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Навчально-методичний посібник є другою частиною курсу “Іноземна мова (англійська)”. Матеріал розбито на чотири модулі, кожен з яких містить оригінальні тексти з творів англійських та американських авторів, розробку словника та завдань до них. Подано зразки розмовних тем, активний вокабуляр та вправи комунікативного характеру. Крім того, кожен розділ містить пояснення граматичних явищ і завдання, що сприяють їх засвоєнню. Призначено для студентів I курсу факультету міжнародних відносин.

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Призначено для студентів II курсу факультету міжнародних відносин.

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MODULE 1

UNIT 1

The Political System of Ukraine

I. *TEXT*

What Political System Does Ukraine Need? From Presidentialism to Parliamentarianism.

The current public controversy about what division of power Ukraine should have, in the future, is **overdue**. The various political crises of the past years have shown that the Ukrainian Constitution needs revision. Many of the current public exchanges about the division of power that Ukraine supposedly requires miss the point. These discussions are mainly about the amount of prerogatives that Ukraine's future more or less powerful President should have. The arguments thus remain within the **realm** of a comparison between the "Kuchmism" of 1996-2004, and the dual rule of 2006-2010 neither very successful period in recent Ukrainian political history. Sometimes, Ukraine's semi-presidential proto-democratic system is even compared to Russia's pseudo-presidential authoritarian **regime**.

Today the country needs a serious discussion about the range and structure of the prerogatives of parliament. Ideally such a revision of the Ukrainian Constitution would lead to the establishment of a political system dominated by the Verkhovna Rada, and with a weak President. Or it would mean the creation of a **de jure** parliamentary republic with a non-elected **figurehead** President.

Most of the **deliberations** concerning a modification of the Constitution currently shown on Ukrainian TV channels are about whether Ukraine should have a presidential-parliamentary or parliamentary-presidential form of government. These are two versions of the semi-presidential form of government. The first presidential-parliamentary version refers, in the Ukrainian case, to the original regulations of the 1996 Constitution of Ukraine. It implies an, in fact, super-presidential system where the Prime-Minister is reduced to the

role of an assistant to the President. The second, parliamentary-presidential version, instead, refers to the real division of government that has come into force on January 1st, 2006. Since then, the Ukrainian state's executive prerogatives have been divided between President and Prime-Minister. Arguably, only since 2006, the term "semi-presidentialism" has actually come to make sense, in describing Ukraine's political system. Before that, the substantive powers of the President were closer to a purely and strongly presidential system of government rather than **reminiscent** of a divided executive like that of contemporary France.

This situation reflects the general absence of political science in most of Ukraine's political debates. Instead, these controversies often **feature** prominently politicians, "political technologists," and journalists who are, for different reasons, ill-prepared to contribute constructive arguments to such debates. Many politicians **assume** that this or that constitutional arrangement is or will be better for them than others. While even self-serving politicians may thus pronounce occasionally a valid argument, they do so for the wrong reason. The same goes for most of the politically engaged **pundits** who dominate Ukrainian mass media and are paid not to provide detached analysis, but to engage in pseudo-analytic public lobbying in the interests of their sponsors. Many journalists commenting on semi-presidentialism, in turn, may do so with good intentions, but have little expertise or even limited interest in the specifics of comparative political science or democratic constitutional engineering. Occasionally, such debates even involve artists, novelists, and other intellectuals, who are willing to say something on current Ukrainian affairs, but, in doing so, go far beyond their professional competence. The extensive involvement of dilettantes in such debates seems to be a direct result of the **dearth** of serious political scientists within the public sphere.

The current Ukrainian controversy can be compared to a hypothetical community discussion about a new bridge where the construction of the future **viaduct** is based on opinions from those drivers, pedestrians and fishermen who will later use that bridge, on a daily basis. To involve architects and engineers in the planning of such a bridge is seen as a waste of time. Such building experts will constitute only a **miniscule** portion of the people who will later actually use the bridge. Moreover, construction engineers may **come up** with difficult concepts, complicated mathematics, and **intricate** opinions. Arguably,

bridges should be constructed by those who actually will depend on them, and not by **aloof** experts. Approximately, such a line of thinking seems to be responsible for the current absence of specialists on comparative politics and constitutional engineering in Ukrainian debates over governmental reform. That is even more surprising in view of the fact that the reconstruction of Ukraine's basic law can be seen as a task far more complicated task than building a bridge.

In the Ukrainian case, moreover, the consolidation of democracy is doubly relevant to the future of this state. It will not only provide a conflict-solving mechanism between the country's **rapacious** economic elites as well as between the culturally distinct populations of the country's west and center, on the one side, and south and east, on the other. Democratization is also key to the long-term international **prospects** of Ukraine, namely to the question of her EU membership **perspective**. The idea of European integration and the aim to enter one day the EU **constitutes** an important unifying idea. All this suggests that the establishment of either a parliament-dominated semi-presidential system or even of a purely parliamentary republic would constitute an important step towards Ukraine's future political development and integration into the international community of democratic states.

(By Andreas Umland)

Vocabulary Notes

overdue – *adj* late in arriving or being done (запізнілий, прострочений) *E.g.* The train is overdue.

realm – *n* [count.] **1** of knowledge, interest, or thought (сфера, галузь)

E.g. new discoveries in the realm of science.

2 literary a country ruled over by a king or queen (королівство, держава).

regime – *n* [count.] a government, especially one that was elected fairly or that you disapprove of (режим, лад)

E.g. a brutal military regime

Synonyms:

democracy – a political system in which everyone can vote to choose the government, or a country that has this system

republic – a country that has an elected government, and does not have a king or queen

monarchy – a country that has a king or queen as the head of state, and which may or may not also have an elected government

regime – a government, especially one that was not elected fairly or that you disapprove of

dictatorship – a political system in which a dictator (=a leader who has complete power and who has not been elected) controls a country, or a country that has this system

totalitarian country/state etc – a country in which the government has complete control over everything

police state – a country where the government strictly controls people's freedom, for example to travel or to talk about politics.

de jure – *adv* according to the rightful entitlement or claim; by right (законно).

figurehead – *n* [count.] a leader who has no real power (номінальний голова/начальник).

deliberation – *n* [count., uncount.] careful thought or discussion (обдумування, обговорення)

E.g. After much deliberation the prize was awarded to Murray.

reminiscent – *adj* making you think of something similar (схильний до спогадів, пов'язаний зі спогадами)

reminiscent of

E.g. A scene was reminiscent of a Hollywood movie.

to feature – *v* [intrans., trans.] to include something as a special or important part, or to be included (відводити найважливіше місце / роль)

E.g. Blake's name did not feature in the report.

to assume – *v* [trans.] **1** to think that something is true, although you have no proof (вважати, припускати)

E.g. Your light wasn't on, so I assumed you were out.

let's assume that/assuming that

E.g. Let's assume for a moment that you were the father of that child.

2 formal to take control, power, or a particular position (приймати, взяти на себе)

assume power/responsibility/authority etc

E.g. Mark will assume the role of Managing Director.

3 to pretend to feel something or be something you are not (удавати, симулювати)

E.g. Gail assumed an air of indifference.

pundit – *n* [count.] a person who often gives their opinion about something on television or in newspapers (експерт, знаток)

E.g. political pundits

dearth – *n* [sing.] *formal* a lack of something (нестача)

dearth of

E.g. the dearth of information

viaduct – *n* [count.] a long high bridge across a valley.

minuscule/miniscule – *adj* very small (дуже маленький)

E.g. a minuscule amount of food.

to come up – *v* [intrans.] **1** to come close to you, especially in order to speak to you, to make an approach (наближатись)

E.g. One of the teachers came up and spoke to me.

2 to be mentioned or suggested (згадуватися)

E.g. The subject didn't come up at the meeting.

3 to occur in the course of time (мати місце, траплятися)

E.g. Is your birthday coming up soon?

4 to turn out to be (виявлятися)

E.g. The coin came up tails.

5 to rise (підніматись, сходити).

6 to rise in rank or status (отримувати підвищення)

E.g. an officer who came up from the ranks.

intricate – *adj* adjective involving a lot of small parts or details (заплутаний, складний)

E.g. an intricate pattern.

aloof – *adj* **1** deliberately staying away from other people or not talking to them, especially because you think you are better than they are (відсторонений)

E.g. She seemed cold and aloof.

2 if you stay aloof from something, you do not become involved in it (байдужий).

rapacious – *adj* aggressively greedy or grasping (жадібний, загарбницький)

E.g. rapacious landlords.

prospect – *n* **1** [count., uncount.] the possibility that something will happen (надія, сподівання)

prospect of

E.g. I see no prospect of things improving.

prospect for

E.g. He had good prospects for increasing profits.

2 [sing.] an event which will probably or definitely happen in the future – used when you say how you feel about it (перспектива)

prospect of

E.g. The prospect of marriage terrified Alice. It's an exciting prospect.

3 [plural] chances of future success (шанси)

E.g. His job prospects are not good.

4 an extensive view of an area of land (вид, панорама)

E.g. a fine prospect across the canyon.

perspective – *n* [count.] a way of thinking about something, an attitude to something (точка зору, ставлення, погляд)

perspective on

E.g. Working abroad gives you a whole new perspective on life.

from a ... perspective

E.g. Try and approach the problem from a different perspective.

2 [uncount.] a sensible way of thinking about something so that you do not imagine that something is more serious than it is (перспективи, плани на майбутнє)

get/keep/put something in perspective

E.g. It's important to put things in perspective.

3 [uncount.] a method of drawing a picture which makes objects look solid and makes some things look further away than others (перспектива).

to constitute – *v linking verb 1* to be considered to be something (являти собою)

E.g. The rise in crime constitutes a threat to society.

2 if several parts constitute something, they form it (утворювати, складати)

E.g. 50 states constitute the USA.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. публічне обговорення;

2. втрачати значення;
3. створення політичної системи;
4. набувати чинності;
5. державна виконавча влада;
6. реальна/дійсна влада;
7. вагомий аргумент;
8. лобіювання інтересів;
9. економічна еліта;
10. вступ до ЄС.

II. Fill in the words from the list, use them in the sentences of your own:

realm, regime, figurehead, perspective, aloof, viaduct, dearth, prospective, deliberation(s), prospect(s).

1. excellent career _____;
2. the _____ of poetry;
3. after much _____ they arrived to compromise;
4. a different _____ on life;
5. we can speak about _____ of evidence;
6. political _____ change;
7. to keep _____ from politics;
8. the king is merely a _____;
9. a _____ mother;
10. a long _____ across a valley carrying a road and a railway.

III. Fill in the correct prepositions:

1. This novel was compared _____ the work of Daniel Defoe.
2. This door led _____ a better-lit corridor.
3. _____ obvious reasons, we can't do that yet.
4. Many players have contributed _____ the team's success.
5. He engaged _____ trade for a number of years.
6. She commented _____ recent developments.
7. The singer's voice has been compared _____ that of Elvis.
8. Nobody wanted to hear about the frightening prospect _____ going to war.
9. They were pushing and oblivious _____ anyone not in their group.
10. It had a taste reminiscent _____ spinach.

IV. Fill in the suitable word from the list:

prospect(s), perspective, prospective

1. This film puts a completely different _____ on our life.
2. The top level talks started with every _____ of success.
3. You should view the situation from the _____ of people injured.
4. She is excited by the _____ of returning to school abroad.
5. This post offers excellent promotion _____ .
6. Bankruptcy is an unlikely _____ for the company.
7. It's always very difficult to gain a broader _____ on the international scene.
8. We haven't decided which car to buy yet. We're still looking at a few _____ .
9. What are the _____ returns from an investment of one million euros over five years?
10. It was the meeting to discuss _____ changes in government legislation.

V. Translate the sentences using the verb *to come up*:

- A:**
1. He *came up* and introduced himself.
 2. This question never *came up*.
 3. He means any problem that may *come up* in future.
 4. The girl *came up* to the counter and asked if she could have her order prepared to go.
 5. Let me know if anything else *comes up* during the project.
 6. Something's *come up*, so I won't be able to go with you.
 7. The sun *comes up* at six.
 8. Is it actually likely to *come up* during conversation outside this building.

- B:**
1. Політична ситуація у країні стала предметом останніх переговорів.
 2. Ціни часто зростають у всьому світі.
 3. Сонце з'явилося на горизонті рано вранці.
 4. Насіння не проросло, тому доведеться купувати нове.
 5. Він виявився дуже впертим, його дуже важко переконати.
 6. Я буду пізно ввечері додому, адже якась важлива проблема виникла на роботі і її повинно вирішити до завтра.
 7. Актуальні питання стали предметом обговорення двох делегацій.

VI. Match the numbers with the letters. Mind the basic forms of political systems, some of which are typically mutually exclusive (e.g. *Monarchy* and *Republic*), while others may (or may not) overlap in various combinations (e.g. *Democracy* and *Westminster system*, *Democracy* and *Socialism*):

1. Anarchism	A: Rule by republic and representative democracy through parliament.
2. Democracy	B: Rule by all citizens, classless with common ownership and decision making.
3. Monarchy	C: Rule by majority.
4. Communism	D: Rule by alleged representative of God.
5. Meritocracy	E: Rule by monarch) Monarchies are one of the oldest political systems known, developing from tribal structure with one person the absolute ruler.
6. Technocracy	F: Rule by lord/king.
7. Republic	G; Rule by Allah) an Islamic political structure combining aspects of Monarchy and Theocracy.
8. Sultanates	H: Islamic Democracy. (Rule by majority in Islamic context) an Islamic and democratic political structure, which combines aspects of Theocracy (as the framework) and Democracy (as the decision making method under Islam's ethical system). Iran's constitution is based on such a system.
9. Islamic Democracy	I: Rule by scientist/intellectuals.
10. Theocracy	J; Rule by best.
11. Westminster system	K: Rule by law. The first recorded republic was in India in the 6th century BC.
12. Feudalism	L :Rule by all/no one.

VII. Decide which of these statements are true or false:

1. Ukraine is a sovereign state. It has its own territory, its legislative and executive organs and its government.
2. The current public controversy about what division of power Ukraine should have, in the future, is overdue.
3. The Ukrainian Constitution doesn't need any revision nowadays.

4. One can compare Ukraine's semi-presidential system to Russia's and France's ones.
5. "Semi-presidential proto-democratic system" and "pseudo-presidential authoritarian regime" are synonyms.
6. A main reason for the success of the Semi-Presidential system in Ukraine is its heterogeneous population.
7. Semi-presidential system differs from a parliamentary republic in that it has a popularly elected head of state who is more than a purely ceremonial figurehead.
8. Semi-presidential system differs from the presidential system in that the cabinet, although named by the president, is responsible to the legislature, which may force the cabinet to resign through a motion of no confidence.
9. In the Ukrainian case, moreover, the consolidation of democracy is doubly relevant to the future of this state.
10. The establishment of a purely parliamentary republic is a key to the long-term international prospects of Ukraine.

VIII. Summarize the content of the article.

IX. Prepare a report on the following topics:

- **Current Political Situation in Ukraine;**
- **The Ukrainian Government: The Political Party System.**

II. TOPIC

The Political System of Ukraine

Ukraine is a sovereign state whose independence was declared on August 24, 1991. The country adopted democratic constitution that implies multi-party system in 1996. Constitution also protects basic human rights and liberties. The country has a democratic political system which means that executive branch is headed by the president with strong power, and its legislative branch is represented by a national parliament.

The Ukrainian Constitution outlines the structure of the national government and specifies its powers and duties. Under the Constitution the powers of the government are divided into three branches – the

legislative which consists of the Verhovna Rada, the executive, headed by the President, and the judicial, which is led by the Supreme Court.

The Ukraine's national parliament – the Verhovna Rada is the only law-making body in Ukraine. It has one chamber consisting of 450 members (people's deputies) who are elected by votes at general elections to a term of five years. All 450 members of the Verkhovna Rada are elected by proportional representation. Chairman of the Parliament is the speaker. The speaker is elected by secret voting of the parliament's deputies.

The Verhovna Rada's main function is making laws. Law drafting work is performed by its Committees. The Verhovna Rada adopts the State Budget for the period from January, 1 to December, 31 and controls the execution of it. The monetary unit of Ukraine is the Hryvnia.

The President of Ukraine is the head of the state and speaks on behalf of it. Population of Ukraine elects the President for a five-year term by universal, equal and direct vote with no more than two full terms. Under the Constitution of Ukraine the President guarantees sovereignty of the state and territorial integrity, the observance of human and civil rights and liberties.

The President is assisted by a Cabinet of Ministers – the highest body of the executive power. The Cabinet is headed by the Prime Minister. The Prime Minister of Ukraine and the Cabinet of Ministers are appointed by the Verkhovna Rada. The Cabinet of Ministers is responsible to the President and is accountable to the Verhovna Rada. It carries out domestic and foreign policy of the State, the fulfillment of the Constitution, as well as the acts of the President, develops and fulfils national programs on the economic, scientific and technological, social and cultural development of Ukraine. Local councils and city mayors are elected by the citizens. The President appoints the heads of regional administrations by nomination of the Cabinet of Ministers.

Justice in Ukraine is exercised entirely by courts. It is administered by the Constitution Court and by courts of general jurisdiction. The Supreme Court of Ukraine is the highest juridical body of general jurisdiction.

In other words, it is possible to say that state power in Ukraine is based on the division of authority into legislative, executive and judicial branches, and Ukraine can be called a country with a parliamentary-presidential form of government.

Although Ukraine is a unitary state, its constitution allows for a considerable degree of decentralization. The country is divided into 24 regions, called “oblasts” and one autonomous, self-governing republic, Crimea. The cities of Kyiv and Sevastopol have special status; their governments, which operate independently of oblast authority, are responsible only to the central government in Kyiv. Local councils and executive bodies, elected every four years, are responsible for their jurisdiction’s taxes, budgets, schools, roads, utilities, and public health. The Crimean Autonomous Republic enjoys far-ranging autonomy within Ukraine, including its own constitution, legislature, and Cabinet of Ministers. The latter controls Crimea’s government and economy, but is restricted from implementing policies that would contradict the constitution of Ukraine.

Ukraine has a multi-party system. There are a variety of political parties in Ukraine. They currently number more than 60. Small parties often create different coalitions or electoral blocs to participate in parliamentary elections. The President of Ukraine doesn’t belong to any of them.

The main trend of foreign policy in Ukraine is to live in peace with the rest of the world community, to cooperate with other countries and participate in European and world structures through membership in the different international political, economic and cultural organizations.

TOPICAL VOCABULARY

A: Policy – a set of ideas or plans used as a basis for making decisions in politics, economics or business; official line chosen by a country, organization, company; a principle • політичний курс, лінія поведінки: *the country’s foreign policy; government policy on the environment; long-term policy; national policy*

politics – the actions or activities which people use to achieve power in a country, society or organization; the science, political beliefs, state affairs • наука, політичні переконання, те, що відбувається в країні: *to study politics, her politics; local politics; power politics; to be interested in politics, to go into politics*

government/the Government – 1 the group of people who govern a country • уряд: • *the Chinese government; a government official*; 2 [uncount.] the process of governing a country • управління, керування

країною: *in government* (=governing a country); *when the Conservatives were in government; the fight for democratic government*

administration – *n* the executive branch of a government, the group of people who manage or direct an institution, especially a school or college • адміністрація, управління, керування: *centralized administration; federal administration; military administration;*

the Administration – activity and actions of all branches of government; collective body managing government affairs • уряд (на чолі з президентом); американська адміністрація

administrative – *adj* relating to administration or administrators, to running of a business, organization etc • адміністративний, управлінський, адміністративно-господарський: *administrative duties, administrative law, administrative unit* • адміністративно-господарська одиниця; *administrative policies* виконавчий, урядовий курс

branches of government – tripartite division government: *executive, legislative, judicial*

executive – *adj* relating to making decisions in a company or organization • виконавчий: *an executive committee; executive council; executive session* • закрите засідання; *executive agreement* • президентська згода; executive secretary • відповідальний секретар; керуючий справами; *be high on the executive ladder* • займати високу адміністративну посаду; *executive order* • наказ президента

executive (government), executive branch of government – *n* has sole authority and responsibility for the daily administration of the state bureaucracy • виконавча влада, виконавчий орган; *Chief E.* • президент, губернатор, мер, керівник; *E.* • голова виконавчої влади

legislative – relating to the making of laws • законодавчий: *legislative powers; legislative branch* • законодавча влада; *legislative assembly* • законодавчі збори; *legislative body* • законодавчий орган; *legislative proceedings* • процес/порядок законодавства

legislative branch – lawmaking branch of government, usu. composed of elected representatives

legislature – body charged with enacting laws

judicial – *adj* of or relating to the administration of justice; appropriate to a law court or judge; relating to administration of justice • судовий, законний, суддівський: *judicial court; judicial power; judicial proceedings; a decree of judicial separation; judicial system*

! **judicial** – *adj* relating to the administration of justice: *judicial system* **judicious** – *adj* using good judgments, careful and sensible: *the judicious use of investments/pesticides*

judicial branch *n* – of or relating to, or being the branch of government that is charged with trying all cases that involve the government and with the administration of justice within its jurisdiction

B: bureaucracy – large body of appointive government officials; complex structure of executive branch

city – large, usu. self-governing, municipality

city council – legislative body of city

city hall – building housing offices of city government

civil service – nonmilitary governmental employees selected through merit system

commission – government agency with authority in one area; individuals appointed to investigate specific issues

committee – body delegated to consider specific legislative matters

court – judicial body; reigning sovereign with his or her family, retinue, and officers

courthouse – building housing courts and local government offices

general election – an election in which all the voters in a country elect a new government

ministry – department of government

municipality – city, town, or village incorporated for self-government

nation – independent, politically organized territory and its citizens

parliament – elected legislature

secretariat – administrative department of government organization

state – politically organized community independent of other states; sovereign nation; major subdivision of United States

subcommittee – division of committee with limited purpose or authority

supreme court – highest court in political unit with ultimate authority in judicial and constitutional matters

town – municipal settlement larger than a village, smaller than a city

union – combination of two or more autonomous political units

village – smallest municipal corporation

voter – someone who votes or has the right to vote

DIALOGUE

a) Read the bits of the talk and put them in the right order.

a) Ukrainian people consider their country as a democratic state. For me the word democratic is associated with the notion “justice”. What way do your people participate in justice?

b) According to the Ukrainian Constitution the President besides representing our state has many duties and rights. For example, he/she appoints the Prime Minister and some other top officials, sets all-Ukrainian referendum in the case of need, stops the power of the Verkhovna Rada under certain circumstances etc. But at the same time some of his actions must be approved by the Verkhovna Rada. So to some extent his power is limited.

c) As any other country of the world Ukraine has the body of judicial power, represented by the Courts. The people of Ukraine have opportunity to directly participate in realization of justice through people’s assessors and juror.

d) In my country the President has rather limited power. What about your President?

e) As I know in some post-soviet states presidents are “elected” with no alternative candidates, 99 % of the voters say “yes” to those who are actually in power. Sometimes the post of President is secured for the father of the nation for his lifetime. What about your country?

f) I think that very few post-Soviet states can boast of anything similar.

g) In 2010 the presidential elections in Ukraine were held. The very fact that 16 candidates could run at the elections should be looked upon as a sign of considerable progress of democracy.

b) What other questions may be asked.

