government party	d. постановление правительства
5. government's term of office	е. правительственное расследование
6. organs of government	f. роспуск правительства
7. government(al) regulation	г. правительственный чиновник
8. government department	h. органы управления
9. dissolution of government	и. правительственные учреждения

Exercise 11

Read the text that follows and give written answers to the questions below, avoid quoting the text.

1. What does constitutional government imply?
2. How do state organs cooperate in controlling political power?
3. What do constitutional democracies have in common?
4. Why are political parties referred to as key institutions?
5. Why are Britain and the U.S.A. taken as examples of constitutional democracy in the modern world?
6. How is the British constitution different from constitutions in other countries?
7. What are the legislative and executive branches of power referred to as in Britain and the U.S.A.?
8. What is the difference in the relationship between legislature and executive in Britain and the U.S.A.?
9. What proves that constitutional democracy carries no guarantee of stability?
10. What changes have the governmental systems in Britain and the USA undergone in the last decades?

11. Why are governmental systems subjected to alterations even without formal constitutional change?
12. What main problem do many constitutional governments face?

Constitutional Government

Constitutional government is defined by the existence of a constitution that effectively controls the exercise of political power. The control of power is distributed among several state organs or offices in such a way that they are each subjected to reciprocal controls and are forced to cooperate in formulating the will of the state. The contemporary political systems that combine constitutionalism and democracy accord primary significance to the will of the majority of peoples as expressed in free elections.

And in such systems, political parties are key institutions, for they are the agencies through which majority opinion in a modern mass electorate is mobilized and expressed. The essential functions of political parties in a constitutional democracy are the integration of a multitude of interests, beliefs, and values into one or more programmes or proposals for change and the nomination of party members for elective office in the government. In both functions the party serves as a link between the rulers and the ruled.

It is worth mentioning that few states in the modern world have constitutional arrangements that are more than a century old. Indeed, the vast majority of all the world's states have constitutions written in the 20th century. This is true of states such as Germany, Italy, and Japan that were defeated in World War II and of other states, such as the successor states of the Soviet Union, and China that have experienced civil war and revolutions in the course of the century.

Actually Great Britain and the United States are almost alone among major contemporary nation-states in possessing constitutional arrangements that predate the 20th century. Britain is the classic example of the parliamentary system. The British constitution has evolved over many centuries. Unlike the constitutions of most other countries, it is not set out in any single document. Instead it is made up of statute law, common law and conventions, which are derived from the historical events through which the British system of government has evolved.

While the British Parliamentary system provides for the integration of legislature, that is Parliament (the Queen, the House of Commons and the House of Lords) and executive (Her Majesty's Government), the U.S. presidential system is based on the doctrine of separation of powers.

Moreover the United States is the leading example of the presidential system of constitutional democracy, which, according to Woodrow Wilson, was "simply an adoption of English constitutional system of government". The US presidential system distinguishes sharply between the legislature, the latter being Congress with the Senate and the House of Representatives, and the executive, which is the President and his Cabinet.

In fact the prestige of constitutional democracy was once so great that many thought all the countries of the world would eventually accede to the examples of the United States or Great Britain and establish similar arrangements.

However the collapse of the Weimar Constitution in Germany in the 1930s and the recurrent political crises of the Fourth Republic in France after World War II suggested that constitutional democracy carries no guarantee of stability. The failure of both presidential and parliamentary systems to work as expected in less-advanced countries that modeled their constitutions on those of the United States and Britain resulted in a further diminution in the prestige of both systems. Functioning examples are located throughout the world, though these are generally poorly institutionalized outside of those countries with direct historical ties to Western Europe. Japan is a notable exception to this generalization, as are Costa Rica, India, and several other states to a lesser extent.

Curious enough that even in Britain and the United States, the 20th century has seen much change in the constitutional government especially as far as the relationship of legislature and executive is concerned. In the United States, for example, the relationship of legislature and executive at both the national and the state levels has been significantly altered by the growth of bureaucracies and the extension of the executive's budgetary powers. In Britain, even far more reaching changes have occurred in the relationship between the prime minister and Parliament and in Parliament's role in supervising the executive establishment.

Furthermore in both countries, the appearance of the welfare state, the impact of modern technology on the economy, and international crises have resulted in major alterations in the ways in which the institutions of government function and interact.

The adoption of new constitutions is also a major aspect of political change in almost all of the states of Eastern Europe. All systems, moreover, even without formal constitutional change, undergo a continual process of adjustment and mutation as their institutional arrangements respond to and reflect changes in the social order and the balance of political forces. The question for many constitutional regimes is whether the limitation and balance of power that are at the heart of constitutional government can survive the growing enlargement of executive power.

(from *Civilization on Trial* by Toynbee)

Notes to the text:

1. *Welfare state* – a state whose government is responsible for the wellbeing of its citizens through such measures as social security, free medical care, old-age pensions, and providing education, housing, and the like. – Государство социального благополучия.
2. *Woodrow Wilson* – the US president at the end of the 19th century.
3. *Weimar Constitution* – the constitution adopted in Germany in 1919 abolished monarchy and institutionalized general election, an elected head of government – president. It ceased to exist with the establishment of fascist dictatorship in 1933.
4. *The Fourth Republic in France* – was proclaimed in 1946 after the adoption of a democratic constitution.

Exercise 12

Discuss the text making use of the questions preceding it.

Work in pairs or with the class.

Exercise 13

Explain the following in English:

reciprocal control, mass electorate, successor states of the Soviet Union, statute law, common law, integration of powers, poorly institutionalized countries, process of adjustment and mutation

Exercise 14

Translate the sentences from the text into Russian.

1. The contemporary political systems accord primary significance to the will of the majority of the people as expressed in free elections.
2. Great Britain and the US are almost alone among major nation-states in possessing constitutional arrangements that predate the 20th century.
3. The US presidential system distinguishes sharply between the legislature, the latter being Congress with the Senate and the House of Representatives, and the executive, which is the President and his Cabinet.
4. In both countries, the appearance of the welfare state, the impact of modern technology on the economy, and international crises have resulted in major alterations in the ways in which the institutions of government function and interact.

Exercise 15

Find in the text the sentences in which English equivalents to the suggested Russian versions are used.

- подвергаться взаимному контролю
- современные политические системы
- сочетать демократию с конституционным правлением
- придавать первостепенное значение
- классический пример
- обеспечить взаимодействие между законодательной и исполнительной властями
- тогда как
- в меньшей степени
- прямые исторические связи
- расширение полномочий исполнительной власти
- изменения с далеко идущими последствиями
- откликаться на и отражать изменения в государственном устройстве

Exercise 16

Suggest the Russian for the following:

to effectively control the exercise of power

to cooperate in formulating the will of the state
 key institutions
 to mobilize mass electorate
 integration of a multitude of interests, beliefs and values
 the doctrine of separation of powers
 to provide for the integration of legislature and executive
 to result in a further diminution in the prestige
 poorly institutionalized countries
 at the national and state levels
 to alter significantly
 to supervise the executive establishment
 to undergo a continual process of adjustment and mutation
 institutional arrangements

Exercise 17

Match the equivalents with the vocabulary from the text.

1. ensure	a. accede
2. reduction, lessening	b. adopt
3. experience, go through	c. evolve
4. settlement	d. subject to control
5. inspect, direct	e. exercise power
6. develop gradually	f. judge
7. use one's power	g. adjustment
8. put to control	h. supervise
9. returning periodically	i. impact
10. join in, agree	j. guarantee
11. heir, follower	k. occur
12. make a conclusion	l. diminution
13. admit	m. recurrent
14. great influence, contribution	n. successor
15. happen	o. undergo

Exercise 18

Fill in the spaces with the active vocabulary from the text.

1. The existence of a constitution effectively controls the _____ of political power
2. State organs and offices must _____ to reciprocal controls.

3. Majority opinion in a modern mass _____ is mobilized and expressed through political parties.
4. The British system of _____ through historical events.
5. The British constitution has _____ over many centuries.
6. The British Parliamentary system _____ for the integration of _____ and _____.
7. According to Wilson, the US constitutional democracy was "simply an _____ of English constitutional system of "_____."
8. Many thought all the countries of the world would eventually _____ the examples of the United States or Great Britain and _____ similar _____.
9. The _____ of new _____ is also a major aspect of political change in almost all of the states of Eastern Europe.
10. In the United States the relationship of _____ and _____ has been _____ by the growth of bureaucracies and the _____ of the executive's budgetary _____.
11. The failure of both presidential and parliamentary systems resulted in a further _____ in the prestige of both systems.

Exercise 19

Put the verb in the brackets in the right derivative form.

1. Representative (legislate) bodies, freely (elect) under universal suffrage, became the key institutions of democratic (govern).
2. The prime minister faced (diminish) in importance and authority.
3. Nominally the (elect) gave him 253 supporters against 123 confirmed (oppose) members.
4. Some New England colonies (succeed) in becoming self-(govern) just by affirming that they were beyond any (govern) authority.
5. For the first time British politicians supported the rights of the king's (subject) abroad (govern) themselves.
6. Luther's (succeed) thought him to be obviously right.
7. In Australia symbolic (execute) power is vested in the British monarch, who is represented by the (govern)-general.
8. Australia is a federal state (govern) by a (constitute) (adopt) in 1900.
9. The UN inspectors operate in (accord) with the SC resolution.
10. (Govern) elites in many advanced industrial societies are often not (subject) to effective restraints on the exercise of power.

11. There seems to be a continual erosion of our (judge) system. It's another step towards (judge) by decree.
12. Before the war of 1812 the United States (accord) equality in the family of nations.
13. (Accord) to the provisions of the Constitution, the (elect) was thrown into the House of Representatives.
14. In 1824 members of the Electoral College were still selected by six state (legislate).
15. In 1917 the U.S. Congress granted Puerto Ricans the right (elect) all of their (legislate)
16. Magistrates are (judge) officers, who are responsible for (judge) cases in lower courts.

Exercise 20

Supply the active vocabulary for the Russian words in the brackets.

1. The Tudors (удалось обеспечить) (престолонаследие) to their dynasty and in preventing any Catholic (наследовать) the throne.
2. All bills to be passed by Parliament are (подлежат) to three readings in each of the Houses.
3. Britain enjoyed a tripartite system of (правления) in which (власть) was shared between the King, the Lords and the Commons.
4. He carried on (управлять) as if nothing had happened.
5. Eighteenth-century (государства) devoted very little time to (законодательству) or to domestic affairs generally.
6. In 1788 the Australian territory of New South Wales officially (присоединена) to British Empire.
7. This argument led parliament (к принятию) of the resolution.
8. The task proved to be beyond his (сил).
9. (Воздействие) of industrialization on the living standards of working people has long been a controversial (темой).
10. Seen in the long term, Britain's record seems more (успешной) in international finance and trade.
11. Once a revolution occurs, (система управления подвергается изменению).
12. Such behaviour has long been considered the prerogative of properly (организованных) governments.
13. The majority of the Whigs won in 1832 steadily (уменьшалось) at (последующих) elections.

14. The methods (предпринятые) in 1833 (составили) huge political complications for future (правительств).
15. The new law was never applied as the (законодатели) had intended.
16. In spite of everything the (правительству удавалось) it imposing its will on parliament for some years.
17. Both the Liberals and Conservatives (согласились) that British (правление) could be morally justified by the improvements it brought to the lives of the (подданных).
18. The Prime Minister forced most of his MPs to support his (правление) over the factory (законодательства).
19. All classes could participate in the economic (успехе), but none really dominated.
20. Collaboration between Britain and Russia (удалось) in forcing the Turks (согласиться на самоуправление) to a Greek state.

Exercise 21

a. Choose the right alternative adopt, adoption/adapt, adaptation:

1. The period of _____ to euro will not last long.
2. Terrorism was _____ by adherents of many religious groups.
3. There seemed to be a shrewd _____ of means to ends in the course of reformation years.
4. In a sense, the _____ of Lutheranism on the continent was always 'an act of state'.
5. The church as a human institution apparently lost its ability _____ and change and grow.
6. The Turkish genius for war was as well _____ to the sea as to the land.
7. Australia is governed by a constitution _____ in 1900.
8. Most of South American countries _____ a republican form of government with strong executive power.
9. Hegel's scheme was _____ and modified by a generation of philosophers of religion in the Idealist tradition.
10. _____ of terrorism as a state policy has become characteristic of some totalitarian regimes.
11. _____ to the new conditions proceeds differently with men and women.
12. The _____ of this resolution is certain to change the international situation for the best.

13. The new resolution needs _____ to the new circumstances.
14. The refugees had _____ to the new far from comfortable conditions.
15. As a response to the terrorist attacks of 11 September 2001, the Security Council _____ Resolution 1373.

b. Translate the sentences.

1. Многим трудно приспособиться к новым условиям.
2. Принятие нового закона было отложено.
3. Большая часть экономической и политической программы правительства была принята.
4. Принятая программа по реформе образования резко критикуется ее противниками.
5. Этот текст довольно трудный, его надо адаптировать.
6. Ему пришлось долго привыкать к своей новой должности.
7. Привыкание к другим климатическим условиям – одна из сложностей, с которыми сталкивается дипломат.
8. Его позиция – не подстраиваться ни под кого.

Exercise 22

a. Note the effect of the prefixes with the same root:

cede – уступать; *secede* – отделяться; *recede* – отступать
concede – признавать, уступать; *precede* – предшествовать

Translate the sentences.

1. A sovereign state would **cede** its territory only under extreme circumstances.
2. In 1824 the federation adopted a constitution, but in 1838 Costa Rica, Honduras, and Nicaragua **seceded** from the federation.
3. England was the largest and most important political unit to **secede** at one blow from Catholic Christendom.
4. In his inaugural address Lincoln refused to recognize the **secession** of six states considering it against the law.
5. In Homer's "Odyssey" Tantalus tries to reach water and fruit but both **receded**.
6. The period when Parliament is not sitting is known as **recess**.

7. The east-west division **receded**, and new states were created.
8. In the secret **recesses** of his heart he hoped for salvation.
9. The **recession** suggests a continent-wide need for stimulus.
10. Many teachers **concede** that computers are a good teaching tool.
11. A heated discussion **preceded** taking the decision.
12. Peaceful settlement was achieved with a number of significant **concessions made**.
13. Lloyd-George, coalition prime-minister, negotiated with Sinn Fein, and **conceded** the Irish free state.
14. Soon employers were **conceding** wage rises of 15 per cent.

b. Complete the sentences with correct words according to the sense.

1. One of the Royal prerogatives is _____ territories.
2. In the seven states that had _____, the people responded quickly to the appeal of the new president.
3. When abroad school and home seems to _____ from us.
4. The economy of the state was in a deep _____.
5. One could easily _____ to the idea if properly explained.
6. Most people _____ that little can be done at the political level.
7. At the end of the Seven Years' War, France had _____ to Spain the territory west of the Mississippi River.
8. As a result of the conflict in 1844 China had to _____ the island of Hong Kong to Britain.
9. The new commercial treaty _____ considerable _____ upon French wines in Britain.

Exercise 23

Distinguish between precede and proceed.

<p><i>precede</i> – предшествовать</p> <p><i>precedence</i> – первенство</p> <p><i>precedent</i> – прецедент</p> <p><i>unprecedented</i> – небывалый, беспрецедентный</p>	<p><i>proceed (to do/doing, with)</i> – продолжать, продвигаться</p> <p><i>proceed to (sth)</i> – приступить к, перейти к ч-л</p> <p><i>procedure</i> – процедура, последовательность</p> <p><i>procedural</i> – процедурный</p>
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a. Translate the illustrating sentences.

1. The discussion was *preceded* by short speeches in which the delegates outlined their views.
2. Members of Parliament keep in mind the Common law and normally act in accordance with *precedence*.
3. Yet this position, brilliant though it was, was not merely *precedent* and recent; it was also insecure.
4. The initial period of the talks *preceding* the negotiations remained unclear until recently.
5. Youth still poses emotional problems to the *preceding* generation.
6. The demands upon the nation's resources were *unprecedented*.
7. When you are through with the exercise *proceed* to reading the text.
8. Before you *proceed* to make speeches I'd like to remind you about the 10 minute limit.
9. The *procedural* questions are the first for us to discuss.
10. What is the *procedure* of considering a bill in parliament?

b. Complete the sentences with a correct word.

1. The contents list in a book should _____ the preface.
2. After the terror acts the precaution measures taken were _____.
3. We had to cut down the undergrowth before we could _____ any further.
4. We were _____ towards Rome when the accident happened.
5. The _____ questions are _____ the questions on the agenda.
6. The official _____ to emphasize that the new administration's aim was to reduce disagreements.
7. EU legislation takes _____ over the national legislations in the member-states.
8. _____ constitute the basis of the Common law system.

Exercise 24

Translate into English.

1. После перерыва комитет продолжил обсуждать состав комиссии.
2. Принятию решения предшествовали жаркие дебаты.
3. После голосования депутаты перешли к обсуждению следующего вопроса.

4. Необходимо принять беспрецедентные меры по обеспечению безопасности.
5. Решение какого суда должно иметь превосходство в данном случае?
6. Личные встречи, предшествовавшие официальным переговорам, способствовали взаимопониманию.
7. Британская правовая система основана на прецеденте.
8. Каждое последующее поколение перестает понимать предыдущее.
9. Адаптация к новым условиям проходит различно у мужчин и женщин.

Exercise 25

a. Look back at the text and note the use of linking words between the paragraphs and ideas.

b. Complete the following sentences appropriately making use of linking words and phrases to indicate similarity and comparison.

1. Only one hundred years ago it took at least five days to cross the Atlantic, **whereas**
2. Increased ease of travel has led to people becoming **more** tolerant of each other's cultures **than**
3. **Besides** being relatively cheap, package holidays
4. My sister and her family always opt for the ease of a package tour. My family, **on the other hand**
5. Personally I dislike being a tourist because one is an observer of another country and its customs without being a part of it. **What is more**
6. My husband is usually very cautious about trying foreign food. **However**
7. Both Chinese and Indian cooking incorporate a lot of spices, **but while** the former
8. A charter flight differs from a scheduled flight **in that**
9. **Although** these two towns are seaside resorts, they differ
10. **The more** I see the world,

Exercise 26

In the following text, one or two of the linking words and phrases are correct, and the others are incorrect. Circle the appropriate ones.

Dear Mum and Dad,

You must be wondering why you haven't heard from me over the last couple of weeks. (a) *Basically/Honestly/Actually*, it is (b) *on account/because/due to* I've been trying to collect my thoughts (c) *so as to/to/for* find the right words to tell you what has happened. (d) *Naturally/Ideally/Surely*, I don't want anyone to feel hurt (e) *as a result of/on/following* any decision I make.

I promised when I took the job here that it would be for the maximum of two years and (f) *consequently/immediately/after that* I would return home and run the family business. Believe me, (g) *at that time/at the beginning/in the beginning* that was what I genuinely planned to do.

(h) *Although/But/However* two things have happened to make me want to change those plans – (i) *not only/at last/for one thing* have I been offered a permanent contract, (j) *moreover/but also/and* I have fallen in love – with Neil a colleague in the same department – I've mentioned him often in letters. (k) *Personally/Anyway/Naturally*, we would like to get married out here quite soon. I do hope you both aren't too shocked and disappointed by all of this. (l) *As well, In addition/In any case* hasn't Paul always shown more flair for business than me?

(m) *In the main/All in all/In conclusion* might it not be the best solution that my baby brother run the family firm? (n) *Personally/Obviously/Eventually*, he'd do it very well.

Please write soon. I can't feel truly and completely happy about it all until I hear your reactions. I can't wait for you to meet Neil – I just know you'll love him.

Exercise 27

Summarize the text in writing, make use of the linking words in exercises above. Be ready to speak on the constitutional government in class.

Exercise 28

a. Complete the text with the words below.

conduct, to rule, government (3), representative (2), according to, provided, legislatures, representatives, had originated, maintain, power (2), elect, established, rule, experienced, sharing, be subject, to accede, ruler, originally

A Glimpse of British Political History

In 1689 the English Parliament, which (1) _____ in the 1200s, passed the English Bill of Rights. The English Bill of Rights set clear

limits on what the (2) _____ could and could not do. The idea first appeared in the Magna Carta, or the Great Charter, which was signed by King John in 1215. The Magna Carta (3) _____ the principle of limited (4) _____ in which the (5) _____ of the monarch was limited, not absolute.

This document (6) _____ for protection against unjust punishment and the loss of life, liberty, and property except (7) _____ law. Under the Magna Carta, the king agreed that certain taxes could not be levied without popular consent. The rights in the Magna Carta (8) _____ applied only to the nobility.

Incorporating elements from the Magna Carta, the key ideas of the English Bill of Rights included the following ideas. Monarchs do not have a divine right (9) _____, they (10) _____ with the consent of the people's (11) _____ in Parliament. The monarch must have Parliament's consent to suspend laws, levy taxes, or (12) _____ an army. The monarch cannot interfere with parliamentary elections and debates. The people have a right to petition the (13) _____ and to have a fair and a speedy trial by a jury of their peers. The people should not (14) _____ to cruel and unusual punishments or to excessive fines and bail.

American political system is deeply rooted in the principles developed in the course of British political history. The Bill of Rights, a landmark in the development of democratic (15) _____, was very important to the American colonists. The English colonists in North America were willing (16) _____ to the example of the people of England in (17) _____ their rights.

The colonists had a firm belief in (18) _____ government, in which people (19) _____ delegates to make laws and (20) _____ government. The colonists had also (21) _____ representative government. Parliament was a (22) _____ assembly with the (23) _____ to enact laws. In America (24) _____ grew directly out of the English practice of having Parliament pass laws.

b. Now that you have completed the text, answer the questions:

1. What kind of document was the Magna Carta?
2. How did it affect the further development of British and American political systems?

3. Which principles of the British government influenced the American early developmer?
4. What is the conection between the American and the British political systems?
5. What are the bnefits of the representative government?

Exercise 29

Translate the folwing passage into English.

ЕЛИКАЯ ХАРТИЯ ВОЛЬНОСТЕЙ

Великая хэтия вольностей – это грамота, подписанная в 1215 году английским королем Иоанном I. Она составлена на латинском язык и содержит 63 статьи. Король был вынужден подписать этот окумент из-за недовольства баронов усилением королевской влати, налогового гнета (burden) и неудач внешней политики корол. Большинство статей отражало и защищало интересы аристратии. Однако другие сословия также получили значительные прва.

Великая хртия вольностей гарантировала соблюдение королем определенных обязательств по отношению к баронам и запрещала корсю взимать налоги без согласия подданных. Хартия положил начало свободе личности. Ни один человек не мог быть арестван, заключен в тюрьму, лишен собственности или покровительства законов, изгнан, или подвергнут иному наказанию, иначе как согласно законам страны.

Это был первый в истории Англии документ, ограничивавший власть короны и провозглашавший права и свободы подданных. Он сыграл важнейшую роль в английской истории и по ей день входит в число действующих актов конституции Великобритании.

Exercise 30

Read the text belw and say:

1. Why some monrchies survived and some were overthrown.
2. What modern ionarchies are distinguished by.

Monarchy

The anciet distinction among monarchies, tyrannies, oligarchies, and onstitutional governments, like other traditional

classifications of political systems, is no longer descriptive of political life. A king may be a ceremonial dignitary in one of the parliamentary democracies of Western Europe, or he may be an absolute ruler in one of the merging states of North America, the Middle East, or Asia. In the first case his duties may be little different from those of an elected president in many republican parliamentary regimes; in the second his role may be much the same as that of countless dictators and strongmen in autocratic regimes throughout the less-developed areas of the world. It may be said of the reigning dynasties of modern Europe that they have survived only because they failed to retain or to acquire effective powers of government. Royal lines have been preserved only in those countries of Europe in which royal rule was severely limited prior to the 20th century or in which royal absolutism had never firmly established itself. More successful dynasties, such as the Hogenzollerns in Germany, the Habsburgs in Austria-Hungary, and the Romanovs in Russia, which continued to rule as well as to reign at the opening of the 20th centuries, have paid with the loss of their thrones.

Today in countries such as Great Britain or the Netherlands or Denmark the monarch is the ceremonial head of state, an indispensable figure in all great official occasions and a symbol of national unity and of the authority of the state, but is almost entirely lacking in power. Monarchy in the parliamentary democracies of modern Europe has been reduced to the status of a dignified institutional façade behind which the functioning mechanisms of government – cabinet, parliament, ministers, and parties – go about the tasks of ruling.

The 20th century has also seen the demise of most of the hereditary monarchies of the non-Western world. Thrones have toppled in Turkey, in China, in most of the Arab countries, in the principates of India, in the tribal kingdoms of Africa, and in several countries of Southeast Asia. The kings who maintain their position do so less by the claim of legitimate blood descent than by their appeal as popular leaders responsible for well-publicized programs of national economic and social reforms or as national military chieftains. In a sense, these kings are less monarchs than monocrats, and their regimes are little different from several other forms of one-man rule found in the modern world.

Exercise 31

Render the text into Russian.

Американская Конституция основывается на доктрине разделения властей между исполнительной, законодательной и судебной ветвями власти. Управляющим структурам — президенту и его кабинету, конгрессу и суду — были даны ограниченные, четко определенные полномочия.

В Конституцию также был включен ряд сдержек и противовесов, при помощи которых каждая ветвь управления имела определенную власть над другой, для того чтобы не было злоупотребления этими полномочиями.

Власть правительственного аппарата была также ограничена при помощи двойной системы управления. При такой системе на федеральное правительство возлагались полномочия и ответственность рассматривать только проблемы, касающиеся нации в целом, — это международные отношения, торговля, управление армией и флотом и т.д. Остальные обязанности оставались за правительством каждого штата.

Согласно Конституции, президент Соединенных Штатов избирается на срок в четыре года и может быть переизбран не более чем на один срок. Президент предлагает полную законодательную программу в конгресс, хотя президент, его кабинет и администрация не могут быть членами конгресса. Это подразумевает, что различные законопроекты могут быть внесены на рассмотрение палаты представителей или сената только их членами. Президент, следовательно, совершенно бессилен, когда сталкивается с конгрессом, не желающим сотрудничать. Единственная реальная сила президента — это сила убеждения.

Exercise 32

I think over the following points and be ready to discuss them in class:

- 1 What are the branches of government that operate in your country?
- 2 What state institutions are they represented by?
- 3 Do they have anything in common with the British or US governmental structures?
- 4 Is there integration or separation of legislature and executive in your

country? How are decisions taken? Is there a principle of collective responsibility?

5. How is control over the branches of power exercised?

Exercise 33

Support or challenge one of the statements below in about 100 words in writing.

1. If the normal processes of government are to proceed there must be integration of legislature and executive.
2. The same types of governmental machinery often function very differently.
3. Monarchy is an anachronistic and undemocratic institution.

STEP 2. GOVERNMENT AND PUBLIC POLICY

The topical vocabulary to be remembered:

1. **perspective** *n* перспектива, вид, цель, взгляд
loss of perspective — потеря перспективы
in perspective — в перспективе
Do not confuse with:
prospect *n* перспектива, шанс, возможность
perspective *adj* перспективный
prospective *adj* ожидаемый, вероятный
syn. expected, likely
2. **consciousness** *n* сознание, осознание
unconsciousness *n* бессознательное состояние; непонимание
to be (un)conscious (of) *v* (не) сознавать, понимать
syn. to be (un)aware (of)
conscience *n* совесть
conscientious *adj* сознательный, совестливый
3. **to contradict** *v* противоречить, возражать
syn. to contravene
contradiction *n* противоречие
contradictory *adj* противоречивый
4. **to identify (with)** *v* связывать, соотносить, отождествлять
syn. to associate (with)/to relate (to)
identification *n* определение, опознание
ID card — удостоверение личности
identity *n* подлинность, идентичность, личность, индивидуальность
identical *adj* тот же самый, одинаковый
5. **to suffice** *v* быть достаточным
(self-)sufficiency *n* (само)достаточность
sufficient(ly) *adj, adv* достаточный(но)

Exercise 34

Translate the sentences illustrating the use of the vocabulary.

conscious/(un)subconscious/consciousness/conscience/conscientious

1. Some of the ideas of well known economists are certain to have entered popular **consciousness**.
2. Political ideologies may vary at various social levels from very sophisticated to relatively primitive or even **subconscious**.
3. **Conscientious** citizens take advantage of their unalienable right to vote.
4. One can't trust a politician's **conscience**.
5. Many are **unconscious of** how much they are involved in politics.
6. The grant of **freedom of conscience** was declared perpetual and irrevocable.
7. Much of Clinton's rhetoric **consciously** echoed that of Kennedy in his campaign.

contradict, contradiction, contradictory

1. The policy of a party may **contradict** its name.
2. Within each ideology there are various tensions and **contradictions**.
3. The facts produced were too much **contradictory**.
4. Many of the reforms were hastily drawn and some **contradicted** others.

identify, identification, identifiable, identity, identical

1. Some of the familiar ideologies **are** closely **identified with** particular political parties.
2. The terms representative democracy, republic and constitutional republic are **identical**.
3. People in Australia are very proud of their national **identity**.
4. Terrorism has most commonly **become identified** with individuals or groups attempting to destabilize or overthrow existing political institutions.
5. Those stages of development are easily **identifiable**.
6. These provisions allow for the **identification**, monitoring and reporting of suspect financial operations.

suffice, (in)sufficient(ly), sufficiency

1. Earl Grey accepted that minor adjustments to the old system would no longer **suffice** to quell the agitation.

2. It is **sufficient** for a bill to be passed in both Houses, it must receive the Royal Assent to become an Act of Parliament.
3. The number of votes cast proved **insufficient** to be elected.
4. **Self-sufficiency** was the main principle of city-states.

Exercise 35

Complete the sentences with an appropriate form of the words.

conscience, consciousness, be (un, sub)conscious (of), consciously, (un)conscientious

1. At the lower levels ideology may amount to little more than slogans that have entered popular _____.
2. The emergence of a new social _____ among students was activated by the civil rights movement.
3. Young W. Churchill _____ prepared his own political career.
4. Freud argued that much of what we do happens on the _____ level.
5. Such slogans as 'Nanny States' are easily accepted by popular _____.
6. Those citizens who attend polling stations are referred to as _____.
7. Parties necessarily suppress freedom of thought and politics of individual _____.
8. David Lloyd George was _____ of the need in free trade.
9. _____ emperors and kings often assumed that their duty was to initiate reforms.

contradict, contradiction, contradictory

1. The report _____ every point of the statement.
2. Though _____, the opinions expressed helped a lot towards clearing up the situation.
3. Strictly speaking, the term 'one-party system' is _____ since 'system' implies _____ amongst a number of terms.
4. The minister said nothing _____ the rumours.
5. There is some _____ to the real state of things in the idea he is advocating.
6. Your view is in _____ with everybody's.

identify, identifiable, identity, identification, identical

1. Religion has passed through a series of easily _____ stages.

2. A two-party system can _____ by three criteria.
3. The crucial elements of the two regimes were the _____ of the state with a single party.
4. The Welsh Nationalist Party is determined to preserve the Welsh language as the foundation of a distinctive Welsh _____.
5. Hegel _____ absolute religion with Christianity.
6. The arrangements of the structural bodies are to be _____.
7. Parties are united by a general ideological _____.
8. The author encouraged readers to seek their personal and professional _____.

suffice, sufficiency, sufficient, sufficiently

1. Caesar's only major reform was of calendar: indeed, the Julian calendar proved _____ for centuries.
2. Plato's city-state was an ideal form of association characterized primarily by self-_____.
3. States with Marxist ideologies maintained that political consensus and collective ownership of the means of production would _____ to ensure the exercise of people's will.
4. Pluralist democracy ensures a _____ level of accountability.
5. The Protestant Unionists in the north were _____ strong to prevent British rule for Ireland.

Exercise 36

Read the text that follows and give written answers to the following questions using your own wording.

1. What kind of ideas influence government and public policy?
2. How much are the names of distinguished thinkers known to ordinary people?
3. Whose ideas have contributed to modern politics more: those of political thinkers or the ideas of leading economists?
4. How are the ideologies held at various social levels different from one another?
5. What does the existence of varieties of ideologies indicate?
6. What are the political ideologies identified with?
7. What contradictions seem to exist between ideologies and the names of political parties?

Government, Ideas and Public Policy

It is known that government and public policy is influenced not just by the ideas of major political thinkers or even leading politicians, but ideas held at every level in society. The names of distinguished political thinkers, such as *Plato, Aristotle, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, J.S. Mill* and *Karl Marx* are scarcely known to a wider public, and their direct influence on politics has been minimal. Even *Marx* had a very limited impact in his own lifetime. Indeed, modern politics has often seemed to reflect the ideas of leading economists rather than essentially political thinkers – *Adam Smith, Thomas Malthus, David Ricardo, Keynes, Friedrich Hayek* and *Milton Friedman*. Yet even these names, well known to political leaders, top civil servants and academics, may be hardly familiar to ordinary voters, although some of their ideas, perhaps in modified or vulgarised form, may have entered popular consciousness.

But our concern is with values, perspectives and political ideologies, held at a variety of levels, from the sophisticated to the relatively primitive or even unconscious. At the lowest level an ideology may amount to little more than slogans. *Conservatism, socialism* and *liberalism* might all be considered ideologies; so might *fascism, feminism, anarchism* and *ecologism*. Moreover, there are varieties of *conservatism, socialism* and *feminism*, which indicate various tensions and contradictions within each ideology.

Some familiar ideologies are often closely identified with particular political parties and thus appear to be party ideologies, while other ideologies (for example, *feminism*) may not be closely associated with a particular party. Yet even where an ideology is popularly associated with a party or movement, it is often interpreted in more general and abstract terms. Thus *liberalism* is commonly analyzed in terms that have little relation to the record of the British Liberal Party, or the modern Liberal Democrats. Critics have often accused Conservative governments of being insufficiently Conservative, while it is sometimes suggested that the Labour Party, popularly associated with socialism, is not a socialist party at all. This implied distinction between political ideologies and the ideas, programmes and records of political parties with which the ideologies are popularly associated, may seem confusing. But it does, however,

highlight the complexity of the relationship between political ideas and political behaviour.

Notes to the text:

1. *Plato* (427-347 BC) and *Aristotle* (384-322 BC) – Greek philosophers
2. *Thomas Hobbes* (1588-1679) and *John Locke* (1632-1704) – English philosophers and authors
3. *Montesquieu* (1689-1755) and *Jean-Jacques Rousseau* (1712-1778) – French philosophers
4. *J.S. Mill*, (1806-1873) – English philosopher and economist
5. *Karl Marx*, (1818-1883) – German economist and philosopher
6. *Adam Smith* (1723-1790) – Scottish economist
7. *Thomas Malthus* (1766-1834) and *David Ricardo* (1772-1823) – English economists
8. *Keynes*, (1883-1946) – English economist and writer
9. *F. Hayek*, (1899-1992) – English economist, Nobel prize winner
10. *M. Friedman*, (1912-) – US economist, Nobel prize winner, 1976

Mind the emphatic 'do' in the sentence emphasizing the notional verb:

“This distinction **does**, however, highlight the complexity...” –
«Это различие все же подчеркивает всю сложность...»

Emphatic '**do**' is translated into Russian by the words '*все-таки, действительно, на самом деле*'.

Exercise 37

Work in pairs. Discuss the text making use of the questions preceding the text.

Exercise 38

Explain the following:

1. How can ideas held at various levels in society influence public policy?
2. Why does modern politics reflect the ideas of economists rather than political thinkers?
3. How have ideas of the famous economists become modified and vulgarized in popular consciousness?
4. What is implied by a record of a political party?
5. Why does liberalism have little relation to British Liberal party?
6. What is implied when Conservative governments are accused of not

being sufficiently conservative? What is expected from them?

Exercise 39

Translate the sentences from the text.

1. Indeed, modern politics has often seemed to reflect the ideas of leading economists rather than essentially political thinkers.
2. Some of these ideas, perhaps in modified or vulgarized form, may have entered popular consciousness.
3. Our concern is... with values, perspectives and political ideologies, held at a variety of levels, from the sophisticated to the relatively primitive or even unconscious.
4. At the lowest level an ideology may amount to little more than slogans...
5. Some familiar ideologies appear to be party ideologies, while others... may not be closely associated with a particular party.
6. This implied distinction between political ideologies... and records of political parties with which the ideologies are popularly associated, may seem confusing.

Exercise 40

Find English equivalents to the following Russian words and word-combinations.

