English for Professional Communication

Political Science

ФГБОУ ВО «Саратовский национальный исследовательский государственный университет имени Н.Г. Чернышевского»

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Political Science

Английский язык для студентов II курса юридического факультета направления подготовки 41.03.04 «Политология»

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Настоящее учебное пособие предназначено для студентов II курса юридического факультета направления подготовки 41.03.04 «Политология». Цель – формирование и развитие навыков работы с профессионально-ориентированными текстами на английском языке в рамках дисциплин «Иностранный язык (английский язык). Части 1,2,3» и «Профессиональный иностранный язык (английский язык)». Пособие представляет собой сборник грамматических упражнений и профессионально-ориентированных текстов по указанному направлению подготовки, а также контрольные работы и терминологический глоссарий.

Содержание

Введение

Настоящее учебное пособие входит в серию «English for Professional Communication», назначение которой – обучение различным аспектам общения на английском языке в сфере профессиональной коммуникации. Цель пособия «English for Professional Communication: Political Science» – формирование и развитие навыков работы с профессионально-ориентированными текстами на английском языке у студентов II курса юридического факультета направления подготовки 41.03.04 «Политология».

Пособие способствует выработке у студентов навыков литературной письменной и устной речи; навыков публичной и научной речи; умения создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний.

«English for Professional Communication: Political Science» состоит из трех частей и трех приложений. Первая часть «Grammar Tips and Exercises» знакомит студентов с грамматическими темами, которые не были освоены на первом курсе в рамках первой и второй частей дисциплины «Иностранный язык (английский язык). Части 1,2,3», и включает девять разделов, содержащих теоретический материал и упражнения для отработки каждой грамматической темы. В заключении данной части приводится список рекомендуемой литературы, которой можно воспользоваться при самостоятельной подготовке к занятиям или для дополнительной работы над отдельными темами.

Во вторую часть «Reading on Professional Issues» вошли тексты из энциклопедии *Encyclopædia Britannica ",* которые содержат факты и описания типичных явлений и процессов изучаемой студентами специальности, страноведческий материал и исторические сведения. Каждый текст сопровождается заданиями, направленными на проверку понимания прочитанного, а также упражнениями для работы с терминами. Тексты поделены на два раздела по уровню сложности.

В третьей части «Tests» предлагаются две контрольные работы, каждая из которых состоит из двух частей, проверяющих навыки чтения и перевода профессионально-ориентированных текстов и усвоение пройденного грамматического материала.

В приложении 1 (Appendix 1) «Tips on Writing Summaries» приводятся рекомендации по написанию аннотаций текстов второй части. Подготовка аннотаций может быть дополнительным заданием в процессе работы над текстом.

Приложение 2 (Appendix 2) «Glossary of Political Terms» представляет собой глоссарий специализированных терминов, встречающихся в текстах.

Приведенные в настоящем пособии материалы могут быть использованы студентами других направлений подготовки, в том случае, если рабочие программы дисциплины «Иностранный язык (английский язык)» в рамках этих направлений предполагают освоение общественно-политической тематики.

PART 1

GRAMMAR TIPS AND EXERCISES

1. Страдательный (пассивный) залог (Passive Voice)

Страдательный залог употребляется в том случае, если в центре внимания говорящего находятся лицо или предмет, подвергающийся воздействию со стороны другого лица.

Страдательный залог образуется при помощи вспомогательного глагола **to be** в соответствующей форме и причастия прошедшего времени (**past participle**) смыслового глагола.

	Active Voice	**Passive Voice**
Present Simple	He paints the house.	The house is painted.
Past Simple	He painted the house.	The house was painted.
Future Simple	He will paint the house.	The house will be painted.
Present Continuous	He is painting the house.	The house is being painted.
Past Continuous	He was painting the house.	The house was being painted.
Present Perfect	He has painted the house.	The house has been painted.
Past Perfect	He had painted the house.	The house had been painted.
Future Perfect	He will have painted the house.	The house will have been painted.

В вопросительной форме вспомогательный глагол ставится перед подлежащим. В отрицательной форме отрицательная частица **not** ставится после вспомогательного глагола:

Was my application accepted? – *Your application was not accepted.*

Если указано лицо, производящее действие, то оно вводится предлогом **by**. Если указывается предмет, при помощи которого было совершено действие, он вводится предлогом **with**.

A new law has been passed by the government. – *Новый закон был принят правительством.*

Fish is cut with a special knife. – *Рыбу режут специальным ножом.*

Задание 1.1. Поставьте глаголы в нужную форму, используя пассивный залог:

1) Bread ___ every day (eat).
2) The letter ___ yesterday (receive).
3) A very interesting book ___ at the library next Friday (take).
4) Many houses ___ in our town every year (to build).
5) These trees ___ next spring (plant).
6) I ___ at the lesson yesterday (ask).

7) The clock ___ now (repair).
8) The trucks ___ at twelve o'clock yesterday (load).
9) The new children's book ___ in that shop when I entered it yesterday (sell).
10) The new bridge over the river ___ now (build).
11) The sweets ___ already ___ when I came home (eat).
12) The text __ recently (translate).
13) All the trees ___ by the middle of last autumn (plant).
14) The work ___ by 5 o'clock tomorrow (finish).
15) The novel ___ already ___ (discuss).
16) The letter ___ by 10 o'clock tomorrow (write).

Задание 1.2. Переведите предложения из активного залога в пассивный:
1) People chop down a lot of trees every year.
2) They chose him as the best actor of the year.
3) Steven Spielberg has directed a lot of successful films.
4) A number of reporters will meet the professor at the airport.
5) Astronauts are exploring space.
6) The Romans founded Bath in the first century AD.
7) The traffic warden had already given him a ticket for illegal parking.
8) Homer wrote the "Iliad".
9) People must obey the law.
10) A nightmare woke Mary up.
11) Someone's has stolen Mike's bicycle.
12) The judge has fined him $ 300.
13) Van Gogh painted "Sunflowers".
14) Someone had broken our door down.
15) The government will introduce new measures against crime.
16) Someone has burgled Ann's house.

2. Present Perfect и Past Simple

Изучающие английский язык часто испытывают сложности в разграничении глагольных времен **Present Perfect** и **Past Simple**, так как и то, и другое называет законченное действие. Необходимо помнить, что **Past Simple** связан с прошедшим периодом времени, который может быть указан в предложении или ясен из контекста. Действия, которые называет **Present Perfect,** всегда связаны с настоящим временем. Ниже мы приводим таблицу, в которой сравниваются эти времена:

Present Perfect и Past Simple

Present Perfect	Past Simple
законченное действие, которое произошло в прошлом, но время совершения не указано в предложении: **Don has left for Madrid.** *Дон уехал в Мадрид.* (Мы не знаем, когда он уехал. Время совершения действия не указано.)	законченное действие, которое произошло в определенное время в прошлом (время указано в предложении). **She left yesterday.** *Она уехала вчера.*
действие в прошлом, связанное с настоящим и имевшее место в определенное время в прошлом, которое не упоминается в предложении: **I've spoken to Richard Gere.** *Я общался в Ричардом Гиром.* (Мне, возможно, удастся пообщаться с ним еще. Период времени еще не завершился).	действие в прошлом, не связанное с настоящим и имевшее место в определенное время в прошлом, которое не упоминается в предложении: **I met John Lennon.** *Я встречал Джона Леннона.* (Мне уже не удастся его встретить)

Необходимо также помнить, что **Present Perfect** часто употребляется для того, чтобы начать разговор. Однако для продолжения разговора на ту же тему используется **Past Simple**, даже если время не упоминается, так как действия ассоциируются с прошедшим временем.

Задание 2.1. Поставьте глаголы в скобках в Present Perfect или Past Simple:

1) "Where's your key?" – "I don't know. I ___ it (lose)."
2) I ___ very tired, so I lay down on the bed and went to sleep (be).
3) Mary ___ to Australia for a while but she's back again now (go).
4) "Where's Ken?" – "He ___ out. He'll be back in about an hour (go)."
5) I did German at school but I ___ most of it (forget).
6) I meant to phone Diane last night but I … (forget).
7) Look! There's an ambulance over there. There ___ an accident (be).
8) I ___ a headache earlier but I feel fine now (have).
9) They're still building the new road. They ___ it (not finish).
10) "Is Helen still here?" – "No, she ___ out (just / go)."

Задание 2.2. Поставьте глаголы в скобках в Present Perfect или Past Simple:

1) A: Is your father at home? B: No, I'm afraid he ___ out (go). A: When exactly ___ out (he / go)? B: About ten minutes ago.

2) A: Where do you live? B: In Boston. A: How long ___ there (you / live)? B: Five years. A: Where ___ before that (you / live)? B: In Chicago. A: And how long ___ in Chicago (you / live)? B: Two years.

3) A: Look! Somebody ___ coffee on the carpet (spill). B: Well, it ___ me (not / be). I ___ it (not / do).

4) A: Ben ___ his leg (break). B: Really? How ___ (that / happen)? A: He ___ off a ladder (fall).

5) A: Your hair looks nice. ___ a haircut (you / have)? B: Yes. A: Who ___ it (cut)? ___ to the hairdresser (you / go)? B: No, a friend of mine ___ it for me (do).

2. **Past Perfect**

Past Perfect образуется при помощи вспомогательного глагола **to have** в форме **Past Simple** и причастия прошедшего времени (**past participle**) смыслового глагола.

Past Perfect употребляется для выражения прошедшего действия, которое совершилось до определенного момента в прошлом. Этот момент может обозначаться:

1) обстоятельством времени с предлогом **by** *к* (**in the end of the month**, **by 5 o'clock yesterday**, **by that time** и др.)
By that time he had already signed the letters. – *К тому времени он уже подписал письма.*

2) другим (более поздним по времени) прошедшим действием, которое выражается глаголом в **Past Simple**.
He thought that they had completed the work. – *Он думал, что они уже закончили работу.*

Past Perfect может употребляться и в том случае, когда время, до которого совершилось действие, не указано в самом предложении, а определяется контекстом.
My friend left for London yesterday. He had never been there before. – *Вчера мой друг выехал в Лондон. Он никогда не бывал там раньше.*

Задание 3.1. Поставьте глаголы в скобках в Past Perfect:
1) When I arrived at the station, the train ___ (leave).
2) We lit the candles because the lights ___ (go off).
3) When I got home I discovered that somebody ___ my flat (break into).
4) The patient ___ before the ambulance reached the hospital (die).
5) John ___ all cakes by the time the other children arrived (eat).

Задание 3.2. Поставьте глаголы в скобках в Past Perfect или Past Simple:
1) When I ___ the house, I ___ that I ___ my keys (leave) / (realize) / (forget).
2) After I ___ digging the garden I ___ to go for a walk (finish) / (decide).

3) I ___ Fiona some money only after she ___ to give it back the next day (lend) / (promise).

4) They kept arguing about the money their father ___ them in his will when he ___ (leave) / (die).

5) Kate ___ studying after John ___ (start) / (leave).

6) I ___ Becky a plant yesterday because she ___ so well in the concert the night before (buy) / (sing).

7) When I ___ Julie, I ___ that I ___ her before (see) / (realize) / (meet).

3. **Future Perfect**

Future Perfect образуется при помощи вспомогательного глагола **have** в форме будущего времени (**will have**) и причастия прошедшего времени (**past participle**) смыслового глагола.

Future Perfect употребляется для выражения будущего действия, которое совершится до определенного момента в будущем.

Future Perfect употребляется:

1) для выражения действия, которое завершится ранее другого действия в будущем:

I will have washed up before my mother comes. – *К приходу мамы я помою посуду.*

2) для выражения действия, которое закончится к определенному моменту в будущем, при этом момент времени может быть выражен или наречием времени, или придаточным предложением времени:

She will have finished the report by tomorrow. – *Она закончит отчет к завтрашнему дню.*

She will have finished the report by the time the library closes. – *Она закончит отчет до закрытия библиотеки.*

Задание 4.1. Поставьте глаголы в скобках в Future Perfect:

1) What time will you have finished painting you room? – I ___ by 7 o'clock, I hope (finish).

2) Are you seeing Julie tonight? – No, I ___ by the time she gets here (leave).

3) Have the built their house yet? – No, they ___ by the end of May (build).

4) Will you have done your homework by tomorrow? – No, I ___ until Friday (not do).

5) Tom ___ his third novel by the end of this year (write).

6) He ___ by tomorrow afternoon (finish).

Задание 4.2. Поставьте глаголы в скобках в Future Perfect:

1) We ___ the shed by Friday (build).

2) She ___ dressing by the time the guests arrive (finish).
3) I ___ three letters by 7 o'clock tonight (write).
4) She ___ enough money to buy a car by Christmas (save).
5) I ___ here for ten years by the end of this month (work).

5. Сложное предложение

Сложное предложение – это предложение, состоящее из двух и более простых предложений, которые выражают сложную мысль. Выделяют два типа сложных предложений: *сложносочиненные* (*the Compound Sentences*) и *сложноподчиненные* (*the Complex Sentences*).

Сложносочиненное предложение состоит из равноправных простых предложений, не зависящих друг от друга. Простые предложения, которые входят в состав сложносочиненного, соединяются сочинительными союзами: **and** *(рус. и, а)*, **but** *(рус. но)*, **or** (рус. *или)* и др.:

He plays the violin *and* his sister plays the piano. – *Он играет на скрипке, а его сестра играет на фортепиано.*

Mark came to the cinema *but* the show didn't take place. – *Марк пришёл в кинотеатр, но сеанс не состоялся.*

Два или несколько простых предложений, как и в русском языке, могут соединяться в сложносочиненное предложение без союзов. В данном случае между простыми предложениями можно по смыслу вставить союз **and** (рус. *и, а).*

The signal was given, the pilot started the engine. – *Прозвучал сигнал, пилот завел двигатель.*

Сложноподчиненное предложение состоит из неравноправных предложений, то есть одно предложение является зависимым от другого. Предложение, которое поясняет другое предложение, называется *придаточным* (*the Subordinate Clause*). Предложение, которое поясняется придаточным предложением, называ-ется *главным* (*the Principal Clause*). Придаточные предложения присоединяются к главному посредством подчинительных союзов, союзных слов или бессоюзно.

I was writing a letter *when* he came. – *Я писала письмо, когда он пришел.*

I don't know *what* you have done. – *Я знаю, что ты сделал.*

The film *I saw yesterday* is very interesting. – *Фильм, который я вчера посмотрел, очень интересный.*

Придаточное предложение выполняет в сложном предложении функцию какого-либо члена предложения: подлежащего, именной части составного сказуемого, дополнения, определения и обстоятельства. Существует столько же видов придаточных предложений, сколько и членов предложения: придаточные-подлежащие; придаточные-сказуемые (предика-тивные); придаточные дополнительные; придаточные обстоятель-ственные; придаточные определительные.

Придаточные предложения-подлежащие (*Subject Clauses*) выполняют в сложном предложении функцию подлежащего и отвечают на вопросы *who? (кто?)*, *what? (что?)*. Они соединяются с главным предложением союзами *that* (рус. *что*), *whether / if* (рус. *ли*), *which* (рус. *который*), *how* (рус. *как*), *why* (рус. *почему*).

Who will become the next president **is still unclear.** – *По-прежнему неясно, кто станет следующим президентом.*

Придаточные предложения-сказуемые (*Predicative Clauses*) выполняют функцию именной части сказуемого и отвечают на вопрос *what is the subject?* Они соединяются с главным предложением теми же союзами, что и придаточные предложения-подлежащие.

The question is *whether they will be able to get to the airport on time.* - *Вопрос заключается в том, смогут ли они обраться до аэропорта вовремя.*

Дополнительные придаточные предложения (*Object Clauses*) выполняют в сложном предложении функцию прямого или предложного косвенного дополнения. Они отвечают на вопрос *what?* (что?) и не отделяются запятой от главного предложения.

She told us *that she was taking part in a new project.* – *Она сказала нам, что участвует в новом проекте.*

Обстоятельственные придаточные предложения (*Adverbial Clauses*) выполняют в предложении функции различных обстоятельств и делятся на обстоятельственные предложения: а) времени, б) места, в) причины, г) следствия, д) образа действия, е) уступительные, ж) цели, з) условия.

Придаточные времени отвечают на вопрос *when?* (*когда?*), *since when?* (*с каких пор?*), *how long?* (*как долго?*) и соединяются с главным следующими союзами и союзными словами: *when* (рус. *когда*), *whenever* (рус. *всякий раз, когда*), *while* (рус. *в то время, как*), *as* (рус. *когда*), *as long as* (рус. *пока*), *after* (рус. *после того, как*), *before* (рус. *прежде чем*), *as soon as* (рус. *как только*), *until* (рус. *пока, ... не*).

When I was driving home, **I saw an accident.** – *Когда я возвращался на машине домой, я стал свидетелем аварии.*

Необходимо помнить, что в придаточных предложениях времени сказуемое не ставится ни в одно из будущих времен, даже если сказуемое в главном предложении стоит в будущем времени.

He will call you back *as soon as he comes.* – *Он перезвонит Вам, как только вернется.*

Your dad will be furious *when he finds out* **that you broke his car yesterday.** – *Твой отец будет в ярости, когда узнает, что ты разбил его машину вчера.*

Придаточные предложения места отвечают на вопросы *where?* (*где? куда?*), *from where?* (*откуда?*) и соединяются с главным предложением союзными словами *where* (рус. *где, куда*), *wherever* (рус. *где бы ни, куда бы ни*).

Wherever he went, **he was welcome.** - *Куда бы он ни ходил, его везде радушно принимали.*

Придаточные предложения причины отвечают на вопрос *why?* (*почему?*) и соединяются с главным предложением союзами *because* (рус. *потому что*), *as* (рус. *так как*), *since* (рус. *так как*), *now that* (рус. *теперь когда, поскольку*).

Since you are tired, **we will not go out tonight.** – *Так как ты устал, мы сегодня никуда не пойдем.*

Придаточные предложения следствия выражают следствие, вытекающее из всего содержания главного предложения, и соединяются с главным предложением союзом *so that* (рус. *так что*).

He went to the concert hall early *so that he got a ticket.* – *Он пошел в концертный зал рано, так чтобы купить билет.*

Придаточные предложения образа действия отвечают на вопрос *how?* (*как? каким образом?*) и соединяются с главным союзами *as* (рус. *как*), *as if* (*as though*) (рус. *как будто, как если бы*), *that* (рус. *что*).

You ought to do *as he does.* – *Вам следует поступить так, как он поступает.*

Уступительные придаточные предложения указывают на обстоятельство, вопреки которому совершается действие главного предложения, и соединяются с главным предложением союзами *though* (*although*) (рус. *хотя*), *in spite of the fact that* (рус. *несмотря на то что*).

He went out *in spite of the fact that he had a bad cold.* – *Он вышел несмотря на то, что был очень простужен.*

Придаточные предложения цели указывают, с какой целью совершается действие главного предложения и отвечают на вопросы *what for?* (*зачем? для чего?*), *for what purpose?* (*с какой целью?*). Они соединяются с главным предложением союзами *so that*, *so*, *in order that* (рус. *чтобы, для того чтобы*). Сказуемое этих предложений выражается глаголами *may* (*might*) и *should* в сочетании с инфинитивом без *to*.

Mark gave him the text-book *so that he might learn his lesson.* – *Марк дал ему учебник, чтобы он выучил урок.*

Сложноподчиненным предложением с **придаточным предложением условия** является такое сложное предложение, в котором возможность выполнения действия, выраженного в главном предложении, зависит от определенных условий, выраженных в придаточном предложении. Придаточные предложения условия соединяются с главным предложением следующими союзами: *if* – (рус. *если*), *in case* - (рус. *в случае*), *supposing (that) / suppose (that)* – (рус. *если, предположим (что)*), *unless* – (рус. *если... не*), *provided (that)*, *providing (that)*, *on condition (that)* – (рус. *при условии если, при условии что*).

If I finish work early today, **I will go to the cinema with my friends.** – *Если я сегодня рано закончу работать, то пойду с друзьями в кино.*

They will not go to the party *unless they are invited.* – *Они не пойдут на вечеринку, если их не пригласят.*

В придаточных условных предложениях (также как и в придаточных времени) сказуемое употребляется в настоящем времени, если в главном предложении употреблено будущее время.