EXERCISES

1. Match the following terms in part A with their Ukrainian equivalents in part B.

A: legislative branch, executive branch, judiciary branch, Supreme Court, general election, voters, guarantees, lawmaking body, administrative unit.

В: Верховний Суд, гарантії, адміністративно-господарська одиниця, законодавча влада, законотворчий орган, виконавча влада, судова влада, виборці, загальні вибори.

2. Select the odd word that does not fit into a list, giving reasons for your choice.

A. 1. Legislative. 2. Executive. 3. Judicious. 4. Judiciary. 5. Administrative.

B. 1. Executive. 2. Legislative. 3. Judiciary. 4. Democratic.

C. 1. President. 2. Voter. 3. Representative. 4. Member of Parliament.

D. 1. Policy. 2. Line. 3. Procedure. 4. Program. 5. Action.

E. 1. Democracy. 2. Monarchy. 3. Theocracy. 4. Oligarchy. 5. Wealthy.

F. 1. Voter. 2. Balloter. 3. Elector. 4. Candidate.

G. 1. Balanced. 2. Rational. 3. Judicious. 4. Experienced. 5. Reasonable.

H. 1. Country. 2. Nation. 3. Politics. 4. State.

3. Fill in the blanks with the vocabulary word that best fits the meaning of each sentence.

1. National _____ nominally control all the territory within internationally recognized borders and have responsibilities not shared by their subnational counterparts. 2. Honesty is the best _____. 3. The president's _____ was criticized by his opponents. 4. _____ is an administrative department of government organization. 5. If the _____ of the conservative government now borders on the repressive, what can be expected when the economy falters? 6. Verkhovna Rada is the _____ of Ukraine. 7. A _____ act affects the rights of the parties or property brought before the _____. 8. The chief _____ of a republic is a _____. 9. The USA consists of 50 _____. 10. Ukraine is a sovereign _____.

4. Fill in the chart.

Country	the United	the USA	Ukraine
---------	------------	---------	---------

	Kingdom		
Political system	–	Federative republic	Republic
Head of state	–	The President	–
Executive branch	The central Government	–	–
Parts of the Executive branch	Prime Minister; the Cabinet of Ministers	The President; own bodies in various states	–
Legislative branch	–	Congress	–
Parts of the Legislative branch	The House of commons; the House of Lords	The house of representatives; The Senate	–

5. Political Quiz. What is your attitude to politics? How much do you know about current affairs? Can you be called a “Political animal”? Do the following quiz to find answers to these questions.

1. How often are general elections held in your country?
2. How many ex-presidents and prime ministers you can name?
3. Who is the current foreign minister in your country?
4. How many other ministers can you name?
5. At the moment, is your country considered to be experiencing economic boom or economic recession?
6. Name two important policies of the current government in your country.
7. What do you think of the following statement, “The average politician is corrupt and only out of himself/herself.”?
 - a) I completely agree b) I am not sure c) I completely disagree
8. Would you take part in political demonstration, strike or protest march if you felt strongly enough about the issue?
 - a) Yes b) I am not sure c) No
9. Do you think that the majority of people in your country are disillusioned or apathetic about politics?
 - a) Yes b) I am not sure c) No
10. Do you believe that environmental and human rights issues are more important than economic issues like unemployment or taxation?
 - a) Yes b) I am not sure c) No

11. Do you believe that everyone should vote in election, because the political party or candidate you choose can make a big difference in your life?

- a) Yes b) I am not sure c) No

Comments:

If you give correct answers to questions 1, 3, 5 and supply at least three names in questions 2, 4, 6 you are not very interested in politics.

If you have chosen answers 7 (a), 8 (a), 9 (c), 10 (c), 11 (a) – you may be called “*a political animal*”, that is a person who thinks and acts like a politician, especially in relations with others, and knows quite a lot about the current policy of the country.

6. Sort out the political terms given in the box into the corresponding columns of the table according to the words with which they can go with.

national	human rights	demonstration	political	reform
situation	educational	point of view	summit	big
country's	Ukrainian	growth	planning	career
position	important	environmental	party	key
local	recession	major		system

politics/policy	economic	issue	political

7. Supply the missing members of these words families as in model. Check your answers with the dictionary.

Model. Economy – economic, economics, economist, economically, to economize.

- 1) to govern –
- 2) bureaucrat –
- 3) democrat –
- 4) power –
- 5) law –
- 6) to vote –

8. Read and translate the text into Ukrainian.

Constitution of Ukraine

The political system of Ukraine, its home and foreign policy, the rights and duties of its citizens are established, based and guaranteed by the Constitution. There have been several previous constitutional documents in the history of Ukraine (1710, 1918, 1919, 1929, 1937, 1938).

In fact our country has long-standing constitutional traditions. The first Constitution of Ukraine was written by hetman Philip Orlyk in 1710. Being the first constitution in Europe it was notable for its profound democracy. The experience of Ukrainian People's Republic (1918) played a significant role in the constitutional process. The constitution of the Ukrainian People's Republic approved by the Centralna Rada is the embodiment of the statehood principles of Ukraine.

On the 24th of October 1990 the constitutional commission was appointed by the Verkhovna Rada of Ukraine. The draft constitution was written during the first stage of its preparation (1990-1993). It was logically and juridically completed during the second stage (199-1996). The draft constitution was published and went through nation-wide discussion. On the 28th of June 1996 the Constitution was confirmed by the Verkhovna Rada of Ukraine.

Common to all mankind principles of democracy are embodied in the Constitution. The basic economic, social, cultural, public and political rights are guaranteed by the Constitution. According to the Constitution of Ukraine is a sovereign, independent, democratic, social and juridical state. Territorial integrity and inviolability of Ukraine are proclaimed in the Constitution. The power in Ukraine belongs to people. It is exercised through democratic elections and referendums and by state government bodies and self-government institutions. The form of state government is a republic. The head of state is the President. The Verkhovna Rada of Ukraine is the highest legislative body in the country. The principles of economic, political and ideological diversity are proclaimed in the Constitution. All citizens have equal rights. People are proclaimed to be the greatest social value in Ukraine. These and other regulations are successively developed in the chapters of the

Constitution. The best national traditions are embodied in the Constitution; it creates the legal bases of regulation of social relations.

9. Read the following statements and decide if they are true or false.

1. There have been more than six constitutions in Ukraine.
2. The Constitution establishes the country's political system.
3. All mineral resources belong to the Verkhovna Rada.
4. The Constitution guarantees freedom of thought and speech.
5. The constitution establishes privileges for some groups of people.
6. It specifies the powers and obligations of the president.
7. The highest body of the executive power is the Verkhovna Rada.
8. The Cabinet of Ministers is lawmaking body.
9. The Constitutional Court is the highest juridical body.
10. The Constitution was adopted on August 24, 1992.

10. Translate the texts into English:

Законодавча влада України

Єдиним органом законодавчої влади в Україні є однопалатний Парламент – Верховна Рада України. На сучасному етапі це відповідає конституційній формі устрою України як унітарної держави.

Верховна Рада України складається з 450 народних депутатів, що обираються шляхом таємного голосування на п'ятирічний строк на основі загального, рівного і прямого виборчого права (раніше термін, на який обиралася Верховної Рада України, складав чотири роки).

Керує Верховною Радою України Голова Верховної Ради України, що обирається народними депутатами зі свого складу. Верховна Рада України, також зі свого складу, обирає Першого заступника і заступника Голови Верховної Ради України. Голова Верховної Ради України організовує її роботу і координує діяльність її органів.

Основними галузевими органами Верховної Ради є комітети, що здійснюють законопроектну роботу. Підготовлені комітетами законопроекти виносяться на розгляд Верховної Ради.

Право законодавчої ініціативи у Верховній Раді України належить Президентові, народним депутатам і Кабінетові Міністрів.

Закони, прийняті Верховною Радою України, підписує Президент України, що володіє правом вето відносно їх з наступним поверненням їх на повторний розгляд у Верховну Раду України.

Виконавча влада України

Кабінет Міністрів України є вищим органом виконавчої влади країни. У його склад входять: прем'єр-міністр України, перший віце-прем'єр-міністр, віце-прем'єр-міністри і міністри.

Прем'єр-міністр України затверджується Верховною Радою України по представленню Президента України. Кандидатуру для призначення на посаду прем'єр-міністра України вносить Президент України за пропозицією коаліції депутатських фракцій у Верховній Раді України або депутатської фракції, до складу якої входить більшість народних депутатів України від конституційного складу Верховної Ради України.

Прем'єр-міністр керує роботою Кабінету Міністрів України і направляє їй на виконання Програми діяльності Кабінету Міністрів України, затверджені Верховною Радою України.

Система виконавчої влади, крім Кабінету Міністрів, включає міністерства, державні комітети (державні служби) і центральні органи виконавчої влади зі спеціальним статусом.

11. Learn the proverbs. Use one of them in situation of your own.

1. Democracy is the best and the worst type of government.
2. Democrats will do anything for the poor – except make them rich.
3. Far from court, far from care.
4. In politics, a man must learn to rise above principle.
5. Who serves the public, serves no one.
6. Politics has no religion.
7. Dishonesty is a deadly policy.
8. Great minds discuss ideas; average minds discuss events; small minds discuss people.

12. Speak on the following:

- Are you interested in politics? Do you think people should be politically active if they want to change their life for the better?
- What do you know about the political parties of Ukraine? Are you interested in the activity of any of them? Do you belong to any of them?
- Describe the political system of Ukraine?

III. GRAMMAR

1) Modal Verbs: Introduction

Modal verbs (CAN / COULD / MAY / MIGHT / MUST / SHALL / SHOULD / OUGHT TO / WILL / WOULD) are auxiliary verbs that add the idea of ability, necessity, advice, request, permission, desire, probability, etc. to the action expressed by the main verb. In other words, modal verbs describe the speaker's attitude to the action expressed by the main verb, for example:

She can drive. (*ability*)

I must go. (*strong necessity*)

You should call him. (*advice*)

Could you help me with this report, please? (*request*)

You may stay here. (*permission*)

I would like to see her. (*desire*)

He might leave soon. (*possibility*)

He must be at the tennis club now. (*strong probability*)

Grammatical peculiarities

Modal verbs are also called **modal auxiliaries**, or **modals**. Modal verbs are sometimes called defective verbs, because they do not have all the functions of main verbs or auxiliary verbs. They can't be used without a main verb, can't form gerunds or participles, and do not have any endings to show person, number, or tense. Modal verbs form questions themselves, without the help of other auxiliary verbs. Modal verbs also have quite a few peculiarities in the formation of tenses.

Formation of tenses

Modal verbs do not have the future tense form. The idea of the future is expressed by the present tense forms of modal verbs with the help of the context and adverbs of time referring to the future. (With the exception of the modal verbs "will, would", of course, which express the future.) For example:

Can I go there tomorrow? - Yes, you can.

Can they go there now? - No, they can't.

He shouldn't call her today.

They should call her tomorrow.

Only two modal verbs can form the past by changing their forms directly. They are "**can – could**" and "**will – would**" (only in some of their meanings). The pair "**may – might**" in the meaning "possibility" used to work like that, but nowadays they are mostly used as two separate modal verbs. The pair "**shall – should**" with the future meaning can still work like that in *British English*, but in *American English* "will" is used for all persons in the future ("**would**" for the Future in the Past), and "shall, should" are mostly used as two separate modal verbs, for example:

Shall we go there? (polite suggestion of some activity)

Should we go there? (advice; present or future)

You should have called her yesterday. (advice; past tense)

Forms of infinitive

All modal verbs take the infinitive without the particle "to". (The modal verb "ought to" consists of two parts: "ought" and "to"). There are several infinitive forms in English. Look at the infinitive forms of the verb "do" as an example:

to do – active/simple infinitive

to be doing – continuous infinitive

to have done – perfect infinitive

to have been doing – perfect continuous infinitive

to be done – passive infinitive

to have been done – perfect passive infinitive

The active / simple infinitive and the passive infinitive are the most common forms of infinitive used in speech and in writing; the other forms are rarely used. But modal verbs use all infinitive forms (without the particle "to") to form certain tenses and create meanings in their own peculiar way, for example:

He must go. (must + active infinitive)

He must be in the other room. (must + active infinitive)

He must be sleeping. (must + continuous infinitive)

He must have been sleeping. (must + perfect continuous infinitive)

It must be done quickly. (must + passive infinitive)

It must have been done already. (must + perfect passive infinitive)

It is not particularly important for language learners to know which infinitive form it is. What is important to know, is that modal verbs form the present and the past with the help of the above-mentioned infinitive forms. The idea of the future is expressed with the help of the present tense. These tenses are expressed in the following ways:

Present:

She should go to work now.

He might be sleeping now.

He should be told about it.

I must go to the bank tomorrow.

Past:

You should have told me about it.

He might have been sleeping at 3 yesterday.

This letter should have been sent a week ago.

Meanings of modal verbs

The meanings of modal verbs are extremely important for understanding how modal verbs work. This or that modal verb in one meaning can't form the past tense, in another meaning is used only with a negative, in still another meaning can't form a question or, on the contrary, is used only in the form of a question.

The meanings of modal verbs are created by the context and by the grammatical structures in which they are used. If the context is not clear enough, it may be difficult to understand in which meaning a modal verb is used. For example, look at this phrase: "You must speak English." Does it mean "You have to speak English" or "You probably speak English"? We need more context to say for sure, for example, "You must speak English at the conference" (strong necessity) or "You have lived in Canada for several years, you must speak English" (strong probability).

Certain grammatical structures also provide additional context and help us choose the right meaning of a modal verb. For example, quite often the use of the infinitive "be" after a modal verb is an indication that the meaning here is "probability, possibility".

! Remember:

1.	<i>Do not use modals for things which happen definitely.</i>	The sun rises in the East.
2.	<i>They do not have an -s in the 3rd person singular.</i>	He can play football.
3.	<i>Questions are formed without do/does/did.</i>	Can he speak Spanish?
4.	<i>It follows a full verb in the infinitive.</i>	They must read the book.
5.	<i>There are no past forms (except could and would).</i>	He was allowed to watch the film.
6.	<i>When you use the past participle, you tell about things which did not happen in the past.</i>	You should have told me.

Modal	Example	Uses
Can	They can control their own budgets. We can't fix it. Can I smoke here? Can you help me?	Ability / Possibility Inability / Impossibility Asking for permission Request
Could	Could I borrow your dictionary?	Asking for permission.

	Could you say it again more slowly? We could try to fix it ourselves. I think we could have another Gulf War. He gave up his old job so he could work for us.	Request Suggestion Future possibility Ability in the past
May	May I have another cup of coffee? China may become a major economic power.	Asking for permission Future possibility
Might	We'd better phone tomorrow, they might be eating their dinner now. They might give us a 10% discount.	Present possibility Future possibility
Must	We must say good-bye now. They mustn't disrupt the work more than necessary.	Necessity / Obligation Prohibition
Ought to	We ought to employ a professional writer.	Saying what's right or correct
Shall	Shall I help you with your luggage? Shall we say 2.30 then? Shall I do that or will you?	Offer Suggestion Asking what to do
Should	We should sort out this problem at once. I think we should check everything again. Profits should increase next year.	Saying what's right or correct Recommending action Uncertain prediction
Will	I can't see any taxis so I'll walk. I'll do that for you if you like. I'll get back to you first thing on Monday. Profits will increase next year.	Instant decisions Offer Promise Certain prediction

2) CAN – to be able to, to be allowed to

Affirmative sentences

Tense	Modal	Form
Simple Present	I can play football.	I am able to play football.
		I am allowed to play football.
Simple Past	I could play football.	I was able to play football.
		I was allowed to play football.
will-future	Do not use can in the will-future.	I will be able to play football.
		I will be allowed to play football.

Negations

Tense	Modal	Form
Simple Present	I cannot / can't play football.	I am not able to play football.
		I am not allowed to play football.
Simple Past	I could / couldn't not play football.	I was not able to play football.
		I was not allowed to play football.
will-future	Do not use cannot in the will-future.	I will not be able to play football.
		I will not be allowed to play football.

Questions

Tense	Modal	Form
Simple Present	Can he play football?	Is he able to play football?
		Is he allowed to play football?
Simple Past	Could he play football?	Was he able to play football?
		Was he allowed to play football?
will-future	Do not use can in the will-future.	Will he be able to play football?
		Will he be allowed to play football?

Can; could; to be able to

Uses	Present/Future	Past
1) physical or mental ability; capability	I can run fast. I can help you. I am able to help you. I will be able to help you.	I could run fast when I was a child, but now I can't. I was able to help you.
2) possibility	Anybody can make mistake. We can use indefinite article with this noun.	He could have hurt himself.
3) informal permission	You can use my car tomorrow.	He said I could use his car.
4) polite request	Can I borrow your pen? Could I borrow your pen? Could you help me?	
5) surprise, uncertainty, impossibility (negative only)	That can't be true! That couldn't be true!	That can't have been true! That couldn't have been true!
6) suggestion, reproach	I need help in math. You could talk to your teacher	You could have talked to your teacher.
7) supposition implying uncertainty	Where is John? He could be at home. “невже”	He could have been at home.

/less than 50% certainty		
8) strong doubt; astonishment (interrogative)	Can she know Japanese?	Can he have done it?

Exercises

I. Fill in the blanks with *can* or *can't*. Analyse the meaning of the modal verb. Translate the sentences into Ukrainian.

- The boy _____ run because his leg is broken.
- She _____ go to the store after lunch. Let's eat.
- _____ you get the door for me please? My hands are full.
- They _____ be happily married because they are always fighting.
- That boy _____ have written this essay. He doesn't have the skills.
- We _____ go to the movies tomorrow night. Let's stay in tonight.
- Mom, _____ I watch the football match on TV?
- Can I go to Steve's tonight after dinner? No, you _____.
- He's a smart boy. He _____ do multiplication tables and he's only 5.
- You _____ be serious. There's no way we will finish by then!

II. Complete the sentences according to the model:

Model A: *A cat ... climb trees, but it ... fly. – A cat can climb trees, but it can't fly.*

1. My sister ... dance, but she ... sing. 2. My brother ... speak French, but he ... speak English. 3. A tiny baby ... cry, but it ... talk. 4. I ... type, but I ... do shorthand. 5. You ... buy stamps at the post office, but you ... buy shoes there. 6. She ... get to the University by bus, but she ... get there by underground.

Model B: *I ... meet him today but I ... meet him last night. – I can meet him today, but I couldn't meet him last night.*

1. Olga ... skate now, but she ... skate last winter. 2. She ... help us today, but she ... help us yesterday. 3. Father ... work in the garden this afternoon, but he ... work on Friday. 4. We ... pay for the radio set this week, but we ... pay for it last week. 5. I ... understand his behaviour now but, I ... understand it when I was young. 6. John ... play the guitar now, but he ... play the guitar a few years ago. 7. My brother ... read

now, but he ... read before he went to school. 8. I ... answer your question yesterday, but I ... answer it now.

Model C: *I ... tell you this secret now, but I ... to tell you tomorrow. – I can't tell you this secret now, but I shall be able to tell you tomorrow.*

1. I ... play chess now, but I ... to play chess this afternoon. 2. I ... help you now, but I ... to help you next week. 3. Jane ... swim very well, but she ... to swim if she trains regularly. 4. Nick ... finish this work in a day or two, but he ... to finish it in a week. 5. The students ... understand this rule now, but they ... to understand it when the teacher explains it. 6. We ... go swimming now, but we ... to go swimming when it gets warmer.

III. Ask your groupmate:

1. if he/she can read English books in the original; 2. if his/her father can speak any foreign languages; 3. if his/her mother can cook a lot of delicious things; 4. if he/she will be able to come to your place tomorrow; 5. if he/she can invite you to the party; 6. if he/she can play the piano; 7. if he/she could play the piano when he/she was a child; 8. if he/she can translate economic articles without a dictionary.

IV. Make the following sentences interrogative and negative:

1. She can speak French. 2. He can sleep a little longer on Sunday. 3. He can find this book at the library. 4. Ann can give you good advice. 5. Jane can solve this problem very easily. 6. We can discuss your paper after lunch. 7. He could run a mile in less than five minutes when he was young. 8. He can go for a walk with you. 9. They can do this work themselves. 10. You can use my car.

V. Give short and full answers:

1. Can you help me? 2. Will you be able to help me tomorrow? 3. Could you read and write when you went to school? 4. Can you swim? 5. Could you swim when you were a child? 6. Can you speak English fluently? 7. Could you speak English two years ago? 8. Can't you translate this article into Ukrainian without a dictionary? 9. Can you write with your left hand? 10. Can your father drive?

VI. Translate into Ukrainian:

1. I can't promise anything, but I'll do what I can. 2. We can't wear jeans at work. 3. There is someone outside. Who can it be? 4. I thought I could smell something burning. 5. I could drive a car before I left school. 6. She can't be at home now. 7. You can take the car, if you want. 8. I can imagine how angry he is.

VII. Change the sentences into the Past and Future Indefinite:

1. We can help you. 2. I can do this work myself. 3. Ann can't carry that suitcase because it's too heavy. 4. She can translate this article into English. 5. I can show you the way to the park. 6. They can't answer your question.

VIII. Translates the following proverbs into Ukrainian:

1. You can lead a horse to water, but you can't make it drink. 2. All our dreams can come true, if we have the courage to pursue them. The leopard cannot change his spots. 4. He that cannot obey cannot command. 5. One cannot be in two places at once.