крупные/выдающиеся ученые политической мысли
исследующие политики (экономисты)
непосредственное воздействие
отражать идеи выдающихся ученых
чиновники (государственные служащие) высшего звена и ученые
именная и упрощенная форма
пойти в сознание людей
указывать на трения и противоречия
сводиться не более, чем к лозунгу
быть тесно связанным с определенной политической партией
подчеркнуть сложность

Exercise 41

Suggest the Russian for the following:

public policy

to have a limited impact
 rather than
 sophisticated levels/ideologies
 values and perspectives
 sophisticated
 to interpret in general and abstract terms
 the record of a party
 the implied distinction

Exercise 42

Match the words from the text with their equivalents or explanations.

1. scarcely	a. not enough
2. record	b. demonstrate
3. impact	c. be equal to
4. reflect	d. highly complex or developed
5. indicate	f. viewpoint
6. insufficient	g. unaware
7. modify	h. contribution, strong effect
8. perspective	j. hardly
9. sophisticated	k. bring as a result, give back an image
10. amount to	l. the best official performance
11. unconscious	m. change partially

Exercise 43

a. Complete the summary of the text according to the sense.

The ideas of major political thinkers and (a) _____ economists have always influenced (b) _____ and (c) _____ (d) _____. It is to be (e) _____ that it is mostly the ideas of leading economists that have been (f) _____ in modern politics. The names of famous academics are hardly known to ordinary people though their ideas may have entered (g) _____ (h) _____ but in (i) _____ and vulgarized form.

Those ideas are transformed at every level in society from most (j) _____ to primitive or even (k) _____. Such well known ideologies as socialism, conservatism or liberalism worked out by distinguished thinkers may be considered differently by people at various

levels. This fact (l) _____ various tensions and (m) _____ existing within each ideology.

Very often people (n) _____ certain ideas and ideologies with particular political parties. At the same time some ideologies like *feminism* are not (o) _____ with any party at all. Moreover the name of a political party calling itself Labour, Socialist or Liberal may (p) _____ the public because its ideology, programme or record may (q) _____ its name. Thus the relationship between political ideas and political activities is very complex and they needn't always be (r) _____.

h. Now that you have completed the summary, be ready to reproduce it in class.

Exercise 44

Choose one of the ideologies mentioned in the text and make a report on it in class. Speak about its origin, advocates and its essence.

Use sources in the English language.

Exercise 45

a. Study the difference between the words perspective and prospect, translate the sentences.

1. The concern is with values, **perspectives** and political ideologies.
2. With the loss of his post the Governor refused to accept the **loss of perspective** in life.
3. What other reforms are expected **in perspective**?
4. The parties that have adopted a **nationalist perspective** are gaining popularity.
5. The commander observed **the perspective** of the battlefield.
6. The unexpected outbreak of war could, **from this perspective**, be seen as a welcome diversion for a society that was becoming ungovernable.
7. The party hardly has any **prospect of** winning the election.
8. The more languages a diplomat has in good command, the **better prospects for** promotion he has.

h. Choose the right alternative prospect(s) or perspective(s).

1. The news opened new _____ to his mind and activities.

2. The loss of _____ invariably results in failure.
3. What _____ does the party have at the election?
4. From the chronological _____ it seems that living standards improved in the late 18th century.
5. In a two-party system two major parties have a roughly equal _____ of winning government power.
6. Most historians have adopted either a religious or national _____.
7. With the economic depression and with no apparent _____ of relief the people were soon driven to rebellion.
8. The reformers gave their contemporaries a new _____ from which to criticize outworn ideas.

c. Translate the sentences.

1. Надо подчеркнуть, что перспективы развития этой области можно считать положительными.
2. Взгляды общества на перспективы его развития различны на разных уровнях сознания.
3. В перспективе вполне возможно достичь согласия по этому вопросу.
4. Потеря перспективы в жизни часто приводит к замешательству.
5. Каковы ваши перспективы получить повышение по службе?
6. Политические взгляды различных слоев общества не могут быть одинаковыми.
7. Перед нацией открывались перспективы мира, процветания и социального прогресса.

Exercise 46

Translate the sentences containing the emphatic 'do'.

a. into Russian

1. The government defence policy **does** cause concern.
2. They **did** participate in the discussion but they did not have any say in the decision-making.
3. The parliamentary elections in Scotland and Wales do not imply the establishment of two independent states but they **do** imply a historic shift in the way Britain is governed.
4. The state of economy **does** have some influence on the voters.
5. In many ways Adam Smith **did** advocate the lifting of restrictions

on individual enterprise.

6. The legal norms probably **did** help to promote more tolerant attitudes.

7. Some long-standing American economic interactions **do** resemble those developin on the old Continent.

b. into English

1. Визит показл, что министр иностранных дел все-таки пользуется уважением среди лидеров других стран.

2. Защитники истоящей системы ООН подчеркивают, что на самом деле пряду проектов ее учреждения работают вполне успешно.

3. Экономика седств массовой информации действительно зависит в большой степени от рекламы.

4. Министр инстранных дел все-таки напомнил об ответственности государства за проводимую политику.

5. Его экономческая политика на самом деле отражает более либеральную иею.

6. В некоторой степени король все же принимал более активное участие в управлении, чем его предшественники (predecessors).

Exercise 47

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

Political Parties

A political arty is a group of people that is organized for the purpose of winning goveiment power, by electoral or other means. Parties aim to exercise government power by winning political office or to gain a platform to win power. Pay members are united by shared political preferences and a general ideologid identity. Depending on the ideological orientation or leaning parties ar labeled as left-wing and right-wing. Parties seen as left-wing (progressiv, socialist and communist) are characterized by a commitment to ange, in the form of either social reform or wholesale economic transformation. Parties thought to constitute 'the Right' (conservative and fascist parties in particular) generally uphold the existing social order.

Parties have a number of functions in the political system. These include their role as a mechanism of representation, the formation of political elites and recruitment into politics, the formulation of social goals and government policy, the organization of governmental processes and others.

Political parties are important not only because of the range of functions they carry out, but also because the complex interrelationships between and among parties are crucial in structuring how political systems work in practice. There are political systems in which a single party enjoys a monopoly of power through the exclusion of all other parties (by political or constitutional means) and rules as a permanent government.

A two-party system is dominated by two 'major' parties that have a roughly equal prospect of winning government power. In a multi-party system there are a number of parties characterized by a competitive struggle amongst them and no party is large enough to rule alone.

Exercise 48

Discuss the text above making use of your questions. Work in pairs

Exercise 49

Read the text below in class and do the tasks that follow.

British Political Parties

The main parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative party goes back to the Tories (an Irish name for thieves), or Royalists, who originated in King Charles' reign (1660-1685). The Tories were the party that upheld the power of the Crown and the Church.

The other main party at the time, the Whigs (a rude name for cattle drivers), was a group of MPs eager for political reform. They were afraid of an absolute monarchy and of the Catholic faith with which they connected it, though they felt tolerant to other religions. They also wanted to have no regular army. The Whigs were not against the Crown but they believed that its authority depended upon the consent of Parliament. The Whig party aimed to subordinate the power of the Crown to that of Parliament and the upper classes. These two parties became the basis of Britain's two-party parliamentary system of government.

The Tory party gave way to its successor, the Conservative party, in

around 1830. The Conservative party believes in free enterprise and the importance of a capitalist economy, with private ownership preferred to state control.

In 1889 the Trade Union Congress summoned a special conference of trade unions and socialist bodies to make plans to represent labour in Parliament. The conference met in February 1900 in London and has always been looked on as the foundation of the Labour Party. The Labour Party believes that private ownership and enterprise should be allowed to flourish, but not at the expense of their traditional support of the public services.

There has been a Liberal party in Great Britain since 1868 when the name was adopted by the Whig party. In 1981 a second centre party was created by 24 Labour MPs. It was called the Social Democratic party, and soon formed an alliance with the Liberal party. They set up a single party, which became the Liberal Democrats after the 1987 election. The Liberal Democrats believe that the state should have some control over the economy, but that there should be individual ownership.

There are other political parties within the UK. The Green party offers economic and industrial policies that relate directly to the environment. The Scottish Nationalist Party wants independence for Scotland within the European Community. Plaid Cymru — the Welsh Nationalist Party — is determined to preserve the Welsh language and culture as the foundation of a distinctive Welsh identity within the UK. Its radical wing has resorted to arson attempts as a means of protest.

a. Answer the questions.

1. What parties are there in Britain?
2. Which major parties determine British system of government?
3. Which party is referred to as "The Tory"?
4. Which ideas does it advocate?
5. How do the ideas of the Conservative party differ from those of the Labour party?

b. Explain in English the meaning of the following words and word-combinations. Suggest their Russian equivalents.

to be eager for political reform; to feel tolerant to other religions; to give

way to a successor; free enterprise; to summon a conference; to represent labour; to flourish; to subordinate; to preserve a language; a distinctive identity

Exercise 50

a. Complete the text with one of the words below.

officials, governors, conservative (2), succession; common, tend, majorities, government, electors, successive, dominated, cooperate, associated, power, to confuse, opposed, defend, accepted, identified

Political Parties in the USA

The United States is often thought of as a two-party system. In practical effect it is: either a Democrat or a Republican has been in (a) _____ every year since 1852. But political parties were not mentioned in the original US Constitution. Differences over the role of the federal (b) _____ led to the first national parties – the Federalists and the Republicans. Since then the two major parties have (c) _____ political life. The Democratic party (d) _____ with a donkey has existed in one form or another since the beginning of 1800s and has been (e) _____ in (f) _____ eras by the Federalist, the Whig and Republican parties. The Republican party, which was (g) _____ with the anti-slavery party and whose symbol is an elephant, was founded in 1854.

It is very easy (h) _____ the ideological platforms of the Democratic and Republican parties, as both parties (i) _____ the free enterprise capitalist system, (j) _____ by almost all Americans as the basis of American society. The Democrats, unlike the Republicans, (k) _____ to favour some Government intervention, but both parties have liberal and (l) _____ wings, and in Congress the liberal and (m) _____ wings of the two parties often (n) _____ with each other against the other wing. It is broadly possible to say that poor people vote for the Democrats and wealthy people for the Republicans. American politics are the politics of pragmatism and a party will always try and catch the mood of the nation, the middle ground.

And on the same day as the (o) _____ vote for the President, they also vote for Senators, members of the House of Representatives, state (p) _____ and a host of minor (q) _____. It was once (r) _____ for

people to vote *the straight ticket*, whereby a single cross against the party label on the ballot paper means a vote for every one of the party's candidates from the President downwards, but this is now rare.

This explains why there has been a (s) _____ of Republican Presidents and Democrat (t) _____ in Congress.

(from *American Institutions*)

b. Now that you have completed the text, say if the following statements are true or false:

1. The original US constitution made provision for different political parties.
2. The first national parties emerged due to the argument about the role the federal government should play.
3. The only opponent of the Democratic party has always been the Republican party.
4. The ideological platforms of the Republican and Democratic parties seem identical.
5. The ideology of both parties rely on the electors.
6. By giving preference to one party US electors vote for all its candidates for various posts.

Exercise 51

Questions for general discussion.

1. How would you define a political party?
2. What aims is a political party supposed to pursue?
3. Does a party membership secure involvement in politics and governing policy?
4. What role do political parties play in shaping government and public policies?
5. How do parties exercise their influence on government policy?
6. How many parties are needed in a state to promote democracy?
7. Could a government function without political parties?

Exercise 52

Read the text below and comment on each of the italicized definitions given to the notion 'democracy'. Which of them appeals to you most? Why?

Democracy

Democracy – the magic word that is so freely used but seldom explained, so often claimed as governing principle but rarely seen in rulers' practice. Over the centuries the vision of democracy has inspired countless millions in their fight for freedom, but it has also been misused as an illusion to disguise reality.

Based on two Greek words meaning "people's rule", the Oxford dictionary adds that it is "*a form of society ignoring hereditary class distinction and tolerating minority views.*"

The US Webster's dictionary defines it as "*government in which supreme power is retained by the people,*" and the Encyclopedia Britannica says that it is "*designed to guarantee all citizens enjoyment of certain individual and collective rights...*"

The ancient Greek philosopher Aristotle described democracy as "*government in the hands of men of low birth, no property, and unskilled labour.*"

The 17th century English philosopher, Thomas Hobbes, said "*democracy is no more than an aristocracy of orators,*" and the 18th century American founding father and slave owner, Alexander Hamilton, described democracy as "*our real disease.*"

There have been cynics aplenty on democracy. GK Chesterton said that it means "*government by the uneducated,*" and George Bernard Shaw said "*it is a device that ensures we shall be governed no better than we deserve.*"

Winston Churchill had it that "*democracy is the worst system devised by the wit of man, except for all the others,*" and likewise, Jawaharlal Nehru said it is good "*because other systems are worse.*"

Ralph Nader put aptly "*there can be no daily democracy without daily Citizenship,*" and another American, Alfred E Smith, said "*all the ills of democracy can be cured by more democracy.*"

Exercise 53

Read the text and sum up the authors' views on:

- a) the role the senior Civil Servants;
- b) the role of the politicians in Britain. Where does the difference lie?

Vocabulary notes:

1. *humble* – modest, unpretentious
2. *to mingle* – to mix together, to join

The Home of Democracy

It is obvious, when one looks carefully, who is doing the governing.

It is the Senior Civil Servants. They have the day-to-day contact with the practical realities of governing. They have the continuity, whatever “government” may be in office, whatever politician they are given as minister. They pretend they are merely high-level clerks, “the administration”, humbly and anonymously carrying out orders. It is true that they are anonymous. They do not have to be responsible to the public, or to government committees. They might even be humble. Nevertheless, they are our government. For the system, by its very nature, forces them to be the people who take the long-term decisions and shape the advanced policies, even if the documents carry a politician’s signature, and the television screen a politician’s smile.

The question that arises is, if the Civil Servants are doing the governing, what are the politicians doing? What is it that their habits seem to suggest? What use is there in their habit of mingling with all sorts and conditions of people; their habit of reading all manner of newspapers and periodicals; their habit of inviting their constituents to come to them and tell them their troubles; their habit of trying to detect and interpret even the slightest changes in the public mood and atmosphere and then trying to find ‘policies’ that will suit these changes? These, of course, are not the arts of government. But they are the arts of advertising and public relations. And that is what the politicians are doing. They are handling the P.R. and advertising for the true, concealed government, the Civil Service.

This becomes quite clear when one deliberately identifies government with management and politics with public relations. Management and government are about solving problems; P.R. and politics are about shelving them. Management and government are about long-term realities; P.R. and politics are about short-term appearances. Management and government are about finding the right course of action; P.R. and politics are about the right form of words. Management and government are about precise instructions; P.R. and politics are about vague promises. Management and government are about making the right decision; P.R. and politics are about making

sure you cannot be proved to have made the wrong ones.

(from "To England With Love" by David Frost and Anthony Jay)

Exercise 54

Choose a distinguished political thinker or an economist and make a report in class focusing on their works, contribution and impact they made on modern economics and politics. Use sources in the English language.

Exercise 55

Revise the vocabulary of Unit IV and translate the sentences into English.

1. Заявления политиков нередко противоречат их делам.
2. После войны Советский Союз осуществлял контроль над всеми странами Восточной Европы.
3. Нельзя судить о политической системе только на основании правовой структуры.
4. Сущностью конституционно-демократического правления является распределение полномочий между несколькими государственными органами с целью их сотрудничества и взаимного контроля.
5. В результате экономического кризиса доверие (confidence in) народа к правительству уменьшилось, его политика подверглась жесткой критике, и его пришлось распустить (dismiss).
6. По утверждению Монтескье, три ветви власти, законодательная, исполнительная и судебная, должны быть доверены различным лицам и органам, не зависящим друг от друга.
7. Важной характеристикой тоталитарного государства является его отождествление с одной массовой партией.
8. Несомненно, что каждая цивилизация проходит через схожие ступени развития.
9. Именно идеи известных экономистов, а не политиков оказывали и оказывают влияние на современную политику.
10. Необходимо подчеркнуть, что каждая идеология содержит противоречия.
11. Символическая исполнительная власть в Австралии возложена на британского монарха, которого представляет генерал-губернатор.
12. Каждая ступень развития человечества имеет легко определяемые характеристики.

13. Терроризм обычно связывают с отдельными лицами или группой лиц различной социальной принадлежности.
14. В сознании народа каждая политическая партия несомненно ассоциируется с определенной идеологией.
15. На низком уровне народного сознания сложные идеи сводятся не более чем к лозунгам.
16. Религия, как сознательно, так и бессознательно, достаточно часто становилась и становится инструментом эксплуатации.
17. Термин 'конституционная монархия' означает, что Британия управляется парламентом, а главой государства является королева.
18. Высшая законодательная власть осуществляется парламентом, юридически состоящим из короны, избираемой палаты общин и неизбираемой палаты лордов.
19. Исполнительная власть осуществляется кабинетом министров.
20. Подданные Ее Величества, достигшие 18 лет, не сидящие в тюрьме, не умственно больные и не пэры имеют право голосовать на всеобщих выборах.
21. Спикер в палате общин наделен неограниченными полномочиями контроля над дебатами.
22. Палата лордов, так же как и палата общин, осуществляет законодательные функции.
23. Палата лордов является верховным судебным органом.
24. Парламент судит о политике правительства также по тому, что говорят средства массовой информации.

Exercise 56

Write an essay of about 250 words to prove or challenge one of the following points.

1. Constitutional democracy is the best existing form of government.
2. In contemporary circumstances government without political parties is impossible.
3. Political parties are key institutions to promote democracy.

ADDITIONAL READING

Exercise 57

Read the text and

a. say how the role of diplomacy in a state has changed lately and why.

Diplomacy and the State

The catastrophe of 1914 severely dented the image of diplomacy and diplomats. Their role within the state structure, particularly in relation to democratic systems of government came under consideration. A lot of factors tended to erode the primacy of diplomacy in the conduct of foreign affairs.

One of these was the ending of the rule that the foreign ministry was the sole point of entry and exit for external matters. The other was the evident contempt which first the Bolsheviks and then the fascist rulers demonstrated for the accepted procedures of both the diplomatic system and the international structure generally. The security of the world of 1839 had depended on both, but the security of the world of 1939 depended on either and collapsed into a general war. The relationship of diplomacy to the state was more affected by the first of these than the second.

The inter-war period saw an increasing tendency to resort to what would now be called summit conferences. The change represented a new relationship between diplomacy and the machinery of the state at the highest level and by the same token emphasized a trend evident since the Paris Peace Conference of 1919, which had rendered the offices of presidents and prime-ministers extremely important and to some extent weakened ministries of foreign affairs.

The machinery developed by states and their governments for handling external relations is inevitably being profoundly affected by the onset of globalization. The representative needs of governments have changed rather confusingly: they need less diplomacy of the traditional kind amongst themselves, but more of it between themselves on the one hand and newer sources of power and influence on the other. The administrative duties of governments are being changed. Familiar patterns of admired and powerful bureaucracies, difficult to enter, well paid and secure, carrying out public

administration with lesser or greater degrees of political management are being dismantled.

Of all areas of government activity, the most sensitive have been the foreign and diplomatic services. It is perhaps instructive that these were and have traditionally been felt to be the senior and central activities of the fully sovereign state; and it is they which have been the first and primary casualties of contemporary developments. Events in the international system and the expansion of government roles and activities began to break the monopoly of foreign ministry control.

The profound significance of economic policy for governments, and its use, in the form of economic sanctions, as a weapon intended to achieve international coercion, gave to financial and economic departments of governments a newly independent role in managing international negotiations and transactions.

Moreover, as the number of issues on which government and non-governmental organizations needed to speak to each other both expanded greatly and became more technical, the range of administrative services across which they were spread also vastly increased. Governments have found the need to talk to each other at levels other than just the top and not confined to the foreign ministry.

As a result embassies have become affected as well. They are no longer hierarchically arranged extrusions of the foreign ministry. They have become a house of 'many mansions' in which widely varying national operations, groups, organizations can find an office from which to conduct business.

Besides overseas services are to be concentrated on areas of actual or potential economic interest, the neighbours, the major global institutions and wherever there might be a national diaspora. Foreign policy has become open about the formulation and management of policy with legislatures and the media and is at least to some extent a cooperative enterprise based on accessibility.

The discussion of the connection between the state and diplomacy indicates what globalization has done to the role of foreign ministries, embassies and foreign services and its role both in the expansion of public diplomacy and in the coordinating responsibility that the diffusion of representative activity makes significant. Coordination seems to be moving towards Presidential and Prime Ministerial offices, as the complications involved require such

political authority for their resolution that only the most senior political center can provide it.

Thus as the globalization is diminishing the function of the traditional state, the diplomacy of governments tries to adjust to new conditions and the conduct of relations between states may well be transformed.

(from *Diplomacy and Governance* by Richard Lanhorne)

b. Express your agreement or disagreement with the following. Prove your point of view.

1. The machinery developed by states and their governments for handling external relations is inevitably being profoundly affected by the onset of globalization.
2. The administrative duties of governments are being changed.
3. Events in the international system and the expansion of government roles and activities began to break the monopoly of foreign ministry control.
4. Governments have found the need to talk to each other at levels other than just the top and not confined to the foreign ministry.
5. Foreign policy has become more open.

c. Write a summary of the text. Reduce its contents by half.

GRAMMAR SUPPLEMENT

MODAL VERBS

Modal verbs can denote (1) **obligation and necessity**, (2) **absence of necessity**, (3) **prohibition**, (4) **permission**, (5) **ability**, (6) **willingness**, (7) **characteristic behaviour** (revision) and (8) **deduction or supposition** about the present or the past.

1.	2.	3.	4.	5.	6. (7.)
Obligation, necessity	Absence of necessity	Prohibition	Permission	Ability	(Un)Willingness, characteristic behaviour
must be to should ought to shall	needn't didn't don't have to	not be to may not cannot must not should not ought not to	may can	can could	will would

1. Obligation and necessity – *must, be to, should, ought to, shall*

Must is used to express strong obligation. The past is expressed by **had to**, the future is expressed by **will have to**.

*You **must** work hard to master the language.*

*I **had to** work hard to pass my exams.*

*He **will have to** work hard to make a career in diplomacy.*

Be to is used to express an agreed or expected action in the future, present or past. The modal verb **be to** does not have a future form.

*You **are to** give the library books at the end of the term. — Вы **должны будете** сдать библиотечные книги в конце семестра.*

*We **were to** meet at the entrance. — Мы **договорились** встретиться у входа.*

*That war **was to be started** in the near future. — Этой войне **предстояло** начаться в ближайшем будущем.*

Perfect Infinitive after the verb “**be**” emphasizes that the event didn't take place.

The meeting **was to have started** at 7 o'clock, but it was delayed because of the speaker's illness. — Заседание **должно было** состояться в 7 часов, но было перенесено из-за болезни спикера.

Should/ought to (more emphatic) are used to express milder obligation or advice. The past is expressed by **should/ought to have** + past participle.

*You are behind the group, you **should/ought to work hard**.*

*He **should/ought to have listened** to my advice.*

*You **should/ought to thank** your parent for the education.*

Shall (after 2nd and 3d person) is used to express unavoidable necessity or obligation like in charters, documents, contracts, etc

*The victory of peace can and **shall** be won. There **shall** be no war. — Мир может и должен восторжествовать. Войны не будет.*

*The member-states **shall** fulfill the provisions of the charter. — Государства-члены **обязаны** выполнять условия устава.*

2. Absence of necessity – *needn't, didn't need, don't have to.*

Needn't is used to express absence of necessity to do something.

Needn't have + past participle expresses an action that was completed but was not necessary.

*You **needn't speak** at the meeting if you don't feel like speaking.*

*He **needn't have learned** the text by heart. Why did he do it?*

Didn't need to + infinitive expresses an action that was not necessary, but we do not know if it was, in fact, completed or not.

*I **didn't need to do** any shopping because I was eating out that night.*

Don't have to is also used to express absence of necessity and is used like **needn't**.

*He **doesn't have to (needn't)** get up early on Sundays.*

3. Prohibition – *not be to, may not, cannot, must not, should not/ought not to.*

The sharpest prohibition is expressed by **is/was not to** and **may not**.

Cannot is used to express less sharp prohibition.

Must not is used to authoritatively prohibit something.

Should not do/ought not to do express mild prohibition or advice not to do.

Should not have done / Ought not to have done express reproach, disapproval, regret.

*There was something in his manner that **was not to** be resisted. — В его манере было что-то, чему невозможно было сопротивляться.*

*I leave the conference hall. You **may not** stay here. — Вам нельзя здесь находиться.*

*Students **cannot** use notes when writing tests. — Студентам нельзя пользоваться записками при написании контрольных.*

*You **mustn't** talk so much, ' the doctor said.*

*You **should not (ought not to)** be so impatient with children.*

*He **shouldn't (ought not to)** have said it. He only hurt her.*

4. Permission – **May** or **can** are used to express permission. The past is expressed by "**was allowed to**". The future is "**will be allowed**".

***May** I ask you a question?*

*I **was allowed to** do whatever I wanted when I was a child.*

*You **can** use my pen if you wish.*

5. Ability – **can/could**, or **will be able to** for the future.

*He **can** solve any problem.*

*I **couldn't** argue with him.*

*We **will be able to** discuss it at the conference.*

To express a particular ability on some occasion in the past **was able to** or **managed to** are used instead of **could**.

*I **was able to** go to university when I was 16.*

*The prisoner **was able (managed)** to escape by climbing onto the roof.*

Can is also used in **offers, requests and instructions**.

***Can** I help you? **Could** you possibly help me?*

*When you've finished the beds you **can** clean up the kitchen.*

6. (Un)Willingness or intention is expressed by **will** (*won't* or *would* (*wouldn't*)). *Won't/wouldn't* express a refusal, by either people or things.

*The car **won't** start. — Машина никак не заводится.*

*He was angry because nobody **would** lend him any money. — Он злился, как как никто не хотел присылать ему деньги.*

Will you introduces instructions, orders and requests.

Would you is softer, more polite.

***Will you** be quiet, please? — Успокойтесь, пожалуйста.*

***Would you** watch the children for a few minutes? — Не последите ли вы за детьми несколько минут?*

7. Characteristic behaviour is expressed by **will** (*for the present or future*) or **would** (*for the past*).

He'll sit for hours staring into the fire. — Он часто сидит часами и глядит на огонь.

*My grandma **would** always bring me a little present when she came to visit. — Моя бабушка, когда приезжала, всегда привозила мне небольшой подарок.*

Practice using modal verbs (1-7). (Revision)

Exercise 58

Choose between the verbs of obligation and necessity must, have to, be to, should, shall. Use the right form of the infinitive in the brackets.

1. Nowadays you _____ (do) nearly everything yourself.
2. I am afraid you will _____ (come) again.
3. The next day another attack _____ (launch).
4. Sooner or later we all _____ (pay) for what we do.
5. The only pity was that so often a single fault _____ (pay) for.
6. I suppose one _____ (be) serious sometimes.
7. I _____ (remember) if it was anything serious.
8. You are making too many mistakes, you _____ (work) hard on

your grammar.

9. The document _____ (find) and (bring) back here at once.
10. It was some embarrassment that Henry _____ (be) there.
11. Where _____ I (turn)?
12. _____ you _____ (do) military service in your country when you were young?
13. He has been ill and _____ (stay) in bed since last month.
14. You _____ (get) a passport before you go abroad next month.
15. Who _____ (do) the washing today?
16. It was a bad accident. You _____ (be) more careful next time.
17. He _____ (do) this work long ago. Why didn't he?
18. Everybody was waiting. A decision _____ (take) immediately.
19. I hate _____ (tell) you this, but you've just got a parking ticket.
20. The two sides _____ (keep) to the above mentioned terms.
21. The provisions of the treaty _____ (follow) by all the parties.
22. No member of the association _____ (remove) official documents from these premises without written permission.
23. Call me at 6. The situation _____ (clear) up by then.
24. The young _____ (respect) old age.
25. I hate _____ (get) up on cold, winter mornings.
26. I _____ definitely (give up) smoking this year.

Exercise 59

Translate the sentences using modal verbs of obligation and necessity.

1. Надо больше уделять внимания занятиям.
2. Я должен поговорить с ним.
3. Вам надо обязательно прочитать эту книгу.
4. Все страны-члены обязуются соблюдать законы Союза.
5. Мне пришлось готовиться к докладу дома, а не в читальном зале. Он был закрыт.
6. Тебе придется посидеть эти дни дома.
7. Ему следует быть внимательней.
8. Я должен был ходить в библиотеку каждый день, до того как мне нужно было дать курсовую работу.
9. Ему следовало быть внимательней.
10. Большие средства тратятся на вооружение, и еще большие суммы предстоит потратить.

11. Вчера должна была состояться интересная лекция, но мне пришлось остаться дома.
12. Вчера должна была состояться лекция по истории США, но она не состоялась, так как лектор заболел.
13. Почему обязательно надо было сослаться на меня?
14. Вам обязательно надо встретиться и обсудить этот вопрос
15. Надо было внимательней отнестись к его рекомендациям.

Exercise 60

Complete the sentences with the modal verbs of absence of necessity:
needn't, didn't (don't) need to, don't have to, needn't, didn't (don't) need to, don't have to.

1. You _____ worry about me. I can look after myself.
2. I am sure she didn't mean to upset you. You _____ (take) things so personally.
3. We _____ (take) a decision immediately.
4. He _____ (get up) as early as on week days. It was Sunday.
5. The report was too long. You _____ (go) into so many details.
6. She _____ (tell) everything. Now she'll be talking.
7. You _____ (speak) to him on the matter. Nobody asked you.
8. If the borders are open, visas _____ (issue).
9. You _____ (repeat) the same thing to me again and again.
10. I hope you won't _____ (look up) every other word in the dictionary.

Exercise 61

Translate the sentences using the modal verbs of
a. absence of necessity

1. Вам незачем беспокоиться. Все будет в порядке.
2. Нам не пришлось вмешиваться: он сам справился с задачей
3. Нет необходимости что-либо объяснять.
4. Зря вы принимаете такие пустяки близко к сердцу.
5. Разговор продолжался недолго, все было достаточно ясно, и им не пришлось вдаваться в излишние подробности.
6. Можешь не отвечать на этот вопрос, если не хочешь.
7. Не обязательно вам приходить самому. Можете прислать кого-нибудь.

8. Нам не надо было переводить текст полностью, ты зря потратил время.
9. Можешь не тоюпиться, лекция уже началась, и мы уже опоздали.
10. Мы пришли напрасно, интересующий нас вопрос не поднимался.

b. prohibition

1. Нельзя обижать детей.
2. Здесь нельзя находиться.
3. В зоопарке запрещается кормить зверей.
4. Нам нельзя звонить по телефону по личным делам.
5. Во время обсуждения не следует перебивать друг друга.
6. Нельзя показывать ему, что ты жалеешь его.
7. Не надо противоречить ему, ты должен уважать его возраст.
8. Она не должна была пропускать семинар.
9. Что-то было в его словах, чему невозможно было противоречить.
10. «Нельзя спорить со старшими», — сказала мать.
11. Не надо было вмешиваться в их дела. Ты все испортил.

Exercise 62

a. Complete the sentences. Choose between the modal verbs of permission and ability (may/can) or their equivalents.

1. _____ I ask you to explain the rule once more?
2. You _____ read this article. You have knowledge enough.
3. I _____ imagine her teaching children, she used to be so impatient.
4. He said I _____ come to him any day I liked.
5. — I _____ do without you. Don't think I _____ .
— I know you _____. I told you that you _____ .
6. Whenever you _____ come, you are always welcome.
7. I'm learning Russian because I want _____ to talk to people when I go there next year.
8. A girl was drowning, but he jumped in and _____ to save her.

b. Translate the sentences.

1. Она не была англичанкой, но ее можно было принять за нее.
2. Прошло несколько дней, и ему можно было вставать.
3. Можете зайти завтра.

4. Я был счастлив, что смог помочь ему в трудную минуту.
5. Не могли бы вы продиктовать мне эту страницу.
6. Ты можешь взять словарь. Мне он больше не нужен.
7. Дети легко могут придумывать разные истории.
8. К сожалению, мы не сможем больше видеться.
9. В той сложной ситуации он все-таки смог найти выход.
10. Вы сможете поддержать меня в этом вопросе?

Exercise 63

a. Rewrite the sentences using will/won't and would/wouldn't to express (un)willingness and characteristic behaviour.

1. My dog followed me round wherever I went.
2. His father is a wealthy man, but he goes out without any money.
3. The car stopped and I couldn't start it.
4. It's no use giving him advice. He never listens to it.
5. The cat invariably left his hairs on all the furniture.
6. He always pretended not to hear anything that he didn't want to hear.
7. She is in the habit of ordering people around.

b. Translate the sentences into English. Use modal verbs expressing willingness and characteristic behaviour.

1. Замок в машине замерз, и дверь никак не открывалась.
2. Бесполезно уговаривать его. Он никого не желает слушать.
3. По вечерам он обычно брал в руки газету и усаживался в кресло перед телевизором.
4. Хотя он не бедный человек, у него никогда не бывает карманных денег.
5. Все были недовольны, потому что Сэм отказался.
6. Он у всех занимает деньги, но всегда отдает свои долги.

1. MODAL VERBS OF DEDUCTION (CERTAINTY)

	Probability* ~ 95% вероятно, должно быть (не)		Possibility less than 70% возможно, может быть (не)	
	positive	negative**	positive	negative
Present*	Must do be done be doing	can't couldn't do be done be doing	may might*** mould do be done be doing	may not might not do be done be doing
Past	Must have done have been have been doing	can't have done have been done have been doing	may might could have done have been done have been doing	may not might not have done have been done have been doing

* 100% certainty for the present or for the future is generally expressed by "will" and "be" + **sure/certain/(un)likely + Infinitive**.

*The phone is ringing. – This **will be** Mary. She promised to call me at this time.
The talks **are likely to be held** in June.*

** In statements and questions **can't/couldn't + all Infinitive forms** often express **surprise, disbelief or doubt**.

***Can/Could** he have said it? – Неужели он это сказал?
He **can't/couldn't** have said it. – Невероятно, чтобы он сказал это.*

In negative sentences expressing probability **words with negative meaning** can be used **instead of not**.

***Nobody must have seen** him. – Вероятно, его никто не видел.
He **must have failed** to do it. – Ему, должно быть, не удалось сделать это
(Вероятно, он этого не сделал).*

*You **must have misunderstood** me. – Ты, наверное, меня не понял.*

*** **Might / could** are often translated as “**мог бы**”.

Exercise 64

***Watch the meaning of the verbs must and can/can't/couldn't.
Translate the sentences into Russian.***

a.

1. a. She must be very careful when driving.
b. She must be very careless if she drives without a driving license.
2. a. He must call her and apologize.
b. He must be calling her. The line of both is busy.
3. a. The matter must be settled before his arrival.
b. The matter must have been settled before his departure.
4. a. Your mother must know nothing about it. It will upset her.
b. Your mother must know nothing if she insists on her choice.
5. a. Her English is poor. She must study hard.
b. Her English is rather good. She must be studying hard.

b.

1. a. I can't open the door, it seems to have got stuck.
b. Something must have happened. He can't be late.
2. a. Can he use the car in your absence?
b. Can he have used the car in my absence?
3. a. You cannot judge of things you don't understand.
b. He can't know about it. I have kept it secret all the time.
4. a. You can rely on me.
b. Can he have relied on such a dishonest person?
5. a. He could read a book a night when a student.
b. He couldn't have received the news with indifference.

Exercise 65

***Complete the sentences with the correct form of the Infinitive.
Translate the sentences into Russian.***

a. must

1. Look! People are hurrying along the street with collar and umbrellas up. It must (rain) hard.
2. The film must (be) worth seeing, if he has seen it three times.
3. Something serious must (delay) him. He should have been here long ago.

4. Judging by his story he must (face) a lot of challenges.
5. We must (walk) in the wrong direction. I don't recognize the road.
6. They must (know) each other for quite a time.
7. He must (practice) a lot if he was able to win the competition.
8. You must (be) unobservant if you didn't see any change in him.
9. Such a possibility must never (occur) to him.
10. Where is Peter? He must still (park) the car.

b. can

1. Can making a decision (delay) till tomorrow?
2. Did he really promise you his help? He can't (break) his promise.
3. He can't (fail) the exam. He was well prepared.
4. Could my idea (accept)?
5. Couldn't you (be) more polite with the guests yesterday?
6. Can he (deny) his guilt in court?
7. The talks couldn't (delay). They have been waited for so long.
8. The government can't (think) of introducing this kind of tax.
9. The problem couldn't (solve) so quickly.
10. They can't (involve) in the plot.

Exercise 66

Answer the following questions, using must. Translate the sentences.

1. Why isn't he here? (delay)
2. Why are they never seen together any longer? (quarrel)
3. What is she doing now? (sit for an exam)
4. Why didn't he join in the discussion of the problem. (have no interest in the subject)
5. Why can't we call on him now? (still sleep)
6. Where is he? (wait for us downstairs)
7. Why is the photograph so pale? (expose to light)
8. How old was he when he took up this business? (thirty)
9. Where is the book I've been looking for? (lose)
10. Why does he look so upset? (fail)

Exercise 67

Paraphrase the sentences using must.