If the weather is fine, **we will go to the country.** – *Если погода будет хорошей, мы поедем за город.*

Определительные придаточные предложения (*Attributive Clauses / Relative Clauses*) выполняют в предложении функцию определения и отвечают на вопросы *what? which?* (какой?). Они следуют непосредственно за тем существительным в главном предложении, которое они определяют, и соединяются с главным предложением союзными словами, местоимениями *who* (рус. *который*), *whose* (рус. *чей, которого*), *which / that* (рус. *который*) и наречиями *when* (рус. *когда*), *where* (рус. *где / куда*), *why* (рус. *почему*). Если в конце придаточного предложения находится предлог, то он относится к союзному слову. Определительные придаточные предложения разделяются на три типа: *индивидуализирующие, классифицирующие* и *описательные*.

Индивидуализирующие придаточные предложения передают индивидуальный признак, который приписывается только данному лицу или предмету и отличающий его от всех других лиц или предметов того же класса. В этом случае определяемое существительное употребляется с определенным артиклем.

Here is the CD *that you have been looking for.* – *Вот диск, который ты искал.*

Если относительные местоимения *which*, *that*, *who* не являются подлежащим в придаточном определительном предложении, они могут быть опущены, и придаточное предложение присоединяется бессоюзно, что характерно для разговорного языка. При переводе на русский язык обязательно вставляется подходящее по смыслу соединительное слово, чаще –который (-ая, ую, ...).

Here is the CD *you have been looking for.* – *Вот диск, который ты искал.*

Классифицирующие придаточные предложения выража-ют признак, который позволяет причислить данное лицо или предмет к какому-то классу лиц или предметов. Если определяемое существительное стоит в единственном числе, то оно употребляет-ся с неопределенным артиклем.

Children *who live by the sea* **usually begin to swim at an early age.** - *Дети, которые живут у моря, обычно начинают плавать в раннем возрасте.*

Описательные придаточные предложения служат для описа-ния лица или предмета или для передачи дополнительных сведений о нем.

His brother, *whom we met yesterday*, **works for our company.** – *Его брат, которого мы встретили вчера, работает на нашу компанию.*

Описательные определения не служат цели выделить предмет из класса однородных, так как собеседникам ясно, о каком предмете идет речь; в данном случае просто сообщаются дополнительные сведения о предмете.

В описательных определительных предложениях соединитель-ные местоимения не могут быть опущены, а местоиме-ние *that* вместо *who, whom* и *which* не употребляется.

Индивидуализирующие и *классифицирующие* определитель-ные предложения от главного предложения запятой не отделяются. *Описательные* определительные предложения обычно отделяются запятой от главного предложения.

Задание 5.1. Определите тип сложного предложения и вид придаточного предложения в сложноподчиненных предложениях:
1. He arrived at the office before the others so that he could start work early.
2. I don't know where you live.
3. It's a long way, and he wouldn't be at home at this time.
4. I'll give you my phone number in case you need any information.
5. Today our instructor told us how one should write an effective CV.
6. They'll leave as soon as they're ready.
7. This is Mrs. Smith, whose daughter studies at our group.
8. When he will arrive is not yet known.
9. By the time we got to the party, nearly everyone had left.
10. Don't forget to lock up before you go to bed.
11. They stopped where the road turned to the river.
12. There was the noise of a bolt shot back, and the door opened a few inches.
13. It's quite out of the question, because he lives in the middle of nowhere.
14. We can buy tickets when we get on the boat.
15. As I was cooking, the oven caught on fire.
16. I don't know whether he will come.
17. As it is wet, we shall stay at home.
18. If I knew his address, I would write to him.
19. Although it was snowing, the road was clear.
20. Since you feel tired, you should have a nap.
21. There is the boy who started the fight.
22. In spite of the fact that I didn't study, I passed the exam.
23. She wanted to live where she was born.
24. I can't stand jazz, whereas my sister loves it.
25. Tom loves playing football, while Paul prefers basketball.

Задание 5.2. Соедините следующие предложения так, чтобы получилось сложноподчиненное предложение:
1. Ted can't play hockey today. He has broken his leg.
2. Christmas is the time. People buy each other presents.
3. I couldn't go to the restaurant. I had spent all my money.
4. We left late. We still got there in time.
5. This is the company. My brother used to work for it.
6. I love tea. Most of my friends prefer coffee.
7. She returned from Paris. She went to Madrid.

8. We've packed. We can leave.
9. I can see. You are tired of the arrangement.
10. I was walking along the street. I saw a lovely dress in a shop-window.

6. Infinitive and –ing forms

В системе английского глагола принято выделять две группы форм – личные и неличные. К личным формам относят формы прошедшего и не прошедшего времени, которые функционируют в предложении в качестве сказуемого.

В английском языке существуют три неличные формы глагола: инфинитив, причастие (причастие I и причастие II) и герундий. Неличные формы глагола не изменяются по лицам и числам и не употребляются самостоятельно в роли сказуемого. Важной особенностью неличных форм глагола является отсутствие у них категории времени. Это значит, что они не могут помещать действие на определенный отрезок времени и лишь указывают на соотношение обозначаемого ими действия с действием, которое названо глаголом сказуемым.

Мы не будем подробно останавливаться на анализе отдельных свойств неличных форм и остановимся только на особенностях их употребления.

Infinitive
Инфинитив в английском языке имеет следующие формы:

	Active	**Passive**
Indefinite	(to) send	(to) be sent
Continuous	(to) be sending	-----------------------
Perfect	(to) have sent	(to) have been sent
Perfect Continuous	(to) have been sending	-----------------------

Инфинитив (с частицей **to**) употребляется в следующих случаях:
- для выражения цели:
She went out to buy some milk. – *Она вышла, чтобы купить молоко.*
- после определенных глаголов (**advise, agree, appear, decide, expect, hope, promise, refuse** и т.д.):
He promised to be back at 10 o'clock. - *Он обещал вернуться к 10 часам.*
- после определенных прилагательных (**angry**, **happy**, **glad** и т.д.):
She was glad to see him. – *Она была рада встретиться с ним.*
- после вопросительных слов (**where, how, what, who, which**, исключение составляет только вопросительное слово **why**):
Has she told you where to meet them? – *Она сказала вам, где их встречать?*
- после **would like/ would love/ would prefer**:
I'd love to go for a walk. – *Я бы с удовольствием прогулялась.*
- после существительных:

It's a pleasure to work with you. – *Работать с Вами – одно удовольствие.*

- после конструкций со словами **too** и **enough**:

He's too short to reach the top shelf. – *Он слишком мал, чтобы дотянуться до верхней полки.*

Инфинитив (без частицы **to**) употребляется в следующих случаях:

- после модальных глаголов (**must, can, will** и т.д.):

You must be back at 12 o'clock. – *Вы должны вернуться в 12 часов.*

- после **had better/would rather**:

I'd rather have stayed in last night. – *Лучше бы я остался дома вчера.*

- после **make/let/see/hear/feel** + дополнение:

Mum let me watch TV. – *Мама разрешила мне посмотреть телевизор.*

–ing forms

Употребляя термин **–ing forms**, мы имеем в виду причастие I и герундий (в данном разделе мы не даем характеристику причастию II). Приведем эти формы:

	Active	Passive
Non-perfect	sending	being sent
Perfect	having sent	having been sent

–ing forms употребляются в следующих случаях:

- после определенных глаголов (**admit, avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, involve, keep, look forward to, mention, mind, miss, object to, postpone, practice, prevent, report, resist, risk, save, stand, suggest, understand** и т.д.):

He admitted (to) stealing the painting. – *Он признался в краже картины.*

- после **love, like, dislike, hate, enjoy, prefer**:

He likes cooking. – *Он любит готовить.*

- после **I'm busy, It's no use, It's (no) good, It's (not) worth, what's the use of, can't help, there's no point (in), be/get used to, be/get accustomed to, have difficulty (in)**:

It's no use complaining. – *Бесполезно жаловаться.*

- после "**go**" для обозначения физических упражнений:

They go skiing every winter. – *Зимой они катаются на лыжах.*

- после предлогов:

He entered without knocking at the door. – *Он вошел, не постучавшись.*

- после **see, hear, listen, watch** для выражения незаконченных и длительных действий:

I saw Kate painting the kitchen. – *Я видел, как Кейт красила кухню.*

Задание 6.1. Поставьте глагол в скобках в нужную форму (-ing-form или инфинитив)

1) They denied _____ the money (steal).
2) I don't want _____ out tonight. I'm too tired (go).
3) The baby began _____ in the middle of the night (cry).
4) Why do you keep _____ me questions? Can't you leave me alone (ask)?
5) I don't enjoy ___ very much (drive).
6) Can you remind me _____ some coffee when we go out (buy)?
7) One of the boys admitted _____ the window (break).
8) The boy's father promised _____ for the window to be repaired (pay).
9) I refuse _____ any more questions (answer).
10) I can't afford _____ out tonight. I haven't got enough money (go).

Задание 6.2. Вставьте указанные глаголы в следующие предложения:

answer	use	Be	make	try	work
apply	be	Listen	see	wash	write

1) Could you please stop _____ so much noise?
2) He tried to avoid _____ my question.
3) I considered _____ for the job but in the end I decided against it.
4) I enjoyed _____ to music.
5) Have you finished _____ your hair yet?
6) I've put off ___ the letter so many times. I really must do it today.
7) I don't mind you ___ the phone as long as you pay for all your calls.
8) If you walk into the road without looking, you risk ___ knocked down.
9) Sarah gave up ___ to find a job in this country and decided to go abroad.
10) Jim is 65 but he is not going to retire yet. He wants to carry on _____.
11) What a stupid thing to do! Can you imagine anybody _____ so stupid?
12) Hello! Fancy _____ you here! What a surprise!

7. Reported Speech (косвенная речь)

I. В английском языке время глагола в придаточном предложении зависит от времени глагола в главном предложении.

Если глагол в главном предложении стоит в одном из настоящих или будущих времен, глагол придаточного предложения может употребляться в любом необходимым по смыслу времени.

Если глагол в главном предложении стоит в одном из прошедших времен, то в придаточном предложении начинает действовать правило согласования времен:

Direct Speech	Reported Speech
Present Simple	Past Simple / Present Simple

"I like walking," she said.	She said she liked / likes walking.
Present Continuous "He is watching TV," she said.	**Past Continuous** She said he was watching TV.
Present Perfect "He has just left," she said.	**Past Perfect** She said he had just left.
Past Simple "He left an hour ago," she said.	**Past Perfect** She said he had left an hour before.
Future Simple "He'll be back in an hour," she said.	**Future-in-the-Past** She said he would be back in an hour.

Правило согласования времен не соблюдается, если глагол придаточного предложения выражает общеизвестную истину:

Everybody knew the sun rises in the east. – *Все знают, что солнце встает на востоке.*

При трансформации предложений из прямой речи в косвенную изменяются по смыслу личные и притяжательные местоимения, а также наречия места, времени и указательные местоимения:

Direct Speech	Reported Speech
this	that
these	those
now	then
today	that day
yesterday	the day before, the previous day
tomorrow	the next day, the following day
next week	the following week
last week	the previous week
a year ago	the year before
here	there
in two minutes	two minutes later

I. Вопросы в косвенной речи

Общий вопрос в косвенной речи вводится союзами **if** или **whether**, после которых следует прямой порядок слов.

Общий вопрос в косвенной речи обычно вводится глаголами **to ask**, **to wonder**, **to want to know**:

He said to me: "Do you speak English well?" – He asked me if I spoke English well. – *Он сказал мне: «Ты хорошо говоришь по-английски?» - Он спросил меня, хорошо ли я говорю по-английски.*

He said to me: "Did you come here at two o'clock?" – He asked me if I had come there at two o'clock. – *Он с казал мне: «Ты приходил сюда в два часа?» - Он спросил меня, приходил ли я туда в два часа.*

Специальный вопрос в косвенной речи вводится тем же вопросительным словом, что и в прямой речи. Порядок слов становится прямым. Специальный вопрос в косвенной речи вводится теми же глаголами, что и общий вопрос:

He said to me: "When did you enter the University?" – He asked me when I entered the University. – *Он сказал мне: «Когда ты поступил в университет?» - Он спросил меня, когда я поступил в университет.*

He said to me: "What hotel are you going to stay at?" – He asked me what hotel I was going to stay at. – *Он сказал мне: «В какой гостинице ты собираетесь остановиться?» - Он спросил меня, в какой гостинице я собираюсь остановиться.*

II. Повелительные предложения в косвенной речи

Повелительные предложения в косвенной речи вводятся утвердительным или отрицательным инфинитивом. Повелительные глаголы в косвенной речи вводятся глаголами **to ask, to tell, to order, to let, to make, to advise** и т.д.

He said to me: "Open the window, please." – He asked me to open the window. – *Он сказал мне: «Открой, пожалуйста, окно.» - Он попросил меня открыть окно.*

He said to me: "Don't go there." – He told me not to go there. – *Он сказал мне: «Не ходи туда».* **–** *Он велел мне не ходить туда.*

Задание 7.1. Передайте следующие предложения в косвенной речи:
1) Tracy said: "I hope we will go to the same place next year."
2) Mr Jones said: "I had a brilliant time."
3) Jimmy said: "I liked the food."
4) Grandmother said: "The waiters were very rude."
5) Danny said: "I like swimming."
6) Judy said: "I am looking forward to going back to school."
7) Mrs Jones said: "I am getting bored of lying on the beach."
8) Paul said: "I've never had so much fun in my life."
9) Tina said: "I am exhausted."
10) Patrick said: "I will go there next summer."

Задание 7.2. Передайте следующие вопросы в косвенной речи:
The boy asked: …
1) "Where is the main tourist office?"
2) "Did you find my suitcase?"
3) "How long have you worked here?"
4) "Where are we going to do today?"

5) "What time do we leave tomorrow?"
6) "Who made the sculpture in the square?"
7) "What time do the shops open?"
8) "When is breakfast served in the hotel?"
9) "Is there a shopping centre near here?"
10) "Do you know where the nearest bank is?"

Задание 7.3. Передайте следующие предложения в косвенной речи:
Mrs Baxton told her cleaner:
1) "Clean the bathroom."
2) "Make the beds."
3) "Don't forget to tidy the bedroom."
4) "Feed the dogs."
5) "Don't leave the rubbish in the kitchen."
6) "Do the washing-up."
7) "Don't let anyone into the house."

8. Условные предложения

В английском языке выделяют четыре типа условных предложений:

1) Условные предложения **нулевого типа** выражают общеизвестные факты, обычно относящиеся к настоящему времени:

If you interrupt people, they get angry. – *Если перебивать людей, они начинают сердиться.*

В условных предложениях этого типа и в главном, и в придаточном предложениях употребляется **Present Simple**.

2) Условные предложения **I типа** выражают реальные, осуществимые условия, обычно относящиеся к будущему или настоящему времени:

If the weather is fine, we will go for a walk. – *Если погода будет хорошая, мы пойдем гулять.*

В условных предложениях I типа, относящихся к будущему, в придаточном предложении после союза **if** глагол ставится в **Present Simple**, а в главном предложении употребляется **Future Simple**.

3) Условные предложения **II типа** выражают маловероятные и нереальные условия, относящиеся к настоящему или будущему времени:

If I won a lottery, I would buy a plane. – *Если бы я выиграл лотерею, я бы купил самолет.*

В условных предложениях II типа в придаточном предложении употребляется **Past Simple**, а в главном – **would** (**could**) + инфинитив.

Глагол **to be** в условном придаточном предложении часто употребляется в форме множественного числа:

If I were you I would go to the doctor at once. – *На твоем месте я бы сразу же пошел ко врачу.*

4) Условные предложения **III типа** выражают условия, не реализованные в прошлом, поэтому совершенно невыполнимые.

If I had had time yesterday, I would have gone to the concert, but I was busy. – *Если бы у меня было время вчера, я бы пошел на концерт, но я был занят.*

В условных предложениях III типа в придаточном предложении употребляется **Past Perfect**, а в главном – **would** (**could**) + перфектный инфинитив (**have** + причастие прошедшего времени).

Задание 8.1. Составьте условные предложения первого типа, используя слова в скобках:

1) If you ___ busy, I ___ you alone (be) / (leave).
2) If I ___ in Moscow, I ___ the Tretyakov Gallery every year (live) / (visit).
3) If I ___ a ticket, I ___ to the concert (buy) / (go).
4) If my father ___ early, we ___ TV together (come) / (watch).
5) If mother ___ a cake, we ___ a very nice tea-party (buy) / (have).
6) If you ___ systematically, you ___ an examination (not work) / (fail).
7) I ___ you if I ___ time (phone) / (have).
8) Mum ___ if you ___ her (worry) / (not phone),
9) He ___ angry if he ___ you there (get) / (see).
10) If you ___ at ten, I ___ ready to start (come) / (be).

Задание 8.2. Составьте условные предложения второго типа, используя слова в скобках:

1) If I ___ near a lake, I ___ swimming every day (live) / (go).
2) If she ___ English, she ___ to enter the University (know) / (try).
3) If my friend ___ to see me, I ___ glad (come) / (be).
4) If we ___ a telegram from him, we ___ (receive) / (not worry).
5) If he ___ so much, he ___ be so clever (not read) / (be).

Задание 8.3. Составьте условные предложения третьего типа, используя слова в скобках:

1) If he ___ hard, he ___ great progress (work) / (achieve).
2) I ___ the composition long ago if you ___ me (write) / (not disturb).
3) If they ___ to Moscow last year, they ___ that famous musician (not go) / (not hear).
4) If she ___ me yesterday, I ___ her all about it (ask) / (tell).
5) If they ___ it before, they ___ measures (know) / (take).

9. Модальные глаголы (Modal Verbs)

Глаголы **can** (**could**), **may** (**might**), **must, shall, should, will, would, ought to, have to, need** являются модальными.

Модальные глаголы не выражают конкретных действий, а показывают лишь отношение говорящего к действию, оценку действия, т.е. возможность, необходимость, предположительность, долженствование, разрешение и т.д.

Модальные глаголы имеют ряд отличительных особенностей:
- не имеют окончания **–s** в третьем лице ед. ч. настоящего времени группы **Simple** (за исключением глаголов **have to** и **need**);
- образуют вопросительную и отрицательную формы без вспомогательного глагола;
- требуют употребления инфинитива без частицы **to**;
- не имеют неличных форм (инфинитива, герундия, причастия);
- не имеют временные формы (за исключением форм настоящего и прошедшего времени группы **Simple** у некоторых модальных глаголов).

В настоящем пособии мы остановимся на подробном анализе самых употребительных модальных глаголов: **can (could), may (might), should, must.**

Модальный глагол *can (could)*

Модальный глагол **can (could)** употребляется для выражения следующих значений:
- возможности, умения, способности:

Anna can run fast. – *Анна умеет быстро бегать.*
I can pay you next week. – *Я смогу заплатить тебе на следующей неделе.*
- разрешение:

You can go home. – *Вы можете пойти домой.*
- сомнения, удивления, недоверия:

She can't feel hurt. We've explained everything to her. – *Не может быть, чтобы она чувствовала себя обиженной. Мы ей все объяснили.*
Can it be true? – *Неужели это правда?*

В значении сомнения, недоверия и т.п. глагол **can (could)** употребляется, как правило, в отрицательных и, реже, вопросительных предложениях и соответствует в русском языке словам *не может быть, чтобы…, вряд ли, неужели*.

В этом значении модальный глагол **can (could)** может употребляться:

а) с простым инфинитивом, если высказывание относится, как правило, к настоящему и, реже, к будущему времени:

He can't know this man. I am sure they've never met. – *Не может быть, чтобы он знал этого человека. Я уверен, что они никогда не встречались.*

б) с инфинитивом **Continuous**, если сомнение выражается в отношении действия, происходящего в момент речи:

They cannot be working in the garden. It is raining hard. – *Не может быть, чтобы они сейчас работали в саду. Идет сильный дождь.*

в) с перфектным инфинитивом, если высказывание относится к прошедшему времени:

Can she have read such a big book in two days? – *Неужели она прочитала такую толстую книгу за два дня?*

г) с инфинитивом **Perfect Continuous**, если сомнение выражается в отношении действия, совершавшегося в течение какого-то промежутка времени:

He can't have been working six hours running. He has done so little. – *Не может быть, чтобы он работал шесть часов подряд. Он так мало сделал.*

Модальный глагол **can** – один из немногих модальных глаголов, которые имеют форму прошедшего времени. Форма прошедшего времени **can** – **could**:

She could play violin when she was six. – *В шесть лет она умела играть на скрипке.*

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая с глаголом **can** всегда пишется слитно – **cannot**:

My little son cannot write yet. – *Мой маленький сын еще не умеет писать.*
My son could not read when he was three. – *Когда моему сыну было три года, он не умел читать.*

В разговорной речи употребляются сокращенные отрицательные формы глагола **can** – **can't**, **could** – **couldn't**:

She couldn't pass her driving test. – *Она не смогла сдать экзамен по вождению.*

Для образования вопросительной формы модальный глагол **can (could)** ставится перед подлежащим:

Can you do it now? – *Вы можете сделать это сейчас?*
Could you read English books last year? – *У Вас была возможность читать английские книги в прошлом году?*

Модальные глаголы являются недостаточными (у них отсутствуют некоторые глагольные формы), поэтому для восполнения недостающих форм употребляются синонимичные обороты. Синонимичным оборотом глагола **can** в значении возможности, умения, способности является **to be able to** быть в состоянии. Но, как всякий синоним, **to be able to** несколько отличается по своему значению от модального глагола **can**. Модальный глагол **can** выражает возможность вообще, а оборот **to be able to** – возможность совершить действие в данном конкретном случае в данное время.