IX. Translate into English:

1. Ви щось бачите? – Ні, я нічого не бачу. 2. Тепер я катаюся на ковзанах набагато краще, ніж минулого року. 3. Я не можу зробити цю роботу зараз, але гадаю, що зможу її зробити через два тижні. 4. Невже це правда? Не може бути, щоб він уже приїхав. 5. Ви граєте на роялі? – На жаль, не вмію, але я дуже хотіла б навчитися. 6. Я не можу відповісти на друге запитання, але я зможу відповісти на нього, як тільки вивчу текст. 7. Невже твій брат знає французьку мову? – Так, він вільно розмовляє французькою мовою. Коли ми приїхали в Париж, він зміг вести переговори з фірмами без перекладача. Ми можемо зустрітися з ним по обіді. 8. Невже це дійсно так? 9. Тут не можна палити. 10. Не міг він вам цього сказати. 11. Чи не могли б ви трохи зачекати. 12. Невже вони програли? Не могли вони програти. 13. Не може бути, щоб вони не знайшли цю книгу, вона була у бібліотеці. 14. Віг не міг не впізнати вас. 15. Я був би вам вдячний, якби ви дали мені ваш словник. 16. Не міг він спілкуватись із ними, він не знає англійської. 17. Ми не могли не повірити йому: він говорив так переконливо. 18. Олівцем писати не можна. 19. Звичайно, він міг би тоді нам допомогти. 20. Невже вона говорить правду. 20. Не можуть дорослі люди говорити такі речі.

MAY– to be allowed to

Affirmative sentences

Tense	Modal	Form
Simple Present	I may play football.	I am allowed to play football.
Simple Past	Do not use may in the Simple Past.	I was allowed to play football.
will-future	Do not use may in the will-future.	I will be allowed to play football.

Negations

Tense	Modal	Form
Simple Present	I may not play football.	I am not allowed to play football.
Simple Past	Do not use may not in the Simple Past.	I was not allowed to play football.
will-future	Do not use may not in the will-future.	I will not be allowed to play football.

Questions

Tense	Modal	Form
Simple Present	May he play football.	Is he allowed to play football?
Simple Past	Do not use may in the Simple Past.	Was he allowed to play football?
will-future	Do not use may in the will-future.	Will he be allowed to play football?

May; might

Uses	Present/Future	Past
1) polite request	May I borrow your pen? Might I borrow your pen?	
2) formal permission	You may leave the room.	
3) supposition implying	Where is John? He may be at the library. He might be at the	He might have been at the library.

uncertainty /less than 50% certainty/	library. “ МОЖЛИВО ”	
4) strong prohibition (negative only)	You may not smoke in here. – Не смійте курити тут.	
5) possibility (affirmative)	You may order a taxi by telephone. Be more carefull. You might have broken your leg. – Будь обережним. Ти мало не зламав ногу.	
6) disapproval, reproach	You may/might help him.	You might have helped him.

Exercises

I. Give short and full answers:

1. May I keep your book till Monday? 2. May I work in your room when you are away? 3. May I look some words up in the dictionary? 4. May I park my car here for a couple of hours? 5. May we cross the street when the light is red? 6. Please may I borrow your dictionary? 7. May I have a week's holiday? 8. May I invite my friend to join us?

II. Complete the sentences according to the model:

Model A: *Do you know if Jack is in office? – I'm not sure. He may be in his office.*

1. Do you know if they are married? – I'm not sure. They _____.
2. Do you know if she wants to go? – I'm not sure. She _____. 3. Do you know if she telling the truth? – I'm _____. 4. Do you know if I he has a car? – I'm _____. 5. Do you know if I he enjoys the film? – I'm _____.

Model B: *Do you know if Jack was serious? – I'm not sure. He might have been serious.*

1. Do you know if she was ill? – I'm not sure. She _____.
2. Do you know if he told anybody? – I'm not sure. _____. 3. Do you know if they were listening? – I'm not sure. _____. 4. Do you know if they paid for the radio set this week? – I'm not sure. _____.

5. Do you know if she answered all questions yesterday? – I'm not sure. She _____.

Use *may not* or *might not*.

Model C: *Is Jack at office? – I'm not sure. He might not be in his office.*

1. Does she want to go? – _____ . 2. Is he telling the truth? – _____ . 3. Are they ready? – _____ . 4. Do students understand this rule? – _____ . 5. Are they swimming now? – _____ .

III. Translate into Ukrainian:

1. You may ring me up if you need my help. 2. He may be busy getting ready for the trip. 3. You may come if you wish. 4. You may go there by train. 5. He may have missed the train. 6. Oxford may have changed a lot in recent years, but it's still a beautiful city. 7. I'll write today so that he may know when to expect us. 8. Might I use your phone? 9. Honestly, you might have told me! 10. She may know about it.

IV. Ask your teacher:

1. if you may come in; 2. if you may ask her/him a question; 3. if you may look through your notes; 4. if you may look up a word in the dictionary; 5. if you may have a break; 6. if you may go home earlier.

V. Translates the following proverbs into Ukrainian:

1. A bird may be known by its song. 2. What may be done at any time is done at no time. 3. Nothing is so bad but it might have been worse. 4. Never put off till tomorrow what may we do today. 5. A lion may come to be beholden to a mouse.

VI. Translate into English:

1. Можна нам іти додому? — Так. 2. У мене не було із собою грошей. Я міг би купити цей словник. 3. Я можу дістати квитки заздалегідь. 4. Якби він поспішив, то міг би встигнути на поїзд. 5. Я дам йому свої вправи, щоб він їх перевірів. 6. Вона, можливо, напише вам сама про це. 7. Він міг би навідатися до мене. Адже він знає, що я хворий. 8. У всякому разі ти могла б написати мені хоч кілька слів. 9. Дивно, що їх тут немає. Можливо, вони забули про

нашу зустріч і вже пішли додому. 10. Він запитав мене, чи може взяти мій словник. 11. Може, завтра буде дощ. 12. Я не задоволена вашою відповіддю. Ви могли б відповідати краще. 13. Він сказав, що я можу піти туди завтра. 14. Ти міг би вчинити так? 15. Можливо, ви уже чули це ім'я? 16. Він міг би зробити це для вас, він просто не захотів. 17. Але ж ти не був такий зайнятий. Ти міг би нам допомогти. 18. Ми, мабуть, підемо. 19. Можна мені зачекати вас. 20. Ви могли б сказати про це вчора.

MUST – to have to

! NOTE The negation of *must* means not allowed to.

Affirmative sentences

Tense	Modal	Form
Simple Present	I <i>must</i> play football.	I have to play football.
Simple Past	Do not use <i>must</i> in the Simple Past.	I had to play football.
will-future	Do not use <i>must</i> in the will-future.	I will have to play football.

Negations

Tense	Modal	Form
Simple Present	I <i>must not</i> play football.	I am not allowed to play football.
	I <i>need not</i> play football.	I do not have to play football.
Simple Past	Do not use <i>must not</i> in the Simple Past.	I was not allowed to play football.
	Do not use <i>need not</i> in the Simple Past.	I did not have to play football.
will-future	Do not use <i>must not</i> in the will-future.	I will not be allowed to play football.
	Do not use <i>need not</i> in the will-future.	I will not have to play football.

Questions

Tense	Modal	Form
Simple	<i>Must</i> he play football?	Does he have to play

Present	Does he <i>need to</i> play football?	football?
Simple Past	Do not use <i>must</i> in the Simple Past.	Did he have to play football?
	Did he <i>need to</i> play football?	
will-future	Do not use <i>must</i> in the will-future.	Will he have to play football?
	Will he <i>need to</i> play football?	

Must; be to; have to; have got to

Uses	Present/Future	Past
1) duty; obligation; strong necessity	I must go to class today. I have to go to class today.	I had to go to class yesterday.
2) lack of necessity (negative)	I don't have to go to class today.	I didn't have to go to class yesterday.
3) prohibition (negative)	You must not open that door.	
4) 90% certainty	Mary isn't in class. She must be sick. (present only)	Mary must have been sick yesterday.
5) plan; agreement	We are to meet at nine.	We were to meet at nine.
6) order; instruction	You must go there at once. You are to go there at once.	
7) destiny (past only)		He was never to see his wife again.

Exercises

I. Give short and full answers:

1. Must the students attend any lectures at the University? 2. Must you return your books to the library in time? 3. Must they meet him at the station? 4. Must the secretary post the letters at once? 5. Must the students take part at the conference? 6. Must your friend go there today? 7. Must the children look both ways before crossing the road? 8. Must the children obey their parents?

II. Make the following sentences interrogative and negative:

Model: *He must do it himself. – Must he do it himself? He needn't (не треба) do it himself.*

1. Everybody must go in for sports. 2. We must read English books every day. 3. You must air the room twice a day. 4. They must have a passport to visit most foreign countries. 5. Children must sleep nine hours a day. 6. You must leave tomorrow. 7. They must stay at home. 8. She must help her mother about the house.

III. Answer the following questions:

1. What time must you get up every morning? 2. When must you come to your lessons? 3. What must you do to know English well? 4. What must you do tonight? 5. Why must the students study hard? 6. Why must you prepare your home assignments regularly? 7. Why mustn't you ask a woman her age? 8. Why must you obey the traffic rules?

IV. Translate into Ukrainian:

1. I must go to the bank to get some money. 2. Cars mustn't park in front of the entrance. 3. He must know all about it as he has read a lot on the subject. 4. It must be after midnight now. 5. She must be having a lot of problems with the language. 6. He must be angry with you. 7. She must be over fifty. 8. They must have missed the train. 9. We were to meet at six. 10. When I changed my job I had to move to another flat. 11. The children have to play in the streets till their mothers get home from work.

V. Complete the following situation, using «be to»:

Model: *I can't go to the cinema with you. (be at the hospital at five). – I am to be at the hospital at five.*

1. We'll have to get up early. (leave at 6.30). 2. We were expecting him in Kyiv. (join us, on our trip). 3. You needn't start writing the article at once. (but, hand it in next Friday). 4. He won't be present at the meeting tomorrow. (take his examination in English). 5. We didn't want to start the discussion of the book without him. (say a few words about the author). 6. Don't let the child watch this film on TV. (children, not see such films).

VI. Translate into English:

1. Я повинен негайно відвідати свого друга. Він, напевно, захворів. 2. Нам не довелося чекати, оскільки поїзд прийшов вчасно. 3. Вони повинні принести цю книгу завтра. 4. Вона повинна відіслати листа негайно. 5. Ця робота має бути зроблена якнайшвидше. 6. Я мав був залишитися вдома учора. 7. Діти мають піти додому до того, як засутиє. 8. Ви не повинні тут курити, тут діти. 9. Не можна переходити вулицю на червоне світло. 10. Ви, напевно, здогадалися, що я мав на увазі.

WRITING

You work as a journalist. Write a news report. Use one of these quotations.

- **Every nation has the government that it deserves! /J.D.Maistre/**
- **The best government is that which governs most! /J.O.Sillvans/**
- **The whole art of government consists in being honest! /T.Jefferson/**

UNIT 2

The Political System of Great Britain

I. TEXT

The Houses of Parliament.

UK Parliament and most of the legislative processes in Britain take place at the **stunning** Houses of Parliament, also known as the Palace of Westminster. The Houses of Parliament constitute perhaps the most popular and widely spread image of London, known and recognized throughout the whole world. The building is home to both the UK Parliament House of Lords and the House of Commons. It is situated on the northern banks of the Thames and is a most unmistakable sight. The Victoria Tower, Central Tower, and Clock Tower (also referred to as Big Ben) rise high above the other Perpendicular Gothic-style rectilinear towers and pointed arches. The Houses of Parliament also share the same grounds with St. Margaret's Church and Westminster Abbey.



The first of the Royal Palaces located on this particular site in Westminster was constructed in the eleventh century. The Palace of Westminster remained the Royal Residence of the English Monarchy until the year 1512 when a fire claimed much of the building and resulted in the Monarchy moving to another residence. After **sufficient** reconstruction, it became the meeting place of the UK Parliament until an even more raging fire destroyed almost the entire complex in 1834.

Only a few portions of the original palace remained including the Jewel Tower, Westminster Hall, and the Cloisters and Chapel House of St. Stephen's.

After this the obvious result was a virtual bidding war for the **rights** to redesign the palace. The job was awarded to the architect Charles Barry who began what would become the 30-year reconstruction and redesign process of the Palace of Westminster and the Houses of Parliament. Tours of the Houses of Parliament provide a great basis for the history of the palace and are extremely instructive when it comes to gaining an understanding of just how it was that the palace **withstood** so much and was able to survive in the long run, as well as all of the major work it took to get it to the place it is today. Even after bombing in WWII Perpendicular Gothic-style palace was quickly refurbished and has remained the meeting place for the UK Parliament, essentially since the thirteenth century.

Now the Houses of Parliament are not only the epicenter of political life in the United Kingdom, but also one of the most popular and most heavily trafficked tourist attractions as well. The Palace of Westminster has become synonymous with UK politics. The palace itself is an **awe-inspiring** construct that excites the imagination of anyone smart enough to take advantage of one of the tours of the Houses of Parliament. The elegance and **regalia** alone will make your head **spin** as you view the high vaulted ceilings and stunning interior of the palace. Tours of the Houses of Parliament are not that expensive and can be an amazing way to spend part of your day in central London. Remember that when you are by the Houses of Parliament you are virtually next to the London Eye, Buckingham Palace, the London Aquarium, and many other famous attractions.

The Parliament of the United Kingdom of Great Britain and Northern Ireland (commonly referred to as the British Parliament, the Westminster Parliament or, formerly, the Imperial Parliament) is the supreme legislative body in the United Kingdom and British overseas territories, located in London. Parliament alone possesses legislative **supremacy** and thereby **ultimate** power over all other political bodies in the UK and its territories. At its head is the **Sovereign**.

The parliament is bicameral, with an upper house, the House of Lords, and a lower house, the House of Commons. The Queen is the third component of the **legislature**. The House of Lords includes two different types of members: the Lords Spiritual (the senior **bishops** of

the Church of England) and the Lords Temporal (members of the Peerage) whose members are not **elected** by the **population at large**, but are appointed by the Sovereign on advice of the Prime Minister. Prior to the opening of the Supreme Court in October 2009 the House of Lords also performed a judicial role through the Law Lords. The House of Commons is a democratically elected chamber with elections to it held at least every 5 years. The two Houses meet in separate chambers in the Palace of Westminster (commonly known as the Houses of Parliament), in London. By constitutional **convention**, all government ministers, including the Prime Minister, are members of the House of Commons or, less often, the House of Lords, and are thereby accountable to the respective branches of the legislature.

The Parliament of Great Britain was formed in 1707 following the ratification of the Treaty of Union by both the Parliament of England and Parliament of Scotland passing Acts of Union. However, in practice the parliament was a continuation of the English parliament with the addition of Scottish MPs and **peers**. Parliament was further enlarged by the ratification by the Parliament of Great Britain and the Parliament of Ireland of the Act of Union (1800), which **abolished** the Irish Parliament; this added 100 Irish members to the Commons and 32 to the Lords to create the Parliament of the United Kingdom of Great Britain and Ireland. It has been called "the mother of parliaments", its democratic institutions having set the standards for many democracies throughout the world, and the United Kingdom parliament is the largest Anglophone legislative body in the world.

In theory, supreme legislative power is **vested** in the Queen-in-Parliament; in practice in modern times, real power is vested in the House of Commons, as the Sovereign generally acts on the advice of the Prime Minister and the powers of the House of Lords have been limited.

(From Wikipedia, the free encyclopedia)

Vocabulary Notes

stunning – *adj* 1 extremely beautiful (прекрасный, надзвичайний)

E.g. You look stunning in that dress.

Synonyms:

attractive – pretty or pleasant to look at

good-looking – a political system in which everyone can vote to choose the government, or a country that has this system

pretty – used about a child, girl, or woman who is attractive

beautiful – used about a woman who is extremely attractive

handsome – used about a man or boy who is attractive

gorgeous/stunning *informal* used about anyone who is very attractive

cute – pretty or attractive (often a child)

hot – a very *informal* way of saying that someone is sexually attractive

2 very surprising or shocking (приголомшливий)

sufficient – *adj* as much as you need for a particular purpose [= enough; ≠ insufficient] (достатній)

E.g. The police have sufficient evidence to charge him with murder.

right – *n* **1** [count.] something that you are legally or morally allowed to do (право, привілей)

E.g. civil rights, human rights

right of

E.g. the rights and duties of citizens; the struggle for women's rights

right to

E.g. All children have the right to free education. right to do something. You have the right to consult a lawyer.

within your rights (=legally or morally allowed)

E.g. You're within your rights to ask for your money back.

2 the right/somebody's right the side with the hand that most people write with [≠ left] (права сторона, правий бік)

on/to the right (of something)

E.g. Our car is just to the right of that white van.

on/to somebody's right

E.g. The school is on your right as you come into the village.

3 the right/the Right political groups that believe that the government should not own any business or try to control business by making too many rules (праві)

E.g. extreme/far right; politicians on the extreme right.

4 [uncount.] behaviour that is morally good and correct (порядок, дійсний стан речей)

E.g. It's important to teach kids the difference between right and wrong.

5 rights [plural] if someone has the rights to a book, film etc, they are allowed to sell it or show it (права власності)

rights to

E.g. They paid £2 million for the film rights to the book.

to withstand – *v* [trans.] to not be damaged by heat, pressure, a force etc (відстояти, вибороти)

E.g. Neither the southern provinces, nor Sicily, could have withstood his power (Henry Hallam)

awe-inspiring – *adj* very impressive (вражаючий)

E.g. an awe-inspiring achievement.

regalia – *n* 1 [count.] the emblems or insignia of royalty, especially a crown, and other ornaments used at a coronation (регалії, королівські права і привілеї)

E.g. the Bishop of Florence in full regalia; the regalia of Russian tsardom are/is now displayed in the Kremlin.

Remember:

This word is used in English today as a collective noun similar to words *staff* and *government*, and it has no other singular form.

to spin – *v* 1 [intrans., trans.] to turn around very quickly, or to make something do this (крутити, вертїти)

spin (somebody/something) round/around

E.g. She spun round to face him.

2 [intrans., trans.] to make cotton, wool etc into thread by twisting it together (прясти, сукати)

3 [trans.] to get water out of wet clothes by making them turn round and round very quickly in a washing machine (віджимати)

4 [trans.] if an insect spins a web or a cocoon, it produces the thread to make it spin something (плетсти).

to spin out – to make something last as long as possible (розтягувати, берегти, зволікати)

E.g. He span out time.

supremacy – *n* [uncount.] when someone is more powerful or advanced than other people (перевага, панування, верховенство)

E.g. world supremacy.

ultimate – *adj* [only before noun] 1 fundamental, elemental (основний)

E.g. the ultimate analysis; the ultimate cause.

2 final or coming at the end (останній, кінцевий)

E.g. their ultimate objective; the ultimate failure of the project.

Sovereign – *n* [count.] *formal* a king or queen.

legislature – *n* [count.] an institution that makes or changes laws (законодавчий орган).

E.g. Legislatures may be unicameral or bicameral

bishops – *n* [count.] a Christian priest with a high rank who is in charge of the churches and priests in a large area (єпископ).

to elect – *v* [trans.] **1** to choose someone for a job by voting (вибирати, обирати)

elect somebody (as) president/leader/mayor etc

E.g. She was elected President.

2 *formal* to choose to do something (робити вибір, приймати рішення)

E.g. He elected to stay at home.

at large – **1 to be at large** means to be free, unconfined, to escape from somewhere (бути на волі)

E.g. To our distress, the housebreakers were still at large.

2 the population/public/people **at large** – in general, as a whole (увесь, загалом)

E.g. The population at large has become more mobile.

3 elected to represent an entire group of voters rather than those in a particular district or other segmentю

E.g. Alderman at large is representing all the wards of a city instead of just one.

convention – *n* [count.] a formal meeting of people who belong to the same profession, organization etc (збори, зібрання)

E.g. a teachers' convention.

2 [count.] a formal agreement between countries (конвенція, угода)

convention on

E.g. the European convention on human rights.

3 [count., uncount.] the normal and traditional way of behaving and thinking in a society (норма поведінки)

peer – *n* **1** [usually plural] *formal* also peer group your peers or peer group are people who are the same age as you or who have the same type of job or social position (рівня)

E.g. Kids may take drugs because of peer pressure (=because they feel they must do the same as other people of their age).

2 someone who belongs to a family of high social rank in Britain, for example a lord (лорд, пер).

to abolish – *v* [trans.] to officially end a law, system etc (скасувати)

E.g. plans to abolish the death penalty

to vest – *v* 1 /power, authority, property etc/ to come into possession of (переходити, належати)

E.g. The bankrupt's property vests in his trustee.

2 to be vested in to confer or bestow /power, authority, property etc/ on someone (надавати, дарувати)

E.g. The socialists came to be vested with the power of legislation.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. законодавчий процес;
2. місце зустрічі;
3. очевидний результат;
4. надзвичайно повчальний;
5. досягнення розуміння;
6. епіцентр політичного життя;
7. збуджувати увагу;
8. висока склепінчаста стеля;
9. королівська особа;
10. установчі / конституційні збори.

II. Fill in the words from the list. Translate the sentences into Ukrainian:

spin out, abolished, spun, right, elected, sufficient, legislatures, rights, bishop, peers.

1. He _____. the rope around over his head.
2. Teenagers usually prefer to spend their time with their _____ .
3. The sum is _____ for the journey.
4. You had every _____ to be angry with them.
5. It's necessary to _____ electricity.
6. The Hague Convention _____.the requirement of legalization for foreign public document.

7. He _____ to take summer off.
8. Early European _____ include the English Parliament and the Icelandic Althing.
9. It could happen even to a _____!
10. By _____, the house should be mine now.

III. Fill in the correct prepositions:

1. He is recognized _____ the whole world.
2. It was the Protocol to the 1969 American Convention _____ Human Rights.
3. Some families managed to survive _____ tents after the flood.
4. Next _____ your mother, who do you love most?
5. I prefer to be foolish when I feel like it, and be accountable _____ nobody.
6. He was appointed _____ the Sovereign _____ advice of diplomat.
7. They enlarged the house _____ adding an east wing.
8. They take advantage _____ power _____ men's minds.
9. They are not elected _____ the population _____ large, but are appointed _____ the President.
10. She added a postscript _____ her letter.

IV. Select the odd word that does not fit into a list, giving reasons for your choice.

- A. 1. Stunning. 2. Ugly. 3. Amazing. 4. Extraordinary. 5. Unbelievable.
- B. 1. Sufficient. 2. Adequate. 3. Enough. 4. Insufficient.
- C. 1. Unimpressive. 2. Breathtaking. 3. Impressive. 4. Awe-inspiring.
- D. 1. Supremacy. 2. Line. 3. Dominance. 4. Preeminence. 5. Ascendance.
- E. 1. Support. 2. Withstand. 3. Endure. 4. Loose. 5. Bear.
- F. 1. Fundamental. 2. Ultimate. 3. Upper. 4. Elemental.