1. What a nice television-set, it has obviously been paid for a lot.

2. Evidently she was ashamed of her behaviour.
3. She is probably confusing the two notions.
4. Obviously he was speaking from his own experience. He sounded very convincing.
5. He has obviously been working at the university for a long time. Everybody seems to know him.
6. There's a traffic jam on the road. It seems there has been an accident. Accidents often happen here.
7. Something has evidently happened. There is a big crowd here.
8. Probably he has bad eyesight. Look, he is holding the book too close to eyes.

Exercise 68

Translate the sentences using must.

1. Вы, должно быть, недавно вернулись из-за рубежа.
2. Наши работы, наверняка, уже проверены.
3. Он, должно быть, обиделся. Он ушел, не попрощавшись
4. Она, вероятно, гостит у друзей. Я помню, она писала об этом.
5. Ты, должно быть, много работал над языком все эти годы.
6. В это время, наверняка, передавали новости.
7. Твой ответ, несомненно, произвел нужное впечатление.
8. По-видимому, эта задача труднее, чем мы предполагали.
9. Очевидно, они говорили обо мне. Когда я подошел, они сразу замолчали.
10. Он, вероятно, говорил вам о своем отъезде.

Exercise 69

Paraphrase the sentences using must to express negative certainty with the help of negative words (fail to do, never, no, negative prefixes, negative suffixes, etc.). Be careful not to use "no" after "must".

Model: I am sure he did not understand you properly.
 He must have **misunderstood** you.
 He must have **failed to** understand you.

1. Undoubtedly the news did not reach them in time.
2. I am almost sure that the match was not won.

3. I hope the task has not given you much trouble.
4. Obviously, the parties have not agreed about the territorial question.
5. He thinks the law is not interpreted in the right way.
6. It looks they are not willing to help.
7. I am sure these figures have not been checked.
8. Most probably this offer was not accepted.
9. He is surely not very careful in doing his job.
10. Probably you haven't eaten for a long time.
11. I am almost sure he didn't manage to prove his point.
12. Evidently the examiner was not satisfied with your answer.
13. Probably he didn't see you if he didn't nod your way.
14. Obviously they don't want any mediators at the talks.
15. He certainly did not notice his mistake.

Exercise 70

Translate the sentences expressing negative certainty using must.

1. Вероятно, ему не сообщили, что встреча перенесена.
2. Наверняка, он не имеет опыта переговоров.
3. По всей вероятности, она так и не оправилась от шока.
4. Ты, наверное, не понял задание.
5. Должно быть, не удалось установить факты, и обсуждение вопроса было отложено.
6. Он, наверняка, не признал свою вину.
7. Им, должно быть, ничего не известно о перестановках в правительстве.
8. Этот вопрос, наверняка, еще не решен.
9. По всей вероятности, он не запомнил шифр.
10. Вероятно, исполнительные органы не выполнили свою задачу.

Exercise 71

Express doubt, surprise or disbelief, using can/can't/couldn't (неужели, не может быть, чтобы, разве).

a. *Model: He broke his promise.*

Can/could he have broken his promise?

He can't/couldn't have broken his promise. He never does.

1. He seems to be still sleeping.

2. The book is said to be boring.
3. He managed to persuade the commission.
4. They say he is very experienced.
5. Leave me alone. I am tired.
6. I hear he failed n English.
7. She was very upset by your words.
8. The report seems to have been a success.
9. They say he was appointed secretary of the committee.
10. He is said to have been promoted again.

b. Model: *He didn't answer his mother's letter.*

Can/could he have failed to answer his mother's letter?

He can't/couldn't have failed to do that.

He has always been so considerate.

1. The editor did not accept my article.
2. She didn't apologize for her sharp remark.
3. The audience did not understand the joke.
4. Unfortunately he didn't believe me.
5. The boss didn't even nod my way.
6. The guests didn't leave until two in the morning.
7. I couldn't explain that failure.
8. The parliament did not approve the bill.
9. He didn't realize what he was doing.
10. The main speaker did not turn up at the conference.

Exercise 72

Translate the sentences expressing surprise, disbelief or doubt using can/could.

1. Не может быть, чтобы его назначили послом.
2. Неужели он так тебе и не позвонил?
3. Не может быть, чтобы он не понял, что ты шутишь.
4. Разве ты не заметил моего присутствия?
5. Неужели он помнит, как мы познакомились?
6. Неужели ты не слышал эту новость?
7. Не может быть, чтобы этот законопроект не был принят.
8. Разве она не объяснила причину своего отсутствия?
9. Неужели они не оценили ваши усилия (appreciate)?

10. Неужели вы не увидели разницы между копией и оригиналом?

Exercise 73

Complete the sentences with must or can and a correct infinitive form of the verb in the brackets according to the sense.

1. It _____ (be) anything serious, or I'd have remembered.
2. You _____ (tell) another lie.
3. She _____ (forget) what had happened the day before.
4. He _____ (say) nothing in his defense if he was punished so severely.
5. _____ the problem (remain) unsolved?
6. The conflict _____ (settle), they are friends again
7. _____ they (fail to settle) the conflict?
8. You _____ (believe) this open lie.
9. Nothing _____ (fail to escape) his attention.
10. _____ no one (answer) this question?

Exercise 74

Fill in the spaces with will, won't, must, can't or should and an appropriate infinitive of the verb in brackets.

- A. OK. Don't worry about the phone. I'll answer it. It _____
David ringing me about tonight's meeting. (be)
- B. Hello, John. It's David. I tried ringing you earlier, but I got no reply.
You _____ out. (be)
- A. I haven't been out all morning. You _____ the right
number. (get)
- B. – Never mind. What about the meeting? How many people can we
expect? – There _____ quite a few, judging by the
number of enquiries we've been having. (be)
- A. One thing's worrying me. I haven't heard from the speaker, Joan
Bakewell. I'm sure she _____, but it isn't like her not
to get in touch. (forget) Shall I give her a ring?
- B. – Not now, no. She _____. You'd better wait an hour
or so. (teach)
- A. I've bought twenty bottles of wine for the party afterwards. That
_____ enough, don't you think? (be)

- B. My bank statement says I'm overdrawn. There _____ some mistake. (be) I _____ through a whole month's salary already! (get)
- A. We _____ too much money on the house lately. (spend)
- B. But how come I'm overdrawn?
- A. It _____ the desk we bought. (be)

Exercise 75

Compare the meaning of may/might, translate the sentences.

- a. She may work in my room. She won't disturb me.
 - b. She may be working in my room. I know she likes it.
- a. You may not keep the library books long.
 - b. You may not know that she needs your help badly.
- a. You may come early. I don't mind.
 - b. You might come earlier. Why are you always late?
- a. You may miss the train if you stay longer.
 - b. Why did you stay so long? You might have missed the train.
- a. You needn't worry. She may arrive yet.
 - b. You needn't worry. She may have arrived already.
- a. She may have visited him, for all I know.
 - b. She might have visited him. She knew he was ill.

Exercise 76

Fill in the gaps with the correct infinitive form of the verbs in the brackets. Translate the sentences.

1. He may not _____ (learn) the news, that's why he looks as if nothing had happened.
2. He may _____ (have) a lot of experience but he is not easy to deal with.
3. We had better drop the subject. She may not _____ (get) over the shock.
4. He may still _____ ((hesitate) about the offer, he should be helped to make a decision.
5. He might _____ (tell) her about it. She behaved in a strange way.
6. Don't be angry with her, she might _____ (say) it in despair.
7. Tell him he might _____ (warn) me and not _____ (put) in such an awkward position.

8. He may _____ (have) to walk a long distance, he looks tired.
9. You could _____ (ask) my advice. Why didn't you?
10. Why doesn't he answer the phone? He may _____ (sleep) or he might _____ (take) a shower. But I am sure he is at home.

Exercise 77

Translate the sentences using may/might + as well + Infinitive (вполне/с тем же успехом можешь/мог бы). Follow the model.

Model: You are (were) not listening to me. I may (might) as well be speaking with a wall.

1. Лекция была неинтересная. С тем же успехом мы могли бы на нее не ходить.
2. Ты ничего не добился, споря с ним. С тем же успехом ты мог бы и помолчать.
3. Я разочарована встречей, с тем же успехом мы можем не видеться еще 10 лет.
4. Вечеринка была скучной, она вполне могла остаться дома.
5. Хотя он говорил по-английски, я ничего не понял; с тем же успехом он мог говорить на китайском.
6. Лекарство мне совершенно не помогло. С тем же успехом я мог бы пить воду.

Exercise 78

Complete the sentences with may/might or could with an appropriate infinitive. Often all three are possible.

1. I wonder why Alan didn't buy me anything for my birthday. I suppose he _____ (forget). Or he _____ (think) that now I am getting on, I don't like to be reminded of my advancing years.
2. On the other hand, he _____ (forget)! He _____ (give) me a present this evening when I see him. Oh no! He _____ (plan) a surprise party, as he did last year.
3. Every time I phone Jane, it's engaged. I suppose she _____ (try) to phone me while I'm phoning her. I'll wait a while.
4. I can't help worrying when Jack is late back home. I always think that he _____ (have) an accident, and that he _____ (lie) on the side of the road with ambulances and police cars all about him. I

know it's irrational. Wait a minute! It's Tuesday today, isn't it? He works late some Tuesdays. He _____ (not leave) the office yet. I'll give him a ring.

5. I wonder why Helen has got all these books on Greece from the library. I suppose she _____ (think) of going there on holiday. On the other hand, she _____ (not get) them out for herself. They _____ (be) for Henry. He _____ (write) a project on Greece for his geography course.

Exercise 79

Complete the sentences with *may/might*, *can/could* or *must* and a correct form of the Infinitive of the verb in the brackets.

1. She _____ not _____ his remark. It was intended for her. (miss)
2. The solution _____ to him too late. He was powerless to change anything. (occur)
3. As you grow older you _____ how wrong you were. (realize)
4. Who _____ then that the case would be lost? (think)
5. He _____ it but I _____ hardly believe it. (say)
6. You _____ it for the sake of your mother. (do)
7. The mistake _____ unnoticed. (remain)
8. He _____ with you if you called him at six in the morning. (annoy)
9. You _____ something in your defense. Why didn't you? (say)
10. I _____ by their faces that they were interested in what I was saying. (tell)
11. He _____ the events of the last few years. (forget)
They _____ still fresh in his mind. (be)
12. He _____ us. It's so much like him to leave without saying a word. (warn)
13. Judging by the way people greet you, you _____ a big man here. (be)
14. I _____ for no more than ten minutes but to me it seemed an age. (wait)

Exercise 80

Rewrite the following sentences, using *must*, *can't*, *may* or *might*.

1. I am almost sure Harry's at least sixty.

2. Perhaps he's having a party.
3. I am almost certain he hasn't retired yet.
4. I'm sure he isn't very well off. His house is in a terrible mess.
5. Perhaps he spent all his money when he was younger.
6. I think he does a lot of gardening. His gardens look beautiful.
7. I'm sure he's read a lot of books about gardening. He's certainly an expert.
8. I'm sure he's working in the garden. I can hear someone digging.
9. Now I can hear voices. Perhaps he's talking to Miss Appleby.
10. No, I'm sure it isn't Miss Appleby. It's two men's voices.
11. They are shouting. Perhaps they are having an argument.
12. They are talking about money. Perhaps Harry owes the other man some money.
13. No, I can't hear anything. I'm sure they've gone inside.
14. My God! A gun shot! I'm sure Harry has killed him!
15. No, there's Harry outside, so it wasn't Harry who was shot.
16. There's a siren. I am sure there is the police arriving
17. Look at all those lights and cameras. Ah! Now I understand. They were making a film!

Exercise 81

Complete the text with must be/must have been, can't be/can't have been, had to be/didn't have to be.

The Mystery of the Talking Shoe

Tracy Evans _____ to be at work till ten, so she ignored her alarm clock. But she woke up with a start when she heard a strange sound coming from her wardrobe! What was it? It _____ a mouse, Tracy thought. No, it _____. She knew there were no mice in her room.

I _____ careful, Tracy said to herself as she opened the wardrobe. There, in front of her, was the lovely pair of wedge-shaped sandals she had bought the day before. Then she heard the sound again! 'It _____ (come) from my sandals!' she cried. She picked them up, and, sure enough, one of them was 'talking'! Tracy _____ at work at ten, but she still had enough time to visit Mr Lucas, her shoemaker. He removed the wooden heel and they were both amazed to see a white larva eating the wood. Mr Pope, of the Natural History

Museum, solved the mystery. 'These shoes _____ (import) from Brazil. An insect _____ (lay) its eggs in the tree from which the shoes were made,' he explained.

Exercise 82

Put into the gaps suitable forms which express uncertainty and possibility.

Older and Wiser?

We make decisions all the time, but we _____ never be certain whether we are right or wrong. The work you choose to do _____ be suitable for you or it _____ not. The person you marry _____ be a perfect match or _____ the worst possible choice. Suppose you have saved money for the future. You _____ invest it wisely so that it grows in value or you _____ lose the lot in a foolish moment. You think you have a healthy diet, but the food you eat _____ actually be very bad for you and _____ be the cause of terrible illness. Perhaps you travel a lot by plane. All the flights you make are routine, but one of them _____ your last. Decisions! Decisions! But we don't learn from experience. Experience is the quality that allows us to go on making the same mistakes with more confidence!

Exercise 83

Make suggestions about the present and past with the modal verbs.

A detective is investigating a burglary at the home of Mr and Mrs Smith.

"I wonder how the thief got in. He (a) _____ used a ladder or he (b) _____ had a key. Ah! What's this? Broken glass by the kitchen door, and the door has been unlocked. He (c) _____ broken the window, put his hand inside, and turned the key. The (d) _____ made a noise. I wonder if the neighbours heard anything?"
(He goes next door to talk to the neighbours, and knocks on their door.)

"There's no reply. I suppose they (e) _____ be on holiday, or they (f) _____ watching television." (He listens at the letter-

box.) "I can hear voices. Someone (g) _____ in. Rather odd."
(He goes back to the Smiths' house.)

"Now, I wonder what was stolen. I don't think the Smith family is terribly well off, so the thief (h) _____ found a lot to steal. It was clever of him to come in just after Mrs Smith went shopping. He (i) _____ known she would be out. What was the noise? It came from upstairs. The burglar (j) _____ not _____ left the house yet! He (k) _____ hiding upstairs! I'd better go and see."

Exercise 84

Look at this very unnatural sounding monologue. Replace the words in italics with appropriate modal verbs to make it sound more natural.

"Wonderful it's Sunday and (a) *it is not necessary for me* to get up at 7 o'clock. (b) *I'll possibly* stay in bed a bit longer although (c) *I think* the children *are probably* awake now and I'll (d) *be obliged* to get their breakfast soon. They (e) *refuse* to make it for themselves. (f) *It would be a good idea for me* to get up immediately because (g) *perhaps* they will wreck the house. However, it is still very early and they (h) *are probably* not very hungry yet. (i) *It would have been a good idea if I had* put out the cornflakes and milk yesterday evening. But all this thinking and not acting is really silly! (j) *It is really necessary for me* to get up this minute. Now where are my slippers? – That damn dog (k) *has probably* hidden them again! (l) *It would have been a good idea for us* to train it better, but I suppose we (m) *weren't obliged* to buy it in the first place, after all, it's only a puppy.

Oh, I'd forgotten! (n) *It's just possible that* Alan will be back from his business trip today – marvelous! One adult isn't enough to look after four children and a puppy, and three goldfish! Why (o) *did he refuse to take me* with him? (p) *It was possible for us* to get his mother to come and look after the children. Never again!"

Exercise 85

Translate the sentences into English using the correct modal verb: can/could, may/might, should, must, need, have to, be to.

1. Он не мог ждать нас, он спешил.

2. Вы можете не ждать меня, я приеду сам.
3. Вы можете подождать меня, если хотите.
4. Мне не следовало ждать тебя.
5. Вам следовало дожждаться нас.
6. Нет необходимости ждать его. Он сам знает дорогу.
7. Возможно, они не ждали нас.
8. Возможно, они ждали вас.
9. Вы могли бы подождать меня пять минут.
10. Можно я подожду вас в приемной?
11. Не может быть, чтобы он не ждал вас.
12. Неужели они ждали вас так долго?
13. Он, должно быть, не дождался нас и уехал один.
14. Он, должно быть, совсем не ждал нас, мы опоздали на три минуты, и его уже не было.
15. Он, вероятно, все еще ждет нас у входа.
16. Он должен ждать нас у входа.
17. Он не пошел с нами, он должен был дожждаться друга.
18. Почему он ушел? Он должен был дожждаться нас.
19. Не было никакой необходимости соглашаться на эту встречу. Зачем вы согласились?
20. Вчера должна была состояться лекция о международном положении, но, к сожалению, она была отложена из-за болезни лектора.

UNIT V

WAR AND DIPLOMACY

Step 1. Revolutions

The topical vocabulary to be remembered:

1. **to revolt/to rebel** *v* бунтовать, восставать
revolt/revolution/rebellion *n* революция, восстание
revolutionary/rebel *n* революционер, бунтарь
revolutionary/rebellious *adj* восставший, революционный
2. **to depose/to oust** *v* свергать, смещать
syn. **to overthrow/to topple/to remove**
overthrow/deposition/removal *n* свержение, смещение
3. **to destroy/to ruin** *v* разрушать, уничтожать
destruction/ruin *n* разрушение, уничтожение
destructive/ruinous *adj* разрушительный
4. **to hinder/to prevent (doing)** *v* мешать, преграждать
препятствовать
syn. **to avert**
hindrance/prevention/aversion *n* препятствование, предотвращение
5. **to abuse(sth, sb)** *v* злоупотреблять, пользоваться, оскорблять
abuse *n* злоупотребление, жестокое обращение
abusive (power, tyrant, etc.) *adj* жестокий, оскорбительный
6. **to oppress** *v* (to keep down by the cruel or unjust use of authority)
1) притеснять, угнетать; 2) удручать
oppression *n* притеснение, угнетение, гнет
oppressive *adj* гнетущий, деспотический
oppressor *n* притеснитель, угнетатель

7. **to suppress** *v* (**a revolt, a smile, etc.**) пресекать, сдерживать, запрещать, скрывать, подавлять

8. **to repress/to restrain** *v* подавлять, репрессировать, сдерживать
syn. to hold back

9. **to favour** *v* (**an idea**) 1) придерживаться, поддерживать, 2) благоволить, благоприятствовать
syn. to adhere to/ to advocate/to champion (an idea)
favour *n* 1) благосклонность, поддержка; 2) одолжение, любезность 3) польза, помощь, интерес
(un)favourable *adj* (не)благоприятный подходящий
favoured *p.p.* привилегированный
favourite *adj, n* 1) любимый, предпочтительный; 2) лидер (в предвыборной гонке)

10. **to perceive** *v* воспринимать, понимать
perception *n* восприятие, понимание
perceptive *adj* восприимчивый
(im)perceptible *adj* (не)ощутимый, (не)заметный
perceived *p.p.* кажущийся, мнимый

11. **to sustain** *v* (**by all means**) 1) поддерживать, содержать; 2) выносить, выдерживать (во что бы то ни стало)
syn. to suffer, to endure
Do not confuse with:
to maintain *v* (**at a certain level**) поддерживать (на определенном уровне)
sustained *p.p. (growth, effort, defense)* длительный, стабильный, непрерывный (рост, усилие, оборона)
sustaining power - стойкость, выносливость
sustenance *n* поддержка, средства к существованию

12. **to secure/to guarantee** *v* 1) обеспечивать, гарантировать; 2) обезопасить, страховать; 3) доставать
syn. to provide, to ensure
(in)secure *adj* (не)надежный, безопасный, прочный
security *n* надежность, безопасность, уверенность, защита, гарантия

Exercise 1

Study the use of the topical vocabulary. Translate the sentences into Russian.

abuse, abusive

1. The big corporations **abused** their power too much, and the important task was to investigate those corporate **abuses**.
2. The Environmental Protection Agency was created to bring **nature abuses** under control.
3. Reagan wanted to eliminate 'waste, fraud and **abuse of all kind**'.
4. Milton... believed in revolution as the right of society to protect itself from **abusive** tyrants...

oppress/suppress/repress

1. The extent to which the people **were oppressed** is hard to imagine.
2. **Oppression** in the years of dictatorship reached its peak.
3. Revolution can secure freedom from **oppressive** leadership.
4. Believing America to be a haven for the **oppressed** Jefferson urged a liberal naturalization law.
5. H. Wilson showed considerable skill in **suppressing** the ideological divisions within the party.
6. In the absence of effective outside assistance the Irish revolt was easily **suppressed**.
7. Seeing his confusion she could hardly **suppress** a smile.
8. One-party system has used the idea of an invisible public or national interest to justify the **suppression** of rival parties.
9. The prime minister **repressed** the reform movement, which was a serious over-reaction.
10. The takeover was followed by a **repressive** phase up to 1822.

favour, favourite, (un)favourable

1. The situation in America was anything but **favourable** to change.
2. Kant **favoured** the idea that a revolution was a natural step for a higher ethical foundation for society.

3. While the South and West **favoured** war, New York and New England opposed it.
4. The feudal restrictions **in favour of** enterprise and capitalist practices began to break down in the sixteenth century.
5. Jefferson **enjoyed** extraordinary **favour** because of his appeal to American idealism.
6. Eisenhower was active behind the scenes pushing his **favourite** programme.

perceive, perceived, perception, perceptive, (im)perceptible

1. Revolution is considered to alter the people's **perceptions** of the social order, politics and economics of their country.
2. One of the problems that parties suffer from is their real or **perceived** oligarchic character.
3. The trial of Ethel and Julius Rosenberg for revealing atomic secrets furthered the **perception** of a domestic communist danger.
4. A small but influential movement of writers and intellectuals were dissatisfied with what they **perceived** to be materialism and spiritual emptiness of life in the United States.
5. People **perceptive** to new revolutionary ideas joined into clubs.
6. As time went on, another stage was **imperceptibly** reached in the thinking of ordinary people.
7. G. Washington wished slavery to be abolished by 'slow, sure and **imperceptible** degrees'.

secure, security

1. Protecting itself from abusive tyrants society **secures freedom** from oppressive leadership.
2. In 1620, a group of Puritans **secured** a land patent from the Virginia Company to set out for Virginia on board the Mayflower.
3. The whole army swore not to divide until the liberties of England **were secure**.
4. The rebels wanted vast changes - **security** of small property and law reforms, and **to secure** all this they wanted a republic.
5. The safe seemed to be **securely** locked.
6. The company's investments proved to be **insecure**.

sustain, sustained, sustaining, sustenance

1. The success of the revolution in Russia inspired communist revolutionaries in other states to launch and **sustain** struggles against their own governments.
2. At a deeper level it is questionable whether the USA has the economic resource **to sustain** its global role.
3. Free public education had been largely realized and a free press maintained. The idea of religious freedom **had been sustained**.
4. Long term and **sustainable** prosperity requires fair distribution and effective welfare.
5. The Soviet economy was incapable of **sustaining** the level of expenditures necessary to compete with the U.S. defense build-up.
6. **Sustenance** is the means of livelihood or anything that **sustains** life, for example, food.
7. Kennedy's special combination of grace, wit and style **sustained** his popularity.
8. Subscription for a periodical provided it with **sustained** financial support.

Exercise 2

Fill in the gaps with the right form of the derivatives.

abuse, abusive

1. The opposition accused the ruling government of _____ the state broadcasting authority by making party propaganda on TV.
2. The _____ of children is prosecuted by law.
3. The politician was famous for most _____ character.
4. The International Court of Justice considers cases of human rights _____.
5. I hope you won't _____ the hospitality of the host.
6. Western nations called attention to various _____ of human rights by communist regimes.
7. Cromwell's rule turned out too _____ to enjoy people's support.
8. There has been an unprecedented progress in investigating public officials suspected of _____ their position.

oppress, oppressive, oppression, suppress, suppressive, suppression, repress, repressive, repression

1. Thousands of people suffered from the _____ regime of the dictator.
2. From the beginning most _____ measures were used by the government against the rebels.
3. The king's answer to the riots was the severest and most brutal kind of _____.
4. The rebellion was a bloody business, and its _____ even bloodier.
5. The government used their emergency powers to _____ the truth about the accident.
6. He had difficulty in _____ an impulse of offering his help.
7. Brutal _____ of the rebellion demonstrated the government's determination to meet force by force.
8. In the past the law had been frequently broken not only by criminals but also by those for whom it was _____.
9. Saddam Hussein remained in power, savagely _____ the Kurds.
10. The labour movement in Poland _____ in December 1981.
11. In 1979 revolutionaries calling themselves Sandinistas overthrew the _____ right-wing Somoza regime.
12. Martin Luther King said "There comes a time when people get tired of being kicked about by the brutal feet of _____".
13. Among those _____ have been the engineers who tried to point out problems with the Challenger space shuttle.
14. _____ is a denial of the open dialogue and debate that are the foundation of a free society.
15. When fanatics are on top there is no limit to _____.

favour, (un)favourable, in favour of, favourite

1. The Federalists _____ pro-British policy while the Republicans _____ France, primarily for theological reasons.
2. At that time the British continued _____ the welfare state.
3. The Republicans regarded the treaty limiting American trade as too _____ for Britain.
4. The British opposed abandoning the pound _____ the new single European currency known as the "Euro".
5. Eisenhower was active behind the scenes pushing his _____ programs.
6. The Scots adopted policies on higher education and freedom of information which differed from those _____ in London.

7. The public opposed British membership partly because the terms on which she had joined seemed _____.
8. Japan's prime-minister is said to have taken bribes in return for _____ to Nomura, Japan's biggest securities firm.

perceive, perceived, (im)perceptible, perception

1. The decline in party membership can be explained by the _____ that parties are tainted by power, ambition and corruption.
2. Eisenhower, like Truman, too, _____ communism as a monolithic force struggling for world supremacy.
3. The government attempted to remove _____ threats to American society.
4. Owing to the _____ weakness of the British economy, the pound lost value during the early 1990s.
5. The alterations made were almost _____.
6. Even when the economy began recovering in 1992, its growth was virtually _____ until late in the year.
7. I don't _____ any improvement in the economy.
8. Most American leaders throughout the period saw the world in Cold War terms and sought to counter the _____ threat of the Soviet bloc.
9. When Princess Diana died the British people responded by treating her death as royal because of the _____ justice of her cause.

secure, (in)security, secure

1. At the turn of the century European nations _____ monopolistic trade rights.
2. Social _____ created a system of insurance for the aged and disabled.
3. People grew tired of unemployment and _____.
4. Only a government based on popular consent could _____ natural rights to life.
5. Union forces were able _____ battlefield victories.
6. The rapid rise in living standards during the 1950s was based on _____ foundations.
7. When any special business is about to be decided, steps are taken _____ the presence of MPs.

8. A cease-fire, negotiated by the national _____ adviser, was finally signed in 1973.

sustain, sustaining, sustained, sustainable, sustenance

1. Kennedy's special combination of grace, wit and style _____ his popularity.
2. By early 1984 the U.S. entered one of the longest periods of _____ economic growth since World War II.
3. Unrealized hopes could _____ expansion only for a limited time.
4. Amongst the main criteria, the _____ rise in population appears to give the best indication of rising living standards.
5. Long-term and _____ prosperity is hard to attain.
6. Revolutions and wars force people who have no _____ for existence to leave the country and turn into refugees.
7. One of the roles of government is to create a _____ free-market economy.
8. "If a country is to be able to achieve self-_____ growth it will have to pursue realistic policies."
9. There is a _____ pattern of suppression in some areas.
10. The plantation economies of the Atlantic ocean _____ by slaves.

Exercise 3

Discuss the following before you read the text about revolutions.

1. What is a revolution in your understanding?
2. Why do revolutions occur?
3. What kinds of revolution can you distinguish?
4. Which revolutions have entered world history?
5. Have they had any effect on other countries?

Exercise 4

Read the text and make up 10 logical questions to cover its content.

Revolutions

Revolutions might be defined as spontaneous or planned popular uprisings which occur with the intention of deposing an existing government. Revolution is held to challenge not only the established political order but also the economic system, social structure and the

value system of those societies as proved by the greatest revolutions of European history which happened in England, France and Russia. From ancient Greece to the Middle Ages revolution was considered a very destructive force.

Philosophers of ancient Greece believed that society where existed a firmly established code of beliefs could hinder the revolution. Great efforts were undertaken to find means of opposing revolution and preventing any changes in society. Religious authority was so strong and its beliefs in the maintenance of order so fundamental that the church required that people should accept the inequalities of power, instead of upsetting the stability of society.

The 17th century English poet Milton, an active participant of the English Revolution of 1640, regarded revolutionary processes or upheavals as the right of society to protect itself from abusive tyrants, thus securing freedom from oppressive leadership and creating a new order that reflected the needs of the people.

Immanuel Kant favoured the idea that a revolution was a natural step for a higher ethical foundation for society, this particular idea having served as a basis for the American and French revolutions.

Karl Marx elaborated an idea of world revolution basing on the doctrine of class struggle.

Lenin had to transform Marx's theory of the world revolution and put forward the idea of building socialism in one separate country even without necessary economic and political conditions.

Revolutions can alter the perceptions of the populations of the states in which they occur. The 1917 Russian Revolution, for example, altered the perceptions which many of the Russian people had of the way in which an economy should be organized and of the friendly or hostile nature of the major states which surrounded their country.

In addition the success of the revolution in Russia had a knock-on effect in that it helped inspire communist revolutionaries in other states to launch and sustain struggles against their own governments.

Governments also can be replaced as a result of a coup d'état. This can be defined as a forced removal from office of the leaders of states by rivals from within the political or military elite around them. A coup also can produce opportunities for significant change. Had the attempted coup against the Soviet leader Gorbachev succeeded in the

dying days of the USSR, then that state might have reverted to a hard-line communism direction.

Notes to the text:

1. John Milton, 1608 – 1674, England's greatest poet, an active participant of the English Revolution of 1640 and loyal supporter of Cromwell. One of his most important works is "Paradise Lost"
2. Immanuel Kant, 1724 – 1804, German philosopher
3. **Pay attention to the inversion in the conditional sentence to make the idea emphatic:**

Had the attempted coup against the Soviet leader Gorbachev succeeded in the dying days of the USSR, then that state might have reverted to a hard-line communism direction. – Если бы попытка государственного переворота против советского лидера Горбачева оказалась успешной, то государство, возможно, вернулось бы на жесткий коммунистический путь правления.

Exercise 5

Discuss the text with a partner. Make use of your questions.

Exercise 6

Translate the sentences from the text into Russian.

1. ...The church required that people should accept the inequalities of power, instead of upsetting the stability of society.
2. Milton... believed in revolution as the right of society to protect itself from abusive tyrants, thus securing freedom from oppressive leadership and creating a new order...
3. Kant favoured the idea that a revolution was a natural step for a higher ethical foundation for society, this particular idea having served as a basis for the American and French revolutions.
4. The 1917 Russian Revolution altered the perceptions which many of the Russian people had of the way in which an economy should be organized and of the friendly or hostile nature of the major states which surrounded their country.

Exercise 7

Complete the authors' ideas of 'revolution' according to the text. Pay attention to the ways ideas may be presented. Which of the ideas do you share?

1. Ancient Greek philosophers **held that...**

2. Religious authorities **emphasized that...**
3. Milton **maintained that...**
4. Kant **favoured the idea that...**
5. Marx **argued that...**
6. Lenin **put forward the idea that...**

Exercise 8

Look back at the text and complete the sentences accordingly.

1. Revolutions are defined as _____ or planned popular _____ which _____ with the intention of _____ an existing government.
2. Many people consider revolution as a very _____ force.
3. In order to _____ a revolution there is to be a firmly established _____ of _____ in society.
4. Throughout many centuries efforts were _____ to find means of _____ revolution.
5. ...Church required that people should accept the _____ of power, instead of _____ the stability of society.
6. Society must be able to protect itself from _____ tyrants and _____ leadership.
7. When a revolution _____ in a state, it can have a knock-out effect and _____ the _____ of the population.
8. The 1917 Russian Revolution _____ the _____ which many of the Russian people had...
9. The revolution in Russia _____ communist _____ in other states to _____ and _____ struggles against their own governments.
10. Revolutions whose ideas spread to other countries can produce highly _____ changes in global _____, politics and economics.
11. A coup d'état can be defined as a _____ from office of leaders of states by _____ from within the political or military elite around them.

Exercise 9

Write a summary of the text. Be ready to reproduce it in class.

Exercise 10

Find in the text English equivalents to the following.

составить правительство

осуществить революцию
 мешать революционным преобразованиям
 высказывать мысль
 система ценностей
 предпринимать усилия
 сохранение общественного строя
 нарушить устойчивое состояние общества
 участник революции
 вдохновлять революционеров
 менять мировосприятие
 выдвинуть идею
 предоставить возможности

Exercise 11

Suggest the Russian for the following English word-combinations.

spontaneous popular uprising
 a firmly established code of beliefs
 to challenge the established political order
 to accept the inequalities of power
 to find means of opposing a revolution
 to elaborate an idea
 to secure freedom from oppressive leadership
 to have a knock-on effect
 to launch and sustain the struggle
 an attempted coup
 a forced removal from office

Exercise 12

Match the explanations with the words from the text. One of them corresponds to two active words.

1. to keep to, choose	a. to depose
2. to make some changes	b. to undertake
3. to disturb the functioning	c. spontaneous
4. to give courage, to push to	d. to favour
5. to replace, force from office	e. to hinder
6. a sudden and violent change	f. to elaborate
7. to keep up with all means	g. to upset
8. to go back	h. upheaval

9. to take up a task, to promise	i. to launch
10. to start	j. to inspire
11. by itself, sudden	k. perception
12. to prevent	l. to revert
13. to work out	m. perspective
14. outlook, viewpoint	n. to sustain
	o. to alter

Exercise 13

Supply the vocabulary from the text for their underlined equivalents.

1. While a few MPs are believed to support this revolutionary proposal certain party leaders and older MPs are against it.
2. Proposals by Spain and Britain for a more decentralized approach also find little support.
3. There is unlikely to be any great challenge to the safe existence of Europe and America in the next generation or so.
4. Youth itself, feeling unprotected, is tempted to be accuser, and judge of the parents' success or failure as parents.
5. There are clear arguments to be made supporting equality.
6. This law may be good for the working people.
7. The big question in industry today is to guarantee employment.
8. Liberal democracy implies rule of law, respect for property rights and the absence of the police raids.
9. The police used threats and physical violence in order to build a case against the ex-finance minister.
10. All plans of the plotters were ruined.
11. Public officials were suspected of taking advantage of their positions.
12. The tactic during the election campaign was to cover up the differences between the Republican and Democratic candidates.
13. It was reported that China continued "to commit widespread and well-documented human rights violations".
14. The European Commission has asked Japan to relax some restrictions on banking activities that do not allow foreign banks' business in Japan.
15. The success of the Russian revolution encouraged revolutionaries in many countries to continue their struggle.
16. It is known that revolutions partially change people's viewpoints.
17. The leaders of states were concerned about the problem of keeping stability by all possible means and preventing revolution.

18. Feeling unsafe in the circumstances the president of the company supported the idea of limiting access to him.
19. There are a number of ways to remove the existing government.

Exercise 14

Fill in the spaces with the missing words. Give the Russian for them.

verb	noun/person	adjective
		(1) (2) favourite
	1. revolution 2. 3.	
to abuse	1. 2.	
	security	
	1. oppression 2.	
	perception	(1) (2)
to sustain		1. sustained 2.
to inspire	1. 2.	
	1. 2.	rebellious
to elaborate	1. 2.	elaborated

Exercise 15

a. Find in the text equivalents to the word revolution. All

synonyms: revolution, revolt, rebellion, upheaval, uprising, insurrection, mutiny, coup d'etat mean an outbreak against powers in authority.

b. Study the difference among the equivalents, translate the examples.

Revolution is a successful **rebellion** resulting in a major change in constituted authority.

Rebellion is an open, organized sometimes armed resistance that is often unsuccessful.

Revolt implies an armed **uprising** that quickly fails or succeeds.

Uprising is a brief, limited, and often immediately ineffective rebellion.

Uphaval suggests a violent and forceful, physical, mental or emotional excitement that results in a heaving up or an overthrowing.

Insurrection differs from **revolt** in unorganized purpose.

Mutiny is a **revolt** against constituted authority, especially, a **rebellion** of soldiers or sailors against their officers.