I can play football, but I am not able to play now. I don't feel well. – *Я умею играть в футбол, но я не в состоянии играть сейчас: я плохо себя чувствую.*

В прошедшем времени различие между **can** и **to be able to** при выражении этого оттенка значения ощущается больше:

He was in London two years ago, so he could see English films every day. – *Два года тому назад он был в Лондоне и имел возможность смотреть английские фильмы каждый день.*

I am very glad you were able to come. – *Я очень рад, что Вы смогли прийти.*

С глаголами восприятия (**to see, to hear** и др.), а также в отрицательной форме, как правило, употребляется модальный глагол **could**:

I could see him very well. – *Мне его очень хорошо было видно.*

I couldn't see that book yesterday. – *Я не смог достать эту книгу вчера.*

Модальный глагол **can** может употребляться для выражения разрешения в будущем времени:

You can come at ten tomorrow. – *Вы можете прийти завтра в 10.*

В значении умения, возможности, способности совершить действие глагол **can** для будущего времени употребляться не может, потому что он не имеет инфинитива; для будущего времени в этих значениях употребляется оборот **to be able to**.

Модальный глагол *may (might)*

Модальный глагол **may (might)** имеет два значения:

- разрешения:

May I smoke here? – *Можно здесь курить?*

В этом значении глагол **may** соответствует русскому *можно, разрешите* и может употребляться только с простым инфинитивом в утвердительном и вопросительном предложении. Отрицательная форма глагола **may** используется сравнительно редко.

- предположения, допускаемой возможности:

He may come any minute now. – *Он может прийти (возможно, придет) в любую минуту.*

В этом значении глагол **may** соответствует в русском языке словам *может (могу…), может быть, возможно* и может употребляться:

а) с простым инфинитивом, если предполагаемое действие относится к будущему и, реже, к настоящему времени:

They may arrive tomorrow or the day after. – *Они, возможно, приедут завтра или послезавтра.*

б) с перфектным инфинитивом, если предполагаемое действие относится к прошедшему времени:

They may have arrived already, but I am not sure. – *Они, возможно, уже приехали, но я в этом не уверен.*

в) с инфинитивом **Continuous**, если предполагаемое действие происходит в момент речи:

He is in his room. But I am not sure that he is not busy. He may be writing letters or reading. – *Он в своей комнате. Но я не уверен, что он не занят. Он, возможно, пишет письма или читает.*

г) с инфинитивом **Perfect Continuous**, если предполагаемое действие совершается в течение какого-то промежутка времени:

They may have been discussing the question for two hours. – *Возможно, они обсуждают этот вопрос уже два часа.*

Модальный глагол **may** в значении предположения, допускаемой возможности употребляется в утвердительных и вопросительных предположениях.

Форма **might** может иметь значение предположения, но выражает меньшую степень уверенности, чем **may**:

Your friend might still come, but I don't think he will. – *Ваш друг, может быть, еще и придет, но это маловероятно.*

В прошедшем времени модальный глагол **may** имеет форму **might**.

Отрицательная и вопросительная формы модального глагола **may** образуются так же, как и у модального глагола **can**.

Модальный глагол *should*

Модальный глагол **should** имеет значение личного совета, личного мнения и соответствует в русском языке словам *следует*, *следовало*, *следовало бы*, *должен был бы*, *нужно*, *нужно было бы*. Модальный глагол **should** может употребляться:

а) с простым инфинитивом, если высказываемое мнение относится к будущему или настоящему времени:

He should do exercises every morning. – *Ему следует делать зарядку каждое утро.*

С вопросительным словом **why** модальный глагол **should** выражает нерасположенность, нежелание выполнять указанное действие:

Why should I go there? – *С какой стати мне идти туда?*

б) с перфектным инфинитивом, если высказываемое мнение относится к прошедшему времени. В этом случае высказывание имеет значение порицания, упрека:

You should have called on your friend long ago. – *Вам давно уже следовало навестить вашего друга.*

Модальный глагол **should** имеет только одну форму. Отрицательная и вопросительная формы модального **should** глагола образуются так же, как и у модальных глаголов **can** и **may**.

Модальный глагол *must*

Модальный глагол **must** в утвердительной форме имеет следующие значения:

- обязанность, приказание, приказ – в этом значении он переводится на русский язык как *должен*, *обязан*:

You must do as I tell you. – *Вы должны поступить так, как я вам говорю.*

- настоятельный совет или приглашение – в этом значении он переводится на русский язык (обязательно) должен, (обязательно) нужно:

You must come and have dinner with us some day. – *Вы (обязательно) должны как-нибудь прийти к нам на обед.*

- внутренне осознанную необходимость– в этом значении он переводится на русский язык *надо, нужно, необходимо, должен*:

I must do it today, I can't leave it till tomorrow. – *Мне надо сделать это сегодня, я не могу оставить это до завтра.*

В вопросительном предложении употребление глагола **must** ограничено значением *обязательно ли должен*, так как в вопросе **must** часто выражает нежелание выполнить данное действие, раздражение и т.п.

Must I do it now? – *Я обязательно должен сделать это сейчас?*

В отрицательной форме глагол **must** имеет значение категорического запрещения и переводится на русский язык *нельзя, запрещается, не должен*.

You mustn't do it. – *Нельзя так делать.*

- предположение с большей степенью уверенности в совершении действия, чем глагол **may** (в утвердительных предложениях):

He must be home by now. He left an hour ago. – *Должно быть, он уже дома. Он ушел час тому назад.*

В этом значении глагол **must** соответствует в русском языке словам модальным словам *должно быть, вероятно, наверное, по всей вероятности* и может употребляться:

а) с простым инфинитивом, если предполагаемое действие относится к настоящему времени:

It must be 9 o'clock now. – *Должно быть, уже 9 часов.*

б) с инфинитивом **Continuous**, если предполагаемое действие происходит в момент речи:

Hurry up! They must be waiting fro us already. – *Торопись! Они, наверное, уже ждут нас.*

в) с перфектным инфинитивом, если предполагаемое действие относится к прошедшему времени:

They must have arrived at the station by now. – *Они уже, вероятно, приехали на станцию.*

г) с инфинитивом **Perfect Continuous**, если предполагаемое действие совершается в течение какого-то промежутка времени:

I must have been reading for two hours. It is getting dark. – *Я читаю уже, наверное, два часа. Уже темнеет.*

Глагол **must** в этом значении не употребляется, если предполагаемое действие относится к будущему времени.

Модальный глагол **must** в значении предположения употребляется только в утвердительных предложениях. Для передачи предположения в отрицательных предложениях используются другие средства (в том числе лексические).

Модальный глагол **must** не имеет формы прошедшего времени. В прошедшем времени употребляется синонимичный оборот **to have to**.

Оборот **to have to** употребляется для выражения значения необходимости, вызванной обстоятельствами, показывает, что лицо, обозначенное подлежащим, вынуждено выполнить действие:

I have to lose weight. The doctor says so. – *Я должен похудеть. Мне это советует врач.*

Вопросительная и отрицательная формы оборота **to have to** образуется при помощи вспомогательного глагола **to do**:

When do I have to do it? – *Когда я должен сделать это?*

You do not have to stay. – *Вы можете не оставаться.*

Форма прошедшего времени оборота *to have to* – **had to** употребляется для выражения значения долженствования и необходимости в прошлом:

I had very little time, and I had to take a taxi. – *У меня было мало времени, и мне пришлось взять такси.*

Вопросительная и отрицательная формы образуется при помощи вспомогательного глагола **did**:

Did you have to write to him again? – *Вам пришлось писать ему еще раз?*

I am glad you didn't have to do it again. – *Я рад, что вам не пришлось делать это снова.*

Оборот **to have to** употребляется для передачи указанных выше значений и в будущем времени.

Задание 9.1. Вставьте can или be able to:
1) George has travelled a lot. He ___ speak four languages.
2) I haven't ___ sleep well recently.
3) Sandra ___ drive but she hasn't got a car.
4) I can't understand Martin. I've never ___ understand him.
5) I used to ___ stand on my head but I can't do it now.
6) I can't see you on Friday but I ___ meet you in Saturday morning.
7) Ask Catherine about your problem. She might ___ help you.

Задание 9.2. Составьте предложения с модальными глаголами can / can't / could / couldn't, используя следующие глаголы:
come   eat   hear   run   sleep   wait
1) I'm afraid I ___ to your party next week.
2) When Tin was 16, he was a fast runner. He ___ 100 metres in 11 seconds.
3) "Are you in a hurry?" – "No, I've got plenty of time. I ___."
4) I was feeling sick yesterday. I ___ anything.
5) Can you speak up a bit? I ___ you very well.
6) "You look tired." – "Yes, I ___ last night."

Задание 9.3. Вставьте could, couldn't или was/were able to:
1) My grandfather was a very clever man. He ___ speak five languages.
2) I looked everywhere for the book but I ___ find it.

3) They didn't want to come with us at first but we ___ persuade them.

4) Laura had hurt leg and ___ walk very well.

5) Sue wasn't at home when I phoned but I ___ contact her at her office.

6) I looked very carefully and I ___ see a figure in the distance.

7) I wanted to buy some tomatoes. The first shop I went to didn't have any but I ___ get some in the next shop.

8) My grandmother loved music. She ___ play the piano very well.

9) A girl fell into river but fortunately we ___ rescue her.

10) I had forgotten to bring my camera so I ___ take any photographs.

Задание 9.4. Вставьте must или can't:

1) You've been travelling all day. You ___ be very tired.

2) That restaurant ___ be very good. It's always full of people.

3) That restaurant ___ be very good. It's always empty.

4) You're going on holiday next week. You ___ be looking forward to it.

5) It rained every day during their holiday, so they ___ have had a very nice time.

6) Congratulations on passing your exam. You ___ be very pleased.

7) You got here very quickly. You ___ have walked very fast.

8) Bill and Sue go away on holiday very often, so they ___ be short of money.

Задание 9.5. Составьте предложения со словами в скобках, используя may или might:

1) I can't find George anywhere. I wonder where he is.
A (he / go / shopping)   B (he / play / tennis)

2) I'm looking for Helen. Do you know where she is?
A (she / watch TV / in her room)   B (she / go / out)

3) I can't find my umbrella. Have you seen it?
A (it / be / in the car)   B (you / leave / in the restaurant last night)

4) Why didn't Tom answer the doorbell? I'm sure he was in the house at the time.
A (he / be / in the bath)   B (he / not / hear / the bell)

Задание 9.6. Напишите предложения, используя may или might:

1) Where are you going for your holidays? (to Ireland???) – I haven't decided yet. I ___ .

2) What sort of car are you going to buy? (a Mercedes???) – I'm not sure yet. I ___ .

3) What are you going to do this weekend? (go to London???) – I haven't decided yet. _____

4) Where are you going to hang that picture? (in the dining room???) – I haven't made up my mind yet. _____

5) When is Tom coming to see us? (on Saturday???) – I don't know yet. _____

6) What is Julia going to do when she leaves school? (go to university???) – She hasn't decided yet. _____

Задание 9.7. Вставьте must или have to:
1) It's later than I thought. I ___ go now.
2) Jack left before the end of the meeting. He ___ go home early.
3) In Britain many children ___ wear uniform when they go to school.
4) When you come to London again, you ___ come and see us.
5) Last night Don became ill suddenly. We ___ call a doctor.
6) You really ___ work harder if you want to pass the examination.
7) I'm afraid I can't come tomorrow. I ___ work late.
8) I'm sorry I couldn't come yesterday. I ___ work late.
9) Paul doesn't like his new job. Sometimes he ___ work at weekends.
10) Caroline may ___ go away next week.
11) We couldn't repair the car ourselves. We ___ take it to a garage.
12) Julia wears glasses. She ___ wear glasses since she was very young.

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Level 1

Text 1
1. Прочитайте текст

Government

A government is a system of people and rules for managing a community or country. Governments set the laws and make sure the laws are followed. A government can cover a community of many different sizes, including small towns, large cities, counties, states, and nations. There are even organizations that serve as governing bodies over many countries. The United Nations represents the entire world.

The word government comes from a Greek word meaning "to pilot a ship." The idea of a ship has often been used to represent the state or community. A ship's crew steers a ship toward a destination and tries to avoid storms at sea. Similarly, a government may try to steer its people toward better lives while avoiding war, crime, economic troubles, and other problems that can harm the population.

What a government does

The role of government differs from place to place. Early governments mostly focused on defending the borders of a location. In the case of monarchies, or countries ruled by kings or military rulers, the main goal of government was often to expand the wealth and power of its ruler. In these cases, there was very little interest in creating laws for the benefit of all the people.

Modern governments are very different. The role of government has been expanded to cover many issues that benefit all of society. The breakdown of government in the United States provides a useful outline for the various functions of government. The United States has three main branches: legislative, executive, and judicial. The legislative branch creates laws. The executive branch approves those laws and then enforces them. The judicial branch judges the laws in courts. In other countries, some of these functions are combined.

There are many other functions of modern governments besides making, enforcing, and judging laws. Today, most governments manage at least part of a local or national economy. A government may try to keep unemployment low, or it may lower the cost of borrowing money in order for people to start new businesses. Many governments also concern themselves with civil rights, or ensuring that all people remain free from discrimination and have the right to vote.

2. Ответьте на вопросы к тексту:
1. What do governments do?
2. What community can government cover?
3. What does the word «government» mean?
4. Does the role of governments differ from place to place?

5. What was the role of governments in the case of monarchies?
6. How many branches of government does the USA have?
7. What are the main functions of government?
8. What are the modern functions of governments?

3. Выберите правильный вариант:
1. A government is a system of people and rules for … a community or country.
    A. creating   B. managing   C. developing
2. The idea of a … has often been used to represent the state or community.
    A. ship   B. peace   C. king
3. … governments mostly focused on defending the borders of a location.
    A. Early   B. Modern   C. New
4. The … branch creates laws.
    A. executive   B. legislative   C. judicial
5. The … branch approves those laws and then enforces them.
    A judicial   B executive   C legislative
6. The … branch judges the laws in courts.
    A. judicial   B. legislative   C. executive
7. There are … functions of modern governments besides making, enforcing, and judging laws.
    A. no more   B. some other   C. many other
8. …, most governments manage at least part of a local or national economy.
    A. Today   B. Many years ago   C. Some years ago

4. Подберите к определениям соответствующие термины:

expand   law   branch   location   community   government focus   monarchy

1. the people who control a country, region, or town and make decisions about its laws and taxes
2. the people who live in an area
3. an official rule that people must do
4. to concentrate on something and pay particular attention to it
5. the place or position where someone or something is or where something happens
6. a type of government in which a country is ruled by a king or queen
7. to become larger in size
8. a part of the government with a particular responsibility

Text 2
1. Прочитайте текст
Institutions of government

Every government has institutions and processes for carrying out the functions of government. Many countries have documents called constitutions that spell out the rules that govern the country. The three main branches of the United States government represent the main institutions of many modern countries. Most have a leader, or ruler, a legislature of some kind to make the laws, and courts of law to help enforce the laws.

In many nations these institutions are separate, and they have equal amounts of power. In some governments, however, all functions of the government exist in one person or one small group.

The nations of the modern world are not all governed in the same way. Some have kings or queens and are called monarchies while others are constitutional states, or democracies. Still others are ruled by dictators. They are distinguished by the different ways in which they make use of the institutions of government.

The concept of what a government should be and how it should be formed has changed much throughout history. New ideas and important events have led to new forms of government. The various types of government can be explained by tracking their progress through history.

In the earliest types of government, the people had little or no real freedom. There was a clear dividing line between the rulers and the people they ruled. In those nations, the government was organized to benefit the wealth and power of very few people. Most of these rulers were monarchs, another name for kings and queens. Some monarchs acquired power through military might, while others inherited power from their father or mother. Examples of monarchy can be found in the history of many countries. Ancient Egypt was led by monarchs known as pharaohs, who ruled from as far back as 2600 BC until Egypt became part of the Roman Empire in 30 BC. In Egypt and other empires, including China, power stayed in one family for a long time as one member after another became the monarch. These periods were known as dynasties.

In about the 4th century BC, the ancient Greek philosopher Plato conceived of another type of government. He thought that rulers should be people who were worthy, instead of people who inherited power or won it through military means. This type of government was called an aristocracy. In theory, a small group of the wisest people would govern a country in an aristocracy. However, the examples of aristocracy throughout history have usually seen power in the hands of a few wealthy people or religious leaders. When a government is composed of a few rulers who seek to benefit only themselves, the type of government is called an oligarchy.

2. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. The concept of what a government should be and how it should be formed has not changed much throughout history.

2. In the earliest types of government, the people had much freedom.

3. Many years ago most of the rulers were monarchs.

4. Monarchs acquired their power by elections.

5. In Egypt and other empires power didn't stay in one family for a long time.

6. Plato thought that rulers should be rich people.

7. The examples of aristocracy throughout history have usually seen power in the hands of a few wealthy people or religious leaders.

8. Oligarchy is the type of government composed of a few rulers who seek to benefit only themselves.

3. Найдите в тексте английские эквиваленты:

1. свобода
2. правитель
3. власть
4. военная мощь
5. наследовать
6. вместо
7. мудрый
8. получать выгоду

4. Заполните пропуски в предложениях следующими словами:

inherited	benefit	wealthy	concept
dynasty	ruler	in theory	freedom

1. The first years introduces the basic … of management.
2. My parents gave me total … to do whatever I liked.
3. He had more power than any … of Spain until Franco.
4. He …the business from his father.
5. A period of time during which members of the same family rule a country or region is called … .
6. …, a small group of the wisest people that govern a country in an aristocracy.
7. Only very … people can travel abroad.
8. I'm sure they'll … from this deal.

Text 3
1. Прочитайте текст

Government in the Middle Ages

The period of the Middle Ages began with the fall of the Roman Empire in the 5th century AD and lasted for about 1,000 years. During this time, the Roman Catholic church ruled much of Europe. In some cases, the church would work with kings and queens, and they might even appoint them. When Charlemagne became the king of the Franks in 800, he was crowned by the leader of the church. The religion of Islam became equally powerful in the Middle East and parts of Asia and Africa during the Middle Ages. A government that is led by religious leaders is known as a theocracy.

The period of the Middle Ages was also marked in Europe by feudalism, a system of rights and obligations involving the ownership of land. Feudalism also refers to the way of life of this period. People lived in walled castles, and knights in armor protected the castles and fought in wars to expand the king's territory.

Constitutional monarchy

With its combination of kings and knights, feudalism was a mixture of monarchy and aristocracy. The government did not represent most of the people. Instead, it benefited the wealth of a very few. In addition, many kings were very greedy, and they were not concerned about the well-being of their subjects. In 1215, a group of landowners in England forced King John to sign a document promising certain rights. This document, known as the Magna Carta, put a limit on taxes, allowed people to travel freely, and protected the people from unjust imprisonment. The Magna Carta was the first modern example of a constitution, a document that spells out the rights of a country's citizens and the powers of their government.

Europe soon gave rise to a mixed form of government known as a constitutional monarchy. People demanded to be represented by their leaders, and their leaders found themselves managing nations that were increasingly larger. As a result, monarchs shared some of their power with groups that could help them govern. By the 13th century, a body of government called Parliament emerged in England. Parliament was a legislature, a group that oversaw the creation of the nation's laws. The king or queen still ruled the country, but the day-to-day business of government increasingly transferred to Parliament.