V. Translate the following text into English:

Десять дивацтв британського парламенту

Відсутність конституції. Великобританія – одна з небагатьох держав без офіційно писаної конституції (до таких країн належать

також Ізраїль, Нова Зеландія). В основу управління державою лягло дуже багато окремих законів і традицій, які формувалися протягом багатьох століть.

Королівська санкція. Перш ніж законопроект стане законом, королева Великобританії повинна дати своє схвалення або королівську санкцію. Насправді жоден із британських монархів не наклав вето на законопроект, запропонований парламентом, починаючи з 1708 року.

Система голосування. Кількість голосів, що їх набирає партія під час загальних виборів, і кількість майбутніх місць у парламенті, практично не взаємозалежні. Політик, який набрав найбільшу кількість голосів, отримує місце в парламенті. Якщо кандидат виграє 60% голосів, решта 40% голосів знецінюються.

Вибори прем'єр-міністра. Громадяни Великобританії не мають права втручатися у вибори прем'єр-міністра. Після опублікування офіційних результатів загальних виборів лідер партії з найбільшою кількістю членів парламенту відправляється в Букингемський палац за дозволом королеви на формування нового уряду. За традицією королева ніколи не відмовляє у такому проханні. Отже, систему виборів прем'єр-міністра ніяк не можна назвати повністю демократичною: насправді, як правило, менше 40% усіх виборців голосують за найбільшу партію.

«Підвішений парламент». Ситуація в парламенті, коли жодна з партій не отримала більшості в Палаті громад, і є «підвішеним парламентом». Єдиний вихід із такого положення для британських політиків – укладання угод про співпрацю. У разі, якщо жодна з партій не може співпрацювати з іншого, попередній прем'єр-міністр, згідно чергового звичаю, залишається на своєму посту.

Призначення виборів. За законом вибори повинні проходити, щонайменше, кожні п'ять років. Проте, призначити вибори можна у будь-який момент протягом цього проміжку часу. У королеви Великобританії є право на достроковий розпуск парламенту. Довгострокові вибори може призначити і прем'єр-міністр після звернення до королеви.

Палата лордів. Члени парламенту, що засідають у Палаті громад – не єдині політики в парламенті. Система британського парламенту передбачає також верхню палату, або Палату лордів,

члени якої призначаються королевою за рекомендаціями уряду та 26 найвпливовіших єпископів англіканської церкви.

Усі законопроекти, які успішно пройшли через парламент, обговорюються і ратифікуються в Палаті лордів. Лорди мають право на відмову від прийняття законопроекту, однак справжня влада зосереджена в руках членів Палати громад, які можуть послатися на Парламентські акти 1911 і 1949 року й вимагати прийняття законопроекту. З 1911 року така крайня міра використовувалася лише сім раз – останній раз в 2004 році для заборони полювання з собаками.

«Непарламентська» мова. Під час засідань членам парламенту заборонено користуватися лексикою, яка могла б «образити гідність» парламенту. До списку забороненої лексики в парламенті входять навіть такі, здавалося б, загальноживані слова, як «боягуз», «хуліган», «брехун», «зрадник», «негідник».

Церемоніальний жезл. Жезлом Палати громад є золотий жезл із вигадливою різьбою, що встановлюється в центрі залу під час парламентських сесій. Церемоніальний жезл символізує владу королеви; без жезла засідання палати вважається недійсним.

Жезл Палати громад за значну історію британської парламентської системи не раз виступав у ролі зброї: його кидали, виривали і навіть притискали їм до землі одного політика, який спробував опротестувати рішення парламенту. У 2009 році член парламенту Джон Макдоннелл був заарештований за спробу зірвати дебати щодо розширення лондонського аеропорту Хітроу за допомогою зняття жезла.

Парламентські вибори. Палата громад користується старовинним методом голосування. Після того, як голосування було оголошено спікером парламенту, присутнім членам парламенту дається вісім хвилин на те, щоб пройти в одну з двох кімнат: кімнату «так» або кімнату «ні». Коли відведений час закінчується, двері кімнат закриваються, і кількість політиків у кожній із кімнат підраховується.

Усі державні секретарі та прем'єр-міністр, що беруть участь у голосуванні з важливого питання, вимушені разом з усіма членами парламенту вибирати одну з двох кімнат. Хоча на перший погляд така система голосування здається застарілою, насправді вона надає парламентаріям гарну можливість зустрітися і поспілкуватися із прем'єр-міністром й іншими членами уряду.

VI. Decide which of these statements are true or false:

1. Most of the legislative processes in Britain take place at the Palace of Westminster.
2. The Houses of Parliament became synonymous with UK politics.
3. The British Parliament is the supreme legislative body only in the United Kingdom.
4. The British Parliament doesn't possess legislative supremacy and thereby ultimate power over all other political bodies in the UK and its territories.
5. The Prime Minister is at the head of The British Parliament.
6. The British parliament is bicameral.
7. The House of Commons is a democratically elected chamber with elections to it held at least every 4 years.
8. The Parliament of Great Britain was formed in 1807 and was a continuation of the English parliament.
9. By constitutional convention, all government ministers, including the Prime Minister, are members of the House of Commons or, less often, the House of Lords.
10. In modern times, real power is vested in the House of Lords in Great Britain.

VII. Complete the following table:

abstract noun	person noun	verb	adjective
revolution			
representation			
election			
dictatorship			
presidency			

VIII. Summarize the content of the article.

IX. Prepare a report on the following topics:

- “Current Political Situation in Great Britain”;
- “People involved in British Politics”.

II. TOPIC

The Political System of the United Kingdom of Great Britain and Northern Ireland

The United Kingdom is a constitutional or parliamentary monarchy. It means that it has a monarch as its Head of State but the monarch has very little power. The Queen (or King) reigns but she (he) doesn't rule. Parliament and the existent government have the power. Parliament and the monarch have different roles and they only meet together on symbolic occasions such as coronation of a new monarch or the traditional annual opening of the Parliament.

There is no written constitution in Britain. The rules for governing the country have been developed over the centuries. More than a thousand years ago, before the Norman Conquest in 1066, the Anglo-Saxon kings consulted the Great Council (an assembly of the leading men from each district) before taking major decisions. Between 1066 and 1255, the king ruled alone, but in 1215 the nobles forced King John to accept Magna Carta (the Great Charter), which took away some of the king's power. In 1264 the first parliament of nobles met together. Since then the British Constitution has grown up slowly as a result of countless Acts of Parliament. There have been no violent changes in the constitution since the "bloodless revolution" of 1688 when the Parliament invited William and Mary to become Britain's first constitutional monarchs who could rule only with support of the Parliament. The Bill of Rights in 1689 was the first step towards constitutional monarchy because it prevented the monarch from making laws or raising the army without Parliament's approval. Since 1689 the power of Parliament has grown steadily while the power of the monarch has weakened.

Britain is a democracy. Men and women over 18 have the right to vote, but it is not compulsory. They have the right to elect a Member of Parliament (M. P.) for their electoral area (constituency). Most M. Ps belong to a different political party. There is no limit to the number of political parties, and at present there are more than 100 of them, Britain in reality has a two-party system of government, since most people vote either Labour or Conservative.

The leader of the party that wins the most seats in general election forms the government and its leader become the Prime Minister, the

head of the government. The Prime Minister usually takes policy decisions with the agreement of the Cabinet of Ministers. The power of the Cabinet, in its turn, is controlled by the Parliament, for no bill can become law until it is passed by an act of Parliament.

All important bills are presented to the House of Commons (the lower chamber of Parliament, all 659 members of which are elected by people), where they are explained and debated. If they receive a majority vote they go to the House of Lords (the upper chamber of Parliament consisting of 92 hereditary or life-time peers, clergy, and supreme judges) and after that to the monarch to be signed. Although a bill must be supported by all three bodies, the House of Lords has also limited powers, and the monarch has not refused to sign any bill for about 200 years. The monarch always acts on advice of the Prime Minister. So the House of Commons is the main law-making body while the Cabinet of Ministers and the government are the main executive bodies.

Scotland and Wales have their own government: the Scottish Parliament in Edinburgh and the Welsh Assembly in Cardiff. Both opened in 1999.

In Northern Ireland the situation is more complicated. Because of the need to deal with politically inspired violence and terrorism, the Government assumed direct rule over Northern Ireland in 1972. Since then several plans have been put forward by the successive governments in an effort to establish an administration acceptable both to Protestant and Roman Catholic Communities. Due to the old-time religious enmity, only since 1968 over 3,000 people have lost their lives as a result of the terrorists' attempts to achieve their aims through violence.

There are 14 British overseas territories in which Britain is responsible for their defence, internal security and foreign relations. British policy is to give independence to those overseas territories that want it, and not to force it on those which do not. The territories include British Virgin Islands, Cayman Islands, Falkland Islands, Gibraltar and some others. According to the policy Britain returned Hong Kong to China in 1997.

Britain is a member of the Commonwealth which is a voluntary association of independent states that originated as a result of dismantling of the British Empire after 1945. The British monarch is the Head of Commonwealth and also the Head of State of 16 member countries such as Australia, New Zealand, Canada, the Bahamas and some others.

TOPICAL VOCABULARY

A Peoples and bodies involved in politics

ambassador – top diplomat representing his/her country abroad

ambassy – the building where ambassador and his/her staff are based

agency – unit of executive branch that administers programs, sets rules, and settles disputes in specific policy areas

Althing – oldest European legislature, the Icelandic parliament

bill – a draft of a proposed law presented for approval to a legislative body

board – group of elected and appointed functionaries

board of aldermen – governing body of city

board of supervisors – governing body of county

brain trust – informal group of advisers

bureau – independent government office

cabinet – a committee of the most important ministers in the government

chamber – legislative house; many countries have two chambers

committee of the whole – committee of all members of a legislative body, meeting under relaxed rules to expedite business

Commonwealth – federation of nations; official designation of four U.S. states: Kentucky, Massachusetts, Pennsylvania, and Virginia

conference committee – committee composed of members of both legislative houses

council – small governmental body, esp. for city

county – political subdivision of state

county board – governing body of county

county seat – town that is site of county government

department – large administrative division of executive branch headed by cabinet member; regional division within nation comparable to state

exchequer – national treasury and revenue department, as in Great Britain

government corporation – public corporation that is government-owned but partially independent financially, organized to carry out a particular program

Home Office – department responsible for administration of England but not the rest of United Kingdom

house – one division of bicameral legislature
House of Commons – elective lower house of British Parliament
House of Lords – upper house of British Parliament, in which peers and church officials sit for lifetime appointments
interest group – private organization attempting to influence government policy; lobby on specific issue
kitchen cabinet – unofficial, sometimes secret, advisers to head of state
lobby – interest group
Mayor – head of a town or city council
ministry – a department of state headed by a minister
office – public position or job
puppet government – government whose policies are orchestrated by another state
regulatory commission – small board within executive chosen to manage particular government function
seat – a membership or the right to membership in a legislative or similar body
shadow cabinet – leaders of minority or opposition party in parliamentary system
standing committee – permanent committee intended to consider specific subject
statehouse – building housing offices of state government
subcommittee – division of committee with limited purpose or authority
supreme court – highest court in political unit with ultimate authority in judicial and constitutional matters
Supreme Court – highest federal court in United States, consisting of nine judges
town – municipal settlement larger than a village, smaller than a city
town hall – location of mayoral and council offices; city hall
union – combination of two or more autonomous political units
village – smallest municipal corporation

B Elections

constituency – a political area whose inhabitants are represented by one MP
candidate – someone who stand in an elections

majority – the number of votes by which a person wins an election
referendum – a direct vote by the population on some important public issue

by(e)-election – an election in one constituency in contrast to a General Elections

marginal seat – a parliamentary seat held by a very small majority of votes

the opposition – members of parliament who do not belong to the party in power

stand/run for Parliament – to be a candidate in an election

vote – to choose in a formal way, e.g. by marking a ballot paper

EXERCISES

1. Choose the correct word from the choices offered.

1. India gained *republic/independence/democracy* from the UK in 1948.
2. Our MP's just died and so we'll soon need to have a *vote/referendum/bye-election*.
3. She's *running/sitting/walking* for Parliament in the next elections.
4. His father was *voted/stood/elected* MP for Cambridge City.
5. What is your country's economic *politics/policy/politician*?
6. In the House of Commons there are 650 *members/MPs/men*, each representing one *county/constituency/state*.
7. The ruling party in the Commons is the one which gains a *seat/majority/candidate*.
8. The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general *election/vote/dispute*.

II. 1) Match the following English expressions to their Ukrainian equivalents:

1. arbitrary government	a) діючий уряд
2. authoritarian government	b) місцевий уряд
3. colonial form of government	c) військова адміністрація
4. government investigation	d) змішана форма правління
5. government of the day	e) парламентське правління
6. government offices	f) правління Її Величності
7. government official	g) правляча партія

8. government party	h) урядові установи
9. government(al) department	i) представницька форма правління
10. government(al) regulation	j) тимчасовий уряд
11. government's term of office	k) розпустити уряд
12. Her Majesty's Government	l) органи державного правління
13. local government	m) автократія
14. military government	n) президентська влада
15. mixed government	o) авторитарна форма правління
16. organs of government	p) урядове відомство
17. parliamentary government	q) урядове розслідування
18. presidential government	r) колоніальна форма державного устрою
19. provisional government	s) постанова уряду
20. representative government	t) урядовий чиновник
21. to dissolve the government	u) термін правомочності уряду

2) Use the expressions above to make sentences of your own.

3. Give the Ukrainian equivalents to the following English expressions:

1 Department of Agriculture	
2 Department of Education	
3 Department of Defense	
4 Department of Energy	
5 Department of Commerce	
6 Department for Business, Innovation and Skills	
7 Department of Health and Human Services	
8 Department for Culture, Media and Sport	
9 Department for Transport	
10 Department for Work and Pensions	
11 Export Credits Guarantee Department	

12 Department for Communities and Local Government	
13 Cabinet Office	
15 Department for International Development	

4. Political Quiz.

1. Name three monarchies.
2. Which is the oldest parliament in the world?
3. Name the President and the Vice President of the USA.
4. Who is the Mayor of the place where you live?
5. What politicians represent you in local and national government?
6. What are the main political parties in the country where you now are?
7. What are the main political issues in that country and what are the policies of the different parties on those issues?
8. What do these political abbreviations stand for – MP, PM, UN, EU, NATO, OPEC?

5. Fill in the blanks with the vocabulary word that best fits the meaning of each sentence.

1. The _____ issue in the next election will be _____ government.
2. The party with a majority of _____ in the _____ is known as the majority party.
3. They lobbied the _____ to a negative vote.
4. The Prime Minister appointed his _____ to head the executive departments of the government and to act as official advisers.
5. The Prime Minister of that country left teaching to pursue a _____ career.
6. The case went all the way to the Supreme _____.
7. _____ contains the offices of the public officials of a town and that houses the town council and courts.
8. _____ is a department of the British government which manages the money that is used to run the government.
9. A territorial division exercising administrative, judicial, and political functions in Great Britain and Ireland is a _____.
10. All member states recognize the reigning British sovereign as Head of the _____.

6. Read the text below. Use the words given next to each line in an appropriate form related to the root to fit the space. The first is done.

<p>Text 1</p> <p style="text-align: center;">Vote on April 10th!</p> <p>Vote for the Social Democrats in the next <u>election</u> (1)! If you look at the record of our present _____ (2), you will see a huge increase in taxes and _____ (3), and a rate of _____ (4) which is out of control. If we win, we will tackle the _____ (5) situation by investing in _____ (6) projects and training courses to help our young people become better _____ (7). We will make it our priority to eliminate _____ (8) and to fight _____ (9) wherever we find it. So, exercise your _____ (10) right and vote on April 10th!</p>	<p>elect</p> <p>govern employ inflate economy educate</p> <p>qualify bureaucr</p> <p>at</p> <p>corrupt democrat</p>
<p>Text 2</p> <p style="text-align: center;">Join Friends on Earth!</p> <p>Our campaign to protect the _____ (1) world could not have succeeded without our _____ (2), whose _____ (3) have helped us win some significant victories against some of the most _____ (4) _____ (5) companies in the world. We have raised public awareness of _____ (6) issues in general, and recently we have _____ (7) to make the use of ozone destroying CFCs _____ (8). Join us now and help us find alternative _____ (9) to world problems, and make our _____ (10) sit up and listen.</p>	<p>nature support contribut</p> <p>e</p> <p>power industry environm</p> <p>ent</p> <p>n</p> <p>campaign</p> <p>legal solve politics</p>

8. Read and translate the text into Ukrainian.

The British Government: The Political Party System
Information courtesy of The British Information Services

The political party system is an essential element in the working of the British constitution. The present system depends upon the existence of organized political parties, each of which presents its policies to the electorate for approval. The parties are not registered or formally recognized in law, but in practice most candidates in elections, and almost all winning candidates, belong to one of the main parties.

Since 1945, either the *Conservative Party*, whose origins go back to the eighteenth century, or the *Labour Party*, which emerged in the last decade of the nineteenth century, has held power. A new party – the *Liberal Democrats* – was formed in 1988 when the Liberal Party, which traced its origins to the eighteenth century, merged with the Social Democratic Party (formed in 1981). These three parties accounted for over 90% of the winning candidates in general elections held in 1992.

Other parties include two nationalist parties, *Plaid Cymru* (founded in Wales in 1925) and the Scottish National Party (founded in 1934). In Northern Ireland there are a number of parties. They include the *Ulster Unionist Party*, formed in the early part of this century; the Democratic Unionist Party, founded in 1971 by a group which broke away from the Ulster Unionists; and the Social Democratic and Labour Party, founded in 1970.

Since 1945 eight general elections have been won by the Conservative Party and six by the Labour Party; the great majority of members of the House of Commons have belonged to one of these two parties.

The party which wins most seats, although not necessarily the most votes, at a general election, or which has the support of a majority of members in the House of Commons, usually forms the Government. By tradition, the leader of the majority party is asked by the Sovereign to form a government. About 100 of its members in the House of Commons and the House of Lords receive ministerial appointments, including appointment to the Cabinet on the advice of the Prime Minister. The largest minority party becomes the official Opposition, with its own leader and 'shadow cabinet'.

The Party System in Parliament

Leaders of the Government and Opposition sit on the front benches on either side of the Commons chamber with their supporters – the backbenchers – sitting behind them. Similar arrangements for the parties

also apply to the House of Lords; however, Lords who do not wish to be associated with any political party may sit on the 'cross benches'.

The effectiveness of the party system in Parliament rests largely on the relationship between the Government and the opposition parties. Depending on the relative strengths of the parties in the House of Commons, the Opposition may seek to overthrow the Government by defeating it in a vote on a 'matter of confidence'. In general, however, its aims are:

1) to contribute to the formulation of policy and legislation by constructive criticism;

2) to oppose the government proposals it considers objectionable; to seek amendments to government Bills;

3) to put forward its own policies in order to improve its chances of winning the next general election.

The Opposition performs this role both by debating issues and putting questions on the floor of both Houses and through the committee system.

Government business arrangements are settled, under the direction of the Prime Minister and the Leaders of the two Houses, by the Government Chief Whip in consultation with the Opposition Chief Whip. The Chief Whips together constitute the 'usual channels' often referred to when the question of finding time for a particular item of business is discussed. The Leaders of the two Houses are responsible for enabling the Houses to debate matters about which they are concerned.

Outside Parliament, party control is exercised by the national and local organizations. Parties are organized at parliamentary constituency level and also contest local government elections. Inside Parliament, party control is exercised by the Chief Whips and their assistants, who are chosen within the party. Their duties include keeping members informed of forthcoming parliamentary business, maintaining the party's voting strength by ensuring members attend important debates, and passing on to the party leadership the opinions of the backbench members.

The Whips indicate the importance their party attaches to a vote on a particular issue by underlining items of business once, twice or three times on the notice sent to MPs. In the Commons, failure to comply with a 'three-line whip', the most important, is usually seen as a rebellion against the party. Party discipline tends to be less strong in the Lords than in the Commons, since Lords have less hope of high office and no

need of party support in elections. The formal title of the Government Chief Whip in the Commons is Parliamentary Secretary to the Treasury. The Government Whips in the Lords also act as government spokesmen.

Financial Assistance to Parties

Annual assistance from public funds helps opposition parties carry out their parliamentary work at Westminster. It is limited to parties which had at least two members elected at the previous general election or one member elected and a minimum of 150,000 votes cast. The amount is £3,442.50 for every seat won, plus £6.89 for every 200 votes.

9. Read the following statements and decide if they are true or false.

1. The British monarch is the head of the government.
2. Magna Carta was the document that limited the monarch's power.
3. Margaret was the first monarch who reigned but not ruled.
4. Members of Parliament represent two main political parties.
5. The Cabinet of Ministers is responsible and accountable to the Parliament.
6. The House of Commons is more numerous than the House of Lords.
7. The highest body of the executive power in UK is the Cabinet.
8. British overseas territories used to be its colonies before World War II.
9. The Constitutional Court is the highest juridical body in UK.
10. The British Constitution was adopted in 1892.

10. Translate the texts into English:

1. Королівська влада

Правлячий монарх є не лише главою держави, але й символом єдності нації. Монархія – це давній британський суспільний інститут, що існує уже понад 1000 років. Монархія є спадковою, спадкоємцем автоматично стає старший син або старша дочка монарха. За законом парламенту монарх повинен бути протестантом. Успадкування престолу відбувається після смерті монарха, що пізніше підтверджується офіційною церемонією. За законом монарх є главою виконавчої і судової влади, главою Англійської церкви й головнокомандувачем. Основні повноваження монарха – давати свою згоду на законодавчі акти, прийняті парламентом, призначати міністрів, суддів, офіцерів

збройних сил, губернаторів, дипломатів, єпископів церкви, надавати дворянські та лицарські звання, пом'якшувати вирок засудженим, а також оголошувати війну або укласти мир. Усі ці функції монарх здійснює за вказівкою уряду.