Coup d'état is a forced removal from office by the (military) elite close to the ruler.

c. *Fill in the spaces with the words above. Sometimes more than one may fit.*

1 Everybody remembers the famous _____ aboard the armoured ship *Potemkin* from Eisenstein's film.

2 A _____ by the young Turks surprised party leaders.

3 Nat Turner's unsuccessful slave _____ didn't make the work on the plantation easier.

4 The workers' _____ was promptly put down.

5 The _____ failed for lack of popular support.

6 The religious _____ was above all an _____ in thought as well as in experience and emotion.

7 The question of political power is the key issue of a social _____.

8 Many governments in Africa have toppled as a result of _____.

9 The House of Lords today stepped up its attack on Tony Blair, with peers in open _____ at his changes to the legal system.

10 Mr Blair and Home Secretary David Blunkett face a further strong _____ over their plans to compel judges to jail murderers for a fixed term decreed by politicians.

11 The US parliamentary _____ against the European Commission was unlikely to get the two-thirds vote needed to succeed.

Exercise 16

Read the text that follows and answer the comprehension questions.

The English Revolution

The English Revolution of 1640 was a struggle for political, economic and religious power waged by the early representatives of a new rising class, the bourgeoisie.

There were two focal points where the strain was the greatest: the demands of the rising class who sat in the House of Commons for the absolute right to control its own property and the desire for political power to run the state in their interests. They wanted to control both the king and the state. The monarch, King Charles I, supported by the nobility, the wealthiest merchants, the great landlords and the established church was not going to surrender his power and privileges. Opposed to him were the trading, commercial and industrial class in town and country as well as the lesser gentry. A clash became inevitable and in 1640 a civil war broke out.

Although at first the parliamentary forces were united in the aim of establishing the power of Parliament over the king, as the struggle developed and sharpened they became divided into three distinct groups, each with different aims reflecting their positions in society.

The first group, *the Presbyterians*, represented the wealthiest. They wanted control over the king through Parliament and nothing more.

The second, *the Gentlemen Independents*, represented the smaller gentry, whose interests were coinciding with the new rising class. They wanted total victory over the feudal nobility, but without placing the masses in power, among these was Oliver Cromwell, the Army commander and the inspirer of the revolution.

The third group, *the Levellers*, represented the masses. Their demands were more advanced: they wanted to end the abuses of political power by the rich, equal political rights and manhood suffrage whether the citizen was a property owner or not, complete religious toleration. They hoped to unite the 'middle sort' with the 'poorest sort' but at the time they feared the poor and did not mean to take the power and surrender it to the poor and propertiless. It was on this contradiction, that *the Leveller* movement split and was suppressed by Cromwell, its former supporter.

After the Army's victory in the civil war and the king's execution, monarchy, the House of Lords and the Anglican Church were abolished and Britain was proclaimed a republic. The inspirer of the revolution Cromwell, could call up people's revolutionary force, he could lead it in the battle, but he could not lead it to the final victory which it desired. So finally he was forced to retreat step by step to follow an increasingly reactionary course. In 1653 Cromwell was proclaimed Protector and practically ruled alone until his death in 1658. His rule turned out even more severe than the king's, the people were deprived of many of their rights and freedoms and there was a lot of dissatisfaction in the Parliament. So soon after Cromwell's death Charles II, the fugitive son of the executed king, was recalled and in 1660 British monarchy was restored.

Comprehension questions:

1. What was the driving force of the revolution in Britain?
2. What did the new rising class seek to achieve?
3. Which forces supported the king?
4. Into what three distinct groups were the revolutionary parliamentary forces divided and why?
5. Who did each group represent and what aims did they seek?
6. What was the outcome of the revolution?
7. Why was the monarchy in Britain restored?

Exercise 17

Give the English for the following:

вести борьбу

управлять государством

отдавать власть и привилегии

обостряться

отражать положение в обществе

совпадать

вдохновлять

положить конец злоупотреблениям власти

избирательное право

религиозная терпимость

расколоться из-за противоречий

провозгласить республику
лишиться прав и свобод

Exercise 18

a. Distinguish between protect and defend, study the illustration of their use.

Defend denotes forcing back or driving away actual or threatened attack (e.g. in battle, in court).

Protect implies the use of something as a bar to the admission or impact of what may attack, injure, or destroy (e.g. rights by law, constitution, etc.).

1. Milton... believed in revolution as the right of society **to protect** itself from abusive tyrants.

2. Decontrol alone does not constitute an adequate oil policy. It is not likely **to protect** the economy against temporary shortages.

4. Cromwell became ruler of England, not as king but as "**Protector** of the Commonwealth."

5. The UK government is highlighted by the UN as offering less **protection** than any other country in the Western Europe for those out of work.

6. The government is to take **protective** measures to ensure people's security.

7. There was no **defence** against such strict rulings.

8. Trade unionists continue **to defend** and improve their working conditions.

9. The new doctrine marks an important step forward a world in which the US relies on fewer nuclear weapons for its **defense**.

10. The **defenders** of the present United Nations system point out that that the agencies do in fact work together successfully on a number of projects.

b. Complete the sentences with the right derivatives of the verbs defend and protect.

1. The people of America are in accord in _____ their liberties, the _____ line lying in the _____ of economic security.

2. Will there be any privacy left to _____ in 20 years' time?

3. Technology aids in the _____ against terrorism.

4. _____ against crime is vital to national security.
5. Nothing would do more to _____ our security than well-equipped and trained _____ forces.
6. The _____ minister promised that the incident with the lost missile would be carefully investigated.
7. The two countries will need to lower their _____ in a different way: by being honest with each other.
8. How the body's natural _____ mechanism against viruses works is being closely examined.
9. The _____ directive would hinder all private copying.
10. The purpose of the government is to serve and _____ citizens.
11. Women in Pakistan demand equal _____ under law.
12. The signatories of the convention are determined to fight terrorists and all those who _____, finance and shelter them.
13. Kurds are happy with the US pledge _____ them.
14. Rich-country governments have decided to adopt rules to _____ labour and environment.
15. _____ villages were bombarded from the air.
16. Earlier international agreements dealt with certain _____ for victims of war.
17. Many Americans believe their privacy at work is constitutionally _____ but they are wrong.
18. In our time, political speech and writing are largely the _____ of the _____.
19. In terms of _____ this treaty would guarantee our survival.
20. _____ villages are bombarded from the air, the inhabitants driven out into the countryside,

c. Translate the sentences.

- 1 Защищать родину – долг каждого гражданина.
- 2 Защитой окружающей среды занимаются экологические службы.
- 3 Осталось неясно, кто будет защищать подзащитного в суде.
- 4 Лучшее средство защиты – это нападение.
- 5 Конституция гарантирует, что права как большинства, так и меньшинства будут защищены.
- 6 Президент подчеркнул необходимость наращивать оборону страны.

7. Оборонительные укрепления были установлены вдоль всей западной границы.
8. В неправовом государстве граждане чувствуют себя беззащитными перед преступностью.

Exercise 19

Distinguish between some other words of the same root "press": press, express, impress, depress.

a. Translate the sentences illustrating their use.

1. **Press** any button to start the programme.
2. The Prime Minister is quite conscious of the **pressing** problems.
3. The issue should be **pressed** throughout the trade union movement.
4. Government **repression** soon had the effect of deterring the middle-class radicals from **expressing** their views publicly.
5. The Beatles were the best **expression** of the youthful "pop" culture of the sixties.
6. Dull weather may **depress** anyone.
7. The discussion focused on the economic situation in the **depressed** areas.
8. The Great **Depression** of the 1930s actually began with the collapse of the American financial markets.
9. The Chancellor of the Exchequer **impressed on** the House that all that was needed was that everyone should behave sensibly.
10. The footsteps **impressed** distinctly in the sand.
11. The changes in the country were **impressive**.
12. Children are very **impressionable**.

b. Complete the sentences with the right word.

1. The new economic policy was directed at the most _____ regions.
2. The net result of the war was a decade of upper-class panic and social _____.
3. The Beatles were the best _____ of the youthful "pop" culture of the sixties.
4. The areas most affected by the _____ were those which had created Britain's industrial revolution.

5. In certain _____ areas the working class still lived in poor conditions.
6. This idea should be _____ on the board of directors.
7. While dealing with immediately _____ issues, Truman also provided a broader agenda for action.
8. What is most _____ is that we need to be nicer to China for fear that Beijing will get even nastier with the West.
9. He knows how to handle real power, he did an _____ job of putting public finances into order.
10. Direct democracy enables the public _____ their own views and interests.
11. On March 19th Mr Clinton invited a few key senators over to the White House _____ his case for intervention.
12. Next year will be another _____ year on the farm.
13. He knows how to handle real power, he did an _____ job of putting public finances into order.
14. Direct democracy enables the public _____ their own views and interests.

Exercise 20

Render into English.

Английская революция 1640 года была борьбой за политическую, экономическую и религиозную власть, которую вели представители нового зарождающегося класса – буржуазии. Они хотели иметь полный контроль над своей собственностью, а также политическую власть, которая смогла бы управлять государством в их интересах. Им нужно было контролировать как короля, так и исполнительную власть. Чем богаче становились купцы, тем больше король отбирал у них, отказываясь уступить хотя бы часть своих прав и привилегий.

Это была классовая борьба, в которой государственная власть, защищавшая старый феодальный строй, была свергнута; ее главный представитель, король Чарльз I, казнен, а власть перешла в руки новой буржуазии и нового дворянства во главе с Оливером Кромвелем. Монархия была упразднена, а Англия объявлена республикой. Все выступления против Оливера Кромвеля и его армии жестоко подавлялись.

В ходе революции произошли коренные сдвиги в социальной структуре страны и взглядах людей. Если в начале революции Кромвелю и его сторонникам удалось заручиться поддержкой населения, то в дальнейшем новая власть постепенно перестала пользоваться авторитетом. После смерти Протектора парламент выступил в пользу восстановления монархии.

Exercise 21

a. Complete the text below with the words preceding it.

revolutionary, to regain, represented, inherit, government (2), exercise, argued, accomplished, referred to, powerful, coup d'etat, powers, inheritance, restoration, supremacy

The Glorious Revolution

Since the (1) _____ of Charles II in 1660 there had been a number of theories about the nature of (2) _____. In the 160s two of the more important theorists, Algernon Sidney and John Locke, had (3) _____ that (4) _____ was based upon the consent of the people, and that the (5) _____ of the king must be strictly limited. The logical conclusion of such ideas was that 'the consent of the people' was (6) _____ by Parliament, and as a result Parliament, not the king, should (7) _____ the overall power in the state. In 1688 these theories were (8) _____.

Like the Civil War of 1642, the Glorious Revolution, as the political results of the events of 1688 were (9) _____, was completely unplanned and unprepared for. It was scarcely a revolution, more a (10) _____ by the ruling class. But the fact that Parliament made William of Orange, the Protestant ruler of Holland, king, not by (11) _____ but by their choice was (12) _____. Parliament was now beyond question more (13) _____ than the king, and would remain so. Its (14) _____ over the monarch was written into the Bill of Rights in 1689. The king was not entitled to raise taxes or keep an army without the agreement of Parliament, or to act against any MP for what he said or did in Parliament. In 1701 Parliament finally passed the Act of Settlement, to make sure only a Protestant could (15) _____ the crown. This Act was important,

and has remained in force ever since, although the Stuarts tried three times (16) _____ the crown.

b. After filling out the gaps read the text again and answer the questions below.

1. Why is the revolution of 1688 often referred to as the “Glorious” or “Bloodless” Revolution?
2. What were the forces involved in the Revolution of 1688?
3. What was achieved as a result of this revolution?
4. Why do you think one revolution followed another in such quick succession?

Exercise 22

Discuss the following in class or in pairs:

1. What is the key issue in a social revolution?
2. What determines the nature of a social revolution and what is its driving force?
3. What are the distinctive features of a revolutionary situation?
4. Do you consider revolution a destructive or constructive force?
5. What are the means of hindering a revolution in a society? Which are most effective?
6. Can revolution protect the society from an abusive tyrant? Why?
7. How do such significant changes in government as revolutions or coups alter people's perceptions?
8. Has a social revolution occurred in your country? What was it like? What caused it and what did it result in?
9. What other forms of revolution do you know and how are they distinguished from a social revolution?

Exercise 23

Translate the sentences using the active vocabulary. Pay attention to the Conditional Mood.

1. Если бы Крсмвель не стал жестоким тираном, возможно, его идеи были бы поддержаны народом.
2. Если бы не казнь короля, республика в Англии, возможно, и не была бы установлена.

3. Король не был бы казнен, если бы члены парламента выступили против армии Кромвеля.
4. Если бы не хорошо обученная и сознательная армия Кромвеля, роялисты одержали бы победу.
5. Народ воспринял бы новые идеи, если бы они не были слишком продвинутыми.
6. Политическая революция не была бы возможна, если бы не произошла революция в общественном сознании.
7. Любую революцию можно было бы считать разрушительной, если бы она не способствовала прогрессу.
8. Революция не произойдет, если для нее не будут созданы определенные условия.
9. Если бы после революции королевская власть не была существенно ограничена парламентом, возможно, Великобритания и сейчас была бы абсолютной монархией.

Exercise 24

Read the text that follows and say if the statements preceding it are true or false. Account for your choice.

1. The American Revolution did not begin until 1763.
2. Britain was content with the government of its American colonies.
3. The British American colonies were used to being free in choosing their own government.
4. The new measures to improve government in America were accepted by the colonists.
5. The American Revolution broke out because of the split among the colonists.
6. The author of the American Declaration of Independence was Thomas Paine.
7. Americans suffered setbacks because Britain was supported by France.

The American Revolution or the War for Independence

Although some believe that the history of the American Revolution began long before the first shots were fired in 1775, England and America did not begin an overt parting of the way until 1763, more than a century after the founding of the first permanent settlement at Jamestown, Virginia. In the aftermath of the French and

Indian War, Britain needed a new imperial design, but the situation in America was anything but favourable to change. To put a new system into effect, and to tighten control Parliament had to contend with colonists trained in self-government and impatient with interference. So the first steps in inaugurating the new system were several Acts. One of them restricted the colonists to move westwards thus ensuring royal control over existing territories before allowing the formation of new ones. Another Act placed prohibitive duty, or tax, on the import of foreign rum and levied duties on wines, silk, coffee, etc (the Sugar Act), which caused protests from merchants. The last of the measures inaugurating the new colonial system, which was the 'Stamp Act', sparked organized protest. Parliament responded with new laws that the colonists called the 'Five Coercive or Intolerable Acts', which restricted local authorities and banned most town meetings held without the governor's consent.

The colonists convened the First Continental Congress and adopted a set of resolutions declaring their right to 'life, liberty and property', and the right of provincial legislatures to set 'all cases of taxation and internal governmental structure'. They fanned public opinion into revolutionary inspiration. The Revolutionary part opposed British encroachment on American rights, but there were Loyalists, or Whigs, as their opponents called them, who wanted to pursue peaceful forms of protest because they believed that violence would give rise to mob rule and tyranny. They also believed that independence would mean the loss of economic benefits derived from membership in the British mercantile system.

King George III had no intention of making concessions. "The die is now cast, the Colonies must either submit or triumph", he wrote. This action isolated the Loyalists who were appalled and frightened by the course of events following the Coercive Acts, and many of them took up arms against the rebels. Thus an armed conflict broke out. So the American Revolution, also referred to as the War for Independence from Britain, was in many respects a civil war.

In January 1776, Thomas Paine, a political theorist and a writer published a pamphlet in which he attacked the idea of hereditary monarchy and presented the alternatives – continued submission to a tyrannical king and an outworn government, or liberty and happiness as a self-sufficient, independent republic. In May a resolution was adopted calling for separation, and a formal declaration followed.

Largely Jefferson's work, the Declaration of Independence, adopted July 4, 1776, not only announced the birth of a new nation, which echoed Locke's theory of government, but also set forth a philosophy of human freedom.

Although Americans suffered severe setbacks for months after independence was declared, they, allied with France, were finally able to defeat the British. In September 1783 Great Britain and its former colonies signed a treaty, known as the Treaty of Paris. The peace settlement acknowledged the independence, freedom and sovereignty of the 13 former colonies, now states. The task of knitting together a nation yet remained.

(from *An Outline of American History* published by USIA)

Exercise 25

a. Study various meanings of 'but'.

but – only, just, except

but for – except for, if it were not for/if it hadn't been for
anything but – far from

all but – almost, nearly

the last but one – the last before

b. Follow the model and express the idea of the sentences below without 'but'.

Model: *The situation in America was **anything but** favourable.*

*The situation in America was **far from** favourable.*

1. Everybody seems to have heard the news **but** you.
2. **But for** a few details the picture of what had happened in his absence was complete.
3. He took my words too close to heart while it was **but** a joke.
4. There is **but** one person who could explain this phenomenon.
5. The number of his office is the last **but** one in the list.
6. The lengthy talks **all but** failed. It took the parties much effort to work out a compromise.
7. You could **but** try to convince us that you had the best intentions.
8. Crime will not disappear if we **but** abolish poverty.

9. American leaders feared that losing Berlin was **but** a prelude to losing Germany and subsequently all of Europe.
10. The terms for the ceasefire were **anything but** acceptable.

b. Supply 'bu' or a 'but-phrase' for the underlined words.

1. I wouldn't see anything if I didn't wear glasses.
2. He was nearly killed in the accident.
3. Everybody believed the story except me.
4. You will find the explanation at the page preceding the last.
5. He could do nothing except admit his guilt.
6. I am just a junior officer, I can hardly help you.
7. If you hadn't helped him, he would have failed the exam.
8. The task turned out to be far from being simple.
9. There was only one issue to be discussed.
10. Rich-country governments have almost decided to adopt rules to protect labour and environment.

c. Translate the sentences using 'but'.

1. Если бы не поддержка армии, Кромвель не захватил бы власть.
2. У короля не было выбора, он мог лишь принять условия.
3. Он отдал большую часть своей власти и все привилегии, кроме нескольких.
4. Во время восстания мятежники чуть было не убили губернатора.
5. Вся армия, исключая малую ее часть, поддержала Кромвеля.
6. Все предложения вы можете найти на предпоследней странице.
7. Вначале это было лишь подозрение.
8. Обстоятельства переворота были далеко не ясны.
9. Оставалась еще одна проблема, которую надо было решить.
10. Он не мог иметь доступ к этой информации, он всего лишь маленький служащий.

Exercise 26

Write a summary of the text below focusing on the following points:

- a) Russia's plan for peace between the American states and Great Britain; b) Russia's stance on the question of independence for the American colonies.**

Russia as Mediator in the US War of Independence

The general history of the negotiations that culminated in 1783 in the peace treaties signed by Britain, on the one hand, and the USA, France, Spain and Holland on the other, is well known. But the initial period of the talks, and more particularly, Russia's role in the early stage of the involved diplomatic struggle which preceded the negotiations remained obscure until recently.

Russia's peace proposals were first made unofficially by Nikita Panin, head of the Russian foreign affairs department in a talk with the new French Minister to St. Petersburg. By then Panin was convinced that the English would never be able to suppress and keep under control their rebellious colonies. But, in his opinion, an armistice had to be concluded first, after which the French King could ask each colony individually whether it wanted to remain independent. This way, Panin reasoned, America's independence would be won without hurting Great Britain's pride. According to his plan, America was to have "complete freedom to decide its own destiny and... trade freely with all countries during the armistice."

In analyzing the Russian proposals, it is also important to keep in mind the concrete circumstances at the time. Remember that a hard war had been waged for several years with no visible prospect of a resolution. A considerable part of American territory was occupied by British troops.

Panin proposed that the question of independence be submitted to the American states themselves, to each of them separately. The principle of self-determination would have led most, if not all, of the former British colonies in North America to choose independence. The French Government favoured the Russian peace proposals.

British Minister James Harris had no doubt that Russia and France had reached complete understanding. His fears were soon confirmed by the head of the Russian foreign affairs department. According to Harris, in a talk with him Panin spoke highly of sound judgment and moderation of Great Britain's enemies, thereby indirectly placing the blame on the British. He focused on the strength, resources and high morale of Britain's opponents and, referring to the obvious inequality of forces, expressed himself strongly in favour of ending the war as quickly as possible. Panin, Harris wrote, foresaw only disaster and destruction for the British if

the struggle were continued, and recommended that they conclude peace on condition acceptable to both sides.

When in December 1780 the Russian Minister to London, made an official representation to the British Government on mediation, Lord Stormont chose to have Austria serve as another mediator, seeking to paralyze, as far as possible, the Russian initiative. Forced to agree to joint Russian–Austrian mediation Panin nevertheless intended to carry out his original peace plan.

Exercise 27

Read the text about M. Thatcher's rule and explain why her period in office is considered as a "revolution".

The Thatcher Revolution

The Thatcher 'revolution' didn't begin in the '80s – the Iron Lady, as she has been dubbed, was elected Prime Minister in 1979 – but it did dominate the decade.

Political observers from all over the world argue that it has been a steadfast commitment to her own form of Conservatism which has been responsible for the nation's dramatic shift in attitudes. A shift, until the advent of the '80s, thought by most people to be impossible.

Throughout the decade she has come through crisis after crisis. In 1982 she faced an invasion of the Falkland Islands by right wing aggressors from Argentina. In this instance she met force with force dispatching a military Task Force to replant the Union Flag in the island's capital.

Britain suffered the harsh effects of a world economic recession, with record unemployment. Battles with the trade unions and rioting in the most deprived areas were dealt with in the same way.

Despite all this, she became even more popular with the electorate, and won the biggest post-war majority in the House of Commons.

Mrs. Thatcher once said she wanted Britain to make a return to Victorian values. In many respects the country has.

Most significant is Mrs. Thatcher's creation of a new breed of Briton. Seizing upon the driving force of greed and selfishness Mrs. Thatcher, deliberately or not, appealed to many voters for the simple reason that they feel they have more to gain under Tory rule.

Budgets throughout the '80s have whittled down income tax, and state-owned facilities such as Water and British Gas have been handed over to voters along with council houses.

Mrs. Thatcher's popularity has been built from people wanting more money in their pockets, more home ownership, more of everything.

Thatcherism gave birth to a society of Filofax and cellular phone-weilding Yuppies, a new class drawn from a cross section of other classes, backgrounds and educations.

The '80s has been the time when half the nation has woken up and started to feel better. The other half has been too broke to set foot outside the house.

(from Early Times)

Exercise 28

Speak on a revolution or a coup in any country. Mention its causes, the driving force, the participants and the result.

Exercise 29

Sustain or challenge in writing each of the following statements in about 80 words. Produce good arguments.

1. Revolution can be a very destructive force.
2. Revolutions can alter the perceptions of the populations of states.
3. All revolutions are progressive in nature.

Step 2. War and Diplomacy

The topical vocabulary to be remembered:

1. **war/combathostilities/battle/(global) warfare** *n* война, военные действия
warring/combating parties – воюющие стороны
to wage/to conduct/to carry out/to fight war – вести войну
to abolish/to eliminate war – уничтожать войны
to halt war – остановить войну
to avert/to prevent war – предотвратить войну; избавиться от угрозы войны
to rage (about war, anger) – бушевать (о войне, гневе)
to break out *v* разразиться
2. **to deter (sth, from doing)** *v* сдерживать, устрашать
deterrent *n* средство устрашения
deterrent *adj* устрашающий, сдерживающий
deterrence *n* сдерживающий фактор, сдерживание
3. **to arm** *v* вооружать(ся)
ant. **to disarm** – разоружать(ся)
arms/armament/arsenal/weapon(s) *n* вооружение, оружие
Campaign for Nuclear Disarmament (CND) – кампания за ядерное разоружение
to stockpile *v* накапливать
ant. **to eliminate (arms/weapons)** – уничтожать, избавляться от (оружия)
to proliferate (arms, weapons) *v* распространять(ся)
Non-Proliferation Treaty (NPT) – Договор о нераспространении
armed forces – вооруженные силы
4. **to estimate/to assess** *v* оценивать
estimate/assessment *n* оценка
to under(over)estimate *v* недо-(пере-)оценивать
5. **to withdraw (troops)** *v* выводить (войска), отступать
syn. **to surrender/to recede/to retreat**
withdrawal/surrender/recession (of troops) *n* вывод (войск), отступление

6. **enemy/foe/adversary/rival/combatant** *n* враг, противник
7. **to cause** *v* вызывать, стать причиной
to cause/to pose danger – представлять угрозу
syn. to endanger/to threaten – подвергать угрозе
to cause/ to inflict (damage, losses) – нанести (вред, потери)
cause (of) *n* 1) причина (applies to any event that brings about a result)
cause (of peace) – 2) дело (мира)
Do not confuse with:
reason (for) *n* повод, причина (applies to an explainable cause of a known effect)
8. **to suffer (from)** *v* терпеть, претерпевать
to suffer losses/casualties – нести потери
to suffer defeat – терпеть поражение
sufferings *n* страдания
9. **legacy/heritage** *n* наследие, наследство
legal *adj* юридический, законный, легальный

Exercise 30

Complete the sentences with the right word. Translate them into Russian.

deter, deterrence, deterrent

1. _____ of crime – particularly speedy trial and certain punishment – is vitally needed.
2. One of the basic arguments for capital punishment is that it _____ others.
3. There is no solid evidence that the death penalty is any more effective at _____ murder than long terms of imprisonment.
4. Criminals _____ from attacking everybody because they know that some intended victims will be armed.
5. Nuclear weapons was used as a _____ in the 'Cold War' period.
6. Decades of imprisonment may be as great _____ as the remote prospect of execution.
7. The major _____ is a man's mind.
8. The probability that many more innocent people would also be executed would have to be weighed against benefits of _____.

9. Neither the special relationship with America, nor the nuclear _____ could maintain Britain's status in world affairs.

abolish, abolition, abolitionist; eliminate, elimination; avert, aversion

1. Modern advanced technologies have brought humankind to the dilemma: either Man will _____ war, or war will _____ Man.

2. Former staunch supporters of death penalty now regret it and back its _____.

3. Certain Southern actions allowed the _____ to link the slavery issue with the cause of civil liberties for whites.

4. Far from _____ this threat, this surrender will only bring about still tougher action later.

5. As to the notion of European federalism M. Thatcher opposed _____ border controls because they are vital to controlling the drug trade and terrorism.

6. Common market with _____ of internal customs duties was supposed to bring the Community closer to economic union.

7. _____ of a hostile corporate take-over was their major success.

8. Colonies were demanding more freedom, particularly now that the French menace had been _____.

9. Their goal was _____ the extremes of rich and poor and maximum freedom of economic choice.

suffer, suffering(s)

1. The police declared that neo-Nazis across the country _____ a crippling blow.

2. On _____ a defeat Germany had to surrender unconditionally.

3. The Americans _____ severe setbacks for months after independence was declared.

4. There is a tendency to portray Congressmen as men who are working themselves to death and _____ heart attacks to serve the people.

5. Like the Council of Ministers, the EU Parliament too _____ from weak leadership.

6. The cargo was badly damaged by the fire, the owners _____ great losses.

7. The two World Wars have brought people untold _____.

Exercise 31

Distinguish between “cause” and “reason”.

a. Study the examples illustrating the use of these words.

1. The **reason** for my being late was that my car wouldn't start.
2. An icy road was the **cause of** the accident.
3. There was **every reason** to believe that the war would eventually break out.
4. The **causes of** the revolt were not difficult to see.

b. Fill in the blanks with ‘cause’ or ‘reason’ according to the sense.

1. The situation on the frontier line was the _____ of their concern.
2. After analyzing the circumstances it was found that there was no _____ to worry.
3. The _____ of the breach of the talks must have been misunderstanding.
4. The police are looking into the _____ of the explosion.
5. There is no _____ to suspect that the man is dishonest.
6. A tunnel was being built through the rock, which was the _____ for the rock being exploded.
7. Carelessness in handling gas is often a _____ of explosion.
8. Their refusal to explain the _____ for their absence at the meeting was found groundless.
9. The _____ of the rebellion are still being look into.
10. In the recent economic history of Britain a _____ of decline was attributed to the erosion of the elementary principles of a healthy capitalism.
11. The Black revolt has many _____ , but its basic power is that of the force of economic wretchedness.
12. We must shed light on root _____ of the conflict.
13. Privacy has been eroded for decades, and the _____ is technological change.
14. There were good _____ for thinking that the system could be made to yield gains for the workers.
15. The immediate _____ of the violent riots was a dramatic rise in the price of the food.

c. Translate the sentences.

1. Причины кризиса заключались в неэффективном ведении хозяйства.
2. Каковы причины, заставившие вас действовать таким образом?
3. Нет причин волноваться.
4. Комиссии предстоит разобраться в причинах взрывов в торговом центре.
5. Хотелось бы знать причины, которые привели к этим событиям.
6. Причины войн различны и тесно связаны с политическими и экономическими условиями как внутри страны, так и в соседних странах.

Exercise 32

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

1. Why is war often regarded as 'motor of history'?
2. How has technological progress changed the approach to war?
3. Why couldn't the adoption of an ideology prevent war?
4. Why is World War referred to as the primary legacy of the twentieth century?
5. How did the two World Wars affect the nations involved?
6. Why was World War II followed by 'Cold War? What was this period like?
7. Why is it not enough to eliminate nuclear weapons to prevent war?
8. What is to be done for war to be abolished?
9. What is to be the role of international organizations?

Terrifying Legacy

Throughout history wars have been significant factors in the business of global change, that is why they are often regarded as 'motor of history'. War is an ancient institution, which has existed for at least six thousand years. It was always wicked and usually foolish, but in the past the human race managed to live with it. Modern technological progress has changed this. Either Man will abolish war, or war will abolish Man. Is it possible to persuade mankind to live without war? It does not seem easy to change age-old habits, but this is what must be attempted.

There are those who say that the adoption of this or that ideology would prevent war. But all ideologies are based upon dogmatic assertions, which are, at best, doubtful, and, at worst, totally false. Their adherents believe in them so fanatically that they are willing to wage war in support of them.

The primary legacy of the twentieth century just passed is World War. The rich industrial nations of the world developed destructive technology and used it in ways that came close to destroying the earth. The century included two global conflicts, World War I and World War II, and climaxed with the invention of a weapon that killed hundreds of people, and eventually had the potential to destroy itself. Both wars had a major effect on the global political map and made unprecedented demands upon the resources of the conflicting nations, largely because of the size of the armed forces involved, the weapons employed, the duration of the conflict and to a lesser degree its geographical spread.

An uneasy "Cold War" followed as two military superpower nations, the United States and the Soviet Union, competed for supremacy. Both nations stockpiled enough arms to secure the destruction of the planet many times over. This policy was known as "Mutually Assured Destruction" or "the Policy of Deterrence", and while costly and terrifying, it worked. Neither nation used their deadly arsenal, but both sustained smaller wars to advance their interests.

For the present, it is nuclear weapons that cause the gravest danger, but bacteriological or chemical weapons may, before long, offer an even greater threat. If we succeed in disposing of nuclear weapons, our work will not be done. It will never be accomplished until we have succeeded in abolishing war. To do this we need to persuade mankind to look upon international questions in a new way, not as contests of force, in which the victory goes to the side which is most skillful in massacre, but by arbitration in accordance with agreed principles of law. Today there are organizations such as the United Nations to halt war and to keep peace, and instantaneous communication allows people to understand what is happening throughout the world. We are unlikely to experience a global conflict in our time, but it is important to understand how close the world came to ruin, and how the forces of the past century influence our lives.

In World Wars the villains are more monstrous, the heroes more courageous, and the victims more tormented than most imaginations allow. *Steven Spielberg's film, Schindler's List and Saving Private Ryan*, are graphic and inappropriate for younger students, but they help demonstrate the evil, the daring, and the grief of global warfare.

Exercise 33

Discuss the text with a partner. Make use of the questions preceding the text.

Exercise 34

Discuss the following with the class.

1. Do you agree that war is 'motor of history'? Why?
2. Why do people wage wars?
3. What kind of wars are waged?
4. Why is the period of Cold War referred to as 'uneasy' in the text?
5. Why are Spielberg's films inappropriate for younger students?
6. Do you agree that bacteriological or chemical weapons may offer a greater threat than nuclear weapons? Why?
7. Is it possible to persuade people to change their age-old habit of waging wars? How?
8. Are we likely or unlikely to experience a global conflict in our time?

Exercise 35

Summarize the text in writing and be ready to reproduce it in class.

Exercise 36

Give English equivalents from the text to the Russian (a) and English (b) words and word-combinations below:

a.

убедить человечество жить без войн
попытаться изменить вековые привычки
принятие идеологии
догматические утверждения
главное наследие
разрушительные технологии

предъявить небывалые по масштабам требования к ресурсам
воюющих стран
продолжительность конфликта
в меньшей степени
сверхмощные державы
накапливать вооружения
быть причиной самой серьезной опасности
противостояние силы
быть свидетелем глобального конфликта

b.

awful heritage
to do away with war or weapons
to make war
supporters
to reach the highest point
to affect greatly
to guarantee ruin
to promote interests
to fight for domination
to finance war
to complete work
mass killing
world war

Exercise 37

Replace the underlined words by the vocabulary from the text.

1. Wars are often considered as 'motor of history'.
2. Either Man will eliminate war, or war will eliminate Man.
3. There are those who say that the acceptance of an ideology would stop war.
4. The supporters of dogmatic ideologies believe in them so fanatically, that they are willing to launch war in support of them.
5. The primary heritage of the twentieth century is World War.
6. The rich industrial countries developed ruinous technology.
7. The 20th century ended with the invention of nuclear weapons had the potential to ruin itself.

8. Both wars made untold demands upon the resources of the warring nations.
9. The two superpower nations competed for domination.
10. Both nations saved enough arms to guarantee the elimination of the planet.
11. This policy was known as “Mutually Assured Elimination” or “the Policy of Prevention”.
12. The policy was expensive and terrifying.
13. Both nations funded smaller wars to promote their interests.
14. It is nuclear weapons that pose the gravest danger.
15. If we succeed in getting rid of nuclear weapons, our work will not be completed.
16. The United Nations aims to stop war and to keep peace.
17. Spielberg’s films are graphic and unacceptable for younger students.

Exercise 38

- a. Find in the text word-combinations with the words “war”;
- b. Study some other collocations with “war”.

*to declare ~ on a country; to unleash ~; to go to ~; to join in ~; to be engaged in ~; to be dragged/driven into ~; to be defeated in ~; to win/lose ~; to fight ~
an outbreak of ~; aftermath of ~; scourge/grievance of ~*

c. Complete the sentences with appropriate collocations.

1. Britain avoided giving binding commitments _____ any war.
2. As the war _____ and casualties mounted, left-wing Liberals increasingly criticized the prewar alliance with Russia and France.
3. Both countries perceived the dangers of being _____ war.
4. The arrival of two million fresh troops altered the balance sufficiently to enable the Allies _____ the war.
5. China did not _____ war on Japan until after Pearl Harbor.
6. The two World Wars were _____ by approximately the same coalition of powers.
7. Britain was _____ another war for which it was ill-prepared.
8. Few countries managed to avoid _____ war with Germany.
9. The goal of the UNO is to rid the mankind of the _____ of war.

10. In the _____ of any revolution the society has to face some practical tasks.
11. The terrifying _____ of the two wars shouldn't be forgotten.
12. The competition between the great European powers led almost inevitably to the _____ of World War I in 1914.
13. The war brought a lot of _____ to ordinary people.
14. Throughout centuries many wars have been _____ by religious differences.
15. Putting the combating parties at the negotiating table helped _____ war.

Exercise 39

a. Match the type of war with its explanation:

A war 1. that isolated clashes might develop into 2. between East and West that lasted from 1945 to 1989 3. where nuclear weapons are used 4. where nuclear arms are not used 5. between factions of the same nationality 6. causing an enormous number of deaths and amount of damage 7. fought by irregular forces, perhaps avoiding direct confrontation with the other side	a. devastating b. full-scale c. guerrilla d. cold e. conventional f. nuclear g. civil
---	---

b. Complete the extracts with the words from the right hand column.

1. The Cold War is over. The world is learning to live without the imminent threat of _____ war that had conditioned our lives for 40 years.
2. A grim reminder of the _____ War was the border crossing point between East and West Berlin known as Checkpoint Charlie.
3. As the _____ war in Liberia enters its tenth month, thousands of people continue to seek refuge in neighbouring countries.
4. Because of the intensity of the fighting – what analysts call 'low-intensity _____ war' – neither side appears strong enough to defeat the other.

5. The President himself said he is against withdrawing all NATO nuclear weapons from Europe and thus making it safe from _____ war.
6. The question is whether anything else but a neutral outside force would be strong enough to persuade them to leave the scene before the current clashes degenerate into _____ war.
7. The two men stressed the importance of averting the catastrophe of a _____ war and the need to achieve a common Arab stand.

Exercise 40

a. Study the ways of fighting and collocations with the word "fighting" and the damage it causes. Suggest the Russian for the bold-typed words.