2. Выберите правильный вариант:

1. During the Middle Ages, the Roman Catholic church ruled much of … .
   A. world   B. Europe   C. Asia

2. The religion of … became equally powerful in the Middle East and parts of Asia and Africa during the Middle Ages.
   A. Islam   B. Buddhism   C. Judaism

3. A government that is led by religious leaders is known as a … .
   A. aristocracy   B. theocracy   C. democracy

4. Feudalism was a mixture of … .
   A. monarchy and aristocracy   B. monarchy and oligarchy   C. theocracy and aristocracy

5. Magna Carta was signed in …
   A. 1557   B. 1228   C. 1215

6. Magna Carta put a limit on … .
   A. freedom   B. taxes   C. rights

7. Europe gave rise to a mixed form of government known as … .
   A. a constitutional monarchy   B. democracy   C. republic

8. By the … century Parliament emerged in England.
   A. 13th B. 14th C. 12th

3. Замените подчеркнутые слова синонимами из текста:

1. The region is <u>governed</u> by the head of the country.
2. Recent events are a <u>strong</u> argument for gun control.
3. The firm has a <u>duty</u> to its customers.
4. Thousands of young men entered the city to <u>defend</u> their country.
5. It's too late to invite any more people. <u>Besides</u>, you know how your brother doesn't like parties.
6. The <u>current</u> trends in fashion are quite extravagant.
7. Soon you'll see the full <u>might</u> of the new leader.
8. This happened when the latest personal computer <u>appeared</u> on the market.

4. Найдите синонимы:

1. a fall	A	wanting more
2. rule	B	strong
3. powerful	C	being healthy, safe and having money
4. to expand	D	govern
5. mixture	E	to label
6. well-being	F	to increase in size
7. greedy	G	a loss of power
8. to mark	H	combination

Text 4
1. Прочитайте текст

Democracy

The birth of democracy

As people grew dissatisfied with their rulers, a new type of government was born: democracy. The word democracy means "rule by the people." The earliest form of democracy was in ancient Greece. In some cases, Greek towns were so small that the entire population would gather together to decide on issues of government. But in the large Greek city-states, the people were ruled by a small group who represented them in the affairs of government. This type of government is known as a representative democracy. It is similar to the modern government in the United States, where senators, congressmen, and other leaders represent large groups of people from their home states and regions.

Representative democracy may seem like aristocracy, because only a few people manage the government. However, in a democracy the people choose their leaders, and if they feel they are not being represented, they can elect new representatives. On the other hand, the earliest form of democracy in ancient Greece was not entirely democratic, because it did not represent all the people. Only the rich landowners could vote, and women and slaves were not considered citizens.

The rise of modern democracy

Europe was forever changed after the discovery of America in 1492. The rulers of Europe sent fleets of ships to explore new areas and to set up colonies that

would benefit their homelands. However, England, Spain, France, and other governments were too far away from their colonies to rule them effectively. The colonies often needed their own governments to oversee trade and to protect their people. The people in these colonies grew increasingly unhappy with the countries that governed the colonies. One reason was a matter of religion. Many colonists, such as the Pilgrims, had come to America because they were mistreated for their beliefs in England and other countries. They viewed America as place where they could practice their religion safely.

But the main reason why the colonists were dissatisfied with England was because they did not feel represented by the government. The English colonies were subject to English law, but there were no representatives from the colonies in Parliament. The king of England repeatedly refused to grant greater powers to his colonies. By the mid-18th century, a series of protests among the colonists gave way to a movement for independence. This led to the American Revolution.

Once the colonists gained independence, it took more than a decade for government to take its shape in the young United States. By 1789, the country had a constitution in place. The first three words of the constitution, "We the people," indicate that the government is democratic. Unfortunately, as in ancient Greece thousands of years earlier, democracy in the early United States did not mean that everyone was represented. Women and slaves were not allowed to vote. African Americans would not gain the right to vote until 1870, and they were often prevented from voting due to unfair and racist laws until the 1960s. Women did not gain the right to vote in the United States until 1920.

2. Ответьте на вопросы к тексту:
1. Where was the earliest form of democracy?
2. What is a representative democracy?
3. Why was the earliest form of democracy in ancient Greece not entirely democratic?
4. What happened in 1492?
5. Were England, Spain, France, too far away from their colonies?
6. Why did the people in these colonies grow increasingly unhappy with the countries that governed the colonies?
7. What was the main reason why the colonists were dissatisfied with England?
8. What events led to the American Revolution?
9. Did the USA have a constitution in place by 1780 or by 1789?
10. Did the democracy in the USA mean that everyone was represented?

3. Найдите в тексте английские эквиваленты:
1. представлять (интересы)
2. выбирать (голосованием)
3. землевладелец
4. рабы
5. гражданин

6. эффективно
7. торговля
8. независимость
9. к сожалению
10. право

4. Заполните пропуски в предложениях следующими словами:

unfortunately explore increasingly ancient unfair trade democracy prevent population protect

1. Scientist discovered an … civilization recently.

2. A … is a system of government in which people vote to choose the people who will govern them.

3. Less than 40% of the … voted in the last election.

4. He wants to … new functions of the human brain.

5. Spain wants to develop its … with the Philippines.

6. Are you prepared to … yourself in case of attack?

7. Her job is becoming … difficult.

8. …, Jack is leaving the company.

9. Regular cleaning may help … infection.

10. It is … that not everyone got the chance to vote.

Text 5
1. Прочитайте текст

Communism and dictatorship

A revolution in 1917 changed Russia into a Communist country. As Russia combined with some of its neighbors, the new country was called the Soviet Union. The nation was built on the principles of Communism: that government should exist to control the nation's wealth and distribute it fairly and equally to all of its citizens. Communism was therefore a combination of government and economic policy. Unfortunately, the effort to redistribute wealth had violent consequences. People who owned property did not want to have it taken away and given to others. The Soviet Union, led by a violent ruler named Joseph Stalin, had many millions of people murdered in order to implement his view of a Communist society.

Other countries, including China, Cuba, and several countries in Eastern Europe, established Communism as well. These countries eliminated the freedom of people to practice their religions, open their own businesses, and even leave their country. Power was concentrated in the hands of a very few people, which was the opposite goal of Communism in the first place. Joseph Stalin and many other Communist leaders are often called dictators. A dictator rules a nation through violent means, and he often suppresses, or puts down, any attempt to oppose the leader or to improve the conditions of the people. Stalin in the Soviet Union, Adolf Hitler in Germany, and Benito Mussolini in Italy were among the

most notorious dictators of the 20th century. They arranged for the deaths of millions of people in order to keep power.

Mussolini defined a certain type of dictatorship that characterized many governments in the 20th century. Previously, dictators were mostly concerned with military power, but Mussolini believed that the power of the state should encompass absolutely everything in society. This totality of power is known as totalitarianism, or rule by the government over every part of social life. Another name for it is Fascism, a belief that the government has total authority over the individual, and that individuals must contribute to the improvement of the state. As the 20th century drew to a close, it proved impossible for most Communist dictatorships to hold onto power. The Soviet Union collapsed in 1990. But dictatorships and totalitarian states still thrived in many regions, including Latin America, Africa, and the Middle East.

2. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. Communism was a combination of government and economic policy.
2. The effort to redistribute wealth had positive consequences.
3. The Soviet Union, led by a violent ruler named Joseph Stalin, had one hundred of people murdered.
4. China, Cuba, and several countries in Eastern Europe established Communism.
5. A dictator rules a nation through violent means.
6. Mussolini believed that the power of the state should encompass absolutely everything in society
7. Another name for totalitarianism is equality.
8. At the end of the 20th century it proved possible for most Communist dictatorships to hold onto power.

3. Найдите синонимы:

1. to own	A aim
2. to murder	B to make something start
3. to implement	C effort
4. to establish	D same
5. attempt	E to have
6. to improve	F to make
7. goal	G to kill
8. equal	H to make better

4. Замените подчеркнутые слова синонимами из текста:

1. This discovery is a <u>change</u> in science.
2. You should <u>share</u> these copies <u>with</u> the whole school.
3. The <u>people</u> of London were against this law.
4. Next summer I'll <u>go away from</u> this terrible city.
5. There were several reasons why the Soviet Union <u>fell down</u>.

6. He was one of the most powerful <u>rulers</u> in history.
7. His business continues to <u>prosper</u>.
8. Our <u>aim</u> in this project is to help children.

Text 6
1. Прочитайте текст

Political systems

As long as people have lived together in communities there have been governments to rule those communities. As the forms of communities grew and changed, governments developed many institutions to help them function. Political systems consist of all the ways in which the different parts of government interact through these institutions.

Types of government

Long before there were governments ruled by kings, queens, presidents, and dictators, early peoples organized themselves into tribes. Tribes organized their power around kinship, or family associations. Leaders guarded the customs of the group and recorded its history through oral tradition, a kind of storytelling that preserved the culture from one generation to the next.

As various tribes combined into larger units, the political system of a village came into being. Villages were organized around rural jobs and agricultural life. The government of early villages consisted of a basic form of democracy. Council or village elders held face-to-face discussions to settle disputes and cooperate on matters of public concern.

Later, cities began to grow. They differed from villages in size and function. The economies of villages depended on farming, while the economies of cities depended on commerce and a wide range of industries. Early cities were autonomous, meaning that they had their own government without being part of a larger government, such as a country. These cities, such as Sparta and Athens in ancient Greece, were known as city-states.

As the world population grew, cities began to form relationships with one another and with surrounding villages. In some cases they sought to resist some common military or economic threat by combining their forces. They formed leagues for these purposes though they remained separate cities with their own governments. In other cases the cities and peoples of a particular region were actually combined into one political unit ruled jointly by a single government. These often had similar religious backgrounds or local customs.

Sometimes a ruler would decide to expand his or her control over a wider region. As these rulers took over the lands of various peoples they formed empires. For thousands of years empires controlled much of the world, notably in Egypt, China, Persia, and Rome. These empires all eventually fell apart, sometimes because they were attacked by outsiders and sometimes because the ruler died and the lands were broken up by his or her children. Smaller kingdoms sometimes took their place. By the 20th century the last empires had been broken up, and the world was divided into nations.

2. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. Governments didn't develop many institutions to help them function.
2. Tribes organized their power around kinship.
3. The government of early villages consisted of a basic form of dictatorship.
4. The economies of villages depended on commerce and different industries.
5. Villages formed leagues for some purposes.
6. Sometimes a ruler would decide to expand his or her control over a wider region.
7. There were different reasons why empires eventually fell apart.
8. By the 19th century the last empires had been broken up.

3. Найдите в тексте английские эквиваленты:

1. община, общество
2. взаимодействовать
3. родство
4. поколение
5. состоять из
6. город-государство
7. расширять
8. традиции

4. Заполните пропуски в предложениях следующими словами:

is guarding	threat	combine	notably
function	face-to-face	purposes	tribes

1. This organization should … efficiently.
2. Native American … shared a common religion, culture and customs.
3. The company … its independence.
4. The government decided to … all its forces.
5. Yesterday we had a … meeting.
6. The … of this dictionary is to help students.
7. The dispute poses a direct … to peace.
8. Emigration has … increased over the past five years.

Text 7
1. Прочитайте текст

Levels of government

The modern nation is a mix of governments of various sizes, ranging from local (towns, villages, and cities) to regional (states or provinces) to national. The larger, national government must work with its smaller units. In general, there have

been two main ways that modern national governments interact with local governments to form political systems: the unitary state and the federal state.

In a unitary political system, the national government can grant some authority to smaller, local governments, but the majority of the power rests with the central government. There are many different types of unitary systems in the world today. In some, like the United Kingdom, local regions are represented in the national government by people who are elected to the national Parliament. In others, the local regions have little say in the government. Local officials may even be appointed by the nation's leader.

In federal systems, power is more balanced between national and local governments than it is in a unitary system. The national government exercises power over the entire country, and local governments control smaller units, such as states or provinces. Federal governments exist in many of the largest countries of the world, including Argentina, Australia, Brazil, Canada, India, Russia, and the United States.

Structure of governments

Although many countries have similar institutions, the definition of those bodies and the way they work together can vary greatly. The main bodies are an executive, or head of state; a legislature; and a judiciary, or court system. Often these are defined by a constitution. In democracies the roles of these institutions are clearly defined and separated to some extent. In some countries these are all controlled by one person or a small group of people. Such countries can be monarchies or dictatorships.

2. Ответьте на вопросы к тексту:
1. What is the modern nation?
2. What are the two main ways that modern national governments interact with local governments to form political systems?
3. What is a unitary political system?
4. What different types of unitary systems are in the world today?
5. What is a federal system?
6. Where do federal governments exist?
7. What are the main bodies of government?
8. What is defined by the constitution?

3. Скажите, соответствуют ли данные утверждения прочитанному тексту:
1. The larger, national government must work with its larger units.
2. There are few types of unitary systems in the world today.
3. Local officials may even be appointed by the nation's leader.
4. In federal systems, power is less balanced between national and local governments than it is in a unitary system.
5. The national government exercises power over the entire country.
6. Federal governments exist in Russia and the United States.

7. The definition of institutions and the way they work together doesn't vary greatly.

8. In democracies the roles of the institutions aren't separated.

4. Найдите синонимы:

1. size	A part
2. local	B to differ
3. unit	C the most part of something
4. to interact	D whole
5. majority	E how large or small something is
6. entire	F to communicate, to react
7. province	G regional
8. to vary	H part of the country

Text 8
1. Прочитайте текст
Democracy

There are two leading types of constitutional democracy in the world today. These are the presidential system, such as that of the United States, and the parliamentary system, such as that of the United Kingdom.

In both systems political parties are key institutions. It is through them that the citizens are able to express their opinion by voting for candidates for office. The parties are groups of people with similar views about major issues. Most candidates for political office are members of a particular party, though membership in a party means different things in different countries.

In some countries, such as the United Kingdom, the parties are fairly rigid, meaning that its members are expected to always vote with the party. In the United States, however, party members are free to vote as they see fit on any particular issue. The number of parties can also vary in each country. In some, notably the United States and the United Kingdom, there are only two main parties. In others there may be many parties. Because power is divided among more groups, it is less likely that one group will have a clear majority to rule. In such cases several parties must work together to share power.

Presidential system

In a presidential system the executive, legislative, and judicial branches are clearly separated. The president is elected by the people and is not a member of the legislature. In such systems the president is both the political head of the government and also the head of state, who presides over ceremonies and official functions. The president chooses people to serve as his or her cabinet. These are the heads of the various departments. They are not elected.

The legislature usually consists of two bodies. In the U.S. Congress, members of both the Senate and the House of Representatives are elected officials. Like the president, they are elected for set terms.

Established court systems are found in all advanced political systems. There are often several levels of courts. In the United States judges of local courts are elected by the people of a particular district. The highest court is the Supreme Court. Supreme Court justices are appointed by the president and approved by the Senate.

Parliamentary system

In a parliamentary system the prime minister is the national political leader, and another figure serves as the head of state. In the United Kingdom the head of state is the queen. In Japan it is the emperor. In some countries the head of state may be an elected president, but the prime minister usually has the true power. The prime minister is generally a member of the legislature who is either elected by the legislature or chosen automatically as the leader of the party with the most members in the legislature. The prime minister's cabinet, and the leaders of the government departments, are also members of the legislature.

The legislature is known generally as a parliament, though each country may have its own name for it. In Israel the name is the Knesset, for instance, while in Japan it is the Diet. The legislature may consist of one or two houses. The members are chosen in a variety of ways. Sometimes one house is elected by the people while the members of the other house are appointed by the ruler or by regional assemblies. In other cases all members of both houses are elected.

The judiciary is also controlled by the legislature to varying degrees. In the United Kingdom all judges are appointed by the lord chancellor, who is the speaker of the House of Lords. The country's highest court is made up of judges who are members of the House of Lords.

2. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. There are four leading types of constitutional democracy in the world today.

2. In both systems political parties are key institutions.

3. The number of parties is the same in all countries.

4. In a presidential system the president is both the political head of the government and also the head of state.

5. There is often one level of courts.

6. In a parliamentary system the prime minister is the head of state.

7. Each country may have its own name for a parliament.

8. The members of a parliament are chosen in the same way.

3. Найдите в тексте английские эквиваленты:

1. членство
2. голосовать
3. однако
4. разделять
5. выбирать
6. назначать
7. разнообразие, множество

8. судья

4. Замените подчеркнутые слова синонимами из текста:
1. He is the <u>main</u> person in this society.
2. Many people like to try lots of different <u>kinds</u> of food.
3. <u>Nowadays</u> lots of people get divorced.
4. She always has the same <u>point of view</u>.
5. Our boss drinks only <u>certain</u> types of tea.
6. The climate of the country <u>differs</u> from one region to another.
7. The divorce rate goes up every year, <u>for example</u> in Russia.
8. The work is to <u>control</u> the quality of food.

Text 9
1. Прочитайте текст
Parliament

The legislature, or lawmaking body, of the United Kingdom and many other nations is called a parliament. The word parliament is related to the French verb *parler*, which means "to speak." Parliaments are places where elected representatives of the people meet to speak, to debate, and to make laws. Many modern parliaments are modeled on that of the United Kingdom, which is one of the oldest parliaments still in existence.

Most parliaments are bicameral, which means that they consist of two separate houses of legislators. Great Britain's Parliament is made up of the House of Lords and the House of Commons. The upper house, or House of Lords, is the older of the two parts. It originally consisted of the nobility and clergy who were the closest advisers to the monarch. Until 1999 the House of Lords consisted mostly of members who inherited their positions. Since then it has been made up mainly of people chosen by the monarch in recognition of their outstanding achievements. Other members include important clergy of the Church of England as well as the country's senior judges. The judges are known as Law Lords. They constitute the highest court in the United Kingdom. The presiding officer is the lord chancellor, or the speaker of the House of Lords, who may take part in debates and votes. In addition to serving in Parliament, the lord chancellor is also a member of the cabinet and the chief administrator of the courts. The House of Lords was at one time the more powerful of the two houses. Over the centuries it lost much of its power to the House of Commons.

The House of Commons is the real authority. The members of the House of Commons are elected by the people. The country's chief executive is the prime minister, who is a member of Parliament and who is the leader of the majority party. The prime minister chooses members from both houses to serve as the ministers, or heads of the various departments of the government. These members are known as the cabinet. The House of Commons can impose taxes and vote money to, or withhold it from, the various public departments and services. The

primary function of the House of Commons is to make laws and to debate the major issues of the day.

In the House of Commons the members sit on benches in rows facing each other. The government ministers and their supporters sit on one side of the room, and the opposition sits on the other. One member is chosen by the others to serve as the speaker. The speaker makes sure that there is fair play between the two sides and orderly debate. On being chosen speaker he or she is expected to cut off all party ties in order to be impartial.

Each party has a whip, who makes sure that members attend the sessions during votes. There is also an officially recognized leader of the opposition, a member of the largest minority party.

Members of both houses also serve to keep a check on the prime minister and other government leaders. A certain portion of most sessions is devoted to a period in which members can ask questions of specific government ministers.

2. Ответьте на вопросы к тексту:
   1. What are parliaments? What are they modeled on?
   2. Describe the upper house of British Parliament – the House of Lords.
   3. Who are member of the House of Lords?
   4. Who is a prime minister?
   5. What are the functions of the House of Commons?
   6. What is the role of the speaker in the House of Commons?
   7. What does a whip do?
   8. Do members of both houses serve to keep a check on the prime minister?

3. Найдите в тексте английские эквиваленты:
   1. представитель
   2. двухпалатный
   3. палата лордов
   4. палата общин
   5. духовенство
   6. облагать налогом
   7. не предоставлять, отказывать
   8. партийный организатор (в парламенте)

4. Заполните пропуски в предложениях следующими словами:

> **legislature   modeled on   debated   political issues   strong**
> **supporter   impartial   lord chancellor   minority party**

   1. Michael is a … of the European Union.
   2. The members of the ... benefited from the problems of the majority party.
   3. It's a website devoted to … .
   4. The part of government that makes and changes law is … .
   5. They … over the political unity.

6. … is a member of the British parliament, who belongs to the Cabinet.
7. Their economic structure is … on the British system.
8. The speaker in the British parliament should be … .

Text 10
1. Прочитайте текст

Democracy

Democracy is a form of government in which ultimate power rests with the citizens. A democracy is a way of governing in which the residents of towns, cities, counties, states, and nations control their own political and social affairs. Under a democracy people are free to make decisions about nearly all aspects of their life, from voting for a political candidate to choosing a religion to practice. A concept closely associated with democracy is equality. For a society to be truly democratic, all of its members must be considered equal and share the same rights.