Проте влада монарха політично важлива. Він відокремлює «принадність» царювання від влади діючого керівника, що виявляється на багатьох церемоніях. Монарх також виконує і практичну роль. Королеву регулярно відвідує її прем'єр-міністр, який приносить їй рішення Кабміну й консультується у справах суспільного життя. З 1952 року королева щотижня проводить зустрічі з одинадцятьма прем'єр-міністрами, які дуже цінують ці зустрічі.

2. Прийняття законопроекту

Найважливіша функція парламенту – приймати законопроекти. Більшість законопроектів – загальнодержавні закони, які втілюють державну політику. Законопроект виноситься на обговорення після виснажливої консультативної роботи спеціалістів із цього питання. Іноді проект закону стає «білим папером», що торкається урядової політики, і тоді такий проект обговорюється ще до представлення його у парламенті. «Зелені папери» друкують тоді, коли уряд прагне детального суспільного обговорення до представлення законопроекту в парламенті.

Процедура прийняття урядового закону однакова в обох палатах. Проект закону друкують, і про це повідомляють усіх членів парламенту, що називається «першим читанням». «Друге читання» має місце через декілька тижнів. Це обговорення законопроекту у парламенті, за винятком випадків, коли немає заперечень. Спеціальний комітет парламенту вирішує, чи потрібні якісь поправки. У «третьому читанні» перероблений законопроект представляють та, якщо необхідно, голосують за його прийняття. У палаті лордів відбувається така ж процедура. Коли законопроект проходить через усі парламентські процедури, його надсилають до королеви – третього офіційного елемента парламенту Великобританії. Після згоди монарха законопроект стає законом.

11. Learn the following quotations about government. Use one of them in situation of your own.

1. Giving money and power to government is like giving whiskey and car keys to teenage boys. ~*P.J. O'Rourke*
2. A government that is big enough to give you all you want is big enough to take it all away. ~*Barry Goldwater*
3. Democracy is two wolves and a lamb deciding what to have for dinner. Liberty is a well-armed lamb. ~*Benjamin Franklin*
4. Our political institutions work remarkably well. They are designed to clang against each other. The noise is democracy at work. ~*Michael Novak*
5. The most important political office is that of the private citizen. ~*Louis Brandeis*
6. Information is the currency of democracy. ~*Thomas Jefferson*
7. The best argument against democracy is a five-minute conversation with the average voter. ~*Winston Churchill*
8. If people behaved like governments, you'd call the cops. ~*Kelvin Throop*
9. We are imperfect. We cannot expect perfect government. ~*William Howard Taft*
10. Democracy gives every man the right to be his own oppressor. ~*James Russell Lowell*

12. Speak on the following:

- **What is democracy? Do you think Great Britain is a fully democratic country?**
- **What do you know about the political parties of Great Britain? Why/why not?**

III. GRAMMAR

1) "**Should**" is most commonly used to make recommendations or give advice. It can also be used to express obligation as well as expectation.

Examples:

When you go to Berlin, you should visit the palaces in Potsdam. *recommendation*

You should focus more on your family and less on work. *advice*

I really should be in the office by 7:00 AM. *obligation*

By now, they should already be in Dubai. *Expectation*

Most modal verbs behave quite irregularly in the past and the future. Study the chart below to learn how "**should**" behaves in different contexts.

Modal Use	Affirmative sentences	Negations	You can also use:
<p>should recommendation, advice, desirability</p>	<p>1. People with high cholesterol should eat low-fat foods. 2. Frank should have eaten low-fat foods. That might have prevented his heart attack. 3. You really should start eating better. 4. He should stay in bed.</p>	<p>1. Sarah shouldn't smoke so much. It's not good for her health. 2. Sarah shouldn't smoke when she visits Martha next week. Martha hates when people smoke in her house. 3. Sarah shouldn't have smoked so much. That's what caused her health problems.</p> <p><i>Should + Perfect Infinitive</i> shows that a desirable action was not carried out.</p>	<p>ought to</p>
<p>should moral obligation, duty which may not be fulfilled</p>	<p>1. I should be at work before 9:00. 2. We should return the video before the video rental store closes. <i>"Should"</i> can also express something between obligation and recommendation. <i>"Be supposed to"</i> expresses a similar idea and can easily be used in the past or in negative forms</p>	<p>–</p>	<p>be supposed to</p>
<p>should probability, expectation with reference to the present or future</p>	<p>1. Susan should be in New York by now. /"очевидно"/ 2. Susan should have arrived in New York last</p>	<p>1. Susan shouldn't be in New York yet. /"навряд"/ 2. Susan shouldn't have arrived in New</p>	<p>ought to, be supposed to</p>

	week. Let's call her and see what she is up to. 3. Susan should be in New York by next week. Her new job starts on Monday.	York until yesterday.	
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Should may be used for emotional colouring in the following cases:

1) in questions with **why**:

e.g. Why should I do it? – А чого це я повинна робити це?

Why shouldn't we go there? – А чого б нам не піти туди?

2) in clauses with **why**:

e.g. I don't see why we shouldn't meet at 6. – Я не розумію, чому б нам не зустрітися о шостій.

3) in attribute clauses beginning with **why** after the noun reason:

e.g. I don't see any reason why she shouldn't be happy. – Я не бачу причини, чому б їй не бути щасливою.

4) in some **set phrase**:

e.g. How should I know? – Звідки мені знати.

Why should I ? – А чого це я повинен ?

That it should come to this! – І до чого дійшла справа!

2) "**Ought to**" is most commonly used to make recommendations or give advice. It can also be used to express obligation as well as expectation.

"**Ought to**" also expresses assumption or expectation as well as strong probability, often with the idea that something is deserved. "**Ought not**" (without "to") is used to advise against doing something, although Americans prefer the less formal forms "should not" or "had better not."

Examples:

You ought to stop smoking. *recommendation*

Jim ought to get the promotion. It is expected because he deserves it.

This stock ought to increase in value. *probability*

Mark ought not drink so much. *advice* against something (notice there is no "**to**")

Most modal verbs behave quite irregularly in the past and the future. Study the chart below to learn how "**ought to**" behaves in different contexts.

Modal Use	Affirmative sentences	Negations	You can also use:
ought to moral obligation, moral duty	1. Margaret ought to exercise more. 2. Margaret ought to have exercised more so she would be better	1. Margaret ought not exercise too much. It might cause injury. 2. Margaret ought not have run the marathon.	should

	prepared for the marathon.	She wasn't in good shape.	
ought to recommendation, advice,	1. Margaret ought to come to the fitness center with us tonight.	1. Margaret ought not stay at home in front of the TV. She should go to the fitness center with us.	should
ought to expectation, probability, probability	1. She ought to have the package by now. “ напевно ”, “ очевидно ” 2. She ought to have received the package yesterday. 3. She ought to receive the package tonight. In this meaning “ ouht to ” is weaker equivalent than “ must ”	" Ought not " is used primarily to express negative recommendations. (See above.)	should

Note! "Ought not"

Remember that "ought to" loses the "to" in the negative. Instead of "ought not to" we say "ought not." "Ought not" is more commonly used in *British English*. Americans prefer "should not."

Examples:

You ought not smoke so much.

She ought not take such risks while skiing.

They ought not carry so much cash while traveling.

Exercises

I. Translate into Ukrainian:

a) 1. It's late. You should go to bed. 2. I shouldn't have trusted him so readily. 3. You shouldn't miss the opportunity. 4. How should I know where you've left your bag? 5. Why should I help him? He's never done anything for me. 6. We should have checked the time before we left. 7. We should arrive before dark. 8. I suggest that you should reconsider

your position. 8. You shouldn't miss such opportunity. 9. I shouldn't have told him the news. 10. How should I know?

b) 1. This cake is delicious. You ought to try some. 2. Children ought to be able to read by the age of seven. 3. That ought to be enough food for all of us. 4. You ought to improve your French before going to work in Paris. 5. You ought to apologize. 6. You ought to have apologized (but you didn't). 7. There ought to be more buses during the rush hour. 8. Children ought to respect their parents. 8. You ought never to have married a woman 18 years younger than yourself. 9. You ought to see a doctor. 10. It's murder and we ought to stop it.

II. Change the sentences using the verbs *should* or *ought*:

1. I advise you to read this book in the original. 2. I don't advise you to make any marks in the book. 3. I advise you to consult a doctor. 4. It's a pity you didn't come to my place yesterday. 5. I don't think it was clever of him to complain. He wasn't right himself. 6. I don't advise them to make a decision in a hurry. I think the matter must be considered carefully.

III. Put «to» where necessary:

1. I'll have (hurry). 2. You ought (take) a holiday. 3. You must (look) both ways before crossing the road. 4. You are (go) at once. 5. He used (spend) a lot of time in the library. 6. You may (keep) my book for a week or two. 7. We had (wait) as the manager was out. 8. Should I (tell) him all the truth? 9. I can (see) quite well. 10. I knew the town so I was able (advise) him where to go.

IV. Match the advice to the statement:

1. I'm fed up with my job.

a) *We should cut our prices.*

b) *He should talk to the MD.*

c) *We should launch a major advertising campaign.*

d) *You should look for another one. You should look in the Sunday Times, they always have lots of job ads.*

2. I don't get on at all well with my boss.

a) *We should cut our prices.*

b) *You should go for a visit out there to see if you like it.*

c) *We should launch a major advertising campaign.*

d) You should make an effort. If he starts giving you bad reports, you'll never get promoted.

3. I'm pretty sure that our biggest customer is in financial trouble.

a) Somebody should have a quiet word in his ear.

b) We should cut our prices.

c) Well perhaps we should be careful about how much credit we allow them.

d) We should launch a major advertising campaign.

4. Andrew needs to speak German by the end of the year.

a) We should launch a major advertising campaign.

b) You should go for a visit out there to see if you like it.

c) Well he should go for intensive lessons.

d) We should cut our prices.

5. Our major problem is that we don't have enough customers.

a) Well we should go for intensive lessons.

b) We should talk to the MD.

c) We should launch a major advertising campaign.

d) You should go for a visit out there to see if you like it.

V. Fill in the blanks with *should* or *ought to*:

1. You _____ follow instructions before taking medicine. 2. It's very late. Children _____ be in bed. 3. You _____ not smoke here. 4. Her room is dirty. She _____ clean it. 5. This hotel is very expensive, You _____ stay there. 6. She drives too fast. She _____ drive carefully. 7. They _____ not let children see such films. 8. You _____ not read in the car. You may feel sick. 9. He _____ book tickets in advance. 10. She _____ leave valuable in the car. Someone broke in and stole them.

VI. Translate into English:

1. Вам слід було складати іспити разом з іншими студентами. 2. У вас стомлений вигляд. Вам слід звернутися до лікаря. 3. Чому б нам не піти на прогулянку? 4. Чому я повинен завжди чекати на нього? 5. Йому слід було б відмовитися від запрошення, якщо він був такий зайнятий. 6. Вам слід було розповісти йому всю правду. 7. Вам не слід було ходити туди вчора. 8. Нам треба було купити квитки заздалегідь. 9. Чому б вам не запросити його на вечірку? 10. Вона в лікарні. Ти б провідала її. 11. Чому я повинен приймати його пропозицію? Я не згоден з ним.

12. Їй не слід було слухати плітки. 13. Йому слід слухати поради батьків. 14. Йому не слід було позичати машину батьків. 15. Їй слід було скористатись його допомогою. 16. Тобі не слід проводити стільки часу у цій компанії. 17. Вам слід бути енергійними, якщо хочете працювати з молоддю. 18. Цьому студенту слід відвідувати усі лекції і бути більш відповідальним. 19. Краще випий гарячого чаю. 20. Тобі не слід сперечатись.

3) Revision exercises

I. Fill in the blanks with *should, ought to, must and to have to*:

1. She _____ be arriving in some hours. 2. He _____ go home at nine because his father is waiting for him. 3. You _____ try to find a new job. 4. Mother insisted that he _____ have healthy meal. 5. There are no planes today, so I _____ to go by train. 6. He _____ never say that again! 7. They _____ book the tickets if they want to go by train. 8. We think you _____ tell your parents you will be late. 9. He _____ do what he says. 10. Do you think she _____ tell my parents what happened?

II. Fill in the blanks with *may, must and might*:

1. _____ I borrow your ruler? 2. It isn't certain, but he _____ be a millionaire in two years' time. 3. That be _____ Charlie. He said he would be here about now. 4. You _____ make a little less noise. 5. Jane _____ still be in her office. 6. The house repairs _____ cost more than the house is worth. 7. It was so quiet that one _____ hear a leaf drop. 8. You were lucky. You _____ have broken your neck. 9. He himself gave me the directions so they _____ be right. 10. There _____ be a heavy frost during the night.

III. Fill in the blanks with *may, must, can, be able to and to have to*:

1. I _____ go to see the doctor last week because I was very ill. 2. I could _____ bought that car but I didn't have enough money to pay for the petrol. 3. We _____ go now because we are already late for my class. 4. I _____ be able to come to your party if I have the

time. 5. Do you _____ clean the house every day or every week? 6. I _____ speak French without a problem now because I have had many lessons. 7. They _____ do their homework today because it is a holiday at the school. 8. I _____ help you with your shopping because you have a lot of bags. 9. I _____ have to go to Paris next week because there is a very big exhibition there. 10. When will you _____ come and see us in our new house?

IV. Fill in the blanks with *should*, *shouldn't* and *mustn't*:

1. We _____ invite the Nortons to our party. They are nice people. 2. Young children _____ stay at home alone. 3. Before you go to the dentist's, you _____ brush your teeth. 4. You _____ smoke in bed! 5. You _____ shut the windows because it is raining. 6. You _____ forget her birthday again. 7. You _____ go to the theatre when you are in Vienna. It's great. 8. They _____ tell her about John's accident. She could break down. 9. You _____ cross the street when the traffic lights are red. 10. The doctor told Charlie that he _____ drink too much alcohol. 11. My mum thinks I _____ spend so much money on clothes. 12. "Twilight" is a really great book. You _____ read it soon. 13. The teacher said to me, "You _____ get up earlier because you are late again!" 14. You _____ tell lies! 15. You _____ drive the car. You are only thirteen!

V. Complete the list of suggestions for "Trick or treat". Write *should* or *shouldn't* in the gaps:

1. You _____ wear a Halloween costume. 2. You _____ play really mean tricks on people. 3. You _____ wear black clothes at night. 4. You _____ take a bag with you for sweets. 5. You _____ go on your own. 6. You _____ stay out very late. 7. You _____ always go with friends. 8. You _____ always tell an adult where you are going.

VI. Fill in the gaps with *could*, *can*, *may*, *must*, *might*, *should*:

1. He _____ walk thirty miles a day. 2. When she was young, she _____ swim across the lake. 3. _____ you please tell me how to get to Almond Street? 4. You _____ try asking the bus driver to help you. 5. He wished he _____ visit France. 6. I would be glad if I

_____ help you. 7. He says I _____ take the day off. 8. _____ I have some more soup? 9. The members of the organization agree that I _____ join it. 10. The members of the organization agreed that I _____ join it. 11. You _____ provide proper identification in order to cash a check. 12. They _____ work harder if they are to succeed. 13. You _____ take an umbrella with you, in case it starts to rain. 14. I _____ answer his letter as soon as possible. 15. You _____ have told about this.

VII. Form the proper tense of the verbs.

1. He is wearing prison robes.



- He must _____ (escape) from prison.
- He might _____ (act) a criminal in a movie.
- These could _____ (be) the only clothes he has.
- A prisoner might _____ (rob) him taking away his suit.
- He might _____ (wear) his favorite pajamas.

2. She has cast.



- She must _____ (break) her leg.
- She may _____ (pretend) to be ill to skip her work.
- It might _____ (be) latest fashion.
- She could _____ (sprinkle) her ankle.
- She might _____ (try) out clutches.

3. He is running away very fast.



- He must _____ (see) a tiger.
- He could _____ (jog).
- He could _____ (have) quarrel with his wife.
- He might _____ (run) to catch a plane.
- He may _____ (try) to get warm this way.

VIII. Translate into English using *should, ought to, must and to have to*:

1. Вам доведеться залишитись тут. 2. Їй не слід витратити так багато часу на це безглузде завдання. 3. Я мушу виконати це завдання. 4. Йому не слід було писати цього листа. 5. Ти повинна була подзвонити мені. 6. Вам слід було запросити його. Він ваш найкращий друг. 7. Ми повинні бути присутні на зборах. 8. Люди не повинні вбивати диких тварин. 9. Їй слід було вибрати іншу професію. 10. Діти повинні знати правила дорожнього руху. 11. Хто повинен був потурбуватися про квитки? 12. Сьогодні депутату довелося зустрітися із виборцями. 13. Вони не повинні були припиняти дослідження. 14. Тобі не слід палити. 15. Ми будемо змушені провести рік за кордоном. 16. Ми повинні охороняти довкілля. 17. Ти не повинен боятися лікарів. 18. Вам слід пишатися такими вчинками. 19. Він не повинен був вносити таку пропозицію. 20. Вам слід було переконатися у всьому самому.

WRITING

- **What differences are there between the Parliament and the Government?**
- **What are the similarities and differences between the UK parliamentary system and that of your own country?**
- **Compare the systems of British and Ukrainian elections.**

MODULE 2

UNIT 3

SOURCES OF MODERN LAW

I. TEXT

The Need for Law

Mr. Jones, having murdered his wife, was burying her in the garden one night, when his neighbour, hearing the noise, asked him what he was doing.

"Just burying the cat," said Mr. Jones.

"Funny sort of time to bury a cat," said the neighbour.

"Funny sort of cat," said Mr. Jones.

Now it is obvious to everyone that, in a community such as the one in which we live, some kind of **law** is necessary to try **to prevent** people like Mr. Jones from killing their wives. When the world was at a very primitive stage, there was no such law, and, if a man chose to kill his wife or if a woman succeeded in killing her husband, that was their own business and no one interfered officially.

But, for a very long time now, members of every community have made laws for themselves in self-protection. Otherwise it would have meant that the stronger man could have done what he liked with the weaker, and bad men could have joined together and terrorized the whole neighbourhood.

If it were not for the law, you could not go out in broad daylight without the fear of being **kidnapped, robbed** or **murdered**. There are far, far more good people in the world than bad, but there are enough of the bad to make law necessary in the interests of everyone.

There is no difficulty in understanding this but it is just as important to understand that law is not necessary just because there are bad people in the world. If we were all as good as we ought to be, laws would still be necessary. If we never told lies, never took anything that didn't belong to us, never **omitted** to do anything that we ought to do and never did anything that we ought not to do, we should still require a set of **rules** of behaviour, in other words laws, to enable us to live in any kind of satisfactory state.

How can one good man in a motor-car pass another good man also in a motor-car coming in the opposite direction, unless there is some rule of the road? People sometimes **hover** in front of one another when they are walking on the pavement before they can pass, and they may even **collide**. Not much harm is done then, but, if two good men in motorcars going in opposite directions hover in front of one another, not knowing which side to pass, the result will probably be that there will be two good men less in the world.

So you can see that there must be laws. Unfortunately we are none of us always good and some of us are bad, or at any rate have our bad moments, and so the law has to provide for all kinds of possibilities. Suppose you went to a greengrocer and bought some potatoes and found on your return home that some of them were stones, what could you do if there were no laws on the **subject**? In the absence of law you could only rely upon the law of the jungle. You could go back to the shop, demand proper potatoes and hit the shopkeeper on the nose if he refused to give them to you. You might then look round the shop to try to find some decent potatoes. While you were doing this, the shopkeeper might hit you on the back of the neck with a pound weight. It's not a very satisfactory morning's shopping.

Or you might pay your money to go to see a film at a cinema. You might go inside, sit down and wait. When the cinema was full, there might be flashed on the screen: "You've had it, Chums". And that might be the whole of the entertainment. If there were no law, the manager could safely remain on the **premises** and, as you went out, smile at you and say: "Hope you've enjoyed the show, sir." That is to say, he could do this safely if he were bigger than you or had a well-armed bodyguard.

Every country tries, therefore, to provide laws which will help its people to live safely and as comfortably as possible. This is not at all an easy thing to do, and no country has been successful in producing laws which are entirely satisfactory. But we are far better off with the imperfect laws which we have, than if we had none at all.

Vocabulary Notes

law – *n* 1 [uncount.] the system of rules that people in a country or area must obey (закон, право)

E.g. By law, seatbelts must be worn by all passengers. In Sweden, it is against the law to hit a child. People are punished for breaking the law.

2 [count.] a rule that people in a country or place must obey (закон)

E.g. The laws against drug use are severe.

law on

E.g. European laws on equal opportunities.

3 law and order when people obey the law, and crime is controlled by the police and the courts of law (правочин)

4 the police (закон)

E.g. She may be in trouble with the law.

5 [count.] something that always happens in nature or society, or a statement that describes this (закон, норма)

E.g. the law of gravity.

to prevent – *v* [trans.] to stop something from happening, or stop someone from doing something (перешкоджати)

E.g. A knee injury prevented him from playing.

to kidnap – *v* [trans.] to take someone somewhere by force, especially in order to get money for returning them (викрадати дітей /людей/)

to rob – *v* [trans.] 1 to steal money or other things from a bank, shop, or person (грабувати)

E.g. The two men were jailed for robbing a bank. rob somebody of something

Synonyms:

burgle – to go into someone's home and steal things

E.g. Their house was burgled while they were away.

rob – to steal money or other things from a bank, shop, or person

E.g. The post office has been broken into and robbed.

mug – to attack someone in the street and steal something from them

E.g. An elderly lady was mugged in the centre of Oxford.

shoplift – to steal things from a shop while it is open

nick especially *British English* **pinch** – an informal way of saying that something has been stolen

E.g. Someone nicked my wallet while I was out of the office for a moment.

! steal and rob

Use **steal** to talk about the things that were taken

E.g. Matt's bike was stolen yesterday.

Use **rob** to talk about the person that money is taken from, or the place, especially a bank

E.g. Someone robbed the bank last night.

to murder – *v* [trans.] to kill someone deliberately (убивати)

E.g. He denies murdering the teenager.

to omit – *v* [trans.] **1** to not include something [= leave out] (пропускати, не включати)

E.g. Important details had been omitted.

2 formal to not do something (нехтувати)

E.g. She omitted to tell me she was married

rule – *n* **1** [count.] an official instruction about what is allowed, especially in a game, organization, or job [law, regulation] (правило, норма)

E.g. Do you know the rules of the game?

follow/obey/observe the rules

E.g. If you follow the rules, you won't get into trouble.

against the rules

E.g. It's against the rules to pick up the ball

bend the rules (=allow something that is usually not allowed)

E.g. Can't we bend the rules just this once?