Fighting may be **sporadic**, perhaps taking the form of brief, unplanned encounters or **skirmishes** with only small numbers involved. Or it may be very **heavy**, **severe**, **fierce** or **bitter** with large numbers of troops and other forces involved.

When **fighting** starts it **breaks out** or **erupts**. If fighting **flares** or **flares up**, it starts, or starts again after a **lull**, a period when it has stopped or been less intense.

If a fighting intensifies, it **escalates** and may cause not only military but also civilian **casualties**.

Casualties and **losses** are **inflicted** by one side on the other. Military casualties killed or wounded by members of their own side are victims of **friendly fire**. Unintended civilian casualties and damage to non-military targets may be referred to by the military, euphemistically, as **collateral damage**.

If the sides say they will stop fighting, at least temporarily, they agree to a **ceasefire** or a **truce** or an **armistice**.

b. Fill in the gaps in the sentences below with one of the words above.

1. The rebels were accused of breaking the _____ agreement.
2. Only _____ fighting continues and it looks as if all support for the General has collapsed.
3. Some of the most _____ fighting has been against rebels of the Liberation Front.

4. Bougainville, scene of the most _____ fighting in the second world war, is a largely untouched museum of wrecked warplanes.
5. In comparison to the permanent _____ fighting in the countryside, the attack was more of a _____.
6. The Phnom Penh government and its three guerrilla rivals unexpectedly agreed to a _____.
7. The _____ held. Rwandan _____ were 14 dead and 30 wounded.
8. People are taking advantage of a _____ in the fighting to get out of the immediate war zone.
9. The most _____ fighting _____ here in eastern Croatia when federal tanks and air-force jets attacked the town of Vukovar.
10. The Chadian fighting _____ again last month after a short _____.
11. The rebels say they _____ heavy losses on government troops.
12. The investigation showed that every fourth American soldier killed in the Gulf War died as a result of so-called _____.

Exercise 41

a. Study the collocations with the word “weapon”, suggest the Russian for them.

conventional ~ ; nuclear ~ ; chemical ~; bacteriological ~; lethal ~; destructive ~ ; ~ of mass destruction; ~ of deterrence

b. Make nouns of the verbs below.

to produce ~; to possess ~; to employ ~; to deploy ~; to ban ~; to prohibit ~; to dispose of ~

Exercise 42

Read the text and say how the author answers the question implied in the title. How would you answer it?

Vocabulary notes:

species – kinds

to opt – to choose

anticipation – expectation

Why Humans Want to Wage Wars

Behavioural scientists identify a problem that dominates the psychology of warfare: there is a strong universal tendency to

underestimate the enemy's strength, while overestimating your own side's capacity. If it wasn't for this particular bias in human thinking – termed “a positive illusion” – most wars would probably not be fought. In comparison to humans, whose history is dominated by warfare, there is relatively little violent conflict between animals of the same species. Animals first dispassionately assess how likely victory is, and invariably opt to withdraw in the face of a superior adversary. The widespread use of rituals in anticipation of combat usually determines who is the superior party, thus preventing numerous actual fights.

The human tendency to wage war then becomes an evolutionary puzzle. After all, humans frequently do battle when any rational assessment should have indicated a low probability of victory, or little advantage to fighting for at least one side. Inaccurate prior assessment of your enemy results in more damage and lower chances of future survival, than if a more judicious withdrawal had been selected.

But why are we practically alone among all other species in fighting wars? This puzzle might have been answered by Prof Wrangham's latest research using an analysis of all Middle East military conflicts over the past 50 years. His results also bring a new explanation to the huge unpredictability that surrounds the effects of war.

Prof Wrangham found that in prior Middle East conflicts superior forces were significantly more likely to lose battles where deception was used by an inferior strength enemy. Weaker forces tended to initiate battles by a factor of two to one, even though it would be expected that, all other things being equal, this should only occur 50% of the time.

Prof Wrangham points out that one positive illusion with which most wars begin and which even the superior side suffers from is the unrealistic belief that the war will be a quick one. This characterized the start of the Boer War, the First World War, the Second World War, the Suez crisis, Vietnam, various Afghanistan conflicts, Yugoslavia, Rwanda, Chechnya and the Congo.

To sum up, Prof Wrangham's research suggests that deception plays a central role in human conflict, a conclusion that reflects the current preoccupation with whether or not a country is hiding weapons and its true resolve to defend itself.

(from *The Daily Telegraph*)

Exercise 43

Note the meaning of prefixes “over” and “under”. Translate the sentences using the verbs given in brackets prefixed with them.

1. Воюющие стороны часто переоценивают свои силы и недооценивают силы противника. (estimate)
2. По всей видимости, посредники использовали не все свои возможности. (work)
3. В докладе содержалось слишком много деталей. (load)
4. Будучи оптимистом, он всегда преуменьшал трудности. (state)
5. Ты явно перестарался. (do)
6. Не следует слишком упрощать проблему. (simplify)
7. Зал заседаний был переполнен. (crowd)
8. Что надо предпринять в данных обстоятельствах? (take)
9. По дороге домой нас обогнал большой грузовик. (take)
10. У многих сотрудников очень низкая зарплата. (pay)
11. Какая идея лежит в основе такого подхода? (lie)
12. По невнимательности ты пропустил один важный пункт в договоре. (look)

Exercise 44

Complete the text with appropriate words, change their form, if necessary.

cause, contend, collapse, outbreak, afford, expand, maintain, emerge, engage in, proclaim, suffer, lack, claim, suppress, unleash, encourage, regard

The (1)_____ of civil war in the United States of America further undermined Britain's position during the 1860s. Although the government (2)_____ itself neutral, the Northern states (3)_____ this as an unfriendly attitude. Moreover several warships built in Britain, were allowed to fall into the hands of the South and (4)_____ considerable damage to Northern shipping.

As a result the American government (5)_____ reparations from Britain. This created a serious rift in Anglo-American relations, which had to be repaired later at great costs.

In Europe Britain's inability to act was repeatedly exposed in 1860s. The Continental powers knew quite well that in the face of Prussian and Russian solidarity, Britain could not (6)_____ to risk

war, though it sympathized with the Polish revolt (7) _____ by Russia. Britain was indecisive when there was evident need (8) _____ Austria as a great power, in the event France took the initiative by (9) _____ a war with Austria, which (10) _____ a defeat, and France grew stronger territorially and politically. By promising (11) _____ with Prussia in case it (12) _____ a war with the Danes, Britain (13) _____ them to resist Prussia.

But the war went ahead and Bismarck won an easy victory. So the Concert of Europe had (14) _____, France had recovered, Prussia had (15) _____ as a formidable military power, and Russia's (16) _____ in Asia was undermining Britain's position. The country now (17) _____ allies and was threatened by the large conscript armies of the Continental powers.

Exercise 45

***Read the text about World War I and World War II, and
a. Answer the questions preceding it.***

1. What do the following words used in the passage mean?
Clear cut; a formal declaration; a decisive battle; peripheral campaigns; to eclipse battleships; a marginal contribution.
2. What was 'clear cut' about the outbreak of World War I?
3. Why is 1 September 1939 not universally accepted as the start of World War II?
4. Why might April 1932 be considered to be the starting date of World War II ?
5. Why does the writer say that the fighting in Europe was virtually over by June 1940?
6. In what way was the First World War not a 'modern' war?
7. Why did a Swiss historian refer to World War II as 'the most gigantic improvisation of history, far above the usual measure.'?

The Two World Wars

In the first half of the twentieth century mankind experienced two great wars – the first confined to Europe despite being dignified afterwards with the name of world war, the second truly world wide. In both wars Germany and her associates fought roughly the same

coalition of Powers. Both wars were bloody and prolonged. In many ways their differences were greater than their similarities.

The outbreak of the First World War was clear cut. At the beginning of July 1914 the Great European Powers were at peace with each other as they had been ever since 1871. A month later all but Italy were at war. There were changes among the participants as the war went on – Italy and the United States joined in, Russia fell out. But no one can doubt that war began on a great scale in August 1914 and continued on much the same scale until November 1918.

But when did the Second World War begin? Many historians who think of Europe as the centre of the world date the war from 1 September 1939 when Germany attacked Poland. This is not an answer that would satisfy the Abyssinians or the Chinese for whom the war began earlier. It would not satisfy the Russians and Americans for whom the war began later. In any case this European war virtually ended in June 1940 with Germany dominating the entire continent west of Russia. If a formal declaration marks the starting point, the Second World War began in April 1932 when Mao Tse-tung and Chou The declared war against Japan in the name of the Kiangsi Soviet (it is a historical curiosity that the Republic of China did not declare war against Japan until after Pearl Harbor). If we wait until the war was being fought in every continent except the two Americas, the date must be 1942 or even 1944.

The First World War was fought throughout in much the same place and much the same way. The prospective combatants had long foreseen that the decisive battle would be fought on the plains of Flanders and northeast France. So it was, though four years instead of the expected six weeks were needed to reach the decision. The other campaigns – on the Eastern and Italian fronts, at sea and in Asiatic Turkey – were peripheral to the prolonged battle in France. The methods of war also remained much the same. Though tanks played some part before the end, the outcome depended mainly on masses of infantry flung against each other, much as they had been in the days of Napoleon or the Romans.

The Second World War, though also expected, repeatedly changed its character and field of decisive action while it wore on. A Swiss historian has called it 'one of the most gigantic improvisations of history, far above the usual measure'. Only the British Air Staff had planned their strategy in advance, and this turned out to be irrelevant,

for the Royal Air Force long proved incapable of carrying it out. Otherwise every campaign was run up while the war was on.

Who could have envisaged that the decisive battles of the Second World war would be fought at Stalingrad and Midway Island, El Alamein and Caen? Equally the decisive weapons were not foreseen. Aircraft carriers eclipsed battleships. Mass bombing that had been expected to work wonders made only a marginal contribution to the result. Tanks certainly played a full part. But few foresaw that, with the coming of the anti-tank gun, the infantry would go in first and the tanks follow, instead of the other way round. The war ended with the explosion of two atomic bombs. Before the war hardly anyone believed that nuclear fission would ever have a practical application.

(from *The Second World War* by A.J.P. Taylor)

b. Read the text carefully again and fill in the chart to make clear the similarities and differences between the two wars.

	Similarities	Differences
battlefield		
outbreak		
combatants		
methods		
weapons		
character		
outcome		

c. Summarize the text in class basing on the chart.

Exercise 46

Complete the text with proper derivatives of the words given.

Britain in World War I and World War II

(1,2) dominate; (3) compete; (4) ally; (5) contribute; (6) produce; (7) serve; (8) participate; (9) expand; (10) accept; (11) declare; (12, 13) invade; (14) success; (15) intervene

By the beginning of the twentieth century Britain was not the only European country with an empire. France, Belgium, Austria and Hungary were all imperialist powers, and other countries such as Italy also had dreams of empire. British industry no longer enjoyed the total (1) _____ of world markets that it had in the 19th century; Germany was rapidly becoming the (2) _____ economic power in Europe.

The (3) _____ between the great European powers led almost inevitably to the outbreak of World War I in 1914. It was the bloodiest war in history. When it ended in 1918 in victory for the (4) _____ Powers of Britain, France, America and Italy, the casualties were more than 10 million people. In Britain the only positive outcome of the war was that women's (5) _____ to the war effort had been so important that it was impossible to deny them the right to vote in the 1919 elections.

One of the strangest phenomena of World War I was the wealth of literature and poetry (6) _____ by young, upper-class officers (7) _____ in the British Army during the war.

The war was followed by a period of severe hardships throughout Europe as the (8) _____ struggled to recover from the war effort in the face of (9) _____ American and Asian economies.

Britain was soon involved in another war for which it was ill-prepared. The Prime Minister had done everything possible to appease Germany (including (10) _____ its occupation of Czechoslovakia) while the country tried to rearm, but Britain and France were still not ready when their (11) _____ of war on Germany followed on 3 September 1939 after Hitler's (12) _____ of Poland.

As Germany swept through Europe, Britain found herself almost alone and only a courageous effort by her Air Force prevented Germany from (13) _____ Britain. Germany's subsequent (14) _____ invasion of Russia, together with the (15) _____ of the United States, enabled Britain and her allies to stop Germany once more. The war had cost Britain a quarter of its national wealth.

Exercise 47

Read the following text and answer the comprehension questions that follow.

Would Today's Young Britons Still Die for Our Country?

by Simon Heffer

Today we are a country conditioned to expect others to make sacrifices for us. A half-century of the corrupting influence of the

welfare state has made it normal and acceptable for people to want others to take the responsibility for the security of themselves and their children.

A sense of community has broken down. There is no longer, in many places, any perception of a common culture or of any social coherence. Despite prosperity and freedom from disease and poverty that the men of 1914 would never have dreamed of, the country is unhappy and divided, with classes unable to comprehend each other, and with a common currency only of resentment.

You often hear men and women of the generation that fought the last war observe that, if this country faced a threat, it would never be able to raise a force to defend itself.

It is not just that the people are too selfish and unpatriotic to participate: it is that we are no longer a military country and lack the basic understanding of what skills and sacrifices would be required to survive.

Yet we should all take hope from the renewed mass observance of Remembrance Day and Armistice Day. What, in the end, should convince us that ours is a country, and a way of life, worth preserving is that overwhelming evidence of the fundamental decency of the British.

We may not be so coherent a nation as we were in 1914 or 1939. But however cynical we are, we know we enjoy freedoms and privileges that were made possible not least by the fact that many millions of young men believed, within living memory, that their lives were not as important as the freedom of their country.

That is why we should believe that, if it had to, the present generation of young men – and women – would make such sacrifices as their forebears were willing, selflessly and instinctively, to make. The bravery and decency of the British spirit is not destroyed that easily, or that quickly.

What we still have left, and it is the first thing we should feel we could fight for, is the pride we can take in ourselves as a decent, Christian, fair and tolerant people. However much it is fashionable to ignore or hate our history, that is one of the main values our history and our experience teach us.

We must hope our resolve to defend such values is never put to the test. If we ever did fail to fight for them we would be finished as a nation; and, if that was so, it would probably be just as well.

Comprehension questions:

1. What does the author imply by “half-century of the corrupting influence of the welfare state”?
2. How does the author describe modern British society?
3. What do people of the generation that fought in the last war think of their country and why?
4. Where does the author find hope that his country is worth preserving?
5. How does he answer the question in the title? How would you answer the same question in reference to your country?
6. Which values does he consider most important in the British nation?

Exercise 48

Find in the text equivalents to (a) the English and (b) Russian words and word-combinations:

a.

a negative effect
a feeling of common culture
social unity
to manage to stay alive
truce
to keep
respectability, fairness and kindness
preceding generation

b.

приносить в жертву
пользоваться свободой
процветание
гордиться чем-либо
неприязнь
терпимый, терпеливый
достаточное (поразительное) свидетельство
отмечать День Памяти

Exercise 49

Pay attention to the use of “-ever” for emphasis in the text and do the exercises that follow.

*But **however** cynical we are, we know...* – Какими бы циничными мы ни были, мы знаем...

***However** much it's fashionable to ignore or hate our history...* – Как бы модно ни было игнорировать или ненавидеть нашу историю...

***Whatever, whoever, whichever, whenever, wherever** and **however** are used to express *It doesn't matter what/who/which/when/where or how*. They can also express the idea of ignorance or indifference.*

*e.g. I'll ring you at 8.00 or 8.30, **whenever** I get the time.* – Я позвоню тебе, когда у меня будет время.

a. Fill each gap with one of the above words formed with –ever. Translate the sentences.

1. _____ thinks that the earth is flat is a fool.
2. I don't want to be disturbed. _____ calls, and _____ they want, tell them I am out.
3. Take your seat _____ you like.
4. Could _____ leave the classroom last turn all the lights out?
5. The library was closed, so I had to rely on _____ books I had at home.
6. Someone's taken my dictionary. _____ it was, could they please give it back to me.
7. Teenagers are remarkable when it comes to money. _____ much you give them, it's never enough.
8. I hope that _____ you vote for in the election, you at least know why you are voting for them.
9. This is the erase button on the word processor, so _____ you do, don't touch it.

b. Translate into English.

1. Что бы ни случилось, он сможет защитить себя.
2. Чем бы вы ни занимались в будущем, полученные знания будут вам полезны.
3. Какими бы трудными ни были переговоры, их надо продолжать.
4. Где бы дипломат ни работал, он представляет интересы своей страны.

5. Вам всегда будет оказана помощь, когда бы вы за ней ни обратились.
6. Исход выборов ясен, какую бы позицию он ни занял в этом вопросе.

Exercise 50

Questions for general discussion:

1. Would today's young people of Russia still die for their country? If yes what makes you believe they would?
2. Make a personal list of causes for which you feel you would fight in a war?
3. In what ways has warfare changed through the ages?
4. In what ways hasn't it changed?
5. What do you think are the most common causes of war?
6. What are the reasons for ordinary, civilized men to act uncharacteristically violently in battle?
7. Do you believe that aggression is characteristic of man, that it is in our genes?
8. Do our history and experience teach us anything?
9. Which war may be called fair or just and which is aggressive or predatory?
10. How is a civil war distinguished from any other war?
11. Which of the means of stopping an international conflict do you think is most effective: talks, sanctions, peacekeeping forces or an armed intervention? Why? What does the effectiveness of these means depend on?
12. Are sanctions or an armed intervention always justified? Why? Can they always stop a military conflict?

Exercise 51

Make a report on a war or a military conflict, focus on the causes, outbreak, combating parties, weapons used, outcome of the conflict. Use sources in the English language.

Exercise 52

Translate the sentences using the vocabulary and grammar of Unit V.

1. В июле 1914 года Австро-Венгрия объявила войну Сербии.

2. Две сверхдержавы накопили достаточно оружия, чтобы гарантировать разрушение всей планеты.
3. Большинство в парламенте поддержало предложение о вступлении Англии в войну.
4. Британия все еще надеялась, что она не будет втянута в новый военный конфликт.
5. Причины войн различны: одни ведутся с целью захвата чужих территорий, установления господства над странами и континентами; другие направлены на свержение существующего строя.
6. Арсенал ядерного оружия давно достиг такой мощи, что им можно уничтожить все живое.
7. Фашистская Германия едва ли осмелилась бы начать войну, если бы ей противостоял военно-политический союз великих держав Европы: СССР, Англии и Франции.
8. После Мюнхенской конференции Чемберлен заявил, что “отныне мир обеспечен на целое поколение”.
9. Английское общественное мнение было сильно настроено в пользу войны против Германии.
10. Черчилль утверждал, что Гитлер не позволил бы себе ни начать войну на два фронта, ни испытать поражение. “Очень жаль, – сказал Черчилль, – что Гитлер не был поставлен в такое затруднительное положение”.
11. Гитлер придерживался идеи о том, что войну нельзя затягивать, победу на Западе необходимо одержать быстро.
12. Ликвидировать ядерные вооружения – вот главная задача всех прогрессивных сил, желающих избавить мир от разрушительных войн.
13. Ядерные взрывы должны были стать средством устрашения не только милитаристской Японии, но и других государств.
14. Война оказалась слишком разрушительной: если бы не ее длительность, не потребовались бы такие беспрецедентные ресурсы стран-участниц.
15. Германия не начала бы войну, если бы она не накопила доста-
точно вооружения.

Exercise 53

Work in class. Comment on the following:

1. “It is easier to make war than to make peace.” (G. Clemenceau)

2. “Nothing will end war unless the people themselves refuse to go to war.” (Albert Einstein)
3. “The quickest way of ending a war is to lose it.” (George Orwell)

Exercise 54

Write an argumentative essay on one of the statements below in about 200 words.

1. War is a motor of history.
2. Modern technological progress has changed the character of war.
3. War can be abolished.

ADDITIONAL READING

Exercise 55

Read the text below and (a) suggest a most appropriate title to it.

The Global Culture of Conflict Prevention

By Anna Lindh

The writer is an assassinated foreign minister of Sweden

The horrifying examples of human and material disaster in recent years – in Rwanda, the former Yugoslavia and East Timor – tell us much about our failure to take preventive measures to avoid violent conflicts.

In all cultures and in every society, prevention is something normal. Measures are taken to avert crop destruction by floods and rodents. Cattle are protected from predators. Warning signals are placed at rail crossings and air traffic is controlled to avoid accidents. Insurance policies are developed in almost all areas of human activity. All this is the result of preventive thinking, based on the assumption that accidents and disasters can be avoided if you think ahead while preparing for the worse.

Prevention in our societies is based on ethics and values. We share a set of values that makes us respect and protect human lives. We are responsible for our families but also for our communities, regions and nations. We set rules for behaviour to make prevention work and we organize to become efficient.

At the international level this has found its expression in the United Nations; the World Trade Organization, the European Union and regional and specialized organizations based on commonly accepted principles. Those principles, such as the right of life, freedom and justice, are deeply rooted values in all parts of the world.

It is high time we transferred and strengthened the sophisticated preventive habits we know so well at home, into the field of international security. Any seemingly small skirmish caused by a violation of human rights, oppression or theft by undemocratic rulers or exploitation of ethnic or religious groups by others risks becoming

the business not only of the parties immediately concerned but also of their neighbours and the whole international community.

Enormous human and economic costs are involved in violent conflicts, costs that citizens and taxpayers are no longer prepared to bear. It is not only a humanitarian imperative but also in our own interest to use human and economic resources for prevention and building a better common future rather than destroying conditions for development. We need a global culture of conflict prevention.

Lack of knowledge is in many cases not the real obstacle to action. The problem is rather that knowledge within international organizations, nongovernmental groups, governments and academic institutions too rarely is brought to use for preventive action in a systematic way. We must identify structural risk factors, shed light on root causes of conflict and design efficient means to find peaceful avenues to developments that may otherwise lead to violence. Well elaborated options for action must be available at an early stage.

With a new global culture of prevention we can make better use of our institutions for international security and development. We can design tools to be used in a manner proportional to the level of conflict. These could be applied through trade, economic assistance and political action. We must shift the focus from crisis management to providing a quick response to early warning signals. We will not be able to achieve much unless there is a common recognition within the international community of the need for a change of perspective.

(from *International Herald Tribune*)

b. Explain the following, agree or disagree with the author, give your arguments.

1. Any seemingly small skirmish caused by a violation of human rights, oppression ... risks becoming the business ... of the whole international community.
2. Enormous human and economic costs are involved in violent conflicts ...
3. ... we have so far failed to take preventive measures to avoid violent conflicts.
4. Accidents and disasters can be avoided if you think ahead while preparing for the worse.

Exercise 56

Read the article from The Economist, written just after the beginning of the war in ex-Yugoslavia, and do the tasks that follow.

The Limits to Intervention

In divided Europe, America and Russia would never have let a war like Yugoslavia's start, let alone rage this far. Now that the cold war is over, it is up to the Europeans themselves to do what they can to stop the fighting their fellows have been foolish enough to start.

They have four means at their disposal: talk, sanctions, peacekeeping and armed intervention. With Yugoslavia, the last is foolhardy and none of the others is foolproof.

Talk has so far got nowhere. So long as the Serbs and Croats showed a minimum of good faith, the Europeans did what they can to keep them at the bargaining table. After months of fruitless negotiations and countless broken ceasefires, European patience has worn thin.

The EC, having imposed economic sanctions, is now asking the United Nations to add oil to its embargo on arms sales to Yugoslavia. Sanctions alone are unlikely to end the killing. Neither Serbia's nor Croatia's leaders seem unduly troubled by the economic wreckage the war is causing.

There have been proposals for a UN or EC peacekeeping force. Especially in Europe, which has forgotten what bitter civil wars are like, peacekeeping can have a reassuring, almost magical sound. But there is no point in sending peacekeepers where there is no peace to keep. Without a durable truce, peacekeepers, even armed ones, are simply targets.

(from Key Words in the Media)

a. Answer the questions.

1. What does the first sentence imply? Paraphrase it.
2. What is the author's opinion of the four ways possible for Yugoslavia to take?
3. Why has talk got the Serbs and Croats nowhere?
4. Why has European Community failed to keep the two nations at the bargaining table?

5. What measures has the EC taken to stop them fighting?
6. Why isn't there point in sending peacekeeping forces to stop fighting in the region?

b. Match the explanations with the words from the text. Suggest their Russian equivalents.

1. to demonstrate good will	a. foolhardy
2. to sound encouragingly	b. a durable truce
3. interrupted periods of peace	c. to wear thin
4. to make continue negotiating	d. fruitless negotiations
5. a period of long peace	e. to have a reassuring sound
6. to appear calm	f. foolproof
7. economic ruin	g. to show good faith
8. to come to an end	h. broken fire
9. reckless, far from being clever	i. to seem unduly troubled
10. talks without any result	j. economic wreckage
11. simple and reliable	k. to keep at a bargaining table

GRAMMAR SUPPLEMENT

CONDITIONAL AND SUBJUNCTIVE MOOD TO EXPRESS UNREALITY

(Russian sentences contain 'бы' or 'чтобы')

The forms expressing unreality are:

Should, would, could, might, were, PAST SIMPLE AND PAST PERFECT FORMS OF VERBS, BARE INFINITIVE (without 'to').

In English the **unreality** of the action may be expressed in a number of ways by:

I. The Conditional Mood in simple sentences with the use of *should/would/could/might* + various infinitive forms;

(revision)

II. Conditional sentences of Type 2 and 3 with or without 'if' clauses with the subjunctive mood form of the verb 'be' ('were'), Past Simple forms for the present or future and Past Perfect forms referring to the past;

(revision)

III. Past tense forms after phrases and conjunctions like

I wish/if only, What if...

Suppose/Supposing...

Would rather/Sooner...

It's time...

As if/As though...

IV. The Subjunctive in 'that' clauses after certain verbs and adjectives to express that something is necessary or important. (see Unit VI)

I. The Conditional Mood in simple sentences

Chart 1

Would + non-perfect infinitive (reference to the present or future)	Would + perfect infinitive (reference to the past)
1. I would apologize in your place.	1. I would have apologized in your

Why don't you? – Я бы извинился на твоём месте. Почему ты не делаешь этого?	place. Why didn't you? – Я бы извинился на твоём месте. Почему ты этого не сделал?
2. She says (said) she would gladly join us. But she doesn't feel well. – Она говорит, что с радостью присоединилась бы к нам, но чувствует себя неважно.	2. She says (said) she would have joined us yesterday. But she didn't feel well. – Она говорит, что с радостью присоединилась бы к нам вчера, но она чувствовала себя неважно.
3. He could give good advice. Why not ask him? – Он мог бы дать хороший совет. Почему бы не обратиться к нему.	3. He could have given good advice. Why didn't you ask him? – Он мог бы дать хороший совет. Почему ты не обратился к нему?
4. You might be more concerned with your work. There is no progress. – Ты мог бы больше заниматься своей работой.	4. You might have been more concerned with your work. There <u>was</u> no evident progress. – Ты мог бы больше заниматься своей работой.
5. I would like to live in the XXIV th century. – Хотел бы я жить в XXIV веке.	5. I would have liked (or would like to have lived) to live in the 19 th century.

Exercise 57

Complete the sentences using the Conditional Mood with reference to the present, future or past according to sense.

A.

- a) The lecture is likely to be interesting. I (like to hear) it.
 - b) The lecture was interesting. I (like to hear) it.
- a) It's a pity you can't come with us. I am sure you (enjoy) it.
 - b) It's a pity you didn't come. You (enjoy) the party.
- a) The problem is challenging indeed. It (puzzle) anyone.
 - b) The problem was challenging indeed. It (puzzle) anyone.
- a) Why not apply for the job? You (may, employ).
 - b) Why didn't you apply for the post. You (may, promote).
- a) It's a pity the parties won't come to terms. A treaty (can, sign)
 - b) It's a pity the parties didn't come to terms. A treaty (can, sign).
- a) The conference seems important. I (advise) you to attend it.
 - b) The conference was important. It (be) only useful to attend it.

В.

1. You left the house very late. You (may miss) the train.
2. He was telling lies. I (like to see) his face at that moment.
3. Why is she always changing her mind? She (may be) more consistent.
4. It's a pity you are leaving. We (may spend) more time together.
5. He is a hot-tempered person. In your place I (not argue) with him.
6. You should have warned us that the discussion would be postponed. We (change) our plans.
7. It's too cold there in winter. I (not to go) there for a holiday. Neither

I.

8. They say they (join) us with pleasure, but they are too much busy.
9. Who (like) to leave?
10. I felt ill at ease. I (like to leave) then.
11. There is no one who (know) this distinguished person.
12. I am surprised she is not at home, or she (watch) TV.

Exercise 58

Translate the sentences using "would " referring either to the present, future or past.

1. Она тебя не видела, иначе поздоровалась бы.
2. Никто из дома не выходил, иначе я бы видел.
3. Ты не знаешь фактов, иначе бы ты так не говорил.
4. Вы не знаете материал, иначе вы не получили бы двойку.
5. Она не знала о собрании, иначе она пришла бы.
6. Я хорошо его знаю, иначе я не рекомендовал бы его вам.
7. Мне дали неправильный телефон, иначе я связался бы с ним.
8. Я рад, что ты позвонил, иначе мне пришлось бы к тебе ехать.
9. Он, должно быть, опоздал на поезд, иначе он был бы здесь.
10. Я знаю, что вам хотелось бы здесь работать, иначе я не предлагал бы вам эту работу.

II. The Conditional Mood in complex sentences containing "if"clauses to express something that is reasonably possible or totally impossible (*Type 2*) or something imagined about the past (*Type 3*).

(Revision)

Chart 2

meaning of the 'if clause'	verb form in the 'if clause'	verb form in the principal clause	
<u>Type 2</u> <i>Unreal/untrue in the present or future</i>	<i>simple past</i>	<i>be doing</i> would + do could be done might	
<i>If I</i>	<i>had enough time,</i>	<i>I would write to my parents.</i>	<i>(In truth I don't have enough time, so I will not write to them.)</i>
<u>Type 3</u> <i>Unreal/untrue in the past</i>	<i>past perfect</i>	would + have done could might	
<i>If I</i>	<i>had had time,</i>	<i>I would have written to my parents yesterday.</i>	<i>(In fact, I didn't have time, so I didn't write to them.)</i>

* Conditional sentences with 'if' clauses to express something that is reasonably possible refer to **Type 1**:

If you pass your exams successfully, you will fully enjoy your holidays.

Exercise 59

Put the verbs in the brackets in the Type 2 conditional form.

1. If the light _____ (be) better, you _____ (see) sign.
2. If I _____ (know) the way, I _____ (show) it to you.
3. If you had a map, you _____ (find) the place easily.
4. I _____ (apply) for the job if I _____ (be) better qualified.
5. If I _____ (have) your talent, I _____ (give up) art.
6. He _____ (discuss) the problem now if he _____ (be concerned) about it.
7. You _____ (not learn) English in this class if English _____ (be) your native tongue. –

8. If it _____ (not snow) so heavily, there _____ (not be) so many accidents on the roads.
9. If she _____ (be) here, she _____ (know) what to do.
10. We _____ buy a house if only we _____ (give) a bank loan.

Exercise 60

Write Type 2 conditionals to match the situations.

1. He sits around too much. He isn't fit.
2. He isn't a millionaire. He won't buy you a palace.
3. We are not independent. We don't run our own business.
4. They do not have the necessary qualifications. They cannot apply for this job.
5. She may improve her performance if she can have some lessons.
6. They said that the conflict was hard to solve because the parties refused to negotiate.

Exercise 61

Put in the right forms for the verbs in the brackets.

LYING IN THE SUN

Two tramps, Eugene and Sergio, were lying in the sun.

Eugene: What (we/do) _____ if the sun (not shine) _____?

Sergio: Well, (we / not lie) here for a start. But that's not the important question. The important question is: what (we/do) _____ if (we / be) _____ rich?

Eugene: If (we / be) _____ rich, we (can / travel) _____ everywhere.

Sergio: But we travel everywhere already.

Eugene: Yes, but not in style. If (we / have) _____ money, our chauffeur, James, (can / drive) _____ us round in our Rolls. Imagine, if (we / be) _____ in that position! We (return) _____ to our fine mansion in the country.

Sergio: Yes, the butler (put out) _____ fresh clothes for us, the cook (prepare) _____ a fine meal for us. We (not eat) _____ carrots all the time.

Eugene: Yes. If we (own) _____ a house like that, we (also have) _____ a fine swimming-pool.

Sergio: Yes! Yes! If we (own) _____ a fine swimming-pool, we (can / swim) as much as we liked.

Eugene: If we (be) _____ really rich, we (can / lie) _____ in the sun!

Sergio: But we are lying in the sun!

Exercise 62

Put the verbs in the brackets in Type 3 conditional forms.

1. If we _____ (know) the facts, he _____ (tell) us what to do.
2. If they _____ (manage) to repair my car, I _____ (can drive) you to the airport.
3. If the weather forecast _____ (be) different, we _____ (stay) at home.
4. She _____ (hear) the news if she _____ (turn) on the radio.
5. They _____ (do) better if they _____ (practice) more.
6. If you _____ (tell) me you needed money, I _____ (lend) you some.
7. You _____ (not break) the toy if you _____ (read) the instruction.
8. If we _____ (warn) about the flight delay, we _____ (have) to wait in the airport for so long.

Exercise 63

Comment on the past situations with 'if' clauses.

1. I had an accident because I wasn't watching the road.
2. My father didn't earn much money, so life wasn't easy for us.
3. I didn't enjoy school, so I didn't do very well.
4. The men were wearing protective clothes, so they were safe.
5. The house didn't burn down because the fire brigade came immediately.
6. You didn't work hard, so you couldn't succeed.
7. We came home from our holiday early because we ran out of money.
8. I bought a second-hand car, I really didn't have any sense.
9. The conflict was not solved because the parties couldn't come to terms.

10. The war broke out because the neighbouring state claimed possession of the contested territory.

Exercise 64

Complete the text with Type 3 conditionals.

BOTH RIGHT AND BOTH WRONG

The black car screamed round the corner on the wrong side of the road and passed a white car doing exactly the same thing in the other direction. Both drivers stopped and got out of their cars. ‘If I (be) _____ on my side of the road, you (kill) _____ me,’ driver A shouted. ‘But you weren’t on your side of the road,’ driver B shouted back. ‘If you (drive) _____ more carefully, you (not be) _____ on the wrong side of the road.’ ‘If I (know) _____ what was round the corner, I (keep) _____ to my side of the road, driver A said. ‘If you (know) _____ what was round the corner, you _____ (not drive) so carelessly.’ Suddenly both men stopped shouting and driver A said, very quietly, ‘If we both (not be) _____ on the wrong side of the road, we (be) _____ dead now.’ Without speaking a further word, both men shook hands and drove away.

Chart 3

Mixed Conditionals	
<u>Type 2 + Type 3</u>	<i>Past Simple + would have done</i>
<i>If you knew me better, you wouldn't have said that.</i>	
<u>Type 3 + Type 2</u>	<i>Past Perfect + would do</i>
<i>If I had had your advantages, I'd be better off now.</i>	

Exercise 65

Use mixed tenses in these sentences.

1. If I _____ (be) you, I _____ (check) my facts before I wrote that letter.

2. He _____ (feel) very tired today if he _____ (not train) in the fitness hall yesterday.
3. If he _____ (not catch) the 5.30 train, he _____ (not arrive) for another two hours.
4. If the snake bite _____ (be) poisonous, you _____ (feel) very ill now.
5. She _____ (not lie) ill in bed now if she _____ (not get) wet through the other night.
6. You _____ (like) the picture better if you _____ (not read) the book.
7. I _____ (stay and help) if I _____ (not promise) Jane to fetch the children from school.
8. You _____ (know) what to do if you _____ (think) the matter over.
9. If she _____ (tell) to come, she _____ (be) here now.
10. I _____ (go over) at once if I _____ (not specially ask).

Exercise 66

Combine the sentences using correct forms of the Conditionals.

Model: *He is a careless driver. He was stopped by the traffic inspector again yesterday.*

If he weren't a careless driver, he wouldn't have been stopped yesterday.

1. The new assistant is difficult to deal with. We refused to work with him.
2. The last issue was put off till the next meeting because we are not clear about it.
3. You are very absent-minded. You forgot about our arrangement for the afternoon.
4. The windows in the hotel face a noisy street. I couldn't sleep last night.
5. You are not the country's citizen, so you were not entitled to vote.
6. You refused to help your son, as a result he is still puzzling over the problem.
7. He didn't follow the discussion, and now he is asking silly questions.
8. You are afraid of the exam because you did not study properly during the term.

9. The issue has not been included on the agenda because it is not related to the subject of the conference.

10. It was reported that the police forces were injured in the clashes with the rebels as they had not been provided with any arms.

Exercise 67

Translate the sentences.