There are several forms of democracy. A direct democracy is a government in which political decisions are made directly by all the citizens. Direct democracy was the government adopted by some ancient Greek city-states and, many centuries later, by New England towns in colonial North America.

A second kind of democracy is one in which citizens exercise their political rights through elected representatives. This is known as representative democracy. In a representative democracy, citizens elect candidates to make political decisions for them. A representative democracy is the form of democracy that exists in most nations, including the United States. This is so because a direct democracy is impossible in many large countries, as there is no way for all the citizens to gather in one place for decision-making purposes.

The word democracy comes from two Greek words that mean "rule by the people." As a term for a type of government, democracy came into use during the 5th century BC in ancient Greece. In certain city-states, the whole citizen body formed the legislature. Such a system was possible because a city-state's population rarely exceeded 10,000 people, many of whom were women and slaves who had no political rights. Greek democracy was a brief historical episode that had little direct influence on the development of modern democratic practices. Two thousand years separated the fall of the Greek city-state and the rise of modern democracy.

Modern forms of democratic government were shaped largely by the ideas and institutions of Europe in the Middle Ages. During this period European rulers sought approval of their policies by consulting the different political and social groups in the kingdom. These groups were the beginning of modern parliaments and legislative assemblies—political bodies that represented the common people and acted as a check on the king's authority.

Democracy was further shaped by the ideas of the Enlightenment, a philosophical movement of the 18th century that stressed reason and scientific discovery. Out of this movement emerged the concepts of natural rights and political equality, which are the underlying ideas of democracy.

2. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. Under a democracy people are not free to make decisions about nearly all aspects of their life.

2. A direct democracy is a government in which political decisions aren't made directly by all the citizens.

3. A representative democracy is possible in all countries.

4. As a term for a type of government, democracy came into use during the 5th century BC in ancient Greece.

5. Greek democracy had little influence on the development of modern democratic practices.

6. Modern forms of democratic government were shaped largely by the ideas Europe in ancient times.

7. The beginning of modern parliaments and legislative assemblies were different political and social groups in the kingdom.

8. The concept of political equality emerged from Enlightenment.

3. Подберите к определениям соответствующие слова:

1. democracy	A type of the city in the past
2. equality	B positive feeling
3. right	C period in history
4. Middle Ages	D something you are allowed to do / have
5. direct	E to be greater than a number or amount
6. exceed	F system of government
7. city-state	G straight
8. approval	H state of being equal

4. **Заполните пропуски в предложениях следующими словами:**

> **adopt   ruler   legislative assembly**
> **equality   equal   slave   free**

1. People should have an … choice of programmes.

2. A lot of people have died fighting for … of women.

3. He had more power than any ... of Spain until Franco.

4. He believed that all man and women were … .

5. A … is a person who belongs by law to another person and has to obey and work for him / her.

6. He decided to … a more radical approach to the problem.

7. A part of a government consisting of people who have been elected to make laws is called an … .

8. A … is a city that in the past joined with the area around it to form an independent state.

Text 1
1. Прочитайте текст

Political science
Part 1

One meaning of the Greek word *politeia* is "government." The word was used in ancient Greece as a general term to describe the way city-states were ruled, and it is derived from the word *polis,* which means "city-state." Today the word politics refers to all aspects and types of government. Political science is a more specific term. It means the systematic study of government by the best scientific methods available. As such it is one of the social sciences, along with cultural anthropology, economics, geography, and sociology. Political science is also closely related to law because lawmaking is one of the chief functions of government.

The scope of political science is as broad as the nature of government. It studies comparative types of governments; the structure, function, and agencies of governments; the roles of citizens; decision-making processes; special-interest groups and lobbying; the power of elites in society; voting patterns; the operation and influence of political parties; the shaping of public opinion and its impact on government; and the relations of media and other institutions to government. Organizations such as the Survey Research Center at the University of Michigan gather vast amounts of data on elections and voter behavior.

Modern political science originated during the 19th century, when people believed that almost any subject matter could be turned into a scientific discipline. The subject matter itself, however, is very old. Government is one of the most fundamental human institutions and therefore has been written about for many centuries. Much of the writing is philosophical and theoretical. While it discusses what government is, its chief interest is in determining what government should be. Much of the literature tends to be utopian, describing supposedly ideal states that have little possibility of realization

Plato's 'Republic' is an excellent example of political philosophy because in it he describes the ideal state and its functions. Other political philosophers include the Roman orator Cicero, author of another 'Republic'; St. Augustine of Hippo, author of 'The City of God'; Thomas Aquinas and Dante, both of whom wrote on kingship; Niccolò Machiavelli, author of 'The Prince'; Thomas Hobbes, who summed up his ideas of the state in 'Leviathan'; Montesquieu, author of 'The Spirit of Laws'; John Locke, who wrote 'Two Treatises on Government'; and Edmund Burke, author of 'Reflections on the Revolution in France'.

Political science is concerned with the actual workings of government, not with the ideal state. The founder of the subject was Aristotle in the 4th century BC. His best-known book on government is 'Politics', but he also composed a study of the Athenian constitutions. 'Politics' examines the different kinds of city-states, compares forms of government, presents the causes of revolution, and concludes with an elaborate plan for educating citizens in their responsibilities.

Although Aristotle pioneered the field of political science, the subject remained within the scope of philosophy until the 19th century. The natural and physical sciences had by then broken away from philosophy. The social sciences were the last to do so, possibly because of disagreement about whether such subjects could be considered true sciences.

One of the starting points in the development of modern political science came in the writings of the French socialist Claude-Henri de Rouvroy, comte de St-Simon. He suggested in 1813 that politics and ethics should both become what he called positive sciences whose authority would rest upon objective evidence rather than mere speculation. He was followed in this viewpoint by the philosopher August Comte, author of 'Plan of the Scientific Operations Necessary for the Reorganization of Society' (1822). Another proponent of the scientific study of government was Ludwig Gumplowicz, a Polish-born professor of sociology in Graz, Austria. He studied the nature of groups and concluded that social movements are the result of social interaction, not of individual actions.

2. Ответьте на вопросы к тексту:
1. What does the word "politics" refer to?
2. What does political science study?
3. What is one of the most fundamental human institutions?
4. Is political science concerned with the actual workings of government or with the ideal state?
5. Did political science remain within the scope of philosophy or social sciences until the 19th century?

3. Скажите, соответствуют ли данные утверждения прочитанному тексту:
1. The word *polis* means "city".
2. Modern political science originated during the 18th century.
3. Plato's 'Republic' is an excellent example of political philosophy.
4. The founder of the political science as a subject was Plato in the 4th century BC.
5. Ludwig Gumplowicz studied the nature of groups.

Text 2
1. Прочитайте текст

Political science
Part 2

Political science was taken up enthusiastically in the United States, a nation with a history of political experimentation. Some of the most notable works on government were written about the American system. The debates about ratification of the Constitution led to the writing of the federalist papers by John Jay, James Madison, and Alexander Hamilton in 1787. In the 1830s Alexis de Tocqueville published his 'Democracy in America', probably the best analysis of

United States political institutions ever written. Two generations later the British writer James Bryce published 'The American Commonwealth'.

Politics has played a significant role in the American consciousness ever since the colonial era. As early as 1642, before the term political science was coined, Henry Dunster, president of Harvard College, added to the curriculum a course on ethics and politics. In the mid-19th century the president of Yale College, Theodore Dwight Woolsey, introduced a course in political philosophy into the school.

The first permanent professorship in political science was created at Columbia University in 1857. The first man to teach the course was Francis Lieber, a German immigrant and author of 'On Civil Liberty and Self-Government' (1853). In 1880 a whole school of political science was established at Columbia by John W. Burgess, who had studied in Paris at the École Libre des Sciences Politiques (Free School of Political Sciences). In the same year the Academy of Political Science was founded. Another professional organization, the American Political Science Association, was founded in 1903.

From 1880, faculties of political science began appearing at more colleges and universities. The recognition of political science as a subject was accomplished in England with the founding of the London School of Economics and Political Science in 1895. A professorship in the discipline was established at Oxford University in 1912.

Apart from Great Britain and a few other European nations, the development of political science outside the United States was slow. The Japanese writer Kiheiji Onozuka published his 'Principles of Political Science' in 1903, but no significant headway was made in the discipline in Japan until after World War II. Beginnings in the systematic study of political systems were not made in Denmark until 1959, when the Institute of Governmental Studies at the University of Aarhus was founded. The International Association of Political Science, with headquarters in Paris, was founded in 1949.

In Communist regimes around the world, the study of political science was all but impossible until the late 1980s. Since these regimes regarded themselves as having a transitional form of government on the way to the ideal Socialist society, all other political arrangements were viewed as flawed. In 1989, however, the Communist systems of Eastern Europe collapsed, and the Soviet Union entered a period of political instability. Doctrines of Marx and Lenin were abandoned nearly everywhere, and the serious study of other political systems was undertaken.

Some 20th-century writers who influenced the development of political science are Arthur F. Bentley, author of 'The Process of Government' (1908); Graham Wallas in 'Human Nature in Politics' (1908); Walter Lippmann, author of 'Public Opinion' (1922); Charles Merriam, author of 'New Aspects of Politics' (1925); Harold D. Lasswell in 'Politics: Who Gets What, When, How' (1936); David Easton, author of 'The Political System' (1953); and Carl Friedrich's 'Man and His Government' (1963). Recent works include Mark R. Amstutz, 'An Introduction to Political Science' (1982); John H. Hallowell, 'Main Currents in Modern Political Thought' (1984); J.R. Lucas, 'The Principles of Politics' (1985);

C. Baker and H.B. Guyana, 'Politics, Economics, and Society' (1986); Jessica Kuper, 'Political Science and Political Theory' (1987); and Alan R. Ball, 'Modern Politics and Government' (1988).

2. Ответьте на вопросы к тексту:

1. In what country was political science taken up enthusiastically?
2. When did political science start to play a significant role in the American consciousness?
3. When and where did the subject "political science" appear in the USA and in Europe?
4. Why was the study of political science impossible until the late 1980s?
5. What 20th-century writers enumerated in this article do you know?

3. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. Some of the most notable works on government were written about the European political system.
2. In 1642 ethics and politics were added to the curriculum in Harvard College.
3. The first permanent professorship in political science was created at Harvard College in 1857.
4. The development of political science outside the United States was slow.
5. Communist regimes regarded themselves as having a transitional form of government on the way to the ideal.

4. Ответьте на вопросы:

1. What is political science? Why do people need it?
2. Will the role of political science and political scientists change in the life of a society?

5. Подготовьте презентацию по одной из работ по политологии, указанных в тексте.

Text 3
1. Прочитайте текст

Political party

Government policy is made by elected officials who are members of political parties. In the United States most elected officials are members of either the Democratic or Republican party, though occasionally members of smaller parties are also elected.

Political parties are organizations that wish to achieve control of the process of government. They differ from interest groups that only want to have an influence on government policy through lobbying or education of the public. A party gains control of government by getting more of its candidates elected to office than its opposition parties do. In Great Britain, for example, more

Conservative party candidates won representation in Parliament in the elections of April 1992 than did Labour party candidates. The Conservatives, therefore, were able to have their leader—John Major—continue in office as prime minister. They were also able to decide which programs the government should adopt, and they had enough votes in Parliament to pass their legislation.

Political parties are the products of representative democracy. During the centuries when laws were made by kings and their advisers, parties could not exist because there were no elected officials. Parties began to emerge in Europe and North America in the late 18th and early 19th centuries, when elected legislatures became a dominant force in government.

In the earliest decades in which political parties existed, their memberships were quite small. In the United States and England, for example, most citizens were not allowed to vote. Party membership, therefore, consisted mainly of landowners, members of the nobility, factory owners, merchants, and other wealthy individuals. By the third decade of the 19th century in the United States, and somewhat later in Europe, the right to vote was extended to include most white males. When more people could vote, party memberships increased. By the middle of the 20th century, after women had gained the right to vote in most nations, political parties became more dependent upon mass support.

In the 20th century political parties have spread throughout the world, largely in imitation of Europe and North America. Large parties have arisen throughout Africa. Many of these have a base of support in ethnic or tribal groups. In the Middle East party affiliation often depends upon membership in religious organizations. This is true in Israel as well as in Islamic countries.

Party Systems

The number of political parties a nation has depends upon historical circumstances. Some countries have several parties, all of which may be represented in the government. Other countries function effectively with only two major parties. In some countries, most notably China, Cuba, and several African states, there are one-party systems.

Two-party government

The United States, Canada, and Britain have two-party political systems, while most other democracies have multiparty systems. This does not mean that only two parties exist in Canada, the United States, and Britain—there are several in each country. It means that only two parties have consistently been strong enough to contest effectively for control of government.

Two-Party Contrasts

Great Britain and the United States both have, in general, two-party systems of government. They do not operate in the same way, however. In Britain elections are held for members of Parliament. After the election the leader of the winning party is named prime minister. This individual thus serves both in Parliament as a legislator and in the Cabinet as an executive and policymaker.

This cannot happen in the United States because of the constitutional separation of powers. A president cannot serve in Congress while in office. It is therefore possible for the presidency and the Congress to be controlled by different

parties, a situation that cannot occur in Britain. This control of the Congress by one party and the presidency by another has generally been the rule instead of the exception since World War II. The disadvantage of the American system is the deadlock that can develop between the president and the Congress over policy when each is in the control of a different party.

2. Ответьте на вопросы к тексту:

1. Are most elected officials in the US members of Democratic or Republican party?
2. How does a party gain control of government?
3. Are political parties the product of democracy or monarchy?
4. When did parties begin to emerge?
5. Who were the party members in the late 18th and early 19th century?
6. How did party membership change in 20th century?
7. What does two-party political system mean?
8. What is the difference between a two-party system of government in Great Britain and in the USA?

3. Подберите к определениям соответствующие термины:

policy	office	elections	to vote
multiparty	**affiliation**	**to represent**	

1. A way of doing something that has been officially agreed and chosen
2. An important job or position with power, especially in government
3. Involving or including more than one political party
4. The connection or involvement that someone or something has with a political, religious organization
5. To officially speak or take action for another person or group of people
6. To show by marking a paper, raising your hand etc. which position you want to elect
7. Voting to choose someone for an official position

4. Заполните пропуски в предложениях следующими словами:

deadlock	emerged	gained	office	official
policies	**power**	**serves**	**support**	**winning**

1. Senator Moynihan was a leading authority on family and welfare …
2. Trujillo held … as finance minister.
3. Local government has recently … as a major issue.
4. They signed a petition in … of the campaign.
5. Ann … on various local committees.
6. The talks have reached a complete … .
7. As a business, they have found a … formula.
8. Nothing will change until there are more women in position of … .
9. Radical left-wing parties …control of local authorities.

10. Yesterday a government … made a speech on unemployment.

Text 4
1. Прочитайте текст

Cabinet government

Although there are many constitutional democracies in the world today, most are organized in ways that mirror the governments of either the United States or the United Kingdom. One component of government that is common to both types is a cabinet, or a body of advisers to the chief of state. In both systems the cabinet members also serve as the heads of government departments, but in other respects the bodies are quite different.

The United States has what is called a presidential system of government. This system is based on the principle of separation of powers. There is a single executive, and the executive office, or that of the president, is separate from the legislative branch, or Congress, which consists of the House of Representatives and the Senate. The Cabinet members are part of the executive and therefore are prohibited from simultaneously serving as members of Congress or in the federal judiciary. They may, however, appear before Congressional committees to give information or advice. Many countries in Latin America and Africa have adopted the American model. Examples include Brazil, Mexico, Kenya, and South Africa.

The United Kingdom has a parliamentary form of government. There is no separation of powers as in the United States. There are two executives: one is the ceremonial head of state, who is the reigning king or queen, and the other is the prime minister. The executive branch is headed by the prime minister, who appoints a Cabinet that is made up of members of Parliament, which in turn consists of the House of Commons and the House of Lords. This system is also called a cabinet form of government in recognition of the central role of the Cabinet.

Most constitutional democracies have followed the British model, often with modifications. Examples include Italy, Germany, Sweden, Japan, Canada, Australia, India, Israel, and The Netherlands. The position of head of state in many of these countries is occupied by an appointed or elected official rather than a hereditary one.

Although not widely adopted, a third model combines the presidential and parliamentary systems. France, under the constitution of 1958, has what is sometimes called a semipresidential system of government. Its president is directly elected and has extensive powers, including the power to dissolve the National Assembly, the more powerful of the two legislative houses. The president appoints a cabinet, or Council of Ministers, to administer the country and presides over its meetings. The prime minister leads the Council and has considerable influence, but he and the rest of the Council are accountable to the legislature. A motion of censure in the National Assembly can cause the government to fall. Sometimes the president must appoint a prime minister from a party other than his own. In such cases the president's power is diminished. Variations of this system have been

adopted in some eastern European countries, including Russia, Bulgaria, and Poland.

2. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. Modern constitutional democracies do not have anything in common with the USA and the United Kingdom.

2. The USA's system of government is based on the principle of the separation of powers.

3. The executive and the legislative branches aren't separated in the USA.

4. The American model of government exists only in the USA.

5. In the UK's system of government there is no separation of powers.

6. There is one executive in the UK's system: it is the Queen / the King.

7. The UK's model of government hasn't been adopted in constitutional democracies.

8. One of the models of government combines the presidential and parliamentary systems.

3. Подберите к определениям соответствующие термины:

1. reign	A to choose someone to have a particular position
2. prohibit	B to formally end a parliamentary
3. the House of Representatives	C at the same time
4. to appoint	D partly presidential
5. to diminish	E part of the US Congress
6. simultaneously	F to become less
7. to dissolve	G to stop something from being done
8. semi presidential	H to rule a country

4. Заполните пропуски в предложениях следующими словами:

> ceremonial   modification   the Senate
> separation   widely adopted   hereditary

1. Quebec wanted some form of … from the rest of Canada.

2. The more senior part of the US Congress is called … .

3. The Senate has requested … of the programme.

4. … title was passed from the King to his youngest son.

5. … head of state is one of the executives in the UK.

6. We can't use this programme because it's not … .

Text 5
1. Прочитайте текст

Government Stability

In most presidential systems of government the president's term of office is fixed. This enables presidents to serve their full terms even if they become

unpopular or lack support in the legislature. For this reason, governments in presidential systems are fairly stable. In parliamentary systems elections may occur at any time. In the United Kingdom if the government loses a vote on an important issue, or if a majority of the House of Commons votes against it on a vote of confidence, the government resigns. The leader of the opposition party may then be asked to form a new government, or, more likely, an election is held to decide which party shall have a majority. In parliamentary systems the government may also lose its majority in the legislature as a result of general elections. In the United Kingdom one party usually wins a majority in the House of Commons. In most other European countries, however, no single party is generally able to command a strong majority in the legislature. In this situation, it is necessary to form a coalition government: the cabinet consists of ministers from two or more parties, and the prime minister is normally a member of the party that received the largest number of votes.

In most European countries coalition cabinets are the rule. Although coalition cabinets have been fairly stable in some countries, such as Switzerland and Germany, they tend to provide less stable governments than the one-party cabinets of the United Kingdom. In France, during the Third Republic from 1870 to 1940, there were no fewer than 110 different governments. In Italy there were 67 ministries in the 74 years between 1848 and 1922, when Benito Mussolini came to power. Whereas France stabilized its government under the Fifth Republic, beginning in 1958, Italian governments remained unstable. From the end of World War II to the end of the 20th century, Italy had more than 50 governments, though in many of them the same individuals appeared again and again.

Because of the great diversity of parties in most parliamentary systems, even forming a coalition can be time-consuming. After elections in The Netherlands in 1972, it took 165 days to form a government. In Israel, which often has about 25 parties in its 120-seat Knesset (legislature), government formation can also take a very long time. And once a coalition is formed, it can be upset easily if there is a realignment of parties over some issue or if an issue on which the coalition partners disagree becomes prominent.

2. Ответьте на вопросы к тексту:
1. What enables presidents to serve their full terms?
2. Why can a government resign in the UK?
3. What can happen after the government in the UK resigns?
4. What is a coalition government?
5. Are coalition cabinets the rule?
6. Can there be more than 50 governments? Give examples.
7. Why can it take much time to form a government in parliamentary system?
8. What is the reason that a coalition can be upset?