2 [count.] what you should do in a particular situation (критерій, стандарт)

E.g. The rule is: if you feel any pain, you should stop exercising.

3 [singular] something that is normal or usually true (звичай, традиція)

E.g. I don't drink alcohol as a rule (=usually). Not having a television is the exception rather than the rule (=unusual).

4 [uncount.] the government or control of a country (правління, керування)

under ... rule (=controlled by that country or group)

E.g. At that time Vietnam was under French rule.

5 [count.] a statement of the correct way of doing something in a language, area of science etc (закон, правило)

E.g. the rules of grammar.

6 rule of thumb a general principle or method for calculating something (емпіричний закон)

E.g. As a rule of thumb, plant tall hedge plants two feet apart.

to hover – *v* [intrans.] **1** if a bird, insect, or helicopter hovers, it stays in one place in the air (ширяться)

E.g. A helicopter hovered above the crowd.

2 to stay in one place, waiting for something (завмирати на місці)

E.g. Rick was hovering by the door, hoping to talk to me.

collide – *v* [intrans.] to crash violently into something or someone (наштовхнутися, зіткнутися)

collide with

E.g. Her car collided with a lorry.

subject – *n* [count.] **1** something that you are talking or writing about (предмет розмови, тема)

subject of

E.g. I don't want to talk about the subject of death.

on/about a subject

E.g. She's written several books on this subject.

Can we just *drop the subject* (=stop talking about something) now, please.

2 something that you study at a school or university (навчальний предмет)

E.g. "What's your favourite subject?" – "Science."

3 the word that usually comes before the verb in a sentence and shows who is doing the action of the verb (підмет)

4 someone who is from a country that has a king or queen (підданий)

E.g. a British subject

premise – *n* **1 premises** [plural] the buildings and land that a shop, company etc uses (будинок із прилеглими будівлями)

on/off the premises

E.g. No smoking is allowed on the premises.

2 [count.] *formal* a statement or idea that you consider to be true and use to develop other ideas (вищевикладене)

premise that

E.g. The argument is based on the premise that men and women are equal.

to provide – *v* [trans.] **1** to give someone something they need (постачати, доставляти)

provide something for somebody

E.g. The hotel provides a shoe-cleaning service for guests.

2 to give someone the things they need to live, such as money, food etc (утримувати, забезпечувати)

E.g. He has to provide for a family of five.

3 *formal* if a law, rule, or plan provides for something, it makes it possible for it to be done or dealt with.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

- 1) запобігти вбивству;
- 2) первісна стадія;
- 3) офіційно втручатися;
- 4) або принаймні;
- 5) самозахист;
- 6) тероризувати всю околицю;
- 7) серед білого дня;
- 8) створювати закон;
- 9) набір правил;
- 10) цілком задовільний.

II. Fill in the words from the list:

to steal, kidnapped, collided, shoplifted, prevented, rule, robbed, subject, rules, prevent

1. Well, that's what happens if you break the school _____.
2. We _____ him from entering this building.
3. Thieves _____ the woman of \$70,000 in jewelry.
4. He was arrested trying _____ some cigarettes.
5. The two trains _____ in a tunnel.
6. As a general _____ vegetable oils are much better for you than animal fats.
7. The new museum is the _____ of an article in today's paper.
8. How are you going to _____ him from finding out about the party?
9. The child of the wealthy industrialist was _____ and held for ransom.
10. The kids _____ candy from the store.

III. Fill in the correct prepositions. Use the whole phrases in the sentences:

1. to be obvious _____ somebody;
2. to succeed _____ something;
3. to make laws _____ themselves;
4. to be not _____ something;
5. to make law _____ the interests;
6. _____ any rate;
7. to rely _____ ;
8. to collide _____ .

IV. Answer the following questions:

1. What is your personal understanding of the words – *rules, laws* and *regulations*?
2. Is there any difference between them?
3. Make up sentences to illustrate the meaning of these words.

V. Fill in the blanks with the words from the box:

Modern Developments in Law

Code, Revolution, attained, conflicts, established, evolved, features, framework, functions, hierarchy, institutions, intermediate, involved, legal, legislative, resolve, similar, similarly, source, traditionally

In France, the development of the judicial system after the break-up of the Carolingian Empire was _____ (1) to that in England: Both _____ (2) the vesting of central _____ (3) authority in the Crown after a protracted struggle with feudal manorial courts. The essential _____ (4) of the judicial system now in effect in France were _____ (5) after the French _____ (6) of 1789 by the _____ (7) Napoleon. This system includes lower courts of wide jurisdiction, _____ (8) courts of appeal, a court to _____ (9) jurisdictional _____ (10) among courts, and a supreme appellate tribunal called the Court of Cassation. Many European and Latin American judicial systems are modeled on that of France.

In the Islamic world, the Koran is the _____ (11) of law; justice _____ (12) has been dispensed by specially trained priests in conjunction with the king, or sultan. In the 20th century, this system still prevails in such Islamic countries as Yemen and Saudi Arabia. In Turkey, however, executive, _____ (13), and judicial _____ (14) have been separated, and a judicial system similar to those of Western countries has _____ (15).

In other Middle Eastern and Asian countries that have _____ (16) independence since World War II, notably Sri Lanka, India, and Israel, the courts also operate _____ (17) to those of the West, that is, as relatively independent _____ (18) within a parliamentary _____ (19).

In Communist countries, the judicial system was usually patterned after that of the USSR, which included a _____ of courts culminating in a supreme court. In the former Yugoslavia, however, all judges, even those of the highest tribunals, were elected, not appointed.

VI. Put the words in the following sentences in the correct order:

1. Is / and ideological structure / a Constitution / a system of law / within which / operates / the political.
2. Made and enforced / most countries / a formal / are to be / written Constitution / describing / have / how laws.
3. Sets / the French / term of office / term / the U.S. Constitution / Constitution / a seven year / four / for the President; / year.
4. Signed by 10000 people / has been / in Switzerland, / be held / on any issue / a petition / gathered; / must / for which / a referendum.
5. Vote / a change / requires / a special majority / not the simple / in Germany, / in the Parliament, / majority necessary /in the Constitution / for other laws.
6. It difficult / many other / the Constitution / above / put / by making / to change / other laws / countries.

VII. Translate into Ukrainian:

At all periods in English history it has been necessary for the legislature and the executive to act in harmony if the government is to be carried on efficiently. It is in order to affect this object that constitutional conventions, which have varied from age to age, have been devised.

Today, as in the past, much of the practical working of the Constitution depends less upon substantive law enforced by the courts than upon conventional usages founded partly upon the precedents afforded by history and partly upon the needs of the time, which may be said for practical purposes of government to have acquired the force of customary law.

The rules and principles embodied in these conventional usages have been found from experience to be essential to the co-operation of the three parties in whom the legislative and executive functions of government are vested, namely the Crown, the Lords, and the Commons. They are now mainly directed towards ensuring that the government of the country is controlled by a ministry and Cabinet chosen by the electorate, which while remaining responsible to the electorate and so acting in conformity with public opinion, are not unnecessarily hampered in their action either by lack of funds or by inability to procure the legislation they require. Where the party or combination of parties to which the Cabinet belongs does not control a majority in the House of Commons, this object is not completely attained. In any event, in case of a serious disagreement between the Cabinet and the House of Commons, steps must immediately be taken to restore harmony between the executive and the legislature, either by a resignation of the government or by dissolution of Parliament.

On the other hand the electorate must have the means of choosing a ministry, and for that purpose there must be an Opposition ready to take over the government at a moment's notice. The Opposition must not be hampered in its task of criticizing the ministry's conduct and of persuading the electorate that it is better qualified to govern in its stead.

VIII. Make a list of arguments for and against the following statements.

1. Laws haven't changed since primeval times.
2. However hard people try, laws are always insufficient.
3. Laws are not for ordinary people, they are for lawyers.

II. TOPIC

Common Law Systems

In order to understand why a particular country has a particular legal system, it is necessary to look at its history, political structure and social values. When there is political and social upheaval, one of the main concerns of a new government is to revise the legal system. Britain has had an unusual degree of political continuity. Despite civil wars in the fifteenth and seventeenth centuries and enormous social changes associated with industrialization, England and Wales have retained many laws and legal principles that originated eight centuries ago. On the other hand, most of the law of Japan, which experienced the rapid upheaval of foreign occupation after the Second World War, was developed within the last century.

Each country in the world has its own system of law. However, it is generally true to say that there are two main traditions of law in the world. One is based on English Common law, and has been adopted by many Commonwealth countries and most of the United States. The other tradition, sometimes known as Continental, or Roman law has developed in most of continental Europe, Latin America and many countries in Asia and Africa which have been strongly influenced by Europe. Continental law has also influenced Japan and several socialist countries.

Common law, or case law systems, particularly that of England, differ from Continental law in having developed gradually throughout history, not as the result of government attempts to define or codify every legal relation. Customs and court rulings have been as important as statutes (government legislation). Judges do not merely apply the law, in some cases they make law, since their interpretations may become precedents for other courts to follow.

Before William of Normandy invaded England in 1066, law was administered by a series of local courts and no law was common to the whole kingdom. The Norman Kings sent travelling judges around the country and gradually a “common law” developed, under the authority of three common law courts in London. Judges dealt with both criminal cases and civil disputes between individuals. Although local and ancient customs played their part, uniform application of the law throughout the

country was promoted by the gradual development of the doctrine of precedent.

By this principle, judges attempted to apply existing customs and laws to each new case, rather than looking to the government to write new laws. If the essential elements of a case were the same as those of previous recorded cases, then the judge was bound to reach the same decision regarding guilt or innocence. If no precedent could be found, then the judge made a decision based upon existing legal principles, and his decision would become a precedent for other courts to follow when a similar case arose. The doctrine of precedent is still a central feature of modern common law systems. Courts are bound by the decisions of previous courts unless it can be shown that the facts differ from previous cases. Sometimes governments make new laws – statutes – to modify or clarify the common law. But even statutes often need to be interpreted by the courts in order to fit particular cases, and these interpretations become new precedents. In common law systems, the law is, thus, found not only in government statutes, but also in the historical records of cases.

Another important feature of the common law tradition is equity. By the fourteenth century many people in England were dissatisfied with the inflexibility of the common law, and a practice developed of directly to the king or to his chief legal administrator, the Lord Chancellor. As the Lord Chancellor's court became more willing to modify existing common law in order to solve disputes, a new system of law developed alongside the common law. This system recognized rights that were not enforced as common law but which were considered "equitable", or just, such as the right to force someone to fulfill a contract rather than simply pay damages for breaking it or the rights of a beneficiary of trust. The courts of common law and of equity existed alongside each other for centuries. If an equitable principle would bring a different result from a common law ruling on the same case, then the general rule was that equity should prevail.

One problem resulting from the existence of two systems of justice was that a person often had to begin actions in different courts in order to get a satisfactory solution. For example, in a breach (breaking) of contract claim, a person had to seek specific performance (an order forcing the other party to do something) in court of equity, and damages (monetary compensation for his loss) in a common law court. In 1873,

the two systems were unified, and nowadays a lawyer can pursue common law and equitable claims in the same court.

The spread of common law in the world is due both to the once widespread influence of Britain in the world and the growth of its former colony, the United States. Although judges in one common law country cannot directly support their decisions by cases from another, it is permissible for a judge to note such evidence in giving an explanation. Nevertheless, political divergence has produced legal divergence from England. Unified federal law is only a small part of American law. Most of it is produced by individual states and reflects various traditions. The state of Louisiana, for example, has a Roman civil form of law which derives from its days as a French colony. California has a case law tradition, but its laws are codified as extensively as many Continental systems. Quebec is an island of French law in the Canadian sea of case law. In India, English common law has been codified and adopted alongside a Hindu tradition of law. Sri Lanka has inherited a criminal code from the Russian law introduced by the Dutch, and an uncodified civil law introduced by the British.

TOPICAL VOCABULARY

common law – the system of laws originated and developed in England and based on court decisions, on the doctrines implicit in those decisions, and on customs and usages rather than on codified written laws • загальне право

laws of a society – a set of rules and principles that determine a system of society's dos and don'ts, and the institutions that legislate and enforce the laws • закони суспільства

public law – the branch of law that deals with the state or government and its relationships with individuals or other governments • публічне право

private law – the branch of law that deals with the legal rights and relationships of private individuals • приватне право

substantive law – the part of the law that creates, defines, and regulates rights, including, for example, the law of contracts, torts, wills, and real property; the essential substance of rights under law • основний закон: *substantive law* and *procedural law* are the two main categories within the law; *substantive law* refers to the body of rules that determine

the rights and obligations of individuals and collective bodies; **procedural law** is the body of legal rules that govern the process for determining the rights of parties • процесуальне право; **substantive law** refers to all categories of **public** and **private law**, including *the law of contracts* • договірне право, *real property* • право нерухомості, *torts* • громадянсько-правових деліктів / правопорушень, and **criminal law**: criminal law defines certain behavior as illegal and lists the elements the government must prove to convict a person of a crime, in contrast, the rights of an accused person that are guaranteed by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution are part of a body of criminal procedural law.

martial law – a situation in which the army controls a city, country etc • закон воєнного часу

administrative law – statutes governing procedures before government agencies • адміністративне право

business law – legal rules and principles bearing on business organizations and commercial matters. It regulates various forms of legal business entities, including sole proprietors, partnerships, registered companies with limited liability, agents, and multinational corporations • підприємницьке право

criminal law – law that deals with crimes and punishments • кримінальне право

trust law – damage, injury, or a wrongful act done willfully, negligently, or in circumstances involving strict liability, but not involving breach of contract, for which a civil suit can be brought • цільовий закон

civil law – not related to military or religious organizations • цивільне право

upheaval – a very big change • переворот, зрушення: *The civil rights movement marked a period of social upheaval in the U.S.*

legal – of or relating to law • юридичний, правовий, судовий: *She has a lot of legal problems. What you did was not legal.*

case – something that is being dealt with by lawyers or the police • судова справа, прецедент, доказ, факти: *the case against; to make out one's case*

to codify – to reduce to a code, to arrange or systematize • кодифікувати, систематизувати, шифрувати: *codify laws*

code – a systematic statement of a body of law; especially : one given statutory force • кодекс, звід законів: *civil code; criminal code/penal code; labour code*

court ruling – an official decision, especially by a law court • постанова, ухвала, рішення: *ruling on; the Supreme Court's ruling on the case*

precedent – an action or official decision that is used as an example for similar actions or decisions taken in the future • прецедент: *judicial precedent; to follow the precedent; The trial set a precedent for civil rights.*

court – the people who make a legal judgment, for example about whether someone is guilty of a crime, or the place where these judgments are made • суд, судове засідання: *the sentence imposed by the federal/high court; He will appear in court today, charged with murder*

judge – the person who controls a court of law and decides how criminals should be punished • суддя: *district etc judge (=a judge in a particular court)*

statute – formal a law or rule • статут, закон: *statute law; a penal statute*

equity – formal when everyone is treated fairly and equally • справедливість, неупередженість, право справедливості: *Court of equity*

Lord Chancellor, also called Lord High Chancellor or Lord Keeper of the Great Seal – British officer of state who is traditionally served as head of the judiciary and speaker of the House of Lords

damages – law money that a court orders someone to pay to someone else for harming that person or their property • витрати, компенсація: *The court awarded her £5000 in damages.*

beneficiary – formal someone who gets an advantage from something which happens • бенефіціарій – особа, що отримує прибутки від довірчої власності: *Businesses were the main beneficiaries of the tax cuts.*

breach – an act of violating, breaking a law, rule, or agreement • порушення закону: *You are in breach of your contract.*

claim – **1** an official request for something that you think you have a right to • заявка, позов: *insurance claims; a legal claim; claim for; 2* a right to have or do something • право: *claim to/on; Surely they have a claim to their father's land?*

loss – when you do not have something any longer, or when you have less of it • втрата, шкода, збиток: *There may be job losses. The company made a loss of \$250,000 last year.*

evidence / testimony/ proof – facts given or objects shown in a court of law in order to prove that someone is guilty or not guilty • свідчення, доказ: *evidence against; A vital piece of evidence was missing. There was very little evidence against him. ! Note Evidence does not have a plural form.* You can say some evidence, any evidence, or pieces of evidence.

justice – the system by which people are judged in courts of law and criminals are punished • законність, юстиція, правосуддя: *the criminal justice system; The killers must be brought to justice (=caught and punished).*

innocent – free from guilt or sin especially through lack of knowledge of evil • невинний, невинуватий: *to be innocent of crime; innocent of crime; innocent in fact*

guilty – justly chargeable with or responsible for a usually grave breach of conduct or a crime • винний, винуватий: *non-guilty; not guilty; to plead guilty (not guilty); to find smb. guilty (not guilty) of crime*

EXERCISES

I. Give the English equivalents to the following expressions:

1) соціальні цінності; 2) політична послідовність; 3) політичний переворот; 4) цивільно-правовий спір; 5) кримінальна справа; 6) доктрина прецеденту; 7) бенефіціарій; 8) вирішувати суперечки; 9) правові розбіжності; 10) закон воєнного часу.

II. Explain the meaning of the following phrases in English:

1) to define every legal relation; 2) court ruling; 3) to make law; 4) under the authority of; 5) uniform application of the law; 6) doctrine of precedent; 8) to become a precedent for other courts to follow; 7) to modify or clarify the common law; 8) to pay damages for breaking the law; 9) an equitable principle; 10) to begin actions; 11) to pursue common law and equitable claims.

III. Fill in the words from the list. Translate the sentences into Ukrainian:

concern, evidence, loss, evidence, define, loss, case, damage, cases, court, trust.

1. It's difficult to _____ the word exactly.
2. The floods caused great _____ and _____ of life
3. The _____ case lasted six weeks.
4. Attorney appearing for the presentation of _____ .
5. Always keep your guitars in the _____ .
6. Do you have _____ that this treatment works?
7. They say men don't age and in his _____ it was true.
8. He meant the renewed _____ that the virus could spread.
9. The _____ of their home was a shock to the family.
10. There is some _____ that foods rich in vitamin C can give protection against cancer.

IV. Match the English law terms with the Ukrainian equivalents:

(a)	adjective law	1) внутрішнє право;
(b)	blue laws	2) кримінальне право;
(c)	the blue-sky law	3) цивільне право;
(d)	cannon law	4) писаний закон;
(e)	civil law	5) процедурне право;
(f)	common law	6) державне право;
(g)	contract law	7) пуританські закони;
(h)	criminal law	8) неписаний закон;
(i)	domestic law	9) звичайне право;
(j)	martial law	10) договірне право;
(k)	state law	11) канонічне (церковне) право;
(l)	unwritten law	12) військове право (положення);
(m)	written law	13) закон, який регулює випуск і продаж акцій і цінних паперів.

V. Translate the following texts into Ukrainian, entitle them.

A The common courts of Ukraine try civil and criminal cases and cases about the administrative violations. And accordingly there are

three different procedures established separately for each type of the case: the Code of Civil Procedures of Ukraine, the Code of Criminal Procedures of Ukraine and the Code about Administrative Violations in Ukraine.

The civil procedure is used first of all to try disputes between natural persons and claims filed by natural persons against Ukrainian corporate entities arising mainly from civil and delictual relations. Also there is a couple types of other disputes, which are not specifically covered by the other procedures and therefore tried using the civil procedure. The civil procedure is also used to try disputes related to various family relations in Ukraine. The civil procedure in Ukraine is further divided into default trial procedure and special trial procedures. Among other things, special procedures are used to:

- declare a person legally incapable, missing or dead;
- establish legally significant facts;
- initiate proceedings on escheated or ownerless property;
- order the disclosure of confidential information held by banks.

In the same way as in many other foreign jurisdictions, criminal cases deal with the most serious violations of law (e.g., violations affecting life, property, national security, etc.).

Talking about trial of cases arising from the administrative violations should be defined, that the administrative violation has nothing common with disputes arising from various administrative acts of the state authorities related to their power authorization, which are tried by Ukrainian administrative courts. For Ukraine and for a lot of other CIS countries the name was given to this judicial procedure due to the fact that in former USSR such minor offences were tied mainly not by a court, but by appropriate state officials, i.e. using their administrative powers. In fact for Ukraine and other countries of former USSR an administrative violation means a minor offence, which is similar to a crime, but less serious

The common courts are also referred to as "civil courts" or simply "the courts" because these courts used to try disputes between natural persons, i.e. the biggest number of disputes (earlier also including competence of today administrative courts), because the disputes are between Ukrainian citizens, which number reaches about 48'000'000 persons.

The local common courts have territorial jurisdiction over the smallest administrative units (i.e. towns or districts of a city or a region).

Common courts of appeal have territorial jurisdiction over a region of Ukraine; Kiev city and Sevastopol city, due to the importance of these cities and the large number of citizens there, have their own common courts of appeal. Decisions issued by the common courts of appeal can be appealed to the Supreme Court of Ukraine, which is accordingly the cassational authority in such issues.

B Civil cases at first instance are heard in the County Courts (for minor claims) or the High Court, which is divided into three divisions: Queen's Bench, Family and Chancery. Cases may be appealed to the Court of Appeal (Civil Division). Cases may be appealed from the County Court to the High Court.

The House of Lords is the supreme court of appeal. Its judicial functions are quite separate from its legislative work, and cases are heard by up to 13 senior judges known as the Lords of Appeal in Ordinary, or Law Lords. It shares its function as the supreme appellate court with.

However the Constitutional Reform Act 2005 provides for the establishment of a Supreme Court to replace the judicial function of the House of Lords with an independent appointments system, thereby making a constitutional separation between the legislature and the judiciary.

A further appellate court, sometimes omitted in a description of the system, is the Judicial Committee of the Privy Council, which hears cases from the British overseas territories and dependencies as well as some specialized domestic appeals. It also hears cases concerning questions relating to the powers and functions of the devolved legislatures. The 'devolution' function will be transferred to the new Supreme Court.

In addition to the courts there are specialized Tribunals, which hear appeals on decisions, made by various public bodies and Government departments, in areas such as employment, immigration, social security, tax and land. The Court Service also contains information on these.

Her Majesty's Court Service (HMCS) is an agency of the DCA responsible for administration of the court system, and was established in 2005 under the Courts Act 2003, bringing together the separate agencies previously responsible for court administration.

There has been extensive reform of civil procedure in recent years. Following on the publication of a major report on Access to Justice by

Lord Woolf in 1996, a completely new set of Civil Procedure Rules were put into operation in 1999, as well as new legislation for modernizing the courts and legal services. The Legal Services Commission was created under the Access to Justice Act 1999 to provide a Community Legal Service and Criminal Defence Service and administer legal aid.