1. Если бы ты вчера внимательно слушал лекцию, ты бы знал ответ на этот вопрос.

2. Если бы он в институте хорошо выучил хотя бы один язык, его, несомненно, назначили бы на эту должность.

3. Они не были бы в затруднительном положении сейчас, если бы вовремя обратились за советом к специалисту.

4. Если бы ты хорошо позавтракал, ты бы не был голоден сейчас.

5. Ты не был бы таким сонным сейчас, если бы не лег спать так поздно.

6. Мы были бы сейчас дома, если бы нас не задержали.

7. Если бы я знал ответ на этот вопрос, я не мучился бы так долго над его решением.

8. Если бы в России не произошла революция, возможно, мы жили бы сейчас совершенно в другой стране.

Exercise 68

Put correct forms of the conditionals for the verbs in the brackets.

THE SECRET OF A LONG LIFE

Grygori Pilikian recently celebrated his 114th birthday and reporters visited him in his mountain village in Georgia to find out the secret of a long life. "The secret of a long life," Grygori said, "is happiness. If you _____ (1 be) happy, you will live a long time." "Are you married?" a reporter asked. "Yes," Grygori replied. "I married my third wife when I was 102. If you _____ (2 be) happily married, you _____ (3 live) for ever."

"What about smoking and drinking?" a reporter asked. "Yes, they are important. Don't smoke at all and you _____ (5 feel) well. Drink two glasses of wine a day and you (6. feel) healthy and happy." "If you _____ (7 can/live) your life again, what _____ (you /do)?" a reporter asked. "I _____ (9 do) what I have

done. If I _____ (10 have) more sense before, I _____ (11 eat) more yoghurt!" he chuckled.

"Supposing you _____ (12 can/change) one thing in your life what _____ (13 you/change)?" another reporter asked. "Not much," Grygori replied. "So you don't have any regrets?" "Yes, I have one regret," he said. "If I _____ (14 know), I was going to live so long, I _____ (15 look after) myself better!"

Exercise 69

Translate the sentences in the Conditional Mood

a. into Russian:

1. Solutions to clean up the nation's air and water would cost money to businesses and individuals.
2. Churchill's successor, Anthony Eden, claimed that British trade would be at risk if Egypt controlled the canal.
3. It would be unrealistic to assume that peace could have been achieved without making concessions.
4. It was apparent that if another colonial conflict had occurred at the same time, Britain would have been unable to cope with it.
5. Chamberlain claimed that if government protected the domestic market from foreign imports it would secure employment for British workers – something that Victorian governments would scarcely have done.
6. If technological drive were the only driver of global integration, the anti-capitalist threat would be less worrying.

b. into English:

1. Если бы я знал, как тебе помочь, я бы сделал это с радостью.
2. Война могла бы затянуться, если бы союзники не вступили в войну.
3. Конфликт был бы улажен значительно быстрее, если бы обе стороны пошли на уступки. К сожалению, этого не произошло.
4. Если бы мы встретились раньше, все сейчас было бы по-другому.
5. Ты смог бы с ним познакомиться, если бы пришел завтра на конференцию.
6. Если бы такой совет был дан мне раньше, может быть, я и не совершил бы эту ошибку.

7. Если бы вы повторили материал, вы бы сейчас не думали так долго.
8. Программу приняли бы на завтрашнем заседании, если бы в нее вовремя были внесены изменения,
9. Жертв могло бы быть гораздо больше, если бы нападение было совершено ночью.
10. Ядерное оружие могло бы быть уничтожено, если бы все ядерные державы согласились это сделать.

Omitting 'if'

Chart 4

A. (inversion)

***Were I** you, I wouldn't do that.*

***Had I (not) known**, I would have told you.*

B. (inversion)

***Were it not for (If it weren't for)** your accent I **would take** you for a Russian. (You have an accent so I can't take you for a Russian.)* – Если бы не ваш акцент, я принял бы вас за русского.

***Had it not been for** his accent when he spoke I **would have taken** him for a Russian.* – Если бы не его акцент, когда он говорил, я бы принял его за русского.

C. (implied condition) *but for* + noun

***But for** your advice I **wouldn't be reading** this book now.* – Если бы не твой совет, я бы не читал сейчас эту книгу.

***But for** your advice I **wouldn't have started reading** this book.* – Если бы не твой совет, я бы не начал читать эту книгу.

Exercise 70

Translate the sentences containing inversion.

1. Had the First World War been as short as expected, the expectation might well have been borne out.
2. The treaty committed Britain to joining Japan in a war were it involved with two other powers.

3. President Reagan believed that the nation would prosper were the power of the private economic sector unleashed.
4. Were it not for import restrictions Anglo-Russian trade would be larger than it is today.
5. But for their willingness to assist, this decision would never have been arrived at.
6. Were it as easy as this, no special negotiations would have been necessary.

Exercise 71

A (inversion)

Paraphrase the sentences using the Conditional Mood according to Chart 4. Make the necessary changes.

Model: *I didn't know about the delay, that's why I didn't tell you anything.*
Had I known about the delay, I would have told you.

1. He is so absent-minded. He always finds himself in awkward situations.
2. He was driving carelessly and had an accident.
3. Your boss sounds like a real tyrant. In your place I would look for another job.
4. That sounds like a good job. In your place I should accept it.
5. You should learn how to use a computer. If you had used a computer, you could have finished the work in half the time.
6. We would have won the game if Thompson had caught the ball.
7. If you were to finish your education, many more career opportunities would be open to you.
8. I am glad I went to the meeting. If I hadn't been there, my proposal probably would not have been accepted.

B (inversion)

Replace the italicized part by a clause with inversion and complete the sentences accordingly.

1. *If it had not been for what he said* nobody (believe).
.....
2. *If it were not for the children* we (take) a more interesting route.
.....

4. I (achieve) nothing *if it had not been for your help and understanding.*
.....
4. *If it were not for you* she (agree) with our idea.
.....
5. He (come) first *if it had not been for this fall* *If it had not been for this fall.*
.....
6. *If it were not for her unexpected interference* things (take) a bad turn.
.....
7. She (have) a good pronunciation *if I were not for a slight stammer.*
.....
8. I would have taken her for a teacher *if it were not for a certain diffidence.*
.....

C' (implied condition)

Complete the sentences with appropriate forms of the verbs in brackets in the conditional mood.

1. But for people's aggressive nature they _____ (not wage wars).
2. They have just received the message. But for the mistake in the address the letter _____ (reach) them in time.
3. She is young and impatient. But for her impatience she _____ (be) a good teacher.
4. He said he could not attend the meeting and it was not held. But for his absence it _____ (not be postponed).
5. It is 11 p.m.. But for the late hour it _____ (be possible) to get in touch.
6. He pointed out to the mistake. But for him nobody _____ (notice) the mistake.
7. He is speaking in a very low voice. But for the microphone we _____ (not hear) anything.
8. The professor was speaking loudly and distinctly. But for this _____ (nobody hear him).
9. The conflict has been settled. But for the mediators _____ (there be war).

10. The Second World War _____ (not start) but for Germany's expansionist policy.

Exercise 72

Translate the sentences.

1. Политика страны не изменилась бы, если бы не переворот.
2. Если бы не средства массовой информации, мы бы не узнали об этих событиях.
3. Без твоей помощи я бы не справился с этим заданием.
4. Если бы не его болезнь, он был бы с нами.
5. Без вашей критики мне было бы трудно увидеть свои ошибки.
6. Если бы не их отказ пойти на уступки, можно было бы достичь определенных договоренностей.
7. Ему можно было бы поверить, если бы не противоречивости его показаний (evidence).
8. Если бы не впечатление, которое он произвел на комиссию, его бы не приняли в команду.
9. Если бы он не представился, никто не подумал бы, что он дипломат.
10. Я сообщил бы ему об этих событиях еще вчера, если бы знал его телефон.

Chart 5

If + n/prn + **were to do** sth, n/prn **would do**

'Were' + Infinitive is used to denote an unlikely event and makes the sentence more formal.

If I were to see him again, he would not even try to explain his action. – Если бы я увидел его снова, он все равно не попытался бы объяснить свой поступок.

Inversion is used for emphasis:

Were he to realize the danger he were in, he would not proceed with the plan.

*Were the police to have found out this fact, he would have been in big trouble.
Thanks to God they didn't.*

"Were" + **Perfect Infinitive** denotes *unrealized action in the past*.

Exercise 73

Translate the sentences basing on Chart 5.

Use inversion for emphasis in sentences from 5 to 10.

1. Если бы вдруг пошел дождь, он бы все испортил.
2. Конфликт был бы улажен, если бы вдруг вторая сторона согласилась на переговоры.
3. Твоя работа все равно не была бы принята, даже если бы ты переделал ее.
4. Если бы вы слышали, как он говорит, вы бы со мной согласились.
5. Эта задача не была бы решена, даже если бы ею занимались несколько человек.
6. Он бы, не колеблясь, согласился на эту работу, только бы ему ее предложили.
7. Если бы я сказал вам это, что бы вы ответили?
8. Если бы я встретила его теперь, не знаю, узнала ли бы я его.
9. Если бы он попросил тебя помочь, ты согласилась бы?
10. Я бы простила его, если бы он только позвонил.

III. Past tense forms after set expressions like:

- (a) 'I wish/if only...'
- (b) 'What if...', 'Suppose/Supposing ...'
- (c) 'As if/As though...'
- (d) 'Would rather/sooner...'
- (e) 'It's time...'

Chart 6 (a, b)

(a)

1. **Wish/If only + past simple/could** (expresses a desire for something to be different in the **present**).

I wish (If only) I were (could be) young again. (But I am not/can't.)

I wish (If only) I had more time. (But I don't have much free time.)

I wish (If only) you could come. (But you can't.)

2. **I wish/If only + smb + past perfect** (expresses a **regret about the past**, a wish that something different had happened).

I wish (If only) we had met him earlier. (But we didn't.)

I wish (If only) he hadn't been driving so fast! (But he was.)

We wish (If only) we could have discussed it earlier. (But we couldn't)

3. ***Wish (If only) + would*** (expresses a desire for someone to change their behaviour in the **present or future**, often used to criticize or complain)

I wish (If only) he would change his mind, but he won't. – Хотелось бы, чтобы он передумал, а он не хочет.

(b)

What if/Suppose/Supposing he refused (had refused) to help? (the question is about an imaginary situation in the present, future or past and its possible consequences.)

What if/Suppose/Supposing he asked you to marry him, what would you say?

Supposing your parents had refused to send you money? – А если бы твои родители отказались прислать тебе деньги?

Exercise 74

Complete the sentences contrasting wishes with factual comment.

Model: *I wish I weren't in such a difficult situation but I am.*

1. I wish I earned more but I _____.
2. If only I had listened but I _____.
3. If only I had a better computer but I _____.
4. I wish he wouldn't criticize me all the time but he _____.
5. If only I hadn't been made redundant but I _____.
6. If only she'd had more time but she _____.
7. She wishes he would remember their anniversary but he _____.
8. They wish they knew the answer but they _____.
9. If only she loved me but she _____.
10. I wish he would leave but he _____.

Exercise 75

Complete the sentences, make use of Chart 6 (a, b).

1. It is rather cold inside. I wish it _____ warmer.
2. His project has been rejected. He wishes it _____ rejected. He wishes it _____ accepted.

4. You are leaving. If only you _____.
4. Unfortunately he has sold his wonderful collection. He wishes he _____ it. He feels lost.
5. My parents persuaded me to enter this university. If only they _____ me to do that.
6. I didn't have to serve in the army. I wish I _____.
7. I am afraid the new tax bill is going to be approved by parliament. I wish the new bill _____.
8. Your words contradict your actions. I wish you _____ more consistent.
9. He finds life disappointing. He wishes his life _____ more interesting.
10. I can't explain anything. If only I _____.
11. He refuses to listen to reason. I wish he _____.
12. He smokes at meals. I wish he _____.
13. I would like to give up smoking but I can't. I wish I _____.

Exercise 76

Put the verbs in the brackets in the right form.

1. I wish you _____ (stop) looking at me like that. It's so distracting.
2. Suppose you _____ (refuse) the job?
3. What if he _____ (reject) our offer?
4. Supposing this idea _____ (not come) to his head?
5. What if the new law _____ (not approve) by parliament?
6. Suppose the people _____ (revolt)?
7. What if there _____ (be) no other way out?
8. Suppose the atom bomb _____ (never invent)?
9. I wish you _____ (not leave). Why are you?
10. Suppose World War II _____ (break out)?

Exercise 77

Paraphrase the sentences so as to use 'wish' and 'If only'.

1. What a pity I missed such a wonderful chance!
2. You had better find a job to your liking.
3. I am sorry I have given you so much trouble.
4. I shouldn't have shown my emotions.

5. It's a pity you didn't hear him speak.
6. It's a pity we are so different.
7. It's a pity you won't listen to him. He is talking sense.
8. He was sorry he had made such a silly mistake.
9. I am sorry I cannot help you.
10. He had better withdraw his nomination.
11. What a pity you didn't find him in.
12. He was sorry that they had not come to terms.
13. Such a pity he is so uncommunicative. He can't fit the job.
14. It's a pity the problem doesn't interest you.
15. I am really sorry you had to walk to the tenth floor.
16. Don't tell lies! It's very upsetting.
17. It worries me that you smoke so much.
18. It's a shame you live so far from us.
19. It's such a pity. I always forget people's names.
20. It's too bad you said it. It was very cruel.

Exercise 78

How many correct and natural sentences can you make from this table?

I wish	I	remembered	his birthday
He wishes	he	would remember	
		could remember	
		had remembered	my birthday

Chart 6 (c)

As if/As though + were/past simple (for unreal present)
 + **past perfect** (for unreal past)
 + **would** (for unreal future)

*He acts **as if** he **weren't** responsible for it. But he is.*
*You look **as if** you **had** just **seen** a ghost. You can't have seen it. It is impossible.*
*When she starts speaking, it seems as if she **would never stop**.*

Remember:

Present tenses are possible after "**as if/as though**" if the action they express is quite real or highly possible in the present or future.

*She sounds **as if** she has fallen ill. It is quite possible.*

Exercise 79

Open the brackets, using an appropriate tense form for non-facts.

1. She sat in the armchair as if the last energy _____ (leave) her.
2. They talked as if they _____ (know) each other for ever so many years and this _____ (not be) the first time they met.
3. She speaks as if she _____ (be) a great authority on the matter.
4. He asked funny questions, it was as if he _____ (not follow) the report.
5. It was as though nothing _____ (happen).
6. The leaves of the book were so worn-out that it seemed as if it _____ (publish) a hundred years ago.
7. He always makes wonderful speeches as if he _____ (teach) orator's skills.
8. They met him as if they _____ (expect) him.
9. He introduced me to his brother as if we _____ (meet) before.
10. He picked up the letter as if he _____ (be) afraid to open it.
11. Nothing had been moved but it seemed as if somebody _____ (be) in the room.
12. The children didn't look as if they _____ (do) anything wrong.

Exercise 80

Answer the following questions according to the model.

Model: *How does he look? (spend a month on the Canary Islands)*
He looks as if he had spent a month in the Canary Islands.
But I know he didn't go anywhere.

1. How do they treat her? (be, their sister)
2. How do you feel after the cold shower? (drop ten years)
3. How does he speak English? (study the language for many years).
4. How did she take the news? (calmly, there be nothing unusual about it)
5. Did he believe the story? (look suspicious, not believe it)
6. Have you seen him after the accident? How does he look? (nothing, happen to him)
7. How do your grandparents treat him? (be, a baby)
8. Did he take part in the discussion of the book? Yes, he (speak, read it). I know he didn't.

Exercise 81

Complete the sentences with non-fact ideas.

1. He looked tired as though...
2. Why are you looking at me as if...
3. They treated her as if...
4. I felt funny as if...
5. The house looked as though...
6. They met him as if...
7. He asked funny questions as if...
8. His manner was cheerful as if...
9. They met me as though...
10. She was listening to the story as though...

Exercise 82

Translate the sentences.

1. У меня было такое чувство, что меня обманули.
2. У тебя такой вид, как будто ты не знаешь, о чем я говорю.
3. Ты говоришь так, как будто знаешь, что будет.
4. Кажется, дождь никогда не кончится.
5. Ты так хорошо знаешь эти места, как будто прожил здесь всю жизнь.
6. Они разговаривают так, как будто и не ссорились.
7. Он говорит так, как будто у него большой опыт, а ему всего 20 лет.
8. Кажется, эти экономические трудности нельзя преодолеть.
9. Похоже, этот конфликт никогда не кончится.
10. Она говорит так быстро, как будто боится, что ее прервут.

Chart 6 (d)

Would rather (Sooner) + Infinitive (expresses preferences if the subject is the same) = would prefer to do.

I'd rather stay here. = I'd prefer to stay here.

*I'd rather be a soldier **than** a sailor. = I'd prefer to be a soldier rather than a sailor.*

Would rather (Sooner) sb {did sth (for the present or future)

sth {be done

(expresses preferences for somebody to do something or a polite way to give or

(refuse permission, or make suggestion)

*I'd rather you **went** there alone.* – Я бы предпочел, чтобы ты пошел туда один.

Remember: had better do – warning only for the present or future

should do – advice for the present or future

е р. *You **had better return** home now.* – Тебе лучше (было бы) вернуться сейчас домой.

should have done – reproach or criticism about the past

е р. *You **should have returned** home at once.* – Тебе надо было (бы) сразу вернуться домой.

Exercise 83

Change the sentences so as to use “would rather/would sooner” according to the pattern above.

1. I would prefer speaking to you personally rather than on the phone.
2. I'd prefer you to speak quietly.
3. We would prefer to discuss it next time.
4. We would prefer this question to be discussed next time.
5. I'd prefer you not to do it.
6. He'd prefer not to be sent there.
7. He'd prefer us not to be sent there.
8. Where would you prefer to serve?
9. When would you prefer us to come?
10. For which date would you prefer us to put off the discussion?
11. How long would he prefer to stay?
12. How long would he prefer us to stay?
13. I'd prefer you not to go there alone.
14. He'd prefer you not to interfere.
15. I'd prefer you to be asked first.

Exercise 84

Paraphrase the sentences so as to use “had better”.

1. I advise you to get down to business at once if you want things done in time.
2. I don't advise you to sit up late.
3. I'd not advise you to make a fuss about such unimportant things.

4. It would be useful for him to live in the country.
5. I think he should give up the idea.
6. I'd advise you to look through your paper again.

Exercise 85

Choose between "had better" and "would rather/sooner".

1. I told him he _____ control his temper if he was interested in keeping the job.
2. You _____ not annoy him with your silly questions.
3. We _____ put off our trip till we are certain about the rooms.
4. He _____ die than give up the idea.
5. She _____ address an expert if she wants professional advice.
6. I _____ you kept it secret.
7. I _____ have a cup of coffee.
8. She _____ you paid by check.
9. I _____ you kept silence.
10. You _____ say nothing if you don't want trouble.

Chart 6 (e)

It's (high/about) time smb did (past simple is used to show that something is not happening while it should).

It's high time we left. (We aren't leaving and we should.)

It's about time you paid a visit to your grandparents. (You should visit them.)

It's high time the voice of the people were (was) heard in this House. (Their voice isn't heard and it should be.)

Exercise 86

Put the verb in the brackets in the right form.

1. It's time you _____ (take) better care of your health.
2. She said it was time you _____ (get) rid of this bad habit.
3. It's high time something _____ (do) about your discipline.
4. It's about time she _____ (learn) to do without your help.
5. It is time you _____ (stop) wasting your efforts and _____ (get) down to work.
6. I call it a waste of time. It's time somebody _____ (put) an end to it.

7. It's high time you _____ (become) more particular about how to speak to people.
8. Isn't it time you _____ (leave) him alone.
9. It's about time people _____ (learn) to live without wars.
10. It's high time he _____ (rely) on himself in his life.

Exercise 87

Comment on the sentences using "It's (high/about) time..."

1. You are always arguing and making other people nervous.
2. He looked at the clock and understood that he was late and had to go.
3. He is no longer a young man. He should settle down.
4. You are quite grown up. You must be sensible.
5. Elderly people look forward to the new pension scheme being put into effect but it has been delayed several times.
6. It is surprising that at his age he has no sense of responsibility.
7. You are having exams soon and you haven't begun preparing for them yet.
8. I really should be going now.
9. You don't seem to realize the importance of the matter.
10. You must begin reading books in the original.

Exercise 88

Translate the sentences using "It's time..."

1. Пора бы понять, что ты больше не ребенок.
2. Давно пора было бы принять такой закон.
3. Ему давно пора самому зарабатывать на жизнь.
4. Вам давно пора высказаться по этому поводу. Почему вы молчите?
5. Пора бы тебе выучить хоть один иностранный язык.
6. Пора бы занять более жесткую позицию в этом вопросе.
7. Не пора ли перейти к следующему пункту повестки дня?
8. Давно пора бы привыкнуть к его причудам.

Exercise 89

Put the verbs in the brackets in an appropriate tense to express either fact (reality) or non-fact (unreality).

A. I wish we _____ (not have) to go out tonight, but we have no choice. I _____ (like) to stay in and watch the film on television. If only we _____ ! If only your boss _____ (not invite) us!

B. I know, but it's important. It _____ (be) alright if he _____ (not go) on and on about how wonderful his children are, but he always _____. He talks as if they _____ (be) angels, but they _____ always _____ (misbehave).

A. Listen! Suppose we _____ (ring) them and _____ (say) that we _____ (break) down on the way there. That's a good excuse, isn't it?

B. No, I'd rather we _____ (go). Don't worry. It _____ (not last) long. Just look as though you _____ (enjoy) yourself.

Exercise 90

Open the brackets. Put the verbs in the brackets in an appropriate tense to express either fact or non-fact.

A. The hotel is horrible. I wish we _____ (not come) here. I _____ never _____ (see) such a dirty hotel in my life! If only the bathroom _____ (be) clean, I _____ (can) have a bath, but it _____ filthy in there. I _____ even _____ (not wash) my socks in it!

B. I know, but it _____ (get) late, we _____ (drive) all day, and I _____ (want) to stop. We _____ (may not find) another hotel for miles! Then where _____ we _____ (stay)? This is better than nothing. At least we can get something to eat. It's time we _____ (go) down to the restaurant. It closes soon. We _____ (find) something nicer tomorrow, I _____ (promise).

A. All right. If it _____ (not be) so late, I _____ (suggest) going into town to look for somewhere else to eat, but if we _____ , we might not find anywhere. It is quite late already.

B. I wish you _____ (stop) moaning about everything I _____ (decide) to do. You sound as if I _____ (be) to blame for everything while you _____ (be) so indecisive. If it _____ (be) up to you, we _____ (never decide) anything!

A. All right. Let's go. I am hungry.

Exercise 91

Read the text and do the task that follows.

‘I live in a squalid flat. I am out of work and on the dole. I didn’t have a good education; in fact I left school at fifteen without any qualifications. I wrote about fifty job applications and didn’t get a single job. I went for a lot of interviews, but I can’t answer their questions very well.

I sit about at home every day, watching TV, and smoking. I get through about forty cigarettes a day, so I don’t have enough money to go to football matches any more. A friend of mine from school has got a job at a travel agent’s. He travels all over the world for his holidays, and he’s always telling me about wonderful trips to Spain and Greece. I’ve never been abroad! I’m so depressed. I think the worst thing is having nothing to look forward to. I’m nineteen, and I have a lifetime of nothing in front of me.’

Write sentences based on the text above, using “He wishes...”, “He should have...” and the conditionals of Type 2 and Type 3.

Model: *He wishes he lived somewhere nicer.*

He should have stayed at school.

If he had a job, he’d be happier.

(to be continued in Unit VI)

UNIT VI

TERRORISM: A VITAL ISSUE OF THE DAY

Step 1. Roots of Terrorism

The topical vocabulary to be remembered:

1. **to terrorize/to intimidate** *v* терроризировать, запугивать, вселять страх
terror *n* ужас, страх, террор
to generate (terror) *v* наводить (ужас)
terrorism *n* терроризм, устрашение
to resort (to) *v* обращаться к
to practice (terrorism) *v* использовать (терроризм)
terrorist *n, adj* террорист, террористический
to appease (terrorists) *v* умиротворять (террористов)
to terrify *v* пугать, ужасать, вселять ужас
terrible *adj* ужасный, страшный
terribly *adv* очень, ужасно
terrific *adj* ужасающий, великолепный
2. **threat** *n* угроза
to pose (a threat) *v* представлять (угрозу)
to avert (a threat) *v* предотвратить (угрозу)
to threaten *v* угрожать
3. **to violate/to break/to breach** *v* нарушать, преступать
violation *n* нарушение
violator *n* нарушитель
violence *n* сила, насилие, жестокость
to abandon (violence/terror) *v* отказаться от (насилия, террора)
to unleash (violence, war) *v* развязать (насилие, войну)
violent *adj* сильный, интенсивный, жестокий, насильственный, резкий
violently *adv* сильно, очень
4. **to assassinate** *v* (предательски) убивать
assassin *n* убийца, террорист

- assassination** *n* (политическое) убийство
5. **to witness** *v* быть свидетелем, видеть
witness (to) *n* свидетель, очевидец, доказательство, свидетельство
 6. **to explode** *v* взрываться, подрывать, разразиться (гневом)
explosion *n* взрыв, вспышка (эмоций)
explosive *n, adj* взрывчатое вещество, взрывчатый, взрывной
 7. **to magnify/to exaggerate** *v* (пре)увеличивать, восхвалять
magnification/exaggeration *n* (пре)увеличение, усиление
magnitude *n* величина, важность
magnificent *adj* великолепный, величественный
magnificence *n* великолепие
 8. **to expose (to violence)** *v* 1) подвергать (насилию); 2) раскрывать, разоблачать
exposure (to a risk) *n* 1) разоблачение; 2) подвергание (риску)
 9. **to adhere (to)/to advocate (a view)/to stick (to)** *v* 1) придерживаться; 2) прилипнуть, приставать
adherence/commitment (to) *n* приверженность, верность
adherent *n* приверженец, последователь
adherent (to) *adj* приверженный, плотно прилегающий
 10. **to pursue (a goal)** *v* 1) стремиться (к цели), преследовать; 2) предпринимать (усилия)
pursuit *n* преследование, поиск
in pursuit of — в целях, в поисках
 11. **to access (sth)** *v* иметь доступ (к)
access (to) *n* доступ (к)
accessible *adj* доступный
to accede (sth) *v* присоединяться, вступать (в)
accession *n* присоединение, вступление

Exercise 1

Study the use of the topical vocabulary. Translate the sentences into Russian.

terror, terrorism, terrorist, terrorize, terrible, terribly, terrify

1. The first recorded use of '**terrorism**' and '**terrorist**' was in 1795.

2. The hijacking of an Italian cruise ship was followed by European ‘policy’ of **appeasing terrorists**.
3. The reality is that **terrorists** can count on some countries being more willing to capitulate than others.
4. No one who observed how the world responded to the **globalization of terrorism** between 1968 and 2001 should have been surprised by September 11.
5. **Terrorism** is the use of **terrorizing** methods of governing or resisting a government.
6. Legitimizing Arafat’s **terrorist** organization and persuading them **to abandon terror** quickly proved wrong.
7. Effective **counterterrorism** requires attention to all areas.
8. **Terrorist** acts until then had been **terrible** but quick.
9. **Terrorism** has been **resorted to** by political organizations with both rightist or leftist objectives.
10. The two world wars appeared to be a **terrifying** legacy of the past.
11. The conflict is **terribly** difficult to resolve.
12. There were **terrific** changes in his appearance after all the hardships he had experienced.

magnify, magnification, magnitude, magnificent, magnificence

1. Terrorism’s public impact is greatly **magnified** by the media.
2. It was a minor incidence which **was magnified** by the reporters.
3. Sherlock Holmes examined the inscription with his **magnifying** glass.
4. **Magnification** of events often takes place in popular press.
5. The **magnitude** of the victory in the war was hard to overestimate.
6. One couldn’t help admiring a **magnificent** perspective from the hotel window.
7. The **magnificence** of Taj Mahal cannot be overestimated.

expose, exposition, exposure

1. The reporters took up their own investigative reporting **to expose** the assassination.
2. When **exposed to** light the film became black.
3. Any act of violence **exposes** viewers to the terrorists’ demands, grievances, or political goals.

4. The **exposition** of the latest technological advances in the field of communications impressed all those present.
5. The **exposure** of a number of irregularities at the election did not prevent the favourite from gaining victory.

explode, explosion, explosive

1. The new technology **exploded** the informational market.
2. Her private life **exploded** unto the public stage on October 4.
3. Two successive **explosions** occurred in the area for the last week.
4. Electrically detonated **explosives** gave terrorists a new mobility and lethality.
5. The speech M. Thatcher wanted to give could have been even more **explosive**.
6. A single nuclear bomb **exploding** in the atmosphere over the United States could lead to a nationwide power blackout.

violate, violation, violence, violent, violently

1. This policy **violates** the international law.
2. **Violation** of the provisions of the contract shall lead to sanctions.
3. They have a political creed of **violence**.
4. His **violent** nature couldn't but bring him trouble.
5. The states may **use threat of violence** against civilians to intimidate adversaries.
6. He protested against accusations **violently**.

adhere, adherent, adherence

1. Churchill **adhered** to the idea that democracy was the best government structure out of the worst existing.
2. The sign wouldn't **adhere** to the surface.
3. Terrorism was adopted by **adherents** of anarchism in Western Europe, Russia and the United States.
4. Those **adherent** to communist ideas were pursued and prosecuted.
5. This group of young people was distinguished by **adherence** to humanitarian ideals.
6. At the time communist ideology gained further **adherents** in Europe.

Exercise 2

Complete the sentences with the right derivatives.

terror, terrorist, terrorism, terrorize, terrify, terrible(ly)

1. _____ is a tool of a greater danger.
2. The attack on Serbia does not look _____ likely.
3. _____ groups often use the threat of indiscriminate attacks on civilians.
4. Much of Latin America practiced state _____ in recent decades.
5. Three armed Palestinian _____ hijacked an Israeli passenger plane; it was the first _____ act which _____ a nation into changing its policy.
6. The next step on their part was _____ – “_____” acts meant to awaken Muslims and _____ enemies.
7. _____ acts until then had been _____ but quick, – an explosion, over in a second.
8. The view from the hotel window was _____.

magnify, magnification, magnificent, magnitude

1. Any problem can be _____ if it is covered by mass media.
2. The _____ of the measures taken is to be assessed later.
3. The public impact of terror attacks has increased by many _____.
4. The idea of equality and freedom to everybody has always seemed _____.
5. What is the _____ of the lens? The lens _____ hundreds of times.
6. _____ of events by mass media is often practiced.
7. The article produced an unintended _____ effect.

adhere, adherent, adherence

1. _____ to the democratic ideas organized a meeting against the authorities.
2. The arrested young people were accused of _____ to a nationalistic group.
3. “Welfare state” slogans let Mrs. Thatcher attract a lot of _____ among the public.

4. The name “Iron Lady” _____ to M. Thatcher as a result of her firm policies.
5. The perspectives _____ to the extreme left movement still find its supporters.

violate, violation, violence, violent

1. The European Court of Justice hears all cases of _____ human rights.
2. According to the UN General Assembly the use of nuclear weapons _____ the UN Charter.
3. Use of _____ in suppressing any practice of freedom is practically the same as terrorism.
4. The practice of _____ the rules cannot be tolerated any longer.
5. It was not the first time when _____ had been resorted to in suppressing the revolt.
6. Any act of _____ is certain to attract television coverage.
7. Revolutionary socialism and _____ anarchism seduced young Westerners into terrorism a generation before.
8. Extremists’ _____ acts include kidnappings, assassinations, hijackings, bombings and taking hostages.

expose, exposure

1. The investigative reporting ended up in _____ of the corruption in the government.
2. This kind of policy could _____ the country to a hard blow.
3. _____ the government’s secret military operations might contribute to democracy in the country.
4. The war had _____ the vulnerability of big battleships to attack from the air.
5. Leaders who violate these principles now face international _____, sanctions and even outside intervention.
6. Human rights groups have worked _____ criminal regimes and help their victims.

explode, explosion, explosive

1. A number of riots _____ in Liverpool last month.
2. The double boom of the _____ could be heard for miles.

3. Yousef successfully tested a small amount of _____ on a Philippine Airlines plane in December 1994.
4. No one expected him _____ so violently to criticism.

Exercise 3

Before you read the text below discuss the following:

1. Which problems of the modern world do you consider most vital today?
2. Have those problems emerged only recently or have they existed for long?
3. How old is the problem of terrorism?
4. By who and where has terrorism been practiced?
5. What are the aims of terrorists? How do they try to attain them?

Exercise 4

Read the text, point out the sentences in which the topical vocabulary appears and make up 10 questions to cover the content.

Use and Practice of Terrorism

Terrorism has been practiced throughout history and throughout the world. It may be defined as a systematic use of terror or unpredictable violence against governments, governmental or public institutions or individuals with the aim of intimidating adversaries to attain a political objective. Terrorism has been resorted to by political organizations with both rightist or leftist objectives, by nationalistic and ethnic groups, by revolutionaries, and by the armies and secret police of the governments themselves.

In the later half of the 19th century terrorism frequently emerged in direct response to repression and was adopted by adherents of anarchism in Western Europe, Russia and the United States. They believed that the best way to effect revolutionary political and social change was to assassinate persons in positions of power.

The 20th century witnessed great changes in the use and practice of terrorism. Terrorism became the hallmark of a number of political movements stretching from the extreme right to the extreme left of the political spectrum. Technological advances such as automatic

weapons and compact, electrically detonated explosives gave terrorists a new mobility and lethality.

It has been used by one or both sides in anti-colonial conflicts (Ireland and the United Kingdom, Algeria and France, Vietnam and France, the United States), in disputes between different national groups over possessions of a contested homeland (Palestine and Israel), in conflicts between different religious denominations (Catholics and Protestants in the Northern Ireland), and in internal conflicts between revolutionary forces and established governments (Malaysia, Indonesia, the Philippines, Iran, Nicaragua, El Salvador, Argentina, etc.)

Terrorism's public impact has been greatly magnified by the use of modern communication media. Any act of violence is certain to attract television coverage, which brings the event directly into millions of homes and exposes viewers to the terrorists' demands, grievances, or political goals. Although technology aids in the defence against terrorism, it also provides terrorists with increased opportunities.

Terrorists can operate in cyber space and access all but the most secure data banks, destroy or manipulate information for their own purposes. Access to police and other security files can keep terrorists one step ahead of their government opponents.

Modern terrorism differs from that of the past because its victims are frequently innocent civilians who are picked at random or who merely happen into terrorist situations. Extremists' violent acts include kidnappings, assassinations, skyjackings and hijackings, bombings and taking hostages. Future terrorism is likely to include higher than ever levels of violence.

The threat of terrorism is ever present and an attack is likely to occur when least expected. Modern terrorism often drives target selection: the greater the symbolic value of the target, the more public impact the attack brings to the terrorists and the more fear it generates. Anyone, anywhere in the world, can be the target of a terrorist act, indiscriminate but calculated to create a climate of terror and to destabilize societies and states.

Seeking government concessions and more spectacular attacks, terrorists may poison water supplies or create ecological disasters by starting fires and causing chemical spills. They set up bases where states are weak; they find support among people whose economic,

social and political situation breeds despair or hatred. At the same time they use the most modern means of communication and the most sophisticated ways to conceal their financial activities.

(abridged from *The Guardian*)

Exercise 5

Discuss the text using your questions. Work in pairs.

Exercise 6

Prove that:

1. The 20th century witnessed great changes in the use and practice of terrorism.
2. Terrorism has most commonly become identified with individuals or groups.
3. Terrorism's public impact has been greatly magnified by the use of modern communication media.
4. The threat of terrorism is ever present.
5. Modern terrorism differs from that of the past.

Exercise 7

Translate the sentences from the text.

1. Any act of violence is certain to attract television coverage, which... exposes viewers to the terrorists' demands, grievances, or political goals.
2. Terrorists can operate in cyber space and access all but the most secure data banks...
3. The threat of terrorism is ever present and an attack is likely to occur when least expected.
4. Modern terrorism often drives target selection: the greater the symbolic value of the target, the more public impact the attack brings to the terrorists and the more fear it generates.
5. Anyone... can be the target of a terrorist act, indiscriminate but calculated to create a climate of terror and to destabilize societies and states.
6. Seeking government concessions and more spectacular attacks, terrorists may poison water supplies or create ecological disasters by starting fires and causing chemical spills.

Exercise 8

Complete the ideas according to the sense.