3. Скажите, соответствуют ли данные утверждения прочитанному тексту:

1. In presidential systems of government the president's term of office isn't fixed.

2. Governments in presidential systems aren't fairly stable.

3. In parliamentary systems the government may lose its majority in the legislature as a result of general elections.

4. In the USA one party usually wins a majority in the House of Commons.

5. Coalition cabinets have been fairly stable in Switzerland and Germany.

6. In France, during the Third Republic from 1870 to 1940, there were only 20 different governments.

7. Italian governments weren't stable.

8. Coalition is time-consuming process.

4. **Замените подчеркнутые слова синонимами из текста:**

1. The president hasn't made any strategic mistakes during the <u>time that he has had this position</u>.

2. The time and the place of our meeting is <u>arranged and doesn't change</u>.

3. People got used to the <u>unchanging</u> economic situation.

4. One party wins <u>more votes</u> in the House of Commons in the UK.

5. Forming a coalition can <u>take much time</u> because of the great diversity of parties.

6. After a <u>group of parties in a</u> government is formed it can be easily upset.

Text 6
1. Прочитайте текст

Parliament

The legislature, or lawmaking body, of the United Kingdom, Canada, Australia, India, and most other Commonwealth nations is called a parliament. The legislative assembly of the European Union is called the European Parliament. Many individual European nations and Japan also have parliamentary-type legislatures, though they use other names. Japan's legislature, for example, is called the Diet, while Sweden's is the Riksdag.

Most parliaments, like the Congress of the United States, are bicameral—they have two houses. Bicameral legislatures usually consist of an "upper" house of elected, appointed, or sometimes hereditary members and a larger "lower" house of popularly elected members. The term upper reflects the greater traditional prestige of the upper house and the social standing of its members, who traditionally represented the elite. The members of the lower house, on the other hand, traditionally represented the common people. One of the oldest parliaments, and the one on which most modern parliaments are modeled, is that of the United Kingdom, made up of the House of Lords and the House of Commons. Australia uses the terms Senate and House of Representatives, while Canada has a Senate and a House of Commons. Several European countries, including Sweden and Finland, have unicameral, or one-house, legislatures.

The word parliament is related to the French verb *parler,* which means "to speak," and to the English word parley—a discussion or conference. Legislatures are places where elected representatives of the people meet to debate and to discuss proposed laws and other national business.

The federal government of the United States is noted for its separation of powers: it has three distinct branches—the presidency, the Congress, and the federal courts. No individual who is serving in one branch may, at the same time, be a member of another branch. In most parliamentary systems this separation does not exist in such a clear-cut fashion. In Britain the prime minister is always a member of Parliament (MP), as are all the ministers, or heads of departments. A prime minister always holds office as leader of the majority party. If the party loses an election, the leader of the winning party becomes the new prime minister. In the United States the length of a president's term is not affected by election results in Congress because the president is not and cannot be a member of Congress. In Britain the highest court in the land is the House of Lords. Therefore some functions exercised by the United States Supreme Court are in Britain carried out by the upper house of Parliament.

The typical modern parliament is more than a lawmaking body. It spends much of its time on fiscal matters—the so-called money bills. These are appropriations of funds for such governmental needs as defense, construction of public works, and salaries of departmental employees. Through this control of the purse, parliaments have a large measure of control over government policy. Policy itself, however, is decided by the prime minister and the Cabinet

2. Ответьте на вопросы к тексту:
1. What is a legislature of the UK and other countries?
2. Are most parliaments bicameral? What does it mean?
3. What house represented the elite?
4. Is one of the oldest parliaments the Parliament of the UK or Australia?
5. What countries have unicameral legislatures?
6. What is separation of powers?
7. Who can become a prime minister in the UK?
8. Can a president be a member of Congress in the US?

3. Скажите, соответствуют ли данные утверждения прочитанному тексту:
1. The legislative assembly of the EU is called the European Parliament.
2. The Congress of the US is unicameral.
3. Members of a "lower" house are hereditary.
4. Canada has a Senate and a House of Representative.
5. Sweden and Finland have unicameral legislatures.
6. The federal government of the USA is noted for its separation of powers.
7. In Britain the prime minister is not always a member of Parliament.
8. A prime minister in Great Britain is a leader of the minority party.

9. In the US the length of a president's term is not affected by election results in Congress.

10. In Britain the highest court in the land is the House of Commons.

4. Найдите синонимы:

1.	bicameral	A carried out
2.	exercised	B common people
3.	fiscal matters	C lawmaking body
4.	legislature	D one-house legislature
5.	lower house	E so-called money bills
6.	unicameral	F the elite
7.	upper house	G two houses system

5. Найдите в тексте английские эквиваленты:

1. Japan has законодательство парламентского типа.
2. The upper house of a parliament usually consist of избранных, назначенных или наследственных members.
3. Finland has однопалатное legislature.
4. Elected representatives meet to debate and обсудить proposed laws.
5. The US has разделение властей.
6. The British Prime minister always занимает пост as a leader of the партии большинства.
7. Government usually take care about оборона and other important issues.

Text 7
1. Прочитайте текст

Elections
Part 1

Alternatives are central to elections. The word election is derived from the Latin verb *legere*, meaning "to choose." Elections are the process through which citizens choose who will represent them in government or what will be done about a particular public issue. If there is to be a real choice, there must be alternatives. If public officials are being chosen, there must be at least two candidates. If an issue is being decided, voters must be free to say yes or no.

Types of Elections

Elections may be categorized in several ways. They include what is being voted for, the level of government at which the voting takes place, and whether the election is held to select candidates or to elect public officials.

Levels of Election

In every large democratic nation, elections take place at a variety of levels: local, state, and national. A local election may be a citywide affair, or it may only include part of a city. A special aldermanic election, for instance, takes place only within one ward, or election district, of a city. In some countries there may be an election in one province or state without the rest of the country being affected.

Geographical Districts

Most candidates for public office run in specific geographical districts. Each member of the House of Representatives, for instance, is elected from a district within a state. The size of the district is based on population. As states gain or lose population, they are redistricted and gain or lose representatives. The same is true of most large cities. They are divided into wards, and each ward is entitled to one representative—usually called an alderman.

At-large Elections

Sometimes, however, candidates are elected at-large. In an at-large aldermanic election, the candidate who wins does not represent a ward but all the city residents. A state legislator at-large represents all the people of the state, not just one legislative district. Such elections are not common, but they are occasionally used to avoid district or geographical representation in a legislative body.

2. Ответьте на вопросы к тексту:
1. What is the most important about elections?
2. What is a local election?
3. What is aldermanic election?
4. In what way elections are connected to geographical districts?
5. What is an at-large election?

3. Подберите к определениям соответствующие термины:

alderman   candidate   citizen   district   ward

1. An area of a town or the countryside, especially one with particular features
2. An elected member of a town or city council in the US
3. One of the small areas that a city has been divided into for the purpose of local elections
4. Someone who id competing in an election
5. Someone who lives in a particular town, country or state

4. **Заполните пропуски в предложениях следующими словами:**

alternative   citizens   local   runs   select   state   voter

1. I had no … but to report him to the police.
2. In Ireland 83 % of … favoured EC membership in 1972.
3. In a democracy, adult … are allowed to vote in order to … candidates for public office.
4. Many people don't care who … the country.
5. The project focused on the … community living in the surrounding villages.
6. It was the Queen's first … visit here in seventeen years.

Text 8
1. Прочитайте текст

Elections
Part 2
Elections and Representative Government

In some countries, the people have at least some say in creating governments to run their public affairs, while in others government runs the affairs of the people without their consent. Both types of government usually have elections, and both claim that elected officials represent the people. The difference between the two types of elections is the presence or lack of alternatives. In constitutional democracies—such as Canada, Australia, New Zealand, Japan, India, the United States, and countries of the European Union—there are two or more political parties, each of which runs slates of candidates for office. The people are allowed to vote for those who they believe will do the best job.

In other nations that call themselves republics or democracies—such as China, North Korea, and Cuba—opposition parties are either outlawed or severely limited. In the Soviet Union until 1989 there was only one candidate for each office on the ballot. An election could not therefore be a choice among alternatives. It could only be a seal of approval on choices already made by the government. Those who were elected in this process did not represent the people in the government; they represented the government to the people.

Officeholders and Issues

When a voter enters the voting booth, the names of individuals seeking public office are found on the ballot. There may also be a number of public issues to vote for or against; local tax increases for schools are among the most common.

With regard to officeholders, elections give them the right to make public policy decisions. Voters, therefore, want to know what the candidates think about public issues. Every society is made up of people with a great diversity of interests—farmers, bankers, blue-collar workers, teachers, lawyers, corporation managers, and owners of small businesses, to name a few—and each of these groups forms what is called a constituency. Every candidate running for public office must appeal to the constituencies within his district, state, province, or nation.

An individual seeking to be president of the United States, for example, must appeal to all of the interests within the country—or at least to a good many of them—in order to win an election. The prime minister of the United Kingdom and the chancellor of Germany, however, are elected to their respective legislatures from local constituencies and after election are chosen to head the government if their parties win. Therefore it is the party program that must appeal to the majority of the electorate, or voting public.

In many countries the various interests and constituencies are represented by political parties. In the United States there are only two major parties, the Democratic and Republican; but in most countries there are several parties competing for the allegiance of the voters. Political parties provide the pools of talent from which candidates are drawn. Those who belong to a party believe that

its candidates can best serve the public interest, if elected. Once elected, of course, an officeholder feels many pressures, some of which may result in broken campaign promises.

2. Ответьте на вопросы к тексту:
1. What are two types of government?
2. In what countries opposition parties are outlaws or limited?
3. What can be found on the ballot?
4. What forms a constituency?
5. What is the difference between the election in the USA and the election in Great Britain and Germany?
6. What are two major parties in the US?

3. Скажите, соответствуют ли данные утверждения прочитанному тексту:
1. In constitutional democracies there are at least two political parties.
2. In the Soviet Union until 1989 there were two candidates for each office.
3. The most common public issue to vote for or against is road taxes.
4. Voters want to know what the candidates think about personal issues.
5. In the US there are only two major parties.

4. Составьте выражения
1. to be found	A. a constituency
2. to compete	B. about public issues
3. to enter	C. an election
4. to form	D. elections
5. to have	E. for public office
6. to head	F. for the allegiance of the voters
7. to represent	G. for the candidates
8. to run	H. on the ballot
9. to run	I. public affairs
10.to serve	J. the government
11.to think	K. the people
12.to vote	L. the public interest
13.to win	M. the voting booth

Text 9
1. Прочитайте текст

Primaries

Those who will become candidates for office can be chosen by political conventions—both state and national; they may be chosen by meetings of party leaders; or they may be elected. Elections to select candidates (or delegates who will select them at a convention) are called primaries. Primary means "first," or

"preliminary." Primaries emerged as a means for allowing the people to choose their own candidates rather than have candidates foisted on them by party bosses.

Before the primary system was introduced, candidates were nominated at meetings called caucuses. The caucus system is still used in a few states, but voters participating in a caucus now choose delegates to a nominating convention instead of voting for a candidate directly.

A primary election in which voters directly select the party's candidates is called a direct primary. The first one was held in Crawford County, Pa., in 1842 by the Democratic party. As corruption in government grew toward the end of the 19th century, there were increased demands for primary elections. Under the leadership of Governor Robert M. LaFollette, Wisconsin passed a direct primary law in 1903. Many other states followed. In some cases an indirect primary—in which the voters choose delegates to a state party convention, and the convention chooses the candidates—was preferred.

States have different ways of running primaries. Some have what are called open primaries, in which voters can ask for a ballot for either political party. They may vote for one party in one primary and for another party in the next. Other states have closed primaries; here the voters can only vote in the primary of the political party of which they are registered members.

To be listed as a candidate on the primary ballot, a person must file a declaration of intent and party affiliation with an official of the city, county, or state government. Usually a filing fee must be paid, and in most cases it is necessary to turn in a petition signed by a certain number of voters.

California had an exception to this practice. From 1913 until 1959 it allowed what is called cross-filing. Cross-filing allowed candidates to file for office on the primary ballots of all political parties. If they won in each party, they were automatically elected to office.

Primary elections have come to play a significant role in presidential elections, and the primaries held earliest in the election cycle have become increasingly influential. Winners of the early primaries usually secure greater private campaign funding and more favorable publicity, which may help sway voters in later primaries. New Hampshire's primary and Iowa's caucus are among the earliest held and are often the focus of intense campaigning.

2. Ответьте на вопросы к тексту:
1. What are primaries?
2. What system was used before the primary system was introduced?
3. When was the first direct primary held?
4. Under whose leadership did a direct primary pass in 1903?
5. What is the difference between open and closed primaries?
6. What must a person do to be listed as a candidate?
7. When did California allow cross-filing?
8. Do primary elections play a significant role in presidential or aldermanic elections?

3. Расположите предложения в правильном порядке:
1. A candidate makes a petition signed by a certain number of voters.
2. A candidate pays a filing fee.
3. The voters vote for their candidate.
4. A person file a declaration of intent and party affiliation
5. Elections to select candidates are held.

4. Заполните пропуски в предложениях следующими словами:

ballot	filed	foisted	influential
nominated	primaries	voted	

1. Since then, presidential … have been transformed into decisive battlegrounds.
2. I keep getting extra work … on me.
3. Ferrarro was the first woman to be … for the job of vice president.
4. Parliament has … $ 20 million extra finding for road improvements.
5. The party leader is elected by secret … .
6. Opponents … a petition to prevent the plan from taking effect.
7. Dewey was … in shaping economic police.

Text 10
1. Прочитайте текст

Suffrage

The right to vote is called suffrage. It is from the Latin word *suffragium,* which has several meanings, including "vote," "ballot," and "voting rights." Suffrage—also called the franchise—is a civil right enjoyed by citizens of a democratic state.

The history of suffrage is a progression from the control of society by small and privileged groups to an ever-increasing role by more and more people. Those who held power were usually determined to keep it and were unwilling to allow many people a say in the matter. The theory was that those who have the most at stake in society by virtue of their wealth should control policy.

The right to vote for public officials was comparatively rare until the 19th century. In ancient Athens all citizens were required to take part in public life. This included holding office as well as voting. But many residents of the city-state were not considered citizens. In Sparta the rights of citizens were strictly limited, and those who were not citizens—the majority who did the actual productive work—had few, if any, rights.

In monarchical governments the people were subjects, not citizens. But in some monarchies local officials were elected. The pope of the Roman Catholic church was often elected by acclamation of the people of Rome, but other church members throughout Europe had no voice in the pope's election. Since the 13th century he has been elected by the College of Cardinals.

The democratization of politics was given great impetus by the American and French revolutions, and it was given a theoretical foundation by the political

writers of the Enlightenment. In the United States of 1776 only some property owners could vote, but the ideals enumerated in the Declaration of Independence pointed the way for a gradual widening of suffrage. The ferocity of the French Revolution gave virtually the whole population of France the status of citizens immediately, and the traditional barriers to participation in government were quickly overthrown—but France later reverted to monarchy until 1870. The ideals promoted by the two revolutions and their aftermaths led to a broadening of suffrage in the next few decades.

Progress toward universal suffrage in the United States moved in several steps. During the decades after the ratification of the Constitution, white male citizens were given the vote in state after state. Kentucky and Tennessee granted white males the franchise in 1792 and 1796, respectively. In 1826 New York became the last state to abolish property qualifications for voting by white males.

Before the Civil War blacks were allowed to vote in only four states: Vermont, New Hampshire, Maine, and Massachusetts. The 15th Amendment, ratified in 1870, gave all adult black males the franchise, but many states found ways to get around the amendment through devices such as the poll tax and literacy requirements. Poll taxes in federal elections were barred by the 24th Amendment (1964) and in state elections by a ruling of the Supreme Court in 1966. The Voting Rights Act of 1965 suspended state literacy tests and other voter-qualification tests that had been used to keep blacks from voting, mostly throughout the South.

During the post–Civil War years a number of states passed female suffrage acts. Some states had allowed women to vote in local elections, but Wyoming Territory was the first, in 1869, to give them the right to vote in statewide contests.

This provision was written into the Wyoming constitution 20 years later, and for the first time women could vote in national elections as well as state and local ones. Other states, mostly in the West, followed suit. The right to vote in federal elections was not granted in all the states until the ratification of the 19th Amendment in 1920.

When the 26th Amendment was ratified in 1971, it set the voting age for all federal, state, and local elections at 18. Thus all citizens of the United States, except those specifically barred by law, are allowed to vote. The exclusions are citizens under 18, the mentally incompetent, and convicted felons.

By the late 20th century universal suffrage had become generally accepted around the world. Some newly independent nations require literacy tests before allowing citizens to vote. In South Africa the black majority was not allowed to vote until 1994, when that country's first one-person, one-vote election took place.

2. Ответьте на вопросы к тексту:
1. What is suffrage?
2. When was the right to vote rare?
3. How was the pope of the Roman Catholic church elected?
4. What led to a broadening of suffrage in 19th century?
5. How did suffrage progress in the USA?

6. When were women first allowed to vote?
7. What is the voting age?
8. Who are not allowed to vote?
9. When did the universal suffrage become generally accepted around the world?
10. What do newly independent nations require before allowing citizens to vote?

3. Найдите синонимы:

1. citizen   A. suffrage
2. franchise   B. resident
3. national   C. to grant
4. right to vote   D. suffrage
5. to give   E. statewide

4. **Найдите в тексте английские эквиваленты:**

1. Slavery was отменено от the US in the 19th century.
2. We need our schools to teach students to be good гражданами.
3. Only the немногие привилегированные can afford private education.
4. Not all the citizens принимают участие in public life.
5. There are only a ограниченное number of tickets available.
6. Children до 18 лет are not allowed to get driving licence.
7. She was обвинена of shoplifting.

Список рекомендуемой литературы и материалов

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PART 3

TESTS

Контрольная работа 1

Часть 1.

III. **Прочитайте текст и переведите письменно:**

UK Political System

The United Kingdom of Great Britain and Northern Ireland is a **constitutional monarchy**. This means that Great Britain is governed by Parliament and the **Queen is Head of State**.

The legislative power in the country **is exercised by the Houses of Parliament**. The British Parliament consists of two chambers: **the House of Lords** and **the House of Commons**. The House of Lords **is composed of hereditary and life peers** and **peeresses**. **The members** of the House of Commons **are elected by the people**. They **are elected from the constituencies** in England, Scotland, Wales and Northern Ireland. The House of Commons is **the real governing body** of the United Kingdom. **The executive power** is exercised by the **Prime Minister** and his **Cabinet**. The government is usually formed by the political party which **is supported by the majority** in the House of Commons. The Prime Minister is the majority party leader and **is appointed by** the Queen. The Prime Minister **chooses a team of ministers:** twenty of the ministers are in the Cabinet.

The second largest party becomes the official opposition with its own leader and **the Shadow Cabinet**. The two leading parties in Great Britain are the Conservative Party (the Tories) and the Labour Party.

The judiciary branch of the government determines common law and is independent both of the legislative and the executive branches.

There is no written constitution in Great Britain, only precedents and traditions.[1]

Vocabulary

constitutional monarchy – конституционная монархия
the Queen – королева
Head of State – глава государства
the legislative power – законодательная власть
to be exercised by – осуществляться (чем-л.)
the Houses of Parliament – парламент

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[1]   Английский язык для юристов: учеб. пособие для студентов вузов, обучающихся по специальности «Юриспруденция». – М.: ИД «Камерон»; Омега-Л, 2008. – С. 8-9.

the House of Lords – палата лордов

the House of Commons – палата общин

to be composed of smth – состоять из чего-л.

hereditary and life peers – наследственные и пожизненные лорды и пэры

a peeresses - пэресса

a member of – член (чего-л.)

to be elected by the people – избираться народом

to be elected from the constituencies – избираться от избирательного округа

the real governing body – реальный правящий орган

the executive power – исполнительная власть

Prime Minister – премьер-министр

The Cabinet – кабинет

to be supported by the majority – поддерживаться большинством

to be appointed by – назначаться (кем-л.)

to choose a team of ministers – создавать команду министров

the Shadow Cabinet – теневой кабинет

the judiciary branch of the government – судебная власть

to determine common law – определять обще право

to be independent of smth – не зависеть от чего-л.

II. Ответьте на вопросы к тексту:

1) Who is the Head of State in Great Britain?
2) What chambers does the British Parliament consist of?
3) What is the government formed by?
4) What is the Shadow Cabinet?
5) Is there a constitution in Great Britain?

Часть 2.