C Criminal cases are heard at first instance in the Magistrates' Courts, with more serious ones being heard in the Crown Court. Appeals are heard in the Court of Appeal Criminal Division. The Review of the Criminal Courts by Sir Robin Auld was published in 2001, as a result of which consolidated Criminal Procedure Rules were introduced in 2005.

The Constitutional Reform Act 2005 provides for the establishment of a Supreme Court to replace the House of Lords as the Court of final appeal.

VI. Fill in the gaps in the texts below with the words from the box.

Police

walkie-talkie join plain clothes detective
 police force policeman rank uniform

Alan is now old enough and tall enough to (1) _____ the (2) _____. At first, of course, he'll be an ordinary (3) _____ of the lowest (4) _____. He'll wear a (5) _____ and go out in the streets keeping in touch with the police station with his (6) _____. Then he'd like to be a (7) _____ in (8) _____ investigating serious crimes.

Court

the defendant the defence the defense	the guilty testimony	judge evidence	not guilty examine	jury verdict
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In court, the person who is accused of committing a crime is called (1) _____. The defendant's lawyers, who are called

(2) _____ *British English* / (3) _____ *American English*, try to prove that the defendant is (4) _____. (5) _____ try to prove that the defendant is guilty. (6) _____ and (7) _____ listen to (8) _____ and (9) _____ (10) _____ in order to decide if the defendant is guilty or not guilty. Their decision is called (11) _____.

VII. Translate into English.

A Законодавство – одна з найтрадиційніших сфер національного життя Британії. Його головна перевага – це незалежність від урядової системи, що дозволяє закону охороняти громадян. Головний недолік законодавства в тому, що воно знаходиться поза реформами та має власні привілеї.

Законодавство Англії й Уельсу не має кримінального кодексу і базується на двох елементах: актах парламенту чи писаному законі й неписаному законі, що впливає із попередніх рішень. Неписаний закон майже не змінився за 1 тис. років. Майже всі кримінальні закони оформлені як акти парламенту, а більша кількість цивільних – приймаються на основі неписаного закону.

Закони Європейського співтовариства також мають силу у Великобританії як країні-члені Європейського Союзу, й перевага надається саме законодавству Європейського співтовариства.

B Кримінальні справи в Англії розглядають в судах двох типів: муніципальних і королівських. Верховний суд займається розглядом найскладніших справ й поділяється на три підрозділи: суд зі справ сім'ї, суд лорда-канцлера, що розглядає випадки банкрутства особи або організації, тлумачить угоди та заповіти, і суд королеви, що займається контрактами й цивільними, морськими та комерційними справами.

VIII. Substitute a suitable word or phrase chosen from the list below for the part of each sentence in italics.

a) In contrast to civil-law legal systems, which are based on codes, common-law legal systems are based *on decisions of judges in previous cases*.

b) *The system of rights and remedies developed by the Lord Chancellor and the Court of Chancery* is now administered by the ordinary English courts, side by side with the common law.

- c) The UK is a *State in which a single person called King or Queen holds the office of Head of State for life, but does not have power to govern the country.*
- d) At English universities *the branch of law which deals with rights and duties relating to property* and Conveyance Law are generally studied separately.
- e) *The supreme power of Parliament to pass any law it wants* is probably the most fundamental rule of British constitutional law.
- f) In the UK the monarch is the head of *all judges.*
- g) It may be difficult to find time in Parliament for *revising and changing the law to make it better* when there is no urgent political reason which makes it necessary.
- h) The Queen opens new sessions of Parliament with a speech from the throne. This act is part of the *remaining rights and powers of the Crown.*

the Law of Property the Cabinet Equity the executive law reform the judiciary	common law Royal Prerogative the legislature judicial precedent dictatorship	Parliamentary sovereignty case-law Constitutional Monarchy the Law of Contract Statute
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IX. a) read the following text about the types of legal professions in UK:

Solicitors

There are about 50,000 solicitors, a number which is rapidly increasing, and they make up by far the largest branch of the legal profession in England and Wales. They are found in every town, where they deal with preparing legal documents for buying and selling houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher courts, and may represent their client in a Magistrates' court.

Barristers

There are about 5,000 barristers who defend or prosecute in the higher courts. Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyer are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of

the proceedings. The highest level of barristers have the title QC (Queen's Counsel).

Judges

There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

Jury

A jury consist of twelve people ("jurors"), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in 14 elections). The jury listen to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases

Magistrates

There are about 30,000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

Coroners

Coroners have medical or legal training (or both), and inquire into violent or unnatural deaths.

Clerks of the court

Clerks look after administrative and legal matters in the courtroom.

b) choose the correct definition for each legal profession mentioned in the text:

- (a) an officer acting as a judge in the lower courts;
- (b) a public official with authority to hear and decide cases in a law court;
- (c) a group of people who swear to give a true decision on issues of in a law court;
- (d) an official who investigates the cause of any death thought to be violent or unnatural causes;
- (e) a lawyer who has the right to speak and argue in higher law courts;
- (f) a lawyer who prepares legal documents, advises clients on legal and speaks for them in lower law courts;

c) give examples of legal professions in Ukraine.

X. Answer the following questions:

1. What is law?
2. What is the main aim of law?
3. What's the difference between private (or civil) law and public law?
4. What categories of law does the system of law in Ukraine consist of?
5. What is the principal source of Constitutional law?
6. What category of law is closely connected with Constitutional law?
7. What does Criminal law define?
8. What is a crime?
9. What form does Criminal law take?
10. What kind of relations does International law regulate?
11. What does Financial law regulate?
12. What is Civil law connected with?
13. What rules does Labour law include?
14. What are the institutions for creating, modifying, abolishing and applying the law in Britain ?
15. What institutions create, modify and abolish the law in Ukraine; which ones apply the law ?
16. What are the reasons for having a variety of courts in GB?
17. Which is the supreme lawmaking body in GB?
18. Describe the general system of the English courts.
19. Describe the general system of the Ukrainian courts.
20. What courts deal with civil cases?
21. What courts consider appeals from lower criminal courts, as well as criminal cases ?
22. What cases do the Magistrates Courts deal with?
23. Can serious crimes, like murder, be heard by the magistrates?
24. How many jurors are there in a Crown Court? Are they paid?
25. What courts deal exclusively with criminal matters in GB and Ukraine?

XI. Speak on the following:

- **Ukraine's law today.**
- **Ukraine's and GB court systems today.**

III. GRAMMAR

1) "**Shall**" is used indicate future action. It is most commonly used in sentences with "I" or "we," and is often found to in suggestions, such as "*Shall* we go?" "**Shall**" is also frequently used in promises or voluntary actions. In *formal English*, the use of "**shall**" to describe future events often expresses *inevitability* or *predestination*. "**Shall**" is much more commonly heard in *British English* than in *American English*; Americans prefer to use other forms, although they do sometimes use "**shall**" in suggestions or formalized language.

Examples:

Shall I help you? *suggestion*

I shall never forget where I came from. *promise*

He shall become our next king. *predestination*

I'm afraid Mr. Smith shall become our new director. *Inevitability*

Modal Use	Affirmative sentences	Negations	You can also use:
shall future action (British form)	I <i>shall</i> be replaced by someone from the New York office. I <i>shall</i> be there by 8:00.	I <i>shall</i> not be replaced after all. I <i>shall</i> not be there. I have a previous obligation.	will
shall suggestion, polite question, asking for instructions	<i>Shall</i> we begin dinner? <i>Shall</i> we move into the living room?	–	should
shall promise, strong intention (British form)	I <i>shall</i> take care of everything for you. I <i>shall</i> make the travel arrangements. There's no need to worry. You <i>shall</i> never know this.	I <i>shall</i> never forget you. I <i>shall</i> never give up the fight for freedom.	will
shall inevitability (British form)	Man <i>shall</i> explore the distant regions of the universe. We <i>shall</i> overcome oppression.	Man <i>shall</i> never give up the exploration of the universe. He <i>shall</i> not be held back.	–
shall threat or warning	That day <i>shall</i> come. You <i>shall</i> be punished.	–	will

2) "**Will**" and "**Would**" are used with promises or voluntary actions that take place in the future. "**Will**" and "**Would**" can also be used to make predictions about the future.

Examples:

I promise that I will write you every single day. *promise*

I will make dinner tonight. *voluntary action*

He thinks it will rain tomorrow. *prediction*

Modal Use	Affirmative sentences	Negations	You can also use:
will future action, prediction, certainty /100 %/	The marketing director <i>will</i> be replaced by someone from the New York office. Fred <i>will</i> be there by 8:00.	The marketing director <i>will</i> not be replaced after all. Fred <i>will</i> not be there. He has a previous obligation.	Shall
will volunteering, promising	I <i>will</i> take care of everything for you. I <i>will</i> make the travel arrangements. There's no need to worry.	I <i>will</i> never forget you. I <i>will</i> never give up the fight for freedom.	Shall
will, would polite request	<i>Will</i> you please pass the salt? <i>Would</i> you have some tea? Would renders a greater degree of politeness.	–	Could
will, would willingness	The phone's ringing. – I'll get it.	I <i>wouldn't</i> listen to him.	Shall
will command	<i>Will</i> you be quiet! You <i>will</i> do as I say.	–	Must
will, would resistance	The door <i>will</i> not open. The wound <i>wouldn't</i> heal.	–	–
will inevitability, something naturally excepted	What <i>will</i> be will be. Truth <i>will</i> out.	–	–

3) "**Need**" may be used either as a modal or as a regular verb.

As a modal verb "**need**" has only one form (the Present tense) and combines with a bare infinitive. In reported speech it remains unchanged.

"**Need**" expresses *necessity or absence of necessity*. It is used in interrogative and negative sentences. It may be found in affirmative sentences, but it is not typical.

In interrogative sentences "**need**" usually implies that there is no necessity of performing the action.

Examples:

Need she go there? *hoping for negative answer*

Need I repeat?

In the meaning of absence of necessity (in negative sentences) "**need**" is used with the Indefinite and the Perfect Infinitive.

Examples:

You **needn't** go there. *not necessary to do something*

You **needn't** shout.

In the combination with the Perfect Infinitive "**need**" expresses an action which has been performed though it was unnecessary. It implies *a waste of time or effort*

Examples:

You **needn't have come**. The dean is off.

You **needn't have waited** for her because she never came.

Remember! As regular verb "**need**" can have all necessary forms, including verbals. It is followed by the to-Infinitive and may also be followed by a noun or pronoun.

4) The modal verb "**dare**" has two forms: "**dare**" for the present and "**dared**" for the past tense. It means *to have the courage, to venture*. Its use is very restricted. In modern English it is mainly found in questions beginning with *how*, which are actually exclamations, and in negative sentences.

Examples:

How **dare** you say that!

How **dare** she come here!

How **dare** not look at her!

Remember! The colloquial set phrase **I dare say** is rendered into Ukrainian as: **Я смію казати**

Examples:

I dare say you look a little confused.

5) Remember the meaning of modal verbs with the Perfect Infinitives:

They must have done it.	напевно, скоріше за все (майже повна
They can have done it.	впевненість)
They may have done it.	можливо
They might have done it.	може бути (менша міра впевненості)

They should have done it.	<i>малоймовірно (ще менша міра впевненості)</i>
They were to have done it.	<i>повинні були б (докір) повинні були (за планом, але не зробили цього)</i>

Exercises

I. Translate into Ukrainian. Comment on the meaning of the modal verb:

a) 1. Need I come? 2. You needn't be afraid of him. 3. She needn't have done it. 4. We needn't have told him a lie. 5. You needn't have gone into so many details. 6. We needn't argue. 7. You needn't worry about her; she is quite able to take care of herself. 8. You needn't have done the work instead of him. 9. Need I help him? 10. You needn't come.

b) 1. How many years is it since we danced together? I dare not think. 2. My son is not in the town, but I dare say he will be before long. 3. He daren't write anything. 4. That's as much as I dare spend on. 5. I dared him to jump. 6. I dare not say so. 7. Nobody dared live in that house since. 8. He felt he dared not reply. 9. She dared not move. 10. How dare you address me in that tone.

II. Translate into English:

1. Можна не йти туди. 2. Можна було б і не йти туди. 3. Можете і не переписувати цю вправу. 4. Можете не залишатися. 5. Нам можна і не повторювати ці закони, ми їх знаємо. 6. Дарма ви так хвилювалися. 7. Можна було б і не купувати цю книгу. 8. Дарма ти йшов туди, щоб зателефонувати. Ти міг скористатися моїм телефоном. 9. Не потрібно згадувати її ім'я. Це спантеличить усіх. 10. Чи є потреба ще раз обговорювати **ц**?

III. Translate into Ukrainian. Comment on the meaning of the modal verb:

1. Shall we start? 2. She shall pay for it. 3. Shall I get you some coffee? 4. Shall I shut the door? 5. How much shall I pay? 6. You shall be sorry if you don't stop cutting lectures. 7. She shall be punished for her behaviour. 8. We shall see what we shall see. 9. You would be late. 10. I will be there to help. 11. I can and I will do this. 12. The kettle

won't boil. 13. You will go there. 14. Murder will out. 15. I said I wouldn't interfere. 16. He would smoke a pipe before going to bed. 17. All that i would tell them was that my mother was ill. 18. Shut the door, would you? 19. she argued with me she would not listen to reason. 20. The window won't open.

IV. Match the numbers with the letters:

1. Shall we have lunch together?	a) Yes, where shall we go?
2. Shall I finish it?	b) Yes, please. I won't have time.
3. Shall we meet in front of the cinema?	c) Oh, thank you.
4. Shall I take your coat?	d) Yes, that's a good idea.
5. Shall I accept her offer?	e) Yes, you must give it back.
6. Shall I give it him back?	f) Take a taxi.
7. Shall I take a bus or call a taxi?	g) Yes. At what time?
8. Shall we get another bottle of wine?	h) No, someone else should tell it.
9. Shall we have another drink?	i) Oh, but I'll get them.
10. Shall I tell him?	j) Yes, I think you should accept.

V. Paraphrase the following to express resistance using won't/wouldn't:

1. Mother tried very hard to cut the meat, but she couldn't. 2. Olga tried very hard, but she couldn't open the door. 3. The butter was very cold. I tried very hard, but I couldn't spread it on my bread on my bread. 4. I'm in a hurry. I am waiting very long, but I can't make the kettle boil. 5. My dress looked crumpled. I tried very hard, but I couldn't iron it.

VI. Study the following situations. Think of sentences with would to express a polite request:

1. The soup seems to you to have little salt, but the salt-cellar is out of your reach. 2. You want your neighbour at the table to pass you the pepper-box. 3. Your fellow-student has just returned from England. You want to hear his story about the places of interest in London. 4. You have run out of vegetables. Ask your friend to do some shopping.

VII. Respond to the following statements. Use shall to express warning or threat:

1. You are so lightminded. The exams are only few weeks off. (to fail at exam). 2. You are very inattentive at times. What the teacher says goes on one ear and out of the other (to have a lot of gaps in your knowledge). 3. Alec, spelling rules refuse to sticking your head (to get a bad mark for a dictation). 4. Richard, you are going from worse to worse. You are very restless and can't concentrate on your work (not to make any progress). 5. Mary, you often stay away from classes without a good excuse (to inform your parents).

VIII. a) translate into English using shall:

1. Ви пошкодуєте, повірте мені. 2. Вам показати, як це робиться. 3. Ти захворієш. 4. Він зробить, як ви скажете. 5. Ви отримаєте усе необхідне. 6. Він зробить це, чи йому хочеться цього, чи ні! 7. Нам приходити завтра? – Ні, не потрібно. 8. Візьмемо таксі? – Давайте! 9. Де поставити цю вазу? 10. Він відповість за все! Повірте мені.

a) translate into English using will/would:

1. Ви зробите це негайно. 2. Вікно не відчинялося. 3. Це, мабуть, моя молодша сестра. 4. Цей ніж не ріже. 5. Чи не могли б ви почекати трохи? 6. Вона не бажає мене слухати. 7. Ти зробиш те, що тобі кажуть. 8. Він не прийме цю пропозицію, побачите. 9. Ви не зробите так, запам'ятайте це! 10. Напишу вам, як тільки повернусь. 11. Я повторюватиму знову і знову: ви не маєте рації. 12. Він спробував пояснити дещо, але я не став його слухати. 13. Я намагався зупинити його, але він не слухав жодних аргументів. 14. Чи не могли б ви пересісти? 15. Машина не заводиться, чи не могли б ви допомогти мені.

2) Revision Exercises.

1. Fill in "can", "may", "must", "should", "ought to", "have to", "be to", "be able to" (or negative forms) and "needn't":

1. If you don't know the meaning of the word you _____ use a dictionary. 2. Years ago I _____ swim well. 3. _____ you help me with my homework? Yes, I _____. 4. You _____ see the new musical on Broadway. 5. The matter _____ be discussed in tomorrow's debate. 6. They _____ do all the exercises; it will be sufficient if they do four of

them. 7. He's tired. He _____ work hard. 8. You _____ keep that book. It doesn't belong to you. 9. _____ I get a visa? 10. Do I _____ to fill a lot of forms? 11. She was feeling unwell yesterday; she _____ have gone to the Institute. 12. I'll _____ to go to the supermarket. 13. _____ you pass the cheese?

II. Read and translate the following sentences. Explain the usage of modal verbs:

1. A solicitor is a lawyer who gives legal advice to his or her client and may sometimes represent them in court. 2. A trustee is the legal owner of property which she/he holds in trust for the benefit of the beneficiary under Rules of Equity and the trustee must act in the interests of the beneficiary, according to the terms of the trust. 3. In law «to appeal» is to ask a higher court to change the judgment already given by a lower court. Criminals have the right to appeal against their sentences to the Court of Appeal. If the appeal is refused there can be a final appeal to the House of Lords, but this rarely happens. 4. Anyone who wants to own a gun, even a shotgun (a gun for shooting birds or rabbits) must get a firearm certificate from the police.

III. Read the following text, underline the modal verbs and explain their usage:

The jury and the verdict

In British law since the accused are considered to be innocent until they are proved guilty, the prosecution must prove their guilt, the defense does not have to prove their innocence. If there is doubt in the minds of the jury, the verdict must be «not guilty». In Scottish law, a jury may return a verdict of «not proven» (not proved), but even then the verdict is final and a person may not be tried twice for the same crime. Until 1966 in England and Wales all the members of the jury had to be in agreement. Now, at least ten of the twelve jury members must agree before a verdict can be given.

IV. Read the following table and say what Ukrainian young people *can* or *must do* at these ages:

Young people and the law in the UK	Age
They must go to school	5
They can buy a pet without their parents being there	12
They can get a part-time job	13
They can leave home without permission of their parents	16
They can get married if their parents agree	16
They can leave school and work full time	16
They can apply for a passport	16
They can drive a car but not a lorry	17
They can go to prison	17
They can vote	18
They can drink alcohol in public	18

V. Fill in the blanks with the modal verbs. Translate the sentences into Ukrainian:

1. Leila ____ not swim when she was one year old. 2. ____ I borrow your pen? 3. Muneera ____ come to the party, but nobody is sure. 4. You look tired. You ____ have some sleep. 5. I ____ to study well for the exam. 6. The project ____ finish in two years time. 7. It ____ rain in the desert sometimes, but you can't depend on it. 8. You ____ behave well in front of guests. Stop being silly. 9. I wish I ____ buy a new car but I do not have any money. 10. If I had enough money, I ____ travel with my friends but now I can't. 11. Sami ____ lift that heavy table. He is too weak. 12. You failed in your final test. You ____ have studied harder. 13. I have no time. I ____ leave now. My parents are waiting for me. 14. We ____ not climb those mountains when we were kids. 15. Stop smoking! You really ____ not smoke. 16. You ____ leave the class before 1 o'clock. 17. I left my bag here just 5 minutes ago. You _____ take it! 18. He ____ be friendly, but he is usually unfriendly. 19. It's too cold. I ____ close the window. 20. You ____ run faster if you weren't so lazy.

VI. Choose the most appropriate answer:

1. You _____ go there with me. I can handle it myself, it's not difficult.
a) may not b) must not c) don't have to d) had better not
2. _____ opening the door, please?

- a) *Can you* b) *Could you* c) *Will you* d) *Would you mind*
3. I _____ give you a lift to the station. My car broke down yesterday.
- a) *must not* b) *should not* c) *may not* d) *can't*
4. I _____ Tom to help me, but I wanted to do everything myself.
- a) *was able to ask* b) *could have asked* c) *should have asked* d) *had to ask*
5. He didn't go to the park with us yesterday because he _____ write a report.
- a) *should* b) *must* c) *had to* d) *could have seen* b) *must have seen* c) *were able to see* d) *could see*
7. You _____ the bills 2 weeks ago!
- a) *had better pay* b) *should pay* c) *ought to pay* d) *should have paid*
8. I don't know how to help you. Try asking Anton for help. He _____ be able to find a solution.
- a) *must* b) *has to* c) *might* d) *will*
9. I _____ play tennis when I was younger, but I don't now.
- a) *had to* b) *was able to* c) *used to* d) *should*
10. You want to call them now? It's already after midnight! They _____.
- a) *must sleep* b) *should sleep* c) *may sleep* d) *must be sleeping*
11. You don't look well. You _____ see a doctor.
- a) *are to* b) *could* c) *need to* d) *should*
12. _____ bringing your CD player to the party, please?
- a) *Can you* b) *Could you* c) *Would you* d) *Would you mind*
13. Whose book is this? – I am not sure. It _____ be Anna's.
- a) *might* b) *must* c) *should* d) *would*
14. She _____ home yesterday because her little son was sick.
- a) *could have stayed* b) *had to stay* c) *must have stayed* d) *should have stayed*
15. You _____ leave work at 3:30 today.
- a) *can* b) *could* c) *might* d) *will*
16. Though he was ill and weak, he _____ get out of the burning building.
- a) *could* b) *might* c) *should* d) *was able to*
17. The windows look clean. You _____ wash them.
- a) *can't* b) *don't have to* c) *mustn't* d) *are not to*
18. You _____ disturb him during his work!

a) *could not* b) *don't have to* c) *must not* d) *should not*

19. Whose car is this? – It _____ be Anton's. I think I saw him driving a red car like this one.

a) *might* b) *could* c) *must* d) *would*

20. I don't believe it. It _____ be true.

a) *can't* b) *mustn't* c) *shouldn't* d) *wouldn't*

VII. Complete the text with the following modal verbs (*have to, ought, must, can't, allowed to, shouldn't*):

Matthew is a doctor. He works at Brighton's General Hospital. Every day, Matthew _____ wake up at 6 o'clock to go to work. He lives 45 miles from the hospital, but he doesn't have a car, so he takes the train and then a bus everyday. All his friends think he _____ to buy a car, but he tells them he _____ afford it. All doctors are _____ park at the hospital and it's free of charge for them, which means they don't _____ pay. Matthew believes people _____ buy a car unless it's absolutely necessary, and travel by public transport, because cars pollute the air and cause many diseases.