1. Terrorists resort to systematic use of violence in order to...
2. In tsarist Russia terrorists used bombs for...; tsars and tsarist ministers were their...
3. A number of political movements made terrorism their...
4. The conflict between Israel and Palestine is over...
5. The public is affected the greater if TV viewers...
6. By violent acts terrorists seek to... and...
7. Increased capabilities of terrorism include...

Exercise 9

Write a summary of the text. Be ready to reproduce it in class.

Exercise 10

Suggest the Russian for the following:

to intimidate adversaries
to attain a political objective
to resort to terrorism
adherents of anarchism
to witness great changes
possession of a contested homeland
to pick at random
to breed despair and hatred
the most sophisticated ways to conceal financial activities

Exercise 11

Find in the text equivalents to the following:

to use
unexpected act of force
to appear
to kill for political reasons
to accept an idea
to put changes into life
to become an important point
to range from ... to

to get information from data banks
a conflict within a community
to capture as a prisoner
to upset order
to exaggerate
without distinction as to

Exercise 12

Replace the underlined words by the vocabulary from the text.

1. Terrorism has been applied throughout history and used by political organizations, groups and individuals with the aim of terrorizing their enemies to reach various objectives.
2. Terrorism was taken up by supporters of anarchism.
3. Terrorists believe that the best way to put into life political or social change is to kill leaders.
4. Terrorist methods have been used in disputes between national groups over possession of a disputed homeland.
5. Modern communication media have greatly exaggerated the public contribution of terrorism.
6. Television reporting is attracted by any act of force.
7. TV viewers are shown the terrorists' demands, sorrows, or political goals.
8. Victims of terrorists are chosen accidentally.
9. A terrorist attack may happen when and where it is least expected.
10. The more public effect the terrorist attack brings, the more fear it causes.

Exercise 13

a. Find in the text derivatives of the word 'terror', translate them into Russian.

b. Suggest the English for the collocations with the word 'terror'.

осуществлять террор

внушать ужас

сеять ужас/террор

прибегнуть к террору

положить конец террору

развернуть кампанию против террора

c. Translate the sentences using the collocations.

1. В настоящее время терроризм практически осуществляется в разнообразных формах.
2. В своем долгом противостоянии католики и протестанты не раз прибегали к террору.
3. Террористические акты внушают ужас, когда приводят к большим жертвам среди невинных граждан.
4. Прежде всего террористы стремятся посеять ужас среди населения.
5. Основная цель международного сообщества положить конец международному терроризму.
6. События 11 сентября позволило США развернуть широкую кампанию против террористической организации Аль-Каида.

Exercise 14

Translate the sentences using the derivatives of 'violate'.

1. Террор – это прежде всего насилие.
2. В городе произошли жесткие столкновения между различными религиозными группами.
3. Террористы нарушают общечеловеческие законы бытия для достижения своих целей.
4. Необходимо положить конец насилию и нарушению элементарных человеческих прав.
6. Насильственные действия полиции стали предметом обсуждения в парламенте.

Exercise 15

Fill in the spaces with appropriate derivatives.

Verb	Noun, person	Adjective
adapt		1. 2.
adopt		
	1. generation 2.	
	1. 3. 2.	1. magnifying 2.
expose	1. 2.	

1.	Access	
2.		
	Threat	
adhere	1. 2.	
	1. terror 3. 2.	
	1. opposition 2.	opposing
possess	1. 2.	
	1. violence 2. 3.	

Exercise 16

Study the difference between the words corresponding to Russian 'цель'.

Goal is something that is attained only by prolonged effort.

Aim implies effort clearly directed toward attaining.

Objective implies something immediately attainable.

End stresses the intended effect of action in contrast to the action or means as such.

Object is very close to 'end' but more individually determined wish.

Target is any object of attack.

Purpose is intention, a settled determination.

Mission is a task put before someone.

c. Fill in the gaps with an appropriate word.

1. It is to be pointed out that she pursued her _____ with great courage.
2. In this prolonged conflict peace is hard to attain. It will take years to achieve this _____.
3. He will use any means to achieve his _____.
4. Their immediate _____ is to seize the oil fields.
5. She stopped for a _____ not for an idle chat.
6. The _____ of the task force was to hold the captured territory.
7. The _____ of the air attacks were the possible hiding camps of the terrorists.

8. The _____ of the research study was the public impact of terrorism.
9. We do not know the next _____ of the terrorists after Madrid and London.
10. For electoral _____ Britain is divided into 659 constituencies.

Exercise 17

Complete the text with the words given below in an appropriate form.

select, to publicize, stretching from, hallmark, generate, goals, terror, lethality, target (2), public impact, violence, assassinations, to occur, random victim, adherence, unpredictable, practice, commit, threat

Terrorism is a special type of (1) _____. It is a tactic used in peace, internal conflict and war. Since the (2) _____ of terrorism is ever present and a (3) _____ attack is likely (4) _____ when least expected, we can call it (5) _____ violence.

Nowadays terrorism (6) _____ on a global scale in its various forms (7) _____ kidnapping and (8) _____ to bombings and (9) _____ elaborate acts of deception of the public. Technological advances gave the violence even greater sophistication and (10) _____, resulting in thousands of deaths. Moreover, modern terrorism tends (11) _____ its grievances and (12) _____.

It (13) _____ its (14) _____ carefully to achieve a greater (15) _____: the greater the symbolic value of the (16) _____, the more fear the terrorist attack (17) _____. Experience proves that anyone can become a (18) _____ of a terrorist attack. Under totalitarianism terror is the (19) _____ of a state policy, though acknowledged legitimately. There are no restraints to encourage (20) _____ to the national ideology of the country.

Exercise 18

Translate the sentences; use the topical vocabulary from the list and the vocabulary from the text.

1. Терроризм прибегает к все более изощренным видам насилия.
2. Бедность и нищета порождают отчаяние и ненависть.
3. Террористические акты рождают страх, поскольку каждый может стать их случайной жертвой.

4. Террористы тщательно выбирают свои цели.
5. Между Израилем и Палестиной идет террористическая война за обладание спорными территориями.
6. Современное оружие и средства связи позволяют террористам быстро передвигаться и наносить смертельные удары.
7. Современный терроризм стремится к наибольшему воздействию на общественность.
8. Средства и способы достичь своей цели у террористов меняются, начиная с кражи людей, угонов самолетов и политических убийств и кончая крупномасштабными взрывами с большим количеством жертв.
9. Используются различные средства борьбы с терроризмом, многие из них кажутся бесполезными.
10. Средства массовой информации часто преувеличивают значимость событий

Exercise 19

Read the text and do the tasks that follow.

Bad, but Not Mad or Medieval

In trying to understand the threat posed by terrorism committed in the name of Islam, the most misleading word, much used, is 'medieval'. The phenomenon of *Osama bin Laden* and his like is a *modern* phenomenon. The now famous picture of from the early 1970s shows the young *Osama* in the milieu in which he grew up. On holiday with his large family in Sweden, he stands in front of a pink Cadillac, wearing the flared jeans and big-collared shirt that were the Western fashion of the day. This boy did not come out of the desert and stare uncomprehendingly at the glittering wealth of a Western world of which he knew nothing. He was a beneficiary of that wealth and he was brought up with it. All his brothers and sisters, we are told, live at ease with it. For reasons we do not know, he came to hate it, to rebel against it and now to wage war on it.

This pattern of rebellion is quite a common one in the Romantic and post-Romantic age. *Rousseau* provided a prototype. *Marx* sat in the Reading Room of the British Museum and analyzed the rottenness of his own bourgeois society. *Lenin* imbibed these doctrines and was sent by capitalist Germany in a sealed train to begin in Russia the

overthrow of the liberal order in which he had passed all his life. *Hitler* with the rage of the second-rate artist, saw the destruction of his own civilization as a beautiful thing. Even a much, much better man, *Mahatma Ghandi*, only acquired the clothing and the spirituality of the East after a rigorous training in the legal profession of the West.

Bin Laden's turban and beard are supposed to proclaim his Islamic authenticity, but his mind is that of the modern Western revolutionary. His rage is not that of the "primitive" tribesman, but of a student protester who wants to blow up Daddy's company. Not for nothing does the word "taliban" mean "students". Not for nothing were the attacks in America the "perfect" modern crime: the deed understood Western fears, trumped Western films, expressed a Western fantasy.

Bin Laden's claim to speak for Islam, therefore, is just as bogus as was *Lenin's* to speak for "the people". "Hostility toward America is a religious duty," he told *Time* magazine. Yet that "duty" is no more in the Koran than the idea that God is an Englishman is in the New Testament. He may well be sincere in his interpretation of his faith, but we waste our time if we seek the roots of such fundamentalism in the scriptures that its adherents so often invoke. The Islamic fundamentalists are like 19th century nationalists or 20th century communists: they have a political creed of violence and their purpose is to overthrow whatever great power in the world they regard as unjust.

They therefore use modern methods, as witness to the high level of sophistication and education among those who planned and executed the attacks. And just as "medieval" is inappropriate, so is the word "mad". There is, perhaps, an ultimate madness in a creed dedicated to the destruction of entire nations, but this does not mean that each terrorist action is irrational. One of the great mistakes people made about *Hitler* as not to take *Mein Kampf* seriously; yet in it he set out pretty clearly what he believed. Once in power, he pursued his programme faithfully.

It seems sensible to credit *Osama bin Laden* and his associates with a comparable sense of malign purpose, rather than to throw up our hands in uncomprehending dismay. It is interesting to note how *bin Laden*, who is a Saudi, returns again and again to the alleged offence of the infidel American troops being based on the "sacred" soil of his country (that soil, in fact, is not "sacred" to Islam. There are holy places such as Mecca, but no idea of a holy land.) And it is

alarming to see that it is fear of this precise accusation that prevents Saudi Arabia from granting the Americans the bases they need. *Bin Laden* is at present in the exiled phase of a revolutionary's life, experienced by *Lenin* and *Ayatollah Khomeini*. The next phase, surely, is a triumphant return to his homeland. Such a return would guarantee the power and the prestige necessary to win support right across the Islamic world to overthrow existing regimes ("These countries belong to Islam and not the rulers", *bin Laden* has said), and begin the final conflagration with the West which he seeks.

The West has faced such enemies before and has too often been lazy in working out what they are trying to do. If we make this effort, however, we can certainly defeat them.

(from *The Daily Telegraph*)

a. Say whether the following statements are true or false.

1. Bin Laden came out of the desert and knew nothing of the Western world.
2. The people mentioned in the text were all educated in the West.
3. Bin Laden's appearance as well as his ideas are originally Islamic.
4. Bin Laden's attacks in Western countries are his defence of the Islamic ideas.
5. We may find the roots of fundamentalists' hostility towards the West in the Koran.
6. The political creed of Islamic fundamentalists is based on violence.
7. Each terrorist action is considered irrational.
8. We should admit that bin Laden is purposeful in his ideas and deeds.
9. Saudi Arabia is prepared to provide bases to the American troops.
10. Western countries have little chance of defeating Islamic extremists.

b. Explain the following:

1. What does the author mean by 'this pattern of rebellion' in the second paragraph?
2. Who was *Rousseau* and which prototype did he provide?
3. What do all the people mentioned in the text have in common?
4. What difference does the author draw among them?
5. Why is Mahatma Gandhi called 'a much, much better man'?

6. Why does the author refer to the attacks in America as the “perfect modern crime”?
7. What is *Mein Kampf* and why does the author argue that people should have taken it more seriously?
8. Where does the author find similarity between Islamic fundamentalists and nationalists and communists? Is the comparison justified?
9. What is the implication of the title?

Exercise 20

A. Translate the sentences from the text above containing inversion as an emphatic means.

- 1) “Not for nothing **does** the word ‘taliban’ **mean** ‘students’.”
- 2) “Not for nothing **were** the attacks in America the “perfect” modern crime.”
- 3) “... **it is** fear of this precise accusation **that** prevents Saudi Arabia from granting the Americans the bases they need.”

B. Note other forms of inversion to express emphasis, translate the examples.

1) **Inversion** can take place after negative adverbials such as **not, not since, not until, never, never again, rarely**.

Never had he seen such violence.

Nowhere will you come across a more hospitable nation.

*Not until I saw it with my own eyes **did I believe it**.*

***Rarely do you meet** a man of such integrity.*

2) **Inversion** can take place in certain established sentence patterns with the words **hardly, scarcely, no sooner, little**.

***Hardly (Scarcely) had** the train left the station, **when** there was an explosion.*

***No sooner had** I reached the door **than** I realized it was locked.*

***Little did I know** what was in store for me.*

3) **Inversion** takes place after expressions with **only** and **no**.

***Not only did** she write short stories, **but** she was **also** a painter of talent.*

***Only** after years of practice **could** I perform the delicate maneuver.*

***At no time was** I ever informed.*

***In no way can** this government improve the situation.*

4) **Inversion** is used instead of 'if' in conditional sentences. (See Grammar Supplement in Unit V.)

(Type 1) *Should you ever come..., I'll show you around.*

(Type 2) *Were he to realize the danger, he would not proceed with this plan.*

(Type 3) *Had you arrived earlier, you would have seen an impressive sight.*

Exercise 21

Complete each sentence by using the phrases from the box.

Rarely have	no sooner had	Were you
Not only did	little did	under no circumstances will/are

- a) _____ we arrived at the hotel, than there was a power cut.
- b) _____ members of staff to accept gratuities from clients.
- c) _____ she realize what she was to discover.
- d) _____ to pay the full amount now, there would be a ten percent discount.
- e) _____ the doctors seen a more difficult case.
- f) _____ Jean win first prize, but she was also offered a promotion.
- g) _____ late arrivals be admitted to the hall before the interval.
- h) _____ one missing child been found, than another three disappeared.
- i) _____ so many employees taken sick leave at the same time.

Exercise 22

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. The first is done for you.

- a) It was only when the office phoned me that I found out about the meeting.

Not until *the office phoned me* **did I find out** about the meeting.

- b) The facts were not all made public at the time.

later

Only _____ all made public.

- c) The response to our appeal was so great that we had to take on more staff.

response

Such _____ to our appeal that we had to take on more staff.

- d) He broke his leg, and also injured his shoulder.

but

Not only _____ also injured his shoulder.

- e) The police didn't suspect at all that the judge was the murderer.

did

Little _____ as being the murderer.

- f) The bus driver cannot be blamed for the accident in any way.

held

In _____ responsible for the accident.

- g) If the government raised interest rates, they would lose the election.

raise

Were _____ interest rates, they would lose the election.

- h) As soon as I got home, I realized I'd left my bag in the shops.

had

No sooner _____ I realized I'd left my bag in the shops.

- i) It was only when I asked a passer-by that I realized where I was.

did

Not until _____ where I was.

- j) The minister was interrupted just after starting his speech.

when

Hardly _____ he was interrupted.

Exercise 23

Translate the sentences using one of the emphatic structures above.

1. Я понял, что что-то не так, как только остановился.
2. Даже если ей предложат эту работу, я не уверен, что она примет предложение.
3. Никогда Москва не выглядела такой красивой, как теперь.
4. Редко доводилось мне чувствовать такую гордость за свою страну.
5. Мы его не узнали, пока он не заговорил.
6. Едва войска вошли в страну, разразилась революция.
7. Не успели лидеры двух стран выйти из зала, как их окружили журналисты.

8. Он не только дал нам хороший совет, но и помог выполнить наше задание.
9. Не успел самолет приземлиться, как он был окружен группой захвата.
10. Только после того, как возникла угроза санкций, они пошли на уступки.

Exercise 24

Read an extract from the article that appeared in the Newsweek magazine about Hamas and do the tasks that follow.

How Big a Threat Is Hamas?

By Jeffrey Bartholet

Nationalism has been the most important force in modern history, resisting and outlasting all totalitarianisms. It easily merges with religious fundamentalism, which is another way to affirm identity. It makes use of terrorism because this is the weapon of the weak.

Fundamentalism and nationalism were parallel forces at work in the Caucasus and the Middle East long ago. Nationalism, with terrorism a part of it, drove the Zionists' war against the British and the Palestinians before Israel was created. Palestinian terrorism has been part of the war against Israel ever since.

Hamas grew out of intifada, the Palestinian uprising against Israeli occupation that began in late 1987. It was an offshoot of an Islamic social and welfare association led by Sheik Ahmed Yassin, a quadriplegic religious leader. Ironically, Israel did not oppose Hamas in its early stages: it viewed the group as a useful counterbalance to the PLO, not a potentially dangerous brand of radical Islam that would later seek to destroy the state.

But in 1989 Hamas, losing popular support to Palestinian nationalists, turned to armed attacks. That year the authorities arrested Sheik Yasin, and charged him with ordering his adherents to murder Palestinians suspected of collaborating with Israel. "The arrest of the leadership opened the door to the younger, more activist, more radical trend," says Beverley Milton-Edwards, a specialist on Islamic politics in Palestine. They recruited members from mosques and charitable institutions – often from clinics, schools and sporting clubs they run.

“Contrary to popular perception,” says Milton-Edwards, “the people most supportive of *Hamas* are the educated, upwardly mobile classes of Gaza.” By the early 1990s, *Hamas* started receiving training from the *Muslim Brothers* in Jordan and fundamentalists returning from the Afghan war. Money poured in from Saudi Arabia, other Persian Gulf states and Iran – and even from sympathizers in the United States and Europe.

Israeli intelligence agents have had a very difficult time infiltrating *Hamas* – and have had little luck using collaborators and informants. Sealing the borders of Gaza and the West Bank hasn’t worked well, either. *Hamas*’s military wing – whose members are said to number to no more than several hundred – has now become a collection of largely autonomous and highly secretive cells. Unintimidated by Israeli and PLO authorities, *Hamas* has turned its wrath repeatedly on civilians inside the Jewish state and vowed to disrupt the peace process. The new Israeli-Jordanian treaty may force King Hussein to keep a more watchful eye on *Hamas*, but he won’t be able to stop them from funneling money to Gaza and the West Bank. In fact, a more open flow of people between the two countries should make their activities easier.

Hamas remains well positioned politically, too. While trying to avoid conflict with Palestinian police, fundamentalists have vowed to continue battling Israel. And Israel can’t afford to stop talking to Palestine. At the very least, *Hamas* will remain a deadly player. “We understand there is no alternative but to continue the process of negotiating,” a *Hamas* spokesman said. “Hundreds of *Hamas* actions won’t stop it.” So why continue? “This is a process of resistance to occupation,” he says, “nobody knows what the end result will be.” Judging by history, it will mean continued bloodshed.

(from *The Economist*)

a. Answer the questions.

1. What does nationalism have in common with fundamentalism and terrorism?
2. What is intifada?
3. Why didn’t Israel regard Hamas as a threat at its early stage?
4. Who was Sheik Yasin?

5. Why do the Israeli authorities oppose Hamas now and how successful are they?
6. Who sustains Hamas?
7. What makes the rivalry between Israel and Palestine so fierce and peace talks so difficult?

b. Find in the text English equivalents to the following Russian word-combinations:

1. пережить тоталитарные режимы
2. сливаться/соединяться с другими течениями
3. утвердить свою национальную принадлежность
4. перейти к вооруженному нападению
5. предъявить обвинение в соотрудничестве
6. благотворительные организации
7. закрыть границу
8. обратить свой гнев против гражданского населения
9. поклясться сорвать мирный процесс
10. продолжать кровопролитие

c. Answer the question put in the title.

Exercise 25

Read another text about Hamas and say what changes have taken place in Palestine lately. Comment on the challenges the country is facing.

Hamas Faces Unexpected Challenge: How to Deal with Power

By Chris McGreal

When Israel fired a rocket at the spiritual leader, Sheikh Ahmed Yassin, in his wheelchair, two years ago, Ariel Sharon described the killing as a major step toward the destruction of the Islamic resistance movement. Hamas said the assassination would “open the door to hell” meaning the Islamic group would be shedding a lot more Jewish blood.

Neither claim proved true. Within a few months, Hamas had signed up for a ceasefire as it thought to capitalize on its growing

political strength, which was only enhanced by Israel picking off its leaders.

Yesterday, Hamas reaped the benefits as it shattered Fattah's 40-year grip on the Palestinian leadership by winning a large majority of seats in the first seriously contested parliamentary elections in the occupied territories. A Hamas leader, Ismail Haniyeh, declared it a victory for the armed struggle. "This is a victory of the Palestinian people who voted against occupation, who voted for resistance, who voted for a new political system based on political partnership," he said.

Hamas has killed more than 400 Israelis in about 60 suicide bombings aside from attacks on the army and Jewish settlers. But Palestinian voters did not elect Hamas to go on attacking Israelis. Just a year ago, Mahmoud Abbas won the presidential election on a platform of peace with Israel and an end to bloodshed.

Hamas's crushing of Fatah was built on widespread popular loathing of embedded corruption and maladministration, and support for the Islamist group was only bolstered by its ceasefire. Palestinians now are looking to Hamas to get them a state.

A former Palestinian cabinet minister said, "Hamas faces the difficult task of adjusting from a resistance movement to a political party in the system. What is it going to do with militants who made resistance a career? How will it deal with issues that matter to its voters – corruption, internal order, the peace process? It is much easier to be in opposition and criticize Fatah's mistakes. It has translated those mistakes into power. Now it has to translate power into change."

(taken from *The Guardian*)

Exercise 26

Read the article from the Financial Times, suggest English and Russian equivalents to the words in bold type. Explain why the word "historic" in the headline is used in inverted commas.

"Historic" Days as IRA Ends Armed Fight

By Christopher Adams in London and John Murray Brown in Dublin

The Irish Republican Army has ordered an end to its 36-year campaign of armed struggle against British rule in Northern Ireland,

opening the way for the restoration of **devolved government** in the province.

The IRA statement, which Tony Blair, UK prime minister, **hailed** as historic, appeared to bring to a formal close Western Europe's bloodiest civil conflict, which had cost the lives of 3,600 people. It comes as the UK confronts a new threat from suspected Al-Qaeda bombers who this month attacked London, previously a main target for IRA bombers.

The province's power-sharing assembly and executive at Stormont, has been **suspended** since October 2002 when police **alleged** the IRA had renewed its activity following a 1997 ceasefire. Yesterday, after nearly three years of **tortuous negotiations**, crises and **setbacks**, the IRA issued a statement that, if carried through, it would meet the demands of the British and the Irish governments. It announced an end to all **paramilitary activity** from 4 pm yesterday and called on its members to **"dump arms"**. It said the group would **pursue the democratic process** through peaceful means and it had invited two clergymen from the Catholic and Protestant churches **to witness the decommissioning of weapons** that will be **verified** by an international **disarmament body**.

Mr Blair said the decision was **"a step of unprecedented magnitude"** that created the conditions in which power-sharing institutions could be **revived**. But he said: "We will want to see this clear statement of principle kept to in practice." The next few months will be **critical** for judging whether paramilitary activity has ceased and arms destroyed. Gerry Adams, leader of Sinn Fein, the IRA's political wing, said there was now no excuse for the UK and Irish governments not **to implement** fully the 1998 Good Friday plan for devolved government. Some in the UK suspected the IRA did not want to be identified with extreme Islamists suspected of London attacks.

Exercise 27

Discuss the following with the class.

1. How important is the role of a leader of a terrorist group or organization?
2. Which qualities should a leader possess to lead his adherents?
3. Can a revolutionary or a guerrilla be identified with a terrorist? Are the objectives they pursue identical?

4. Can terrorism become a state policy? When?
5. Can a regular army resort to terrorist actions?
6. Which terrorizing means have been most popular with terrorists lately? Why?
7. They say people taken hostages begin to share the terrorists' demands. Why?
8. What can cause terrorist acts within a society in peace/in war?
9. Should TV viewers be exposed to terrorists' grievances and demands or is it better to be unconscious of them?
10. Should governments begin to negotiate with terrorists and try meeting their demands? Account for your answer.

Exercise 28

Comment on each of the following statements in about 100 words.

1. The media and terrorism hold a special relationship.
2. The government should meet the terrorists' demands for the sake of saving people's lives.
3. Democracy is threatened by terrorism.

Step 2. Global War on Terrorism

Exercise 29

Read the text and do the tasks that follow.

Here Comes a World Convention to Strangle Terrorism

By Hubert Vedrine

The writer is the French foreign minister

Terrorism has been of concern to the international community since 1937 when the League of Nations elaborated the Convention for the Prevention and Punishment of Terrorism. Subsequently, the United Nations and regional inter-governmental organizations have dealt with terrorism from a legal and political perspective. Since 1961, the international community has elaborated 12 universal legal instruments related to the prevention and suppression of international terrorism.

"Terrorism is a global threat with global effects; ...its consequences affect every aspect of the United Nations agenda – from development to peace to human rights and the rule of law. ...By its very nature, terrorism is an assault on the fundamental principles of law, order, human rights, and the peaceful settlement of disputes upon which the United Nations is established. ...The United Nations has an indispensable role to play in providing the legal and organizational framework within which the international campaign against terrorism can unfold".

This week, France and the United States were to be among the first states to sign the *International Convention for the Suppression of the Financing of Terrorism*, an agreement recently adopted by the United Nations.

The agreement reflects the fact that an increasingly interdependent world, which believes in free movement, needs instruments for more effective cooperation against terrorism, even as it pursues efforts to address the political and human problems that fuel terrorism.

At the opening session of the UN General Assembly in September 1998 – after the terrorist attacks in Dar Es Salaam and Nairobi and the Omagh bombing in Northern Ireland – I proposed that our common efforts should focus on the flow of money to terrorist

networks. I maintained that we had to supplement the 11 existing international conventions with a “universal agreement against the financing of terrorism.”

It was essential, it seemed to me, that a more comprehensive approach be taken to terrorism than had been taken so far, an approach which targeted the suppression of attacks like hijacking an aircraft or taking hostages.

The convention will allow us to take action directly against those who finance terrorism. It will also allow us to fight terrorist attacks which so far do not come under any specific agreement, such as those not carried out with the aid of explosives.

The circuits by which terrorism is financed are camouflaged and thus are obscure and complex. Without complete and continuous cooperation from all kind of financial institutions, it is impossible to detect and dismantle them.

The new convention meets this need through provisions which allow for the identification, monitoring and reporting of suspect financial operations. It also provides for the possibility of seizing or confiscating assets. It strengthens the mechanism for mutual judicial assistance, which may no longer be refused by provoking banking secrecy or the uniquely fiscal character of a violation.

Taken together, these measures will help us to better prevent and suppress terrorism, and also to compensate the victims with money confiscated to that end by tribunals to which such matters will be referred under the terms of the convention.

Through their commitment, the signatories of the convention will show their determination to fight terrorists and all those who protect, finance and shelter them, whether individuals, organizations or states.

We must also remember that it is vital that a sustained effort be made to eliminate the economic and social scourges on which terrorism breeds, to resolve crisis situations, and to find lasting political solutions to conflicts and hotbeds of tension, which will otherwise be exploited by the ideologies of violence.

(from the *International Herald Tribune*)

a. Find answers to the following questions.

1. How has the world community been responding to international terrorism?

2. Which role is the United Nations to play in fighting terrorism?
3. Which agreement concerning terrorism was adopted by the United Nations not long ago?
4. What did the agreement emphasize?
5. What did the author propose at the UN General Assembly session in September 1998?
6. What will the new Convention enable the countries which are going to sign it to do?
7. Why is it difficult to detect and dismantle the circuits by which terrorists are financed?
8. Which measures to expose the financial circuits sustaining terrorism are provided for in the Convention?
9. Who is supposed to consider the problems of compensating the victims under the terms of the Convention?
10. What is necessary to eliminate terrorism?

b. *Translate the sentences from the text. Pay attention to their grammar structure.*

1. I proposed that our common efforts should focus on the flow of money to terrorist networks.
2. It was essential... that a more comprehensive approach be taken to terrorism than had been taken so far...
3. ...It is vital that a sustained effort be made to eliminate the economic and social scourges on which terrorism breeds to resolve crisis situations, and to find lasting political solutions to conflicts and hotbeds of tension, which will otherwise be exploited by the ideologies of violence.

c. *Suggest the Russian for the following:*

to elaborate the Convention for the Prevention and Punishment of Terrorism
 from a legal and political perspective
 universal legal instruments
 fundamental principles of law
 to pursue efforts to address political and human problems
 on the grounds of complicity
 to meet the needs through provisions

to seize and confiscate assets
mutual judicial assistance
uniquely fiscal character of a violation
through their commitment

Exercise 30

Replace the underlined words by equivalents from the text.

1. To fight down terrorism is very important for the international community.
2. It was the League of Nations which first worked out in detail principles of an agreement to prevent and fight terrorism.
3. Later the United Nations organization has considered terrorism in legal and political terms.
4. By its very nature terrorism is an attack on the basic principles of law, order and human rights.
5. The United Nations has a necessary role to play in offering the legal and organizational framework within which the international campaign against terrorism can be launched.
6. The world community takes efforts to deal with the political and human problems that feed terrorism.
7. The approach to terrorism used to be taken aimed at the fighting down attacks like hijacking an aircraft or taking hostages.
8. The ways by which terrorism is financed are covered and thus are unclear and complex.
9. It is very difficult to find the structures financing terrorists and to do away with them.
10. According to the provisions of the Convention the matters of compensating the victims will be handed over to tribunals.
11. It is important that a continuous effort be made to do away with the economic and social hardships on which terrorism breeds and to find solution to crisis situations.

Exercise 31

Complete the ideas according to the text.

1. The author suggests that 11 existing international conventions...
2. It is essential that hijacking and taking hostages...
3. It is important that financial institutions sustaining terrorists...

4. The provisions of the convention require that suspect financial operation...
5. One of the provisions of the new convention is that the mechanism of mutual judicial assistance...
6. It is necessary that the victims of terrorism...
7. It is vital that crisis situations...
8. It is important that lasting political solutions to conflicts...

Exercise 32

Sum up the measures proposed by the author and adopted by the International Convention to suppress terrorism.

Exercise 33

Questions for general discussion.

1. What are the counterterrorist instruments that a state can resort to?
2. What is the role of diplomacy in fighting terrorism?
3. How much can the judicial system contribute to the war on terrorism?
4. How effective is the use of military force in this kind of war?
5. How can interdiction of financial assets help in eliminating terrorism?
6. What are the possibilities and limitations of all the instruments?

Exercise 34

Read the abridged article from the Financial Times and sum up the ideas expressed in it. Support or challenge them.

There Can Be no Moderate Solutions to Extremism

By Donald Rumsfeld

The writer is former US Defense Secretary

Last month, Britain was twice attacked by an enemy that is now all too familiar – that takes advantage of the openness of free societies to kill and terrorize from within.

In the wake of such an atrocity it is essential that we take care in understanding what motivates – and does not motivate – extremists to commit mass murder. As they have in previous attacks, the extremists and their sympathizers will offer the usual empty justification for murdering ordinary men, women and children. In the past, those grievances have included a range of real and imagined affronts going

back centuries, including, but not limited to: US troops stationed in Saudi Arabia after 1991 to deter an attack by Saddam Hussein; the founding of Israel in 1948; the break-up of the Ottoman Empire some 80 years ago, and so on.

Chief among these today is the coalition's campaign against extremists worldwide and the so-called "occupation" of Muslim countries by the west. In fact coalition forces operate in Afghanistan and Iraq at the request of democratically elected governments. It is the extremists, not the coalition, who have been intentionally targeting and killing countless Muslim civilians in barbaric attacks in recent months.

Some seem to believe that accommodating extremist demands – including retreating from Afghanistan and Iraq – might put an end to their grievances, and, with them, future attacks. But the fact of the matter is that the extremists do not seek a negotiated settlement with the west. They want America and Britain and other coalition allies to surrender our principles and our commitment to Muslim friends around the world. In particular, they are enraged by equality for women and the freedom of expression that are the hallmark of free societies. In a 2002 statement, Osama bin Laden advocated the overthrow of moderate Muslim governments as punishment for their unwillingness to impose a particularly harsh and brutal form of Islamic law.

The attacks of September 11 roused a nation and a civilization to anger and action. Since then the extremists have lost sanctuaries and popular support, and are being haunted down on every continent by an unprecedented global coalition.

Exercise 35

a. Complete the text with the words preceding it in the correct form.

What Kind of Adults Raise Suicide Bombers?

By Ellen Goodman

mobile, explode, common, practice, defence weapon, self-destruction, cause, terrorist, foundation of belief, promoting, explosives, cultivates suicide, weapons (4), adherents, arsenal, devastation

When did the term 'suicide bomber' enter the daily vocabulary?
When did human (1) _____ become a normal entry in the

military (2) _____? We are no longer shocked by young Palestinians who strap (3) _____ to their bodies, turning themselves into cheap and (4) _____ killing machines.

Suicide bombers have become so (5) _____ that we are no longer surprised by the willingness to die in the act of murder or to murder in the act of dying. We are witnessing a parade of young people who have chosen what they want to be when they grow up dead. And we are witnessing a culture that cheers and glorifies this idea.

If suicide attacks are the (6) _____ of (7) _____ choice, it is because they shake the (8) _____ that we share a desire for life with our enemy. Many of the human (9) _____ (10) _____ in cafes and markets are described simply as 'desperate'. But there are adults who carefully transform the desperation into (11) _____ by (12) _____, planning and praising suicide as the solution. They include adults who announce suicide bombings in the newspapers as if they were weddings and the bombers heroes. The (13) _____ include religious leaders who describe (14) _____ as martyrdom that paves the way to heaven.

Palestinian suicide bombers, kamikazes in Japan, Tamil Tigers in Sri Lanka... and virtually every tribe has sent its young out to risk their lives. But any culture that takes pride in having the next generation as a ready supply of cheap (15) _____ has already lost its future. Any leader who (16) _____ as its war plan has lost all moral standing. What do we say about societies that (17) _____ human sacrifice? Suicide is not a (18) _____ but a delusion added to the ordinary ordnance of this conflict. That in itself is a (19) _____ for mourning.

(from *The International Herald Tribune*)

b. After you have completed the text, read it again and answer the question put in the headline.

c. Support or challenge the statement:

"Any culture that takes pride in having the next generation as a ready supply of cheap weapons has already lost its future."

Exercise 36

a. Read the article below and suggest the Russian for the words in italics;

h. Sum up the ways of fighting terrorism as seen by the author.

How to Think About Terrorism.

By Richard K. Betts

*(professor and director of the Saltzman Institute of War and Peace,
member of the National Commission on Terrorism)*

To prevent future terror attacks, what is needed above all is good intelligence. Since the keys to terrorist success are *conspiracy* and surprise, the principal way to succeed in counterterrorism is *to overcome* the enemy's advantage of secrecy. The *scattered amount of information* that US intelligence agencies possessed might have allowed them *to anticipate* the September 11 attack if these pieces had been put together properly. But counterterrorism is a fight against *plotters* searching for ways *to negate or circumvent precautions*.

Unfortunately, the historical record of failure to prevent strategic surprises is *overwhelming*. In *conventional warfare*, victims usually misread the evidence or miscalculate their responses, and they can suffer surprise even when their intelligence collection systems and defence preparations are impressive. Getting sufficient information on highest-priority threats is harder than it used to be. Against terrorists, the primary mission is to find and track small groups of conspirators.

The terrorists Americans worry most about – Al Qaeda – appear committed to spectaculars such as the September 11 strikes. At the opposite extreme from typical terrorism is the potential use of weapons of mass destruction (WMD) inside the United States. The greatest dangers at present are the theft of ready-made weapons from *inadequately secured stockpiles* and the *effective dissemination* of potent biological weapons. To reduce the chances that terrorists can acquire or transport WMD, much has been done – through investment, for example, in detection mechanisms, the better *tracking of dangerous materials*, and the inspection of cargo coming into the country.

Terrorism is not an enemy. It is a tactic used by an enemy *in pursuit of a political objective*. There will be no final victory against terrorism, but there may be victories that are close enough to final against particular political groups that use terror tactics. Italy's Red Brigades, Peru's Sendero Luminoso, Mozambique's Renamo, and America's Ku Klux Klan may not be *extinct*, but we do not worry

much about them anymore. Effective counterterrorism thus needs to begin with an understanding of the political *motives and incentives* of terrorists and, where possible, with the ability *to dampen* them.

Understanding radical groups in other cultures is difficult. Americans need not worry much about understanding terrorists who do not threaten them, such as the Tamil Tigers, the Irish Republican Army, or Colombian drug lords. But they must deal head-on with the problem of understanding the main group at which American counterterrorism efforts are now directed: Al Qaeda. Knowing the enemy better *increases the odds* of finding an opening in his armor, or of figuring out better ways to use propaganda (what “public diplomacy” for the war on terror really means) *to sway the populations whose allegiance is at issue*. Dealing with future terrorism will require plenty of inventive intelligence activities, a lot of plain old politics and psychology.

c. Pay attention to how some words in the text acquire a negative meaning with the aid of the negative prefix ‘mis’. Translate the example.

“...victims usually **misread** the evidence or **miscalculate** their responses...”