1. **Поставьте глаголы в нужную форму, используя пассивный залог:**

1) TV ___ by Baird (invent).
2) Pyramids ___ by Egyptians (build).
3) His hat ___ away by the wind now (blow away).
4) Coffee ___ in Brazil (grow).
5) Chopsticks ___ in China (use).
6) The plants ___ by water at the moment (water).
7) The thief ___ yesterday (chase).
8) The robber ___ last week (arrest).
9) The injured man ___ to hospital now (take).
10) The car ___ tomorrow (repair).

11) The vase ___ just ___ (break).
12) The dishes ___ yet (not / wash).
13) The long dresses ___ in 1890 (wear).
14) Dinner ___ in ten minutes (serve).
15) The letters ___ at the moment (type).
16) Guernica ___ by Picasso (paint).
17) The parcel ___ yet (not / deliver).
18) Alpha Romeo cars ___ in Italy (make).
19) The thief ___ late last night (arrest).
20) The letter ___ next week (deliver).

2. **Переведите предложения из активного залога в пассивный:**
   1) The gardener has planted some trees.
   2) Doctor Brown will give you some advice.
   3) A famous designer will redecorate the hotel.
   4) Steven Spielberg directed "E.T.".
   5) Someone has broken the crystal vase.
   6) His parents have brought him up to be polite.
   7) Fleming discovered penicillin.
   8) They will advertise the product on television.
   9) Someone is remaking that film.
   10) The police arrested him.
   11) The traffic warden had already given him a ticket for illegal parking
   12) People must obey the law.
   13) Someone had broken our door down.
   14) They chose him as the best actor of the year.
   15) Somebody has stolen a bus from outside the school.

3. **Переведите предложения из активного залога в пассивный:**
   1) He gave me a present.
   2) The waiter will bring us the bill.
   3) The Queen presented him with a medal.
   4) Her mother bought Mary some sweets.
   5) Bob has sold Ted a second-hand car.
   6) Larry is going to send a letter to Tom.
   7) Someone is helping her with the housework.
   8) A pickpocket robbed me.
   9) The mail-order company sent Mrs Green a parcel.
   10) Someone will pay you within the next few days.
   11) You can improve your health with more exercise.

12) A dog is chasing the child.

13) My friend sent me an invitation.

14) The farmer is building a new barn.

15) The secretary has given Mrs Jones some letters.

4. Поставьте глаголы в скобках в Present Perfect:

1) The train to Moscow ___ (already/leave).
2) Michael ___ to my home town twice (be).
3) I ___ my leg once (break).
4) We ___ here for a year (live).
5) I ___ the film twice (watch).
6) My sister ___ the book (read).
7) We ___ to London (never/be).
8) Mary ___ her friend (just/see).
9) My friends ___ in the Atlantic Ocean (never/swim).
10) I think I ___ her before (not see).
11) She ___ a holiday this year (not have).
12) The shop ___ yet (not open).
13) John ___ a bicycle (never/ride).
14) We ___ our homework yet (not do).
15) I ___ to the cinema for ages (not be).
16) Our letter ___ (yet/arrive).
17) My parents ___ in the same city all their lives (live).
18) The Smiths ___ a house (move).

5. Поставьте глаголы в скобках в Present Perfect:

1) What organisations ___ he ___ for (work)?
2) How many flowers ___ we ___ (sell)?
3) ___ you ___ an arm (ever/ break)?
4) ___ the post ___ (arrive)?
5) ___ Ms Smith ___ here longer than you (work)?
6) ___ your daughter ___ in a tent (ever/sleep)?
7) Where ___ you ___ (be)?
8) How long ___ they ___ their house (have)?
9) How many books ___ Michael ___ (write)?
10) What cities ___ you ___ to (be)?

6. Заполните пропуски в предложениях используя for или since:

1) I haven't been at home ___ Christmas.
2) We've been here ___ ten o'clock.
3) I have worked for this company ___ more than eight years.
4) I haven't been to the theatre ___ ages.

5) I have studied for the exam ___ 9.15.

6) I have had this toy ___ I was eight.

7) She hasn't had a day off ___ 2007.

8) John has been in France ___ more than three weeks now.

7. Раскройте скобки, поставив глаголы в скобках в Present Perfect или Past Simple:

1) I ___ 10 km (run / just) .

2) I ___ 20 km last week (run) .

3) I ___ a composition two days ago (write).

4) I ___ two compositions this month (write / already) .

5) I ___ my friend (ring / just) .

6) I ___ my friend 10 minutes ago (ring) .

7) Two days ago, I ___ a Madonna concert on TV (watch) .

8) I ___ Madonna live in concert (see / already) .

9) I ___ my summer holiday in Sochi last year (spend).

10) I ___ to Sochi yet (be / not).

8. Ознакомьтесь с ситуациями и составьте предложения из слов в скобках, используя Past Perfect:

1) You went to Jill's house, but she wasn't there. *(she/go/out)* **She had gone out.**

2) You went back to your home town after many years. It was not the same as before. *(it/change/a lot)*.

3) I invited Rachel to the party but she couldn't come. *(she/arrange/to do something else)*

4) You went to the cinema last night. You arrived to the cinema late. *(the film/already/begin)*

5) I was very pleased to see Tim again after such a long time. *(I/not/see/him for five years)*

6) I offered Sue something to eat but she wasn't hungry. *(she/just/have/breakfast)*

9. Поставьте глаголы в скобках в Past Perfect или Past Simple:

1) John ____ the candles when she arrived (light).

2) She ____ lunch before the children came home (cook).

3) When she arrived at the theatre he ____ the tickets (buy).

4) After Jim and Terry had finished their breakfast, they ____ to fish (go).

5) The party ____ by the time I arrived (already/start).

6) She sealed the letter, put a stamp on it and ____ it (post).

10. Поставьте глаголы в скобках в Future Perfect:

1) She ____ by 8 o'clock (finish).

2) I ____ this book by next week (read).

3) They ____ a new school by the end of this year (build).

4) He ____ from University by 2009 (graduate).

She ____ doing her homework when her mother comes home (finish).

Контрольная работа 2
(2 курс, 4 семестр)

Часть 1.

I. Прочитайте текст и переведите письменно:

US Government

The USA is a presidential republic. The **legislative branch** of the US Government, or the Congress, **represents** all of the American states. It consists of two parties: **the House of Representatives** and **the Senate**. Each state has two senators, who are **elected** every 6 years. A senator must be at least 30 years old, a citizen of the United States for 9 years, and live in the state he or she will represent. A representative must be at least 25 years old, a citizen for 7 years, and live in the state.

The job of the Congress is **to make laws**. The President can **veto a bill**. The Congress can pass the law anyway if it gets a two-thirds **majority vote**. The Congress can also **declare war**. The House of Representatives can also **impeach the President**. This means that the House can **charge** the President with a crime. In this case, the Senate will put the President on trial. The Senate **votes** to approve the justices that the President appoints to the Supreme Court.

The executive branch of the government puts the country's law into effect. The President of the United States is a member of the executive branch. The President must be at least 35 years old, be a natural citizen of the USA. In addition, he must have lived in the US for at least 14 years, and be a civilian. The President is elected every four years and cannot serve more than two **terms**. The Vice-President of the USA is president of the Senate. When the President receives a bill from the Congress, he must sign it, and then the bill becomes a law. However, if he disagrees with the law, he can veto it. The President can also ask the Congress to declare war. He also appoints the justices to the Supreme Court. He must do his job according to the Constitution, or he may be impeached.

The judicial branch of the government is the system of courts in the United States. Its job is **to enforce laws**. The Supreme Court is the highest court in the country. It consists of 9 justices: one **Chief Justice** and 8 **Associate Justices**. The President **appoints** the justices, but the Senate must approve them. The justices are appointed for life. The Supreme Court makes sure that people obey the laws. The Supreme Court can also decide if a law is constitutional, that it is in agreement with the Constitution. The judicial branch works together with the legislative and

executive branches to protect the Constitution and the rights of people.[2]

> **legislative branch of the government** – законодательная власть
> **to represent** – представлять
> **the House of Representatives** – Палата представителей
> **the Senate** – Сенат
> **to elect, election** – избирать, выборы
> **to make laws** – создавать законы
> **to veto a bill** – наложить вето на законопроект
> **majority / minority** – большинство / меньшинство
> **to declare war** – объявить войну
> **to impeach the President** – подвергнуть президента импичменту
> **to charge** – обвинить в каком-либо преступлении
> **to vote** – голосовать
> **a term** – срок полномочий
> **to enforce laws** – проводить законы в жизнь
> **Chief Justice** – Главный Судья
> **Associate Justices** – Член Верховного Суда
> **to appoint** – назначать

II. Ответьте на вопросы к тексту:
1) What parties does the Congress consist of?
2) What does the Congress do?
3) Who can impeach a president?
4) What person can become a president of the USA?
5) What is the judicial branch of the government?

Часть 2
1. **Употребите глаголы в скобках в инфинитиве или ing-форме:**
   1) I don't like ___ in public (sing).
   2) It's no use ___ her. She won't listen (tell).
   3) I'm still too upset ___ about it (talk).
   4) Don't disturb him. He's busy ___ (work).
   5) Stop ___ your nails (bite).
   6) Don't expect him ___ you any money (lend).
   7) I've decided ___ him (leave).
   8) Mum made me ___ my medicine (take).
   9) She agreed ___ him $ 1,000 (lend).

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[2] Английский язык для юристов: учеб. пособие для студентов вузов, обучающихся по специальности «Юриспруденция». – М.: ИД «Камерон»; Омега-Л, 2008. – С. 27-28.

10) He denied ___ the stolen goods (receive).

2. Употребите глаголы в скобках в инфинитиве или ing-форме:

Yesterday I went with my sister 1) ___ (buy) something for her birthday. She didn't really know what 2) ___ (get) but she seemed 3) ___ (like) the idea of a pet, so we went to the nearest pet shop. She started 4) ___ (look) around at all the animals. The man in the shop let her 5) ___ (pick up) the rabbits and stroke the hamsters, but when she saw some puppies 6) ___ (play) in a box, she said that she would like 7) ___ (have) one of them. I didn't know if we had enough money 8) ___ (buy) one and I hoped my mother wouldn't object 9) ___ (have) a dog in the house, but my sister promised 10) ___ (look after) it properly and we did have enough money, so we bought a little brown dog. The man gave us a special brush for 11) ___ (brush) him and some special food. Tomorrow we're going to take Splash to the beach.

3. Употребите глаголы в скобках в инфинитиве или ing-форме:

My mother is an amazing woman. She is 87 years old and she still enjoys 1) ___ (go out) for a walk every day. She doesn't mind 2) ___ (do) all her housework and she's glad 3) ___ (help) her elderly neighbours when they can't 4) ___ (go) t the shops. She's too old 5) ___ (dig) the garden any more – she stopped 6) ___ (do) that last year – but she's still healthy enough 7) ___ (mow) the grass! In the summer she still goes 8) ___ (swim) when it's warm and she lets her grandchildren 9) ___ (bury) her in the sand. She often says. "It's no good 10) ___ (be) alive if you don't enjoy herself." I'd love 11) ___ (be) like my mother when I'm her age.

4. Передайте следующие предложения в косвенной речи:

1) Miss Moore said: "They'll make a lovely couple".
2) Mr Smith said: "They're going to live in Brighton".
3) Mrs Jones said: "The bride and the groom are very nice young people".
4) Mr Roberts said: "The bride is wearing a beautiful wedding dress".
5) Mr Clarke said: "The couple's parents look happy".
6) Miss Mayall said: "The bride's father has bought them a big flat".

5. Передайте следующие вопросы в косвенной речи:

The police officer asked: …
1) "What's your name?"
2) "Did you see the robbers?"
3) "What were they wearing?"
4) "How do you think they got in?"
5) "What did they take?"
6) "Has this ever happened before?

6. **Передайте следующие предложения в косвенной речи:**

   Mrs Lane told her babysitter … :
   1) "Don't answer the door to anyone! "
   2) "Phone me if there's an emergency!"
   3) "Don't let the children eat any sweets!"
   4) "Send the children to bed at 9 o'clock!"
   5) "Give the children a bath before they go to bed!"
   6) "Don't take the dog into the children's bedroom!"
   7) "Close all the windows!"
   8) "Put the toys away in the cupboard!"

7. **Передайте следующие предложения в косвенной речи:**
   1) "I've ordered a pizza for dinner," he said.
   2) "I will come tomorrow and fix the tap," the plumber said to them.
   3) "This is the best holiday I've ever had," she said to her friend.
   4) "Why did you say that to me?" she asked him.
   5) "Don't speak to your father like that," she said to them.
   6) "Could you show me where the manager's office is?" he asked the secretary.
   7) "Take your books with you," she said to her son.

8. **Закончите условные предложения первого типа:**
   1) If the dog _____ (keep) barking, the neighbours will complain.
   2) The boss _____ (be) angry if you arrive late for work.
   3) If you _____ (study) hard, you will pass your exam.
   4) If we go by plane, it _____ (be) more expensive.
   5) We will miss the plane if he _____ (come) late.
   6) If you are a good girl, I _____ (buy) you some chocolate.

9. **Составьте условные предложения первого типа, используя слова в скобках:**
   1) (eat too much / put on weight);
   2) (snow / make a snowman);
   3) (be sunny / go for a picnic);
   4) (rain / stay home);
   5) (not work hard / lose job).

10. **Для каждой из приведенных ниже ситуаций напишите условные предложения второго типа, используя выражения в таблице:**

call an ambulance	run away	walk to the nearest garage to get some

complain to the manager	try to catch it	ring the police

1) You find a fly in your soup. _____
2) You see a burglar breaking into your house. _____
3) You see a mouse in your kitchen. _____
4) Your car runs out of petrol. _____
5) You see an accident. _____
6) You see a ghost in your room. _____

11. Раскройте скобки в тексте, обращая особое внимание на условные предложения третьего типа:

John is in prison. If John 1) _____ (not / oversleep), he 2) _____ (not / be) late for work. If he 3) _____ (not / be) late for work, his boss 4) _____ (not / fire) him. If John 5) _____ (not / lose) his job, he 6) _____ (not / need) money and he 7) ____ (not / rob) the bank. If he 8) _____ (not / rob) the bank, the police 9) _____ (not / arrest) him.

12. Определите тип приведенных ниже условных предложений и поставьте глаголы в скобках в нужную форму:

1) If it ____ (not / be) cold, they would not have lit the fire.
2) If she studied more, she ____ (be) a better student.
3) They ____ (not / see) the Queen if they hadn't visited London that day.
4) Those plants ____ (not / grow) if you don't water them.
5) I would buy that bag if it ____ (be) cheaper.
6) If I lived in France, I ____ (speak) French well.
7) We ____ (have) a party if Alan passes his driving test.
8) If she ____ (open) the letter, she would have been surprised.

13. Заполните пропуски в приведенном ниже диалоге, используя can, could и be able to:

John: _____ you ski?
Dave: Yes, I _____. I went skiing last year and I _____ go down the learner's slope easily.
John: I _____ ski when I was younger but since I hurt my leg I _____.
Dave: Actually, I think ice-skating is much easier. I _____ ice-skating when I was five years old.
John: Really? I tried ice-skating once, I _____ stand up at all.

14. Заполните пропуски в приведенном ниже диалоге, используя can, may, could, mustn't и can't:

Jim: Mum, 1) _____ I go to the library?
Mother: Of course you 2) _____, Jim, but you 3) _____ stay very long.

Jim: 4) _____ stay until 8 o'clock?

Mother: No, you 5) _____, because the concert starts at 8.30.

(At the library)

Jim: 6) _____ I look at the latest "Musician" magazine, please?

Librarian: Yes, you _____, but remember that you _____ take it out of the library.

15. Закончите приведенные ниже предложения, используя модальный глагол must и глаголы в таблице. Переведите предложения на русский язык:

be	go	Learn	meet	wash	win

1) Marilyn is a very interesting person. You _____ her.
2) My hands are dirty. I _____ them.
3) You _____ to drive. It will be very useful.
4) I _____ to the post office. I need some stamps.
5) The game tomorrow is very important for us. We _____.
6) You can't always have things immediately. You _____ patient.

16. Закончите приведенные ниже предложения, используя модальный глагол should и глаголы в таблице. Переведите предложения на русский язык:

clean	go	Take	visit	watch	wear

1) When you play tennis, you _____ the ball.
2) It's late and you're tired. You _____ to bed.
3) You _____ your teeth twice a day.
4) If you have time, you _____ the Science Museum. It's very interesting.
5) When you're driving, you _____ a seat belt.
6) It's too far to walk from here to the station. You _____ a taxi.

Appendix 1. Tips on Writing Summaries

Материал, приведенный в настоящем приложении, поможет Вам освоить жанр аннотации, ее виды, структуру, правила написания и наиболее типическое языковое наполнение. Рекомендации, которые мы предлагаем, можно использовать в качестве ориентира и крепкой основы для возможных вариаций.

Аннотация – предельно сжатая характеристика первоисточника, имеющая чисто информационное значение; не может заменить самого материала; дает общее представление об основном содержании книги, статьи.

Аннотации пишут на разнообразные типы текстов: статьи (публицистические, научные, научно-популярные и др.); монографии; диссертационные исследования; художественные произведения; судебные решения; отчеты компаний. В некоторых случаях может быть необходимым написать аннотацию не к целому тексту, а к его отдельной части (главе, части, разделу).

Аннотация как сжатое описание первоисточника необходима для того, чтобы напомнить о содержании прочитанной некоторое время назад книги, статьи и т.д. (например, в процессе работы над определенной проблемой, когда нужно оценить степень ее исследованности; в данном случае анализ оригинального текста и его фиксация своими словами помогает избежать плагиата (см. предыдущий раздел курса)); составить представление о содержании оригинального текста и решить, стоит ли читать его целиком; оформить заявку на конференцию, на исследовательские гранты; включить как обязательную часть в публикуемую статью или монографию; облегчить работу специалистов, создающих информационные базы.

Объем аннотаций может варьироваться: от одного предложения до 30% объема оригинального текста. В первом случае говорят о сжатой аннотации, во втором – о детальной. Детальная аннотация включает сведения об авторе, название, изложение основной идеи текста. Детальная аннотация может повторять структуру оригинального текста только в сжатом виде или представлять собой резюме аналитико-синтетического характера. Детальная аннотация может включать примеры и цитаты из текста оригинала. Приведем примеры этих двух разновидностей аннотаций. Статья и примеры для демонстрации сжатой и детальных аннотаций к ней взяты с сайта http://writing.colostate.edu/guides/documents/standsum/pop2a.cfm.

Computers and Education in America

In the last decade, computers have invaded every aspect of education, from kindergarten through college. The figures show that schools have spent over two billion dollars installing two million new computers. Recently, with the explosive increase of sites on the Internet, computers

have taken another dramatic rise. In just five years, the number of Internet hosts has skyrocketed from 2 million to nearly 20 million. It is not uncommon for 6th graders to surf the Net, design their own home pages, and e-mail their friends or strangers they have "met" on the Web. Computer literacy is a reality for many junior high students and most high school students.

In the midst of this technological explosion, we might well stop and ask some key questions. Is computer technology good or bad for education? Are students learning more or less? What, exactly, are they learning? And who stands to benefit from education's current infatuation with computers and the Internet?

In the debate over the virtues of computers in education, the technological optimists think that computers and the Internet are ushering us into the next literacy revolution, a change as profound as Gutenberg's invention of the printing press. In contrast, a much smaller but growing number of critics believe that cyberspace is not the ideal classroom. I agree with the critics. If you consider your own experience, you'll agree that the benefits of computer literacy are at best wildly overrated. At their worst, computers and the Internet pander to the short attention spans and the passive viewing habits of a young television generation.

The technological optimists sing a siren song of an enchanted new land where the educational benefits of computers and the Internet are boundless. First, they boast that children can now access information on every conceivable subject. If little Eva or little Johnny wants to learn about far-away cultures, they can access sites from their own homes that will teach them about the great languages and cultures of the world. Second, these starry-eyed optimists warble about how the Internet has created a truly democratic space, where all children--rich, poor, black, white, and brown--have equal access to information and education. Third, they claim that computers will allow students to have e-mail conversations with experts on any subject around the world. No longer will students be limited by their own classroom, their teacher, or their environment. Distance learning is the wave of the future, and classrooms will become obsolete or at least optional. In the words of John Sculley, former CEO of Apple Computer, the new technologies have created an "avalanche of personal creativity and achievement" and they have given students the "ability to explore, convey, and create knowledge as never before." Children who used to hate going to school will now love to learn to read and write, to do math and science. They will voluntarily spend hours learning on the Web instead of being bored to death by endless books and stodgy teachers.

Sound too good to be true? Let's examine these claims, one by one. First, promoters of computer learning are endlessly excited about the quantity of information available on the Internet. The reality, however, is quite a different story. If you've worked on the Internet, you know that finding and retrieving information from a Web site can sometimes be tedious and time consuming. And once you find a site, you have no idea whether the information will be valuable. Popular search engines such as Yahoo! are inefficient at finding relevant information, unless you just want to buy a book on Amazon.com or find a street map for Fargo, North Dakota. Information is definitely available on the Web, but the problem is finding relevant, reliable, and non-commercial information.

Next, the optimists claim that the Internet is truly a democratic space with equal access for everyone. Again, the reality falls short. First, access to an Internet provider at home costs over a hundred dollars a month, once you add up service and long distance fees. And then there's the technology barrier--not every person has the skills to navigate the Web in any but the most superficial way. Equal access is still only a theoretical dream, not a current reality.

Finally, computers do allow students to expand their learning beyond the classroom, but the distance learning is not a utopia. Some businesses, such as Hewlett Packard, do have mentoring programs with children in the schools, but those mentoring programs are not available to all students. Distance learning has always been a dream of administrators, eager to figure out a cheaper way to deliver education. They think that little Eva and Johnny are going to learn about Japanese culture or science or algebra in the evening when they could be talking with their friends on the phone or watching television. As education critic Neil Postman points out, these

administrators are not imagining a new technology but a new kind of child: "In [the administrator's] vision, there is a confident and typical sense of unreality. Little Eva can't sleep, so she decides to learn a little algebra? Where does little Eva come from? Mars?" Only students from some distant planet would prefer to stick their nose in a computer rather than watch TV or go to school and be with their friends.

In addition to these drawbacks are other problems with computers in education. There is the nasty issue of pornography and the rampant commercialism on the Internet. Schools do not want to have their students spend time buying products or being exposed to pornography or pedophiles. Second, the very attractiveness of most Web sites, with their color graphics and ingenious links to other topics, promotes dabbling and skimming. The word "surfing" is appropriate, because most sites encourage only the most surface exploration of a topic. The Internet thus accentuates what are already bad habits for most students: Their short attention spans, their unwillingness to explore subjects in depth, their poor reading and evaluation skills. Computers also tend to isolate students, to turn them into computer geeks who think cyberspace is actually real. Some students have found they have a serious and addictive case of "Webaholism," where they spend hours and hours on the computer at the expense of their family and friends. Unfortunately, computers tend to separate, not socialize students. Finally, we need to think about who has the most to gain or lose from computers in the schools. Are administrators getting more students "taught" for less money? Are big companies training a force of computer worker bees to run their businesses? Will corporate CEO's use technology to isolate and control their employees?

In short, the much ballyhooed promise of computers for education has yet to be realized. Education critic Theodore Roszak has a warning for us as we face the brave new world of computer education:

Like all cults, this one has the intention of enlisting mindless allegiance and acquiescence. People who have no clear idea of what they mean by information or why they should want so much of it are nonetheless prepared to believe that we live in an Information Age, which makes every computer around us what the relics of the True Cross were in the Age of Faith: emblems of salvation.

I think if you examine your own experience with computers, you'll agree that the cult of computers is still an empty promise for most students. Computers, the Internet, and the Web will not magically educate students. It still must be done with reading, study, good teaching, and social interaction. Excellence in education can only be achieved the old fashioned way--students must earn it.

Written by Dudley Erskine Devlin

Сжатая аннотация (одно предложение)

Devlin believes the benefits of computers in education claimed by the technological optimists are wildly overrated in that equal access on the Internet is not a reality; that finding relevant and reliable information is tedious and time-consuming; that distance learning assumes an unrealistic learner; and that pornography, commercialism, "surfing," and social isolation are not consistent with the goals of education.

Детальная аннотация

Dudley Erskine Devlin writes his own commentary of computer technology on the rise in "Computers and Education in America." While all the optimists out there push the movement of Websites and constantly flash e-mail addresses on all advertising promising simplicity for our hectic lives and education for our children, Devlin retorts by saying, "In short, the much balleyhooed promise of computers for education has yet to be realized." He believes that finding

information and retrieving it from the Internet is long and tedious. The Internet is cluttered by commercialism, claims Devlin. He also points out how the information might be false when found. He believes claims that the Internet is democratic are false. The personal computer eats money and that plus the cost of Internet bills is too much for families. Although the Internet has nearly 20 million sites, there are not enough mentoring programs to lead students through the Internet. Besides, according to Devlin, kids will always prefer the TV and their friends over cyberspace. Even if kids were on the Internet they would be surrounded by commercialism and pornography. Finally, in the words of Dudley Erskine Devlin, "The cult of computers is still an empty promise for most students."

Описывая детальную аннотацию, мы затронули вопрос структуре: из каких частей состоит аннотация и какую информацию она включает. В самом общем виде структуру аннотации можно представить следующим образом:
- библиографическое описание (автор статьи / книги, номер тома или издания, место издания, количество страниц, иллюстраций);
- общие сведения (сжатая характеристика) материала;
- дополнительные сведения (о работе и его авторе).

Более прагматически ориентированные западные коллеги отказываются от абстракций и предлагают шаблон, который не только повторяет приведенную выше структуру аннотации, но и предлагает всем, осваивающим жанр аннотации, схему, по которой можно составлять собственные аннотации, следуя строгой структуре и используя вполне конкретное языковое наполнение [http://homepage.smc.edu/reading_lab/writing_a_summary.htm]:

In "Title of the Piece" (source and date of piece), author shows that: central idea of the piece. The author supports the main idea by using _____ and   showing   that
_____.

Приведем в качестве примера аннотации к разным типам текстов, чтобы убедиться, что указанный шаблон работает:

http://homepage.smc.edu/reading_lab/writing_a_summary.htm

In the short story "The Secret Life of Walter Mitty," author James Thurber humorously presents a character who fantasizes about himself as a hero enduring incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary, plain life; he is a husband under the control of an overbearing, critical wife. Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this brief time, Mitty drives his wife to the hairdresser and runs errands that his wife has given him while he waits for her. In between his worrying that he is not doing

what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman, and brave military captain. This story shows that fantasy is often a good alternative to reality.

http://web.hc.keio.ac.jp/~hjb/How_to_write_a_summary.html

In "Someone Is Stealing Your Life" (*The LA Weekly*, 26 Jan. 1990), Michael Ventura argues that American workers are being treated as slaves, and calls on employers to value the contribution of workers to the success of companies. For the majority of Americans, the ideal that the individual is free to find his or her own happiness is an illusion. Employees have no control over any aspect of their work and the living standards that they are able to achieve by working have declined. Those who wish to control their working lives do so by becoming employers, but in order to become profitable, they have to exploit their workers to the full. The author accepts that successful entrepreneurs deserve high rewards for their hard work and the risks they have taken. He also recognizes the role played by investors. However, he argues that the success of a company derives from the hard work of the employees as well. They deserve to share in the rewards and they should also be involved in major company decisions since these affect their lives. The author asserts that his view is worth of consideration because it is based on his experience in a variety of lower paid jobs, not on academic study.

http://darwin.bio.uci.edu/~sustain/Abstract.html

"Their War": The Perspective of the South Vietnamese Military in Their Own Words

Author: Julie Pham (UCB participant in UC Day 2001)

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualititative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam

War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history &endash; oral histories with Vietnamese immigrants &endash; this project will contribute to future research on similar topics.

Качественная аннотация должна давать объективное представление об аннотируемом источнике, т.е. должна отвечать на следующие вопросы: Кто что где и когда сделал? Какова главная идея текста? Какие доводы и доказательства приводит автор в защиту своей точки зрения? При составлении аннотации необходимо руководствоваться следующими правилами:

- излагать сжатое содержание первоисточника своими словами;
- избегать оценочных суждений и критики аннотируемого текста, выражения собственного мнения о прочитанном;
- избегать ненужных и неуместных деталей, примеров из первоисточника;
- включать цитаты из оригинального текста только в том случае, если на это есть веская причина.

Подготовка к написанию аннотации и сам процесс включают несколько этапов. Опишем их в качестве руководства к действию:

- Прочитайте текст, на который собираетесь писать аннотацию.
- Перечитайте текст и разделите его на части согласно рассматриваемым в нем идеям, положениям; дайте каждой части название; подчеркните ключевые слова и словосочетания.
- Напишите по одному предложению в качестве краткого содержания каждой части.
- Сформулируйте центральную идею, которая объединяет вместе все предложения, представляющие краткое изложение отдельных частей.
- Напишите черновую версию аннотации в соответствии с принятой структурой.
- Отредактируйте черновой вариант; уберите все ненужные детали; исключите повторы.
- Перепишите или напечатайте окончательный вариант аннотации.

При написании аннотации рекомендуется использовать широкий спектр слов, позволяющих передать мнение, утверждения и мысли автора первоисточника. Приведем примеры некоторых из них:
provides an explanation / solid evidence / description
carries out an exploration / research / experiment
puts a lot of emphasis / gives emphasis to / underlines / highlights / stresses
gives a description
puts forward a theory / advance / propose
goes into the causes

sets out to prove that
casts doubt on the previous research
According to X,
In X's opinion,
In X's view,
argues
asserts
believes
claims
concludes
confirms
hypothesizes
insists
maintains
observes
notes
points out
questions
says
states [Macmillan English Dictionary for Advanced Learners 2002; McCarthy, O'Dell 2008].

Еще раз напомним, что обязательным требованием к аннотации является объективность передачи содержания первоисточника, поэтому следует с осторожностью относиться к использованию прилагательных, выражающих оценку. Рекомендуется по возможности избегать употребления следующих прилагательных: positive, good, strong, conservative, hard, easy, interesting / negative, bad, weak, liberal, difficult, funny, well-supported [http://writing.colostate.edu/guides/documents/standsum/pop2a.cfm].

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Appendix 2. «Glossary of Political Terms»

A

abolish – отменять

abstain – воздержаться

Academy of Political Science – академия политических наук

acquire (power) – захватывать (власть), приходить к власти

administer – управлять

advise – давать рекомендации

affiliate with a political party – входить в состав, быть членом политической партии

affiliation – принятие, прием в члены партии

agencies of governments – подразделения, ведомства правительства

allegiance – приверженность, преданность

alternatives – (зд.) варианты

ambassador – посол

amend – вносить поправки

American Political Science Association – американская ассоциация политических наук

announce – объявлять

appoint – назначать

approve – одобрять

approved by – утвержденный, одобренный

ask for resignation – попросить уйти с должности

Associate Justices – Член Верховного Суда

at-large – представляющий весь штат или округ, а не какую-то партию

attorney general – генеральный прокурор

B

backbenchers – «заднескамеечник», член парламента

ballot – избирательный бюллетень

be appointed by – назначаться (кем-л.)

be composed of smth – состоять из чего-л.

be elected by the people – избираться народом

be elected from the constituencies – избираться от избирательного округа

be exercised by – осуществляться (чем-л.)

be in charge of – быть ответственным за что-либо

be independent of smth – не зависеть от чего-либо

be in office – занимать пост

be supported by the majority – поддерживаться большинством

bicameral – двухпалатный

bill – билль, законопроект

breakup – распад

bylaw – постановление, распоряжение органов

C
cabinet member – член кабинета (министров)
Cabinet– кабинет
cast a ballot – подавать избирательный бюллетень, опускать бюллетень
caucus – совещание лидеров политической партии для назначения кандидатов
chancellor of the exchequer министр финансов (в Великобритании), канцлер казначейства
charge – обвинить в каком-либо преступлении
charter – хартия, грамота, устав
checks and balances – «система сдержек и противовесов»
Chief Justice – Главный Судья
choose a team of ministers – создавать команду министров
citizen – гражданин
citizenship – гражданство
city-state – город-государство
civil right – гражданское право
civil war – гражданская война
collapse – распадаться
commissioner – представитель, специальный уполномоченный
community – общество, сообщество
compete – конкурировать, соревноваться
compulsory – обязательный
constituency – избирательный округ
constitutional monarchy – конституционная монархия
contend for office – бороться за пост
contradict – противоречить
Council of the European Union – совет европейского союза
county – округ
Court of Auditors – счетная палата
Court of Justice – судебная палата
court system – система судов
crossbencher – член независимой партии в парламенте
current issues – текущие проблемы

D
deadlock – тупик, безвыходное положение
debate – обсуждать, дискутировать
debates – дебаты
deciding factor – решающий фактор
declare war – объявить войну
decline – спад, упадок
defense – оборона
Department of Agriculture – министерство сельского хозяйства

Department of Commerce and Labor – министерство торговли
Department of Defense – министерство обороны
Department of Education – министерство образования
Department of Energy – министерство энергетики
Department of Health and Human Services – министерство здравоохранения и социального обеспечения
Department of Health, Education, and Welfare – министерство здравоохранения, образования и социального обеспечения
Department of Homeland Security – министерство национальной (внутренней) безопасности
Department of Justice – министерство юстиции
Department of the Air Force – министерство военно-воздушных сил
Department of the Army – министерство сухопутных сил
Department of the Navy – министерство военно-морского флота
Department of Veterans Affairs – военно-морское министерство
Departments of Housing and Urban Development and of Transportation – департамент жилищного строительства и реконструкции городских районов
Departments of State, of the Treasury, and of War министерство иностранных дел (госдепартамент США)
dependency – зависимость
deputy – заместитель
determine common law – определять общее право
direct democracy – непосредственная демократия
disagreement – разногласие
dismiss – увольнять
dissolve (Parliament) – распускать (Парламент)
district – район
dominion – владения, земли

E
elderly– пожилые люди
elect – выбирать. избирать
election – выборы
election campaign – предвыборная кампания
electoral – избирательный, выборный
eligible – могущий быть избранным
eliminate – не считаться, упразднить. уничтожить
emerge – появляться, возникать
emissary – эмиссар, агент
emperor – император
empire – империя
enforce laws – проводить законы в жизнь
Environmental Protection Agency – агентство охраны окружающей среды
Equality – равенство, равноправие
establish social programs – проводить социальные программы

European Atomic Energy Community (Euratom) – Европейское сообщество по атомной энергии

European Coal and Steel Community (ECSC) – Европейское объединение угля и стали

European Commission –европейская комиссия

European Economic Area – европейское экономическое пространство

European Economic Community (EEC) = европейское экономическое сообщество

European Free Trade Association – европейская ассоциация свободной торговли

executive power – исполнительная власть

extensive power – неограниченная власть

F

faction – фракция

federal – федеральный

file (a declaration) – подать (декларацию, заявку)

fiscal matters – налоговые вопросы

foreign policy – внешняя политика

foreign affairs – международные отношения

Foreign and Commonwealth Office – Министерство иностранных дел и по делам Содружества

Franchise – право голоса

freedom of speech – свобода слова

gain power – прийти к власти

G

General Elections – Всеобщие выборы

give assent – одобрять, принимать

govern – править, руководить

governing bodies – руководство, правление

H

handle debates – вести дебаты

Head of Government Conference – совещание глав правительст

Head of State – глава государства

Headquarter – штаб-квартира

Hereditary – передаваемый по наследству, наследуемый

hereditary and life peers – наследственные и пожизненные лорды и пэры

hold office – занимать пост (должность), исполнять обязанности

House of Commons – палата общин

House of Lords – палата лордов

House of Representatives – Палата представителей

Houses of Parliament – парламент

I

impartiality – беспристрастность
impeach the President – подвергнуть президента импичменту
in office – на посту
independent – независимый
influential – влиятельный
inherit – унаследовать
initiative – законодательная инициатива
international – международный
International Association of Political Science – Международная ассоциация политических наук
international cooperation – международное сотрудничество

J

judiciary branch of the government – судебная власть

L

launch an election campaign – начать избирательную кампанию
law enforcement – исполнение законов, контроль за соблюдением законов
Law Lords (the highest judges) – лорды-судьи, судебные лорды
lawmaking – законодательный
legislative – законодательный
legislative assembly – законодательный орган
legislative branch of the government – законодательная власть
legislative power – законодательная власть
legislature – законодательный орган
limit the power – ограничить власть
lobbying – лоббирование, оказание воздействия с целью повлиять на результат голосования
local – местный
local official – служащий местного органа самоуправления
London School of Economics and Political Science – Лондонский институт экономики и политологии
lord chancellor – лорд-канцлер
Lords Spiritual (highest clergy in the Church of England) – «духовные лорды» (архиепископы и епископы в палате лордов
Lords Temporal (members of the nobility) – светские члены палаты лордов
lose an election – проиграть на выборах

M

major parties – крупнейшие партии
majority / minority – большинство / меньшинство
majority system – мажоритарная система
make any changes вносить изменения
make decisions – принимать решения

make laws – создавать законы
manage its local affairs – заниматься, решать вопросы местного значения
mass support – массовая поддержка
member of – член (чего-л.)
members of ethnic minorities – представители этнических меньшинств
military might – военная мощь
military ruler – военный диктатор
minority party – партия меньшинства
multiparty system – многопартийная система

N

no matter how – как бы … не
notable work – заметная работа

O

obligatory – обязательный
official – должностное лицо, чиновник, представитель власти
one-party system – однопартийная система
optional – дополнительный
outlawed – вне закона
overall majority – абсолютное большинство

P

parliamentary form – парламентская форма
party affiliation – принадлежность к партии
pass (acts) – принимать (законы)
peeresses – пэресса
policy – политика
political affairs – политические вопросы
political arrangement – политическая договоренность
political instability – политическая нестабильность
political science – политология
political supporter – политический сторонник
politics – политика
polling place – избирательный участок
population – население
populous – густонаселенный
Post Office Department – Почтовое ведомство
postmaster general – министр связи
power – власть
predecessor – предок, предшественник
preside – быть председателем
presidency – президентская должность
president's term of office – срок полномочий президента
presiding officer – председатель (чего-л.)

primaries – праймериз (выборы кандидатов для баллотирования на всеобщих выборах)

Prime Minister – премьер-министр

proponent – сторонник

public affairs – общественная деятельность

public approval – общественное одобрение, поддержка общественности

public issues – общественные вопросы

public life – общественная жизнь

public office – правительственный пост

public reading – публичные чтения

punch-card voting – перфокарты для голосования

Q
Queen – королева

R
ratification – ратификация, подписание

real governing body – реальный правящий орган

realignment – реорганизация

recall – право отзыва путем референдума

reject – отвергать

represent – представлять

representative – представитель

representative democracy – представительная демократия

resident – постоянный житель

resign – отказываться от должности

reunified – воссоединенный

rule – управлять, править

run for office – претендовать на должность

S
salaries of departmental employees – зарплата ведомственных сотрудников

Secretary of Defense – министр обороны

Secretary of State – государственный секретарь

secretary of …– министр

Secretary of the Treasury – министр финансов

select – выбирать, избирать

semipresidential – «полупрезидентский»

Senate – Сенат

sentence – приговаривать к …

separation of powers – разделение властей

serve – состоять на службе

session (за Parliament) – сессия парламента

settles disputes – решать спорные вопросы

Shadow Cabinet – теневой кабинет

sign – подписывать, ставить подпись
sitting – заседание
slates of candidates – предварительный список кандидатов
slavery – рабство
social security – социальное обеспечение
sound – зд. точный, глубокий
sovereign – суверен, монарх, правитель
splintering – распад
stand – стать кандидатом
standing committee – постоянно действующий комитет
state – 1) государство   2) штат
statewide – в масштабе штата
suffrage – право голоса
summon Parliament – созывать парламент
sway (voters) перевес голосов

T
term – срок полномочий
term of office – срок полномочий (президента)
The Cabinet – кабинет
the right to vote – право голоса
treaty – соглашение, договор
turn in (a petition) – подавать (прошение)

U
unemployed the – безработные
unemployment – безработица
unicameral (one-house) – однопалатный
United Nations – ООН (Организация Объединенных Наций)

V
validity– правомерность, срок действия
veto a bill – наложить вето на законопроект
vice president – вице президент
viewpoint – точка зрения
vote – голосовать; право голоса
voter – избиратель, участник голосования
voting booth – кабина для голосования
voting rights – избирательные права

W
War Department – военное ведомство, министерство
Whip – парламентский партийный организатор
win (an election) – победить на выборах
win by a considerable margin – победить со значительным перевесом

winning party – партия, победившая на выборах
witenagemot – витенагемот (совет старейшин при короле)
withhold – удерживать, останавливать
world trade – международная торговля

Учебно-методическое пособие

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