Add the negative prefixes to the verbs below and give the Russian for them:

mis-

to behave; to govern; to handle; to interpret; to judge; to inform, to lead; to place; to trust; to take; to use; to understand;

dis-

to agree; to appoint; to arm; to approve; to appear; to connect, to cover; to credit; to engage; to inform; to integrate; to miss, to pose; to play; to prove; to qualify; to regard; to solve.

Exercise 37

Do a two-way translation of an interview given by Francisco Xavier Elorca Kavenght, a newly appointed Spanish ambassador to Russia.

Interviewer: What was the response of the people in Spain to the latest wave of terrorism in Russia?

Ambassador: Жители Испании, как ни один народ в Европе, знают, что такое терроризм. За почти 30 лет это зло стало причиной гибели около тысячи человек. Поэтому реакция в Испании на недавнюю трагедию в России была однозначной – потрясение, шок и одновременно глубокая солидарность с российским народом и его правительством.

1. We know that Spain has a great experience in fighting terrorism. What lesson might Russia learn from it? Could Spain share its experience with Russia?

A. Международный терроризм и террористы преследуют одни и те же цели – это борьба против свободы, демократии, попытка запугать население, убивая невинных людей и дестабилизируя политическую обстановку. Мы давно сотрудничаем в этой области с Францией и некоторыми странами Латинской Америки, поэтому вполне можем поделиться с Россией. В этой борьбе мы взаимно дополним усилия друг с другом.

1. What do you think effective European cooperation in fighting terrorism should be based on?

A. Международное сотрудничество в борьбе с терроризмом имеет ключевое значение: немыслимо эффективно противодействовать ему в одиночку, так как он имеет глобальные корни, а его главарь действуют, как правило, из-за пределов страны, в которой совершаются кровавые преступления.

1. What role is the civic society committed to play in opposing terrorism?

A. Одним из краеугольных камней успешной борьбы с терроризмом является единодушно занимаемая гражданским обществом позиция против этого зла. В Испании политические партии, профсоюзные и общественные организации подписали “анти-террористический пакт”, который призван не допустить раскола общества по этому жизненно важному вопросу.

Exercise 38

Read the short newspaper item below and suggest a headline to it. Formulate the main idea of the text in one sentence.

President Vladimir Putin on Monday pushed for passing a United Nations convention on combating nuclear terrorism, saying the

document should help coordinate global efforts to prevent mass destruction weapons from falling into terrorists' hands.

Putin voiced hope that the current session of the UN General Assembly would consider Russia's draft of the convention. "It must create conditions for averting any attempts by terrorists to get hold of nuclear weapons or any other nuclear materials," Putin said in a letter to Iranian President Mohammad Khatami, excerpts of which were released by the Kremlin.

Since Sept. 11 attacks, concerns have grown that terrorists might try to acquire material for a dirty bomb – a device that uses conventional explosives to scatter low-level radioactive over city blocks. It has no atomic chain reaction and requires no highly enriched uranium or plutonium which are kept under tight security and difficult to obtain. Instead, the radioactive component is of lower-grade isotopes, such as those used in medicine or research. The International Atomic Energy Agency estimates as many as 110 countries do not have adequate controls over radioactive devices that could be used to build a dirty bomb.

(The Associated Press)

Exercise 39

Read the article that follows, explain the title and expand on it.

Human Rights Seen as Loser in Terror War

By Elizabeth Olson

Geneva: One year ago, terrorism was barely noted by officials from 53 countries who gather here annually for the Commission of Human Rights. But as the main UN rights body opened its review this year, terrorism was reshaping the debate.

That worries rights campaigners, some of whom say that invoking terrorism allows countries with questionable human rights records to escape condemnation by the commission.

"One cannot pick and choose countries where abuses will be allowed to go ignored simply because they are being committed by allies in the fight against terrorism," said Irene Kahn, secretary-general of Amnesty International. "If this happens, the whole notion of human rights as a global standard is damaged."

A debate over terrorism and human rights was broached here at the opening session, when Mary Robinson, the UN human rights commissioner, noted that "international human rights are at some risk of being undermined" in the aftermath of Sept. 11. Measures to hinder terrorism risk violating such fundamental rights as the right to a fair trial, she said.

European countries have urged solidarity in the fight against terrorism, but emphasized that counterterrorism measures should not diminish basic rights. Their idea is that respect for human rights, democracy and social justice contribute to global stability and prevent acts of terrorism.

The United States favoured the idea that successfully fighting terrorism was tied to correcting problems like poverty and discrimination. Both Robinson and the UN high commissioner for refugees, Ruud Lubbers, have questioned whether the battle against terrorism can be won without more economic development.

Poverty does not legitimize terrorism, responded the American representative, Kevin Moley. "We must be careful not to allow the ills of the world to be used to justify terrorism or support for terrorist organizations," he said.

An effort to have a special one-day session to examine the question of terrorism and human rights died for lack of support. Rights campaigners believe the session could have addressed whether the rights issue is fading in international importance as countries create so-called "shadow" justice systems that restrict traditional rights.

It is the larger powers, such as China and Russia, that rights advocates fear will benefit the most from the antiterrorism climate.

Exercise 40

Render the text into English; make the most of the active vocabulary.

а.

Европейские лидеры относятся к террористам как к преступникам, криминальным элементам. "Аль-Каида" воспринимается ими как своего рода современная мафия. На старом континенте считают, что бороться с ней нужно, в первую очередь, путем усиления полиции, совершенствования законов, судебных органов и визовых режимов. Опасность междуна-

родного террора ставится европейцами в один ряд с коррупцией, наркотиками или торговлей живым товаром.

Вашингтон, со своей стороны, придерживается идеи, что современный международный терроризм — это социально-политическое явление. Это движение стремится к уничтожению самих основ нашей цивилизации. Бороться с таким терроризмом надо не как с простыми преступниками, а как со смертельными врагами, используя всю доступную нам сегодня мощь.

в.

Особую тревогу вызывает возможность прихода террористов где-либо к власти, как это было в Афганистане, или поддержка их каким-либо антидемократическим режимом. Это неизмеримо усиливает разрушительные возможности террора, упрощает террористам доступ к оружию массового уничтожения. Террористические организации с таким оружием становятся сегодня самым серьезным вызовом глобальной безопасности.

Exercise 41

Sustain or challenge one of the following statements in no less than 250 words:

1. Terrorism has become a global threat.
2. Terrorism breeds on economic and social scourges.
3. Mass media contribute to spreading violence.
4. The world community has not realized yet the threat that terrorism poses.
5. Governments should not conduct talks with terrorists.

ADDITIONAL READING

Exercise 42

Read the text that follows and answer the question:

Why does the author believe that the Middle East and Europe are today much more vulnerable and less prepared to cope with terrorist attacks than the US?

Europe Must Tackle the Terrorist Threat

By Wolfgang Munchau

Maybe Rome, where prime-minister Silvio Berlusconi will be facing an election next year. Or maybe Copenhagen. The Danish government also helped US President George W. Bush in the war against Iraq. But the surprise of the timing of the London attack reminds us that the terrorists do not usually behave as we expect them to.

The French and Germans also have reason to fear that Paris and Berlin, too, may be future targets despite their governments' opposition to the Iraq war.

But even if we have no clue where the al-Qaeda network will strike next, we know they operate on a pan-European level. After September 11, al-Qaeda has focused increasingly on the Middle East and Europe, which are today much more vulnerable and less prepared to cope with terrorist attacks than the US.

One reason is the way the European Union has chosen to organize the fight against terrorism. Anti-terrorism is not the business of the EU and its institutions. The fight against terrorism has remained primarily the job of national agencies, intelligent services and police forces though there has been some good progress in bringing together national security and EU analytical activities in the field of anti-terrorism. The European arrest warrant and the setting up of joint investigation teams of national police forces were also helpful.

While the EU has a limited role in intelligence, it has no operational responsibility. The reason for it is that the EU has become a deeply integrated political and economic area. But the fundamental trouble with the EU is that it does what it should not be doing, such as running discriminatory agricultural price support systems, while it

does not do what it should be doing, such as fighting terrorism and providing security. Opinion polls – even in eurosceptic Britain – suggest a large majority want the EU to fight terrorism. They no longer believe that national governments can deliver the appropriate level of security in the EU.

(from *The Financial Times*)

Exercise 43

Read the extract from the article Counterterrorism and Diplomacy published in The Economist Global Agenda and do the tasks that follow.

Counter-Terrorism and Diplomacy

It is clear that America has become better at combating terror since September 11th. Intelligence agencies are communicating better with policymakers; new checks have been put in place at borders; and the country now has an almost single-minded focus on stopping attacks. So far it has worked: since September 11th, no large-scale terror attack has occurred on American soil. Many diplomatic dealings these days also revolve around terror. This week, America and Britain introduced a draft United Nations resolution that would compel member states **to disrupt** efforts by any group to transfer weapons of mass destruction to terrorists. And on Thursday March 25th, Tony Blair, the British prime minister, flew to Tripoli for a brief meeting with Muammar Qaddafi, in recognition of the Libyan dictator's apparent **renunciation** of banned weapons and terrorism.

Europe, like America, **is beefing up its defences** after coordinated attacks on trains in Madrid earlier this month shocked the continent. On Thursday, European Union leaders, meeting in Brussels, agreed a number of new anti-terrorism measures. They will work towards improved surveillance of suspects' mobile phones, speedier implementation of a pan-European arrest warrant, and better sharing of intelligence reports. In the event of an attack on one country, others will **pitch in** to provide assistance. However, doubts remain about how effective the new measures will be. Some EU countries **have lagged** in their implementation of anti-terror measures enacted in September 2001 — for example, a EU-wide arrest warrant is not yet enforceable in all countries.

Yet to talk of al-Qaeda responsibility risks misunderstanding the methods that Mr bin Laden's movement has adopted since losing its Afghan **sanctuary** in 2001. According to American counter-terrorism experts, nearly 3,500 suspected al-Qaeda sympathizers have been detained, in over 100 countries, since September 11th (though some have later been released). Two-thirds of al-Qaeda's known senior leadership has been "**incapacitated**", the Americans claim. Mr bin Laden and Mr al-Zawahiri may now be principally preoccupied with saving their own skins.

Given these disruptions, the threat now comes from what George Tenet, head of the CIA, recently termed "a loose collection of regional networks that operate more autonomously" and "a global movement infected by al-Qaeda's radical agenda". Tens of thousands of graduates from al-Qaeda's Afghan camps have **dispersed** around the world, taking with them both an apocalyptic philosophy and a deadly expertise. Some may have drawn advice, cash or personnel from Mr bin Laden's inner circle, or from each other; some may **take cues** from his taped **exhortations**. But a few may derive nothing more than inspiration from him.

By its nature, such a diffuse movement is much harder to monitor than a unitary organization. It is also unpredictable in its tactics. Mr bin Laden's cadre has shown considerable flexibility, variously deploying planes, trucks and boats as weapons. But suicide has become a consistent method.

a. Say which meaning of the words in bold-type fits the context more precisely:

1. **to disrupt**: *a.* to interrupt or to stop; *b.* to break apart;
2. **renunciation**: *a.* refusal to acknowledge as one's own; *b.* giving up;
3. **to beef up**: *a.* to complain; *b.* to reinforce;
5. **to pitch in**: *a.* to make a contribution; *b.* to begin working hard;
c. to throw;
6. **to lag**: *a.* to fall behind; *b.* to become less intense;
7. **sanctuary**: *a.* a sacred place; *b.* a hiding place, refuge
8. **to incapacitate**: *a.* to disqualify; *b.* to make unable or unfit;
9. **to disperse**: *a.* to break up and scatter; *b.* to drive away;
10. **to take a cue**: *a.* to take a billiard rod; *b.* to take a signal or a hint;
11. **exhortations**: *a.* advice; *b.* insistent urge.

b. Find equivalents to the following:

to fight terrorism, to go round, to force, to hand over weapons; as a sign of favour, prohibited or forbidden weapons; an order to arrest; to give help; to make measures lawful, adherents; to arrest and to let free; to state/to argue, skill at killing; spiritual force, unorganized movement

c. Find a topical sentence in each paragraph to make a brief summary of the text.

GRAMMAR SUPPLEMENT

MEANS OF EXPRESSING UNREALITY

(Continued)

THE SUBJUNCTIVE MOOD IN CLAUSES

The **Subjunctive Mood** is used in **that** clauses meaning “чтобы” **after adjectives, verbs, and nouns** that express a necessity, plan, or intention for the future. It is mostly used in formal style and American English. Less formally, **should** can be used.

I. Subjunctive in ‘that’ clauses after adjectives and passive verbs

Pattern 1

It is/was	necessary important vital essential desirable advisable recommended suggested requested demanded ordered	that	the problem (should) be settled as soon as possible. everybody (should) take part in the conference. you (should) follow the discussion. he (should) deal with this problem.
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Exercise 44

Put the verb in brackets in the right infinitive form according to Pattern 1 and translate the sentences.

1. It is necessary that this question _____ (discuss) in the committee first before it is brought up in the House.
2. It is important that appropriate measures _____ (take) to protect people against criminal abuse.
3. It was suggested that the next Olympic games _____ (hold) in Moscow.
4. It is advisable that the team _____ (work out) a plan of action.

5. It is demanded that all visitors _____ (leave) their phones and cameras with the attendant.
6. It is requested that the reports _____ (submit) by the end of the month.
7. It is advisable that you _____ (find) a specialist who could deal with it.
8. It is not at all necessary that I _____ (explain) anything to you.

Exercise 45

Translate the sentences into English according to Pattern 1.

1. Желательно, чтобы вы отнеслись к этому вопросу серьезно.
2. Важно, чтобы обе стороны пришли к согласию.
3. Необходимо, чтобы все условия контракта были соблюдены.
4. Надо, чтобы к концу года все войска были выведены из этого региона.
5. Предлагается не показывать фильмы, содержащие насилие, раньше полуночи.
6. Было распоряжение, чтобы срочно провести расследование по этому акту насилия.
7. Было предложено, чтобы такие конфликты решались на более высоком уровне.
8. Хотелось бы, чтобы мы не забывали о существовании этой угрозы.

II. Subjunctive in 'that' clauses after active verbs

Pattern 2

The official I They	insist(ed) demand(s) suggest(s) propose(d) recommend order request command	that	this fact (should) not be made public. he (should) be sent to the conference. the company (should) change its policy.
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Exercise 46

Use the verbs in the brackets in the Subjunctive Mood according to Pattern 2. Translate the sentences.

1. He advises that some new methods _____ (employ).
2. The president demanded that the local governments _____ (account) for their activities.
3. We proposed that the speaker _____ (touch upon) the progress in modern science.
4. He ordered that action _____ (take) immediately.
5. I insist that I _____ (tell) the truth.
6. The professor requested that no student _____ (enter) the lecture room after the bell.
7. He only requested that he _____ (allow) to see the heads of some departments.
8. The chairman insisted that the budget for the next year _____ (adopt) as soon as possible.
9. The doctor demanded that the patient _____ (take) to hospital.
10. The commander-in chief ordered that the joint military exercise _____ (begin) next month.

Exercise 47

Change the sentences so as to use 'that' clauses.

Model: *I suggest changing the subject.*

I suggest that we (should) change the subject.

1. I advise getting familiarized with the literature on the subject first.
2. They suggested leaving the things as they were.
3. You must demand to be given all the necessary information.
4. The commission advised reconsidering the concept of the report.
5. The commander ordered the unit to attack the enemy.
6. The teacher strongly advised the students not to start on the new assignment before they had corrected their mistakes.
7. The chairman recommended to all those present not to waste time on the procedural questions.
8. I advise you to appeal to a higher court.
9. The demonstrators demanded freedom for the patriots arrested on fake charges.

10. The majority insisted on the matter being turned over to a special committee for further consideration.

Exercise 48

Translate the sentences according to Pattern 2.

1. Народы мира требуют, чтобы атомное оружие было запрещено.
2. Председатель предложил, чтобы этот вопрос включили в повестку дня следующего заседания.
3. Я настаиваю на том, чтобы вы сказали правду.
4. Комиссия требует, чтобы мы предоставили отчеты за весь год.
5. Страны-члены ЕС предлагают объединить усилия в борьбе против терроризма.
6. Я прошу вас сдавать письменные работы вовремя.
7. Наш лектор советует, чтобы перед лекцией мы просматривали предыдущий материал.
8. Командир приказал, чтобы войска были отведены на прежние позиции.
9. Он предлагает отложить рассмотрение этого вопроса.
10. Я советую вам не спорить с ним.

III. Subjunctive in 'that' clauses after nouns

Pattern 3

The suggestion The proposal The advice The request The demand The order The matter	is/was has been	that	we (should) take a taxi. visitors (should) not touch the museum exhibits. everybody (should) take part in the discussion.
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Exercise 49

Put the verbs in the brackets in the required form according to Pattern 3. Translate the sentences.

1. My desire is that people _____ (stop) waging wars.
2. The idea is that we _____ (unite) our efforts in the struggle for peace.
3. The suggestion is that the decision _____ (adopt) unanimously.

4. The proposal was that the bill _____ (withdraw).
5. The matter is that the two parties _____ (not refuse) to start talks.
6. The problem is that the goal _____ (accomplish).
7. My only wish is that everybody _____ (be) happy.
8. The requirement of the editor is that reporters' source of information _____ (be) reliable.

Exercise 50

Translate the sentences into English according to Pattern 3.

1. Было распоряжение, чтобы в субботу собрания не проводились.
2. Его предложение заключалось в том, чтобы в договор не включался вопрос о границе.
3. Просьба подавать жалобы в письменном виде.
4. Наше основное требование – чтобы вы проявили активность при обсуждении этого вопроса.
5. Вопрос в том, чтобы он взял на себя ответственность за это.
6. Приказ состоит в том, чтобы войска были выведены из этого региона.
7. Его совет состоит в том, чтобы договор не подписывался, пока не будут обговорены все детали каждого пункта.
8. Предлагаю остаться после занятий и решить этот вопрос.

Exercise 51

Finish the following sentences so that each means the same as the sentence above.

- a. 'Why don't you turn to your teacher for advice?' she said to him.
She suggested that he...
It was suggested...
The suggestion was...
- b. 'Take the papers to the secretary to retype them.' demanded my boss.
My boss demanded...
It was demanded...
The demand was...
- c. 'Let's finish the meeting on time,' said the chairman.
The chairman proposed...
It was proposed...

- The proposal was...
- d. 'If I were you, I would abstain in voting' said my friend.
My friend recommended...
It was recommended...
The recommendation was...
- e. The contract must be signed by all parties.
It is important...
- f. They are expected to have a thorough medical examination.
It is essential...
- g. 'I would like a full inquiry to take place,' said the Prime Minister.
The Prime Minister requested...
It is requested....
The request is...

To express surprise, disbelief or doubt of the real state of things *Should + all forms of Infinitive* after certain adjectives are used.

Pattern 4

It is (was)	strange odd funny natural impossible doubtful surprising	that	he shouldn't want to take part in the discussion. you shouldn't have felt anything. she should have been working on the project for so long.
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Exercise 52

Practice the following according to the model; note the reference to the present or past. Translate the sentences.

Model: *The attack is (will be) unexpected.*

*Is it possible **that** the attack **should be** unexpected?*

Неужели может быть, чтобы нападение стало неожиданным?

He quit the post on his own will.

*It's impossible **that** he **should have quit** on his own will.*

Невозможно, чтобы он уволился по собственному желанию.

1. The talks were held in a friendly atmosphere.
It is natural that the talks...

2. Germany's declaration of war on Russia was unexpected.
It is doubtful that...
3. The two world wars are so much alike.
Is it possible...
4. The Russian Revolution affected many countries in the world.
It is natural...
5. The party denied being involved in the scandal.
It is impossible...
6. The reforms are promised to be successful.
It is doubtful...
7. He says he doesn't know anything about the conflict.
It is funny...
8. The revolt broke out without any reason.
Is it possible...
9. She said the plan hadn't worked.
It is strange...
10. These advanced ideas haven't been accepted by the public.
It is possible...

Exercise 53

Paraphrase the sentences using Pattern 4.

1. This policy has not been supported. It is only natural.
2. A minor conflict may lead to a big war. Isn't it strange?
3. The message has not been responded to. Is it possible?
4. The information was considered to be classified. It is odd.
5. I don't see why the decision on this problem has been postponed. It is surprising.
6. Did they refuse to come? It's impossible.
7. He is going to decline the offer, which is doubtful.
8. The participants of the conference held the same view of the conflict, which is funny.
9. They say a UFO has hovered over this area several times. It's unbelievable!
10. The politics and policies of this party has been changing for the last decades. Isn't it surprising?

Exercise 54

Translate the sentences.

1. Естественно, что переговоры зашли в тупик.
2. Невозможно, чтобы их мнение не приняли во внимание.
3. Странно, чтобы эта информация не просочилась в прессу.
4. Удивительно, чтобы никто не прореагировал на ваше замечание.
5. Сомнительно, чтобы он принял такое предложение.
6. Возможно ли, чтобы такой серьезный конфликт был (будет) улажен мирными средствами?
7. Вполне естественно, чтобы акты насилия и террора выявлялись и подавлялись.
8. Сомнительно, чтобы новое правительство прибегло к насилию во время массовых демонстраций протеста.
9. Странно, чтобы такое важное предложение было проигнорировано.
10. Естественно, чтобы в таких обстоятельствах были приняты срочные меры.
11. Не странно ли, что заложники иной раз принимают сторону террористов, захвативших их?
12. Не может быть, чтобы государство не могло справиться с терроризмом.

Grammar Mixed Bag

Exercises for Grammar Revision

Exercise 55

Put the verbs in the brackets in the correct form of the Infinitive, Gerund or Participle.

1. The case seems _____ (dismiss) for lack of witnesses. As soon as enough witnesses have been found, it is likely _____ (resume).
2. I'd rather _____ (earn) money by scrubbing floors than _____ (make) it _____ (blackmail) people.
3. The boys next door used _____ (like) _____ (make) and _____ (fly) model aero planes, but they seem _____ (stop) _____ (do) it now.
4. Would you mind _____ (write) your address on the back of the check and _____ (show) us some proof of your identity?
5. He has been charged with _____ (receive) and _____ (sell) stolen goods. He has admitted _____ (receive) but denies _____ (sell) them. The fact is that he hasn't had time _____ (sell) them yet.
6. I hate _____ (drive). I'd much rather you _____ (drive).
7. The government is pursuing a very aggressive policy in the region. It's high time an end _____ (put) to it.
8. That man has brought us nothing but trouble. I wish I _____ (not set) eyes on him.
9. She remembers part of her childhood quite clearly. She remembers _____ (go) to school for the first time and _____ (be) awfully frightened.
10. You know, I was arrested yesterday just because I didn't have any identification card with me. If only I _____ (have) a driving license at least, they _____ (let) me _____ (go).
11. Jack suggested _____ (let) one flat and _____ (keep) the other for myself. But Tom advised me _____ (sell) the whole house.
12. We watched the children _____ (jump) from a window and _____ (fall) into a blanket _____ (hold) by the people below.
13. I was looking at the house now _____ (guard) by the police to prevent it from _____ (enter).

14. I meant _____ (buy) an evening paper but I didn't see any of them _____ (sell).
15. I am delighted _____ (hear) that you are coming on Sunday. We all are looking forward to _____ (see) you. Remember _____ (bring) your fishing rod.
16. The two other women continued _____ (discuss) the party; and there sat Mary and Bob _____ (ignore) and _____ (exclude) except when Diana would turn to one or the other _____ (ask) for their confirmation or support.
17. I don't want to reproach you, Miss Carnaby, but I do think you might _____ (be) more alert.
18. The letter is not here. It must _____ (return) to the post-office, I suppose.
19. For all I know if the verdict _____ (make) now dissatisfies the defence, it may _____ (argue) in the Supreme Court within two weeks.
20. Could he _____ (lie) under the oath? I refuse _____ (believe) it.

Exercise 56

Complete the text with the correct form of the verbs in the brackets.

Until the end of the 19th century Britain managed _____ (1 maintain) her traditional policy of 'splendid isolation'. 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 _____ (9 maintain) relations with the other powers, she avoided _____ (10 give) binding commitments _____ (11 join) in a war. In short, Britain had friends but lacked allies. This was not wholly true. For example, Britain had committed itself _____ (12 secure) territorial integrity of Belgium. But such promises were, as Salisbury commented, only _____ (13 accomplish) if it suited Britain's current interests _____ (14 do) so.

Throughout the 1890s Britain clashed over colonial issues. The Indian Empire was regarded as vulnerable _____ (15 attack) from across the north-west frontier. But with her _____ (16 limit) forces Britain simply could not ensure _____ (17 meet) all possible challenges by herself.

The implication _____ (18 draw) from Britain's military weakness was that she must seek diplomatic support. _____ (19 expand) in the Far East Russia put Britain's trade at risk. It was in this context that Joseph Chamberlain and others proposed _____ (20 establish) an alliance with Germany. The combined strength of the two countries might _____ (21 be) sufficient _____ (22 make) Russia _____ (23 give up) any further gains. However this would _____ (24 increase) Germany's fears of a two-front war with both Russia and France. This was worth _____ (25 risk) only if Britain was willing and able _____ (26 sustain) Germany. On balance Salisbury judged that it would be a mistake _____ (27 support) Germany; for as the strongest Continental power she might simply _____ (28 encourage) _____ (29 make) another attack on France in the future. As a result, Britain reached the turn of the century still in isolation, but _____ (30 feel) vulnerable.

Exercise 57

Complete the sentences with an appropriate modal verb corresponding to the Russian word in brackets.

1. The USA-USSR superpower period _____ (возможно) have passed, but a new and stable world order _____ (предстоит) yet to come into existence.
2. Where neither stability nor order exists, a party system _____ (может) emerge, or a transition from one type of party system to another _____ (может) occur.
3. The king _____ (мог бы) well have effected an alliance with the moderates.
4. This centralized power _____ (вероятно) have served to establish full Roman control over the European Church.
5. Critics argue that Kennedy risked nuclear disaster when quiet diplomacy _____ (возможно) have been more appropriate.
6. _____ (Неужели нельзя было) the Second World War have been prevented? (negative)

7. Governments _____ (должно быть) have acted simply out of a wish to maintain British prestige and status.
8. Representing only 10% of total membership, the new unions alone _____ (могли бы) impose a new political strategy on the movement.

Exercise 58

Fill in the gaps with an appropriate modal verb and use the right form of the Infinitive of the verbs in brackets.

must, have to, might, could, should, be to

1. In practice Britain _____ (not sustain) the burden of European defence without massive American support.
2. Even before the onset of the Cold War, Bevin assumed that Britain _____ (maintain) her existing defence role.
3. Ministers argued that nuclear weapons _____ (be) justified as a more economical means of deterring Soviet aggression than conventional forces.
4. The question arises 'What significance _____ (attribute) to that crisis?'
5. Neither the special relationship with America, nor the nuclear deterrent _____ (maintain) Britain's influence or status in world affairs.
6. There are three probable explanations to the consensus politics. First the war _____ (discredit) the record of the National Governments; second, the 1945 elections _____ (be) a severe shock to the party; third, Churchill _____ (put) his own authority behind the consensus.
7. From the outset Chamberlain took the view that the Germans _____ (not admit) to the Czech state.
8. Churchill said, "An iron curtain has descended across the continent." Britain and the United States, he declared, _____ (work) together to counter the Soviet threat, and Moscow's pressure to expand its power _____ (stop).
9. In a statement that _____ (know) as the Truman Doctrine, he declared, "I believe that it _____ (be) the policy of the United States to support free peoples resisting outside pressures".

10. With such slender popular support Labour _____ (not form) a government in 1924 but for certain errors committed by the Tory leader, S.Baldwin.

Exercise 59

Read the article and decide which word below best fits each space. Underline your choice. The exercise begins with an example (o).

Good news for Dog Owners!

If you often travel abroad for your holidays, what (o) _____ with your beloved pet dog? Do you put him in a kennel or leave him with your friends? One thing is certain, you are extremely unlikely to take him with you, because if you (1) _____ he (2) _____ six months in quarantine when you return. A bit of a stiff penalty for two weeks' romping in the Dordogne! But this is set to change soon. From April your dog will be able to travel with you (3) _____ he (4) _____ a rabies vaccination and is wearing an identification chip.

Cara Lewis, spokesperson for the Animal Welfare Society, said, "This is very good news for all British animal lovers. I know many people who (5) _____ take their dogs on holiday with them if only they (6) _____. Indeed, I used to travel to northern France regularly and I (7) _____ my dog Wolfe with me every time (8) _____ the quarantine regulations.' But Cara also has words of warning: 'Pet owners should remember that there are other considerations when taking animals abroad. (9) _____ your animal become disoriented, he (10) _____, so ensure that he is wearing a collar with your holiday address at all times.'

It isn't all good news, however. If you (11) _____ to a country outside Western Europe this year, you (12) _____ your pet with you – it will be some time before regulations for other destinations are relaxed, if ever.

0. A. will you do

B. would you do

C. do you do

1. A. had done

B. did

C. do

2. A. will spend

B. has to stop

C. would have to spend

3. A. providing

B. unless

C. in case

4. A. had

B. had had

C. has had

5. A. could

B. will

C. would

- | | | |
|--------------------|---------------------|--------------------------|
| 6. A. can | B. could | C. should be able to |
| 7. A. have taken | B. will have taken | C. would have taken |
| 8. A. unless | B. but for | C. so long as |
| 9. A. Should | B. Did | C. Had |
| 10. A. runs away | B. should run away | C. might run away |
| 11. A. will travel | B. are traveling | C. would travel |
| 12. A. don't take | B. can't have taken | C. won't be able to take |

Exercise 60

Consider hypothetical consequences for these unlikely situations.

1. If people stopped getting married, ...
2. If twice as much were invested in new industries, ...
3. If greater contact could be established between East and West, ...
4. If we could convince our politicians that ...
5. If television stopped showing violence, ...
6. If more people got into habit of protecting environment, ...

Exercise 61

Suppose the opposite to the ideas expressed in the sentences below.

1. The Soviet Union did not veto the US action because it was not occupying its seat on the Security Council.
2. Some concessions were made, and the co-operation of the labour force could be reached.
3. Lloyd George failed to impose his ideas on military strategy on Sir Douglas Haig, the Commander-in-Chief. So the latter did not have to resign.
4. Since no other colonial conflict occurred at the time, Britain was able to cope with the war in South Africa.
5. Overseas investments are not increasing and are not diverted into the domestic economy, as a result the productivity of manufacturing industry cannot be raised.
6. Fortunately the rebellion has not spread beyond the boundaries of one town, and the governor will remain in his office.

Exercise 62

Supply an appropriate form of the verbs for the blanks.

Hercule Poirot was a Belgian and it occurred to Mr Jesmond that he might _____ (1 interest) in how the English celebrated their

Christmas. He suggested that Mr Poirot _____ (2 go) to Kings Lacey where Christmas was always at its best. It was a wonderful old house _____ (3 date) from 14th century.

The very thought of a fourteenth century house filled Poirot with fear. He looked round his comfortable modern flat with its central heating and said that he'd rather _____ (4 stay) in the city in winter. He sincerely wished the visitor _____ (5 understand) him.

But Mr Jesmond was not _____ (6 put) off so easily. It was a matter of state importance that the famous detective _____ (7 agree). He badly needed practical help from him. He began once more to speak about the delights of an English Christmas and finally he talked him into _____ (8 go). But when it looked as if the matter _____ (9 settle), Poirot raised a new objection. He did not know anyone of the Laceys and he could not just turn up without _____ (10 invite).

Mr Jesmond in his turn assured him that he could arrange it very easily. The Laceys were extremely charming people and wonderful company. They would receive him as if he _____ (11 be) their old friend.

(adapted from *The Adventures of the Christmas Pudding* by Agatha Christie)

Exercise 63

Complete the conditional sentences in the article below. Use modal verbs if you think they are appropriate.

No Pain, No Gain?

It's January 1st. You are on the bathroom scales, groaning. If you _____ (1 eat) that last piece of Christmas pudding, perhaps you _____ (2 put on) that extra kilo. Never mind, you can lose it and get fit at the gym!

Or is that the right thing to do? If you are unfit, you _____ (3 stand) a huge chance of injuring yourself in the gym or on the squash court. You must take care before launching yourself into a vigorous exercise routine: if you _____ (4 treat) your body with respect, it _____ (5 not function) as you want it to. The knee, in particular, can cause untold problems. We _____ (6 not have) problems with our knee if we still _____ (7 walk) on our fours, but they are not up to a vertical pounding on the treadmill for an hour a

day. All of our joints can cause problems; if you _____ (8 want) to play football safely, make sure you wear the right boots to protect your ankles. Decent coaching _____ (9 be) essential if you are going to take up a racket sport: something as simple as a wrong-size grip can cause tennis elbow.

Many sports injuries are caused by insufficient warm-ups. If everyone _____ (10 spent) a few minutes stretching their muscles before exercising, they _____ (11 experience) much less pain during exercise itself. But people can be stubborn about pain when exercising. The phrase 'no pains, no gains' is rubbish. Should you feel pain when you are exercising, you _____ (12 stop) at once!

Sport has so many other hazards, though. Golf, you would think, is relatively harmless. Not so for Anthony Phua, a Malaysian golfer who was killed by getting in the way of his partner's swing. Now, if he hadn't taken up that particular form of exercise in the first place, it _____ (13 not happen).

What can you do if you _____ (14 not want) to risk sport, but you still want to lose weight? Well, it's not all bad news for coach potatoes. If you _____ (15 be) happy to lose calories steadily but slowly, just _____ (16 stay) at home: sleeping burns 60 calories an hour, ironing 132 and cooking 190. Just don't eat what you cook!

Exercise 64

Complete the letter with appropriate forms of the verbs in brackets.

Dear Mrs Grenfell,

I am writing to you in your position as secretary of Cliveden Mansions Residents' Association in connection with the problem of residents leaving bicycles in the common entrance hallway.

My wife and I have yet again been having a lot of trouble with Steve and David Brown, the tenants of flat 16 on the first floor, and we feel it is high time this persistent source of dispute _____ (1 finally/resolve). These tenants own two bicycles which they insist on leaving in our building. We require that the entrance _____ (2 keep clear) of obstruction at all times. The local fire officer has also pointed out to me that under the building regulations the common entrance corridors to flats must be treated as if they _____ (3 be) exits of a public building, and are therefore subject to the same restrictions as those in force in theatres, cinemas, etc. Supposing the

corridor _____ (4 block) with bicycles and there was a serious fire? We _____ (5 may trap) in our flats.

Apparently last month you told the Browns that they could keep their bicycles there for a temporary period. Well, I certainly wish you _____ (6 not agree) to that, because they continually use this as an excuse when we ask them to remove the bikes. I have pointed out to them that there is space to store bicycles in the back yard, although I would sooner they _____ (7 keep) the bikes in their own flats as the presence of two mountain bikes might attract thieves. They say that there isn't any space in their flats and I wish I _____ (8 be able) to offer them somewhere else. But, as you know, all the space in the bicycle space is now allocated. Unfortunately they still seem unwilling to move their bikes. It isn't as though we _____ (9 not tell) them about this on numerous occasions. In fact it has now reached a stage where I feel I must insist that the chairman of the residents' association _____ (10 demand) they _____ (11 remove) the bicycles. We would rather _____ (12 not have to refer) this matter to our solicitor but we feel that if the residents' association is unable to resolve the matter, we will have no alternative.

Yours sincerely,
Howard Blenkinsop.

Exercise 65

Change the sentences so as to use the Subjunctive Mood.

1. In collaboration with France and Israel, Eden ordered an invasion of Egypt.
Eden ordered that...
2. A republican movement was widely urged to hold a referendum on the monarchy after the death of the Queen.
It was urged that a republican movement...
3. Harold Macmillan insisted on a combination of private enterprise and state intervention in social and economic affairs. (to combine)
H. Macmillan insisted that private enterprise and state intervention in social and economic affairs...
4. King George V exercised his constitutional rights to invite MacDonald to form a government.

King George V requested that...

5. The skill with which Mac Donald handled the opportunity and resisted the temptation to offer a deal to the liberals is surprising.

It is surprising that Mac Donald...

6. Baldwin's failure to reduce unemployment undermined his strategy, which was only natural.

It was only natural that...

7. The fact that ordinary people without official or even medical assistance accomplished a social revolution is doubtful.

It is doubtful that...

8. The Allied forces demanded an unconditional surrender of Germany.

The Allied Forces demanded that Germany...

9. Can the war in the Pacific have continued after Germany's surrender?

Is it possible that...

10. Truman's order was to drop the bomb if the Japanese did not surrender by August 3.

Truman's order was that the bomb...

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В двух частях

Часть 2

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