VIII. Rewrite the sentences using the word in bold given (you can't modify the word in any way).

Model: Prisoners can't have the lights on after 9 pm. Allowed – Prisoners aren't allowed to have the lights on after 9 pm.

1) Elysa may be in Egypt now. **perhaps**

2) Chefs should wash their hands at all times to avoid food poisoning.

supposed

3) I must finish the composition today. **to**

4) She definitely isn't Barbara, her hair's longer. **can't**

5) You can't smoke here. **mustn't**

IX. a) fill in the most appropriate modal verb for expressing the ability (*may, can, could, has to, will be able to, will have to, was able to, managed to, couldn't*):

1. Maria _____ type 80 words per minute.

2. Ella _____ speak French and German.

3. Tom's teacher says that he _____ play the violin pretty well in half a year.

4. This work _____ be done tomorrow.
5. I'm sure that Nina _____ explain everything when she returns.
6. My dog _____ very high when he was younger.
7. One of the boys _____ get out of the cave. He ran to the village for help.
8. Several criminals _____ escape into the woods.
9. I wanted to talk to Jim yesterday, but _____ find him.
10. Anyone _____ make a mistake.

b) fill in the most appropriate modal verb for expressing the *advice* (should, shouldn't, 'd better not, ought to):

1. It's a great town. You _____ visit it some day.
2. If she wants to buy an apartment, she _____ consult a good real estate agent.
3. _____ I ask John to help us?
4. Children _____ eat too much chocolate
5. You _____ come here again, or I'll report you to the police!
6. He _____ be punished for his terrible attitude to people.
7. I _____ write an article on English grammar tonight, but I have a bad headache. I think I'll go for a walk instead.
8. I _____ have studied harder for the exam. It was very difficult and I didn't pass it.
9. They _____ have invited that guy to the party. He got drunk and started a fight.

c) fill in the most appropriate modal verb for expressing the *necessity/absence of necessity* (have to, had to, must, need to, must not):

1. It's getting late. I _____ go now.
2. Mike broke his leg yesterday. His leg is in a cast and he will _____ use crutches for a month.
3. I _____ talk to Ann about it.
4. She _____ go to the bank yesterday.
5. We can't just go away! We _____ help him!
6. Tomorrow is Sunday. I don't _____ go to school.
7. You don't _____ go to the supermarket, there is enough food in the refrigerator.
8. She _____ work yesterday, so she spent the whole day in the park by the river.
9. It's a secret. You _____ tell anyone about it.

10. I _____ forget to call him today.

d) fill in the most appropriate modal verb for expressing the request/asking for permission (may, can, could, would):

1. _____ I speak to Mr. Smith, please?
2. _____ you open the window, please? It's hot in here.
3. _____ you mind closing the window, please? It's cold in here.
4. _____ you mind if I borrowed your dictionary for an hour or so?
5. Mrs. Redding, _____ you lend me two hundred dollars till next week, please?
6. Betty, _____ you help me with this grammar exercise, please?
7. Could I use your cell phone, please? – Sorry, you _____ .

e) fill in the most appropriate modal verb for expressing the possibility that is not very strong (may, might, can, could):

1. He _____ be able to help you.
2. She _____ have to sell her car and other belongings to pay her debts.
3. Where is Anna? – I don't know. She _____ be at the swimming pool or in the park.
4. It _____ not be as easy as you think.
5. Don't ring the doorbell when you get there. Maria's little baby _____ be sleeping.
6. How did the robbers get in? – We don't know yet. The old woman _____ have forgotten to lock the door.
7. I called her but there was no answer. She _____ have left for New York already.
8. I wonder who wrote that letter. _____ Jim have written it?
10. He said that he _____ go to Italy in June or July.

f) fill in the most appropriate modal verb for expressing the strong probability /you are about 90% sure/ (must, should, could, will):

1. It's 10 a.m. He _____ be in the office now.
2. They live in a very big house. They _____ be rich.
3. Try calling him in the evening. He _____ be home by 8.
4. You _____ receive our report tomorrow.
5. Let's watch the film about meteorites on Channel 6. It _____ be interesting.
6. I can't find my car keys. I _____ have left them in the office.

7. There is no one by the name Lisa here. You _____ have misdialled.
 8. I'm worried. He _____ have arrived two hours ago. Where can he be?
 9. He _____ probably go to France next month.

X. Fill in the blanks, indicating whether each of the following sentences is somewhat polite (S), quite polite (Q), or very polite (V). Notice the indirect phrasing of the most polite requests and suggestions:

Model: Could you pass the butter? **S**
 Would you please pass the butter? **Q**
 Might I trouble you to pass the butter? **V**

1. Could you help me? ____ 2. Would you like some help? ____
 3. Might I be of assistance? ____ 4. You could come with us. ____ 5. You might wish to accompany us. ____ 6. Would you like to come with us? ____
 7. Might I trouble you for two pounds of fish? ____ 8. I would like to buy two pounds of fish, please. ____ 9. Could you give me two pounds of fish? ____
 10. Could I have your opinion on this? ____ 11. Would you please tell me what you think? ____ 12. Might I know your feelings on the matter? ____

XI. Complete each of the following sentences with *may*, *might* or *must*. Use *may* or *might* when the event described seems somewhat probable, and use *must* when the event described seems very probable:

Model: You ____ be right; we shall have to wait and see. – You may be right; we shall have to wait and see. or You might be right; we shall have to wait and see.

1. Although it _____ be true, it seems unlikely. 2. That _____ have been the number 10 bus, because no other bus runs on this street. 3. We _____ have to wait a long time for a bus, because they do not run very frequently. 4. That _____ be the right answer; there is no other possibility. 5. Tell me your problem; I _____ be able to help you. 6. It _____ have been he who answered the phone, because no one else was at home. 7. Since we have never been to this store before, we _____ have difficulty finding

what we want. 8. You _____ be pleased that you are doing so well in your new job. 9. I _____ go downtown tomorrow; it depends on the weather. 10. Although he is a very careful worker, it is possible that he _____ have made a mistake.

XII. Translate into English from Ukrainian:

1. Ви можете дістатися до інституту на метро? Ні. 2. Ви не могли б передати мені цього ділового листа? 3. Вона, мабуть, мало працювала протягом семестру, тому так погано склала екзамени. 4. Вам нічого хвилюватись. 5. Вам немає необхідності робити це. 6. Можливо, вона мені вчора дзвонила. 7. Можливо, ви закінчили писати статтю. 8. Мені потрібно зателефонувати містеру Фелону. 9. Взяти з собою парасольку? Ні, це не потрібно. Дощу, мабуть, не буде. 10. Вам треба бути уважнішим на лекціях. 11. Ви могли б мене попередити раніше про те, що сталося. 12. Вам не слід було гуляти під дощем. Тепер вам доведеться провести кілька днів удома. 13. Йому не слід було відвідувати їх, але він це зробив. 14. Ти міг би поїхати туди поїздом, чому ти полетів літаком? 15. Тобі можна було б і не дзвонити – вони самі збиралися зателефонувати нам. 16. Вам слід повідомити їй це завтра. 17. Не може бути, щоб він їхав туди автобусом. 18. Невже зараз іде дощ? 19. Тобі слід поїхати туди: можливо вони чекають на тебе. 20. Він не зміг погодитися на це. Напевно це було ризиковано.

WRITING

- **Write five advantages and five disadvantages of GB and Ukrainian law systems.**
- **Prepare a report about the ways of administrating justice in Great Britain and Ukraine.**

UNIT 4

Crime and Punishment

I. *TEXT*

Life in Prison.

In California, three young men are **servicing** life in prison. They were all found guilty of murder even though only one of them actually did the killing and the other two swear they didn't even know he had a weapon let alone that he would kill somebody. How does that happen? It's the law. The **felony** murder rule law – but this old law is under new attack – as well as being vigorously **defended** – because of cases like Brandon Hein – a teenager who went looking for marijuana and ended up in prison for life. The felony murder law, which goes all the way back to old English law, treats people who are guilty of **lesser** crimes as murderers if they are with murderers when the murder occurs, reports Dan Rather.

Hein was 17 in 1995 when he and some teenage friends got into a fistfight. One of those friends pulled out a knife and ended up killing another teenager. All four are now serving life sentences. It began on the kind of day **dreaded** by parents of troubled teenagers. Five of the boys were drinking alcohol and driving around their mostly safe suburbs near Los Angeles. In the afternoon, they stopped in a parking lot. One of them grabbed a wallet, which turned out to be empty, from inside a car. The owner, a mother playing nearby with her two kids, demanded her wallet returned. Another boy **cursed** at her and allegedly hit her car.

The five drove off – this time to find some marijuana. They went to the home of the neighborhood drug dealer – another high school teenager named Mike McLoren, who sold marijuana from a one-room structure in his mother's backyard. McLoren's friend and neighbour, 15-year old Jimmy Farris, was with him that day. One of the teens stayed with the pickup truck; the others, including Hein, Jason Holland, 18, and his 15-year-old brother Micah, approached Mike McLoren's **shed**, which was called "the fort". Jason Holland says he was drunk and lagging behind the others and he did not see how the argument between McLoren and his brother started.

“By the time I get in there,” he says “step into the door, he and Mike McLoren are standing, like, face to face, you know, and, you know, there was clearly a problem there. “They were already in a argument, you know. But there was no words being exchanged by the time I got in there. Immediately when I got in there, I stepped in there, they just dropped their heads and started fighting.” Brandon Hein jumped into the fray; so did Jason, who says he was trying to protect his brother Micah from the bigger and stronger McLoren.

“Mike McLoren was on top of my brother,” Jason says, “he’s hammering him in the back of the neck, and I’m telling him to get off him, get off him. You know, I’m trying to pull him off of him. I’m hitting him, I’m yelling at him. He’s not listening, so I pulled a knife and I stabbed him. “After two times of pricking him in the back and he wasn’t getting off my brother, I stabbed him in the chest.” After stabbing McLoren, Jason stabbed McLoren’s friend Jimmy Farris. McLoren survived; Farris did not.

Mike Latin and Jeff Semow, the two Los Angeles deputy district attorneys who **prosecuted** the case, **charged** each teen under the felony murder rule under the theory that they went to the place where the murder occurred with the intention of robbing the victims. “I guarantee you this,” says Latin. “That stabber would not have been there if he didn’t have the bravado that the accompaniment of the other four young boys gave him. He wouldn’t have been there.” Semow says the rule is designed as a warning to those who would participate in gang robberies. “They are not going to be able to hide behind the defense of saying, ‘But the other guy actually **pulled the trigger,**’ if, in fact, the victim is killed,” he says.

For the felony murder rule to apply, prosecutors had to prove that a felony occurred. Without that, the felony murder rule could not apply. All the defendants deny intending to rob the marijuana: “Going there to buy some weed,” says Jason Holland. “We were just partying, having a good time.” But the jury did not believe him. Instead, jurors were convinced the snatching of the mother’s wallet earlier in the day indicated they also **plotted** to rob drug dealer Mike McLoren.

The teenagers’ families were stunned when they heard the verdicts and the sentences: Jason Holland and Brandon Hein were **convicted** of murder and **got life** without the possibility of **parole**. Micah was convicted of murder and got 29 years to life.

The fourth defendant, Anthony Miliotti, 17, got life without the possibility of parole even though he stood at the door and never got into the fight. The fifth teen, who stayed with the truck, **pled guilty** and was **sentenced** to nine years.

Brandon's parents, Gene Hein and Pat Kraetch say their son is being punished for something he did not do. "I don't know over the years how many people have come up to me now, adults, who have gotten past that scary 18 to 25 year-old age and said, 'But for the grace of God, it could have been me,'" says his mother.

Jeff Laden speaks for the group when he charges that their boys were punished not for what they did but for who was killed: the son of a 30-year veteran of the Los Angeles Police Department. "It's about a police officer's son who died. And the only way they could **convict** all these kids was use the Felony Murder Rule," Laden says.

Don't tell that to Jimmy Farris's parents. Jim Farris, his father, says, "The fact that I'm a policeman has nothing to do with anything. I just happen to be a policeman whose son was murdered. That's it."

Jimmy's mother, Judy, asks, "How much is too much time for killing someone, for taking away and changing our lives completely, forever?"

As for Jimmy Ferris's friend, Mike McLoren, he was never **prosecuted** for selling drugs. He still lives at home. He refuses to speak with correspondents or crew.

No one feels worse about the **punishment** of the others than Jason Holland. "I didn't try to kill him, I didn't mean to kill him," he says. "But he died. I can't give it back, but I took responsibility for it. I thought that was the right thing to do, and I thought that they would do the right thing, but they didn't. They came after us. And they got my brother and my two buddies. And we're all doing life now. And they're doing life for something they didn't do."

England, where the felony rule began (and was known as "being an accessory after the fact"), took it off the books in 1957, believing it is wrong to punish someone who intends to rob as severely as someone who intends to kill. Many states have followed suit; California is not one of them.

(From <http://www.musicalenglishlessons.org/>)

Vocabulary Notes

to serve – *v* **1** [intrans., trans.] to give someone food or drinks as part of a meal (подавати на стіл, розносити)

E.g. Dinner is served at eight. Serve the soup with crusty bread.

2 [intrans., trans.] to help the customers in a shop (обслуговувати)

E.g. There was only one girl serving customers. Are you being served?

3 [intrans., trans.] to be useful or suitable for a particular purpose (служувати, призначатися)

serve as

E.g. The sofa also serves as a bed.

serve to do something

E.g. The incident served to emphasize the importance of security.

4 [intrans., trans.] to spend time in the army or in an organization doing useful work: *serve in the army/navy/air force etc* (служити)

E.g. They served in the same regiment.

serve on

E.g. She serves on the student committee.

5 [trans.] to spend time in prison (відбувати покарання за ґратами)

E.g. He served two years for theft.

6 [intrans., trans.] to start playing in a game such as tennis, by throwing the ball in the air and hitting it over the net (подавати м'яч)

7 it serves somebody right spoken used to say that someone deserves something bad, because they have done something wrong (бути корисним, сприяти, допомагати)

E.g. If you fail your exam it will serve you right.

felony – *n* [count.] a serious crime such as murder (кримінальний злочин)

to defend – *v* **1** [trans.] to protect someone or something from attack (захищати, обороняти)

defend somebody/something against/from something

E.g. A castle was built to defend the island against invaders.

2 [trans.] to say something to support someone or something that has been criticized (обстоювати, підтримувати, захищати)

E.g. The school has defended its decision.

3 [intrans., trans.] to try to prevent your opponents from getting points in a game such as football (захищати, відстоювати)

E.g. Liverpool defended well.

4 [intrans., trans.] to be the lawyer who tries to prove in court that someone is not guilty of a crime [\neq prosecute] (захищати на суді)

lesser – *adj* **1** *formal* not as large or important as something else, of lower size, quality, degree, status or significance (малий, невеликий, дрібний, менший)

E.g. The major critics were Italy and, to a lesser extent, Germany.

to dread – *v* [trans.] to feel very worried about something that is going to happen (жахатися, боятися, страхатися)

E.g. Phil's really dreading his interview tomorrow. dread doing something. I dread to think what effect it will have (=it will be very bad).

to curse – *v* **1** [intrans.] to use rude language because you are angry [= swear] (лятися)

E.g. He cursed loudly.

2 [trans.] to say or think bad things about someone or something because they have made you angry: curse somebody/something for (doing) something (проклинати)

E.g. He cursed himself for believing her lies.

shed – *n* [count.] a small building used especially for storing things (сарай) *E.g.* a tool shed

attorney – *n* [count.] *American English* a lawyer (адвокат, чиновник органів юстиції)

to prosecute – *v* [intrans., trans.] to say officially that you think someone is guilty of a crime and must be judged by a court of law (обвинувачувати)

prosecute somebody for (doing) something

E.g. The police prosecuted him for theft.

to charge – *v* **1** [intrans., trans.] to ask someone to pay a particular amount of money for goods, a service etc (призначати, вимагати)

charge (somebody) £10/\$30 etc (for something)

E.g. We were charged £80.

charge for

E.g. Do you charge for delivery?

2 [trans.] to state officially that someone might be guilty of a crime (обвинувачувати)

charge somebody with something

E.g. Soames was charged with rape.

to pull the trigger – натиснути на курок

to plot – *v* **1** [intrans., trans.] to make a secret plan to harm someone or do something illegal: plot to do something (замишляти, організувати змову)

E.g. He denied plotting to kidnap the girl.

plot against

E.g. The army was secretly plotting against him.

2 also **plot out** [trans.] to draw marks or a line to represent facts, numbers etc (складати план, графік)

E.g. We plotted out a graph to show the increase in profits.

to plead – *v* **1** [intrans.] to ask for something in an urgent and anxious way (закликати, просити, благати)

plead with somebody (to do something)

E.g. Amy pleaded with him to stay.

2 to give a particular excuse for your actions (наводити аргументи, виправдовуватися)

plead ignorance/illness etc

E.g. She stayed home from work, pleading illness.

3 [intrans., trans.] *law* to state in a court of law whether or not you are guilty of a crime (виступати в суді, визнавати)

plead guilty/not guilty/innocent

E.g. The defendant pleaded not guilty.

to convict – *v* [trans.] to officially decide in a court of law that someone is guilty of a crime [\neq acquit] (визнати винним, ухвалити вирок)

convict somebody of something

E.g. She was convicted of shoplifting.

parole – *n* [uncount.] when someone is allowed to leave prison early, but they will have to return if they do not behave well (слово честі, обіцянка)

on parole

E.g. He was released on parole.

punishment – *n* [count., uncount.] a penalty inflicted on an offender through judicial procedure (покарання)

E.g. They had to stay late after school as a punishment for stealing.

Synonyms

sentence – a punishment given by a judge in a court

fine – an amount of money that you must pay as a punishment

penalty – a general word for a punishment given to someone who has broken a law, rule, or agreement

death sentence/penalty also *capital punishment* – when someone is killed as punishment for a crime

community service – unpaid work helping other people that someone does as punishment for a crime

corporal punishment – when someone punishes a child by hitting them

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. визнати винним у вбивстві;
2. перебувати у в'язниці усе життя;
3. сприймати когось за вбивцю;
4. засудити до довічного ув'язнення;
5. нібито вдарити;
6. вплутатися/вскочити в бійку;
7. з наміром пограбування;
8. бути приголомшеним;
9. отримати довічне ув'язнення;
10. взяти на себе відповідальність за.

II. Fill in the words from the list. Translate the sentences into Ukrainian:

penalty, punishment, fine, dread, parole, convict, felony, penalties, lesser, defend.

1. I always _____ going to the dentist's.
2. Drug dealers face severe _____ .
3. The team are preparing to _____ their title.
4. The UK no longer has the death _____ .
5. The prisoner was released on _____ .
6. Corporal _____ is illegal in schools.
7. The winner will receive \$100; _____ amounts will be given to three runners-up.
8. He was convicted of _____ murder.
9. I got a _____ for speeding

10. There is sufficient evidence to _____ .

III. Fill in the correct prepositions. Use the whole phrases in the sentences:

- 1) to charge somebody _____ something;
- 2) to defend somebody/something _____ something;
- 3) _____ parole;
- 4) to plot _____ somebody;
- 5) to be found guilty _____ murder;
- 6) to be convicted _____ murder;
- 7) to be prosecuted _____ something;
- 8) to take responsibility _____ something;
- 9) to plead _____ somebody (to do something).

IV. Test yourself. Fill in the blanks with the proper words:

1. Felony murder means _____ .
 - a) *genocide*;
 - b) *suicide*;
 - c) *premeditated killing*.
2. To grab means _____ .
 - a) *to take by force*;
 - b) *to steal*;
 - c) *to possess*.
3. Drug dealer means _____ .
 - a) *an addict*;
 - b) *a person engaged in drug sales*;
 - c) *a person who knows where to find the drug*.
4. To stab means _____ .
 - a) *to murder*;
 - b) *to rape*;
 - c) *to injure with a sharp, pointed instrument*.
5. Attorney means _____ .
 - a) *a lawyer to represent in court a part to a legal action*;
 - b) *a detective*;
 - c) *a judge*.
6. Verdict means _____ .
 - a) *conclusion of a court case*;
 - b) *police investigation*;
 - c) *sworn evidence*.

7. Parole means _____ .

a) *the release of a convicted criminal after completion of a sentence;*

b) *many words together;*

c) *the release of a convicted criminal during completion of a sentence.*

V. Match the words on the left with the definitions on the right:

1	prosecution (n)	a	a public official who makes decisions in a court of law
2	release (v)	b	a group of people who examine all the facts of a case in court and decide whether someone is guilty or not
3	plead (v)	c	the lawyers who try to prove in a court of law that someone is not guilty of a crime
4	verdict (n)	d	the process of examining a case in a court of law and deciding whether someone is guilty or innocent
5	witness (n)	e	an official decision made in a court of law, especially about whether someone is guilty of a crime
6	jury (n)	f	a person who tells a court of law what they know about a legal case
7	sentence (v)	g	a person in a law case who is accused of doing something illegal
8	defence (n)	h	a formal statement saying that something is true, especially one given in a court of law
9	bail (n)	i	an official statement made by the police saying that someone is accused of a crime
10	trial (n)	j	the lawyers who try to prove in a court of law that someone is guilty of a crime
11	judge (n)	k	to state in a court of law whether you are guilty of a crime or not
12	defendant (n)	l	to decide and say officially what someone's punishment will be
13	guilty (adj)	m	to let someone go free
14	charge (n)	n	responsible for committing a crime
15	testimony (n)	o	a sum of money given to a law court so

		that someone can stay out of prison until their trial
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VI. Read the following text carefully and complete each gap with a word from the previous (matching) exercise in the correct form. Translate the text into Ukrainian:

Criminal trial process

The process of a criminal _____ starts when an individual is arrested. Within 2 to 48 hours of the arrest, the defendant must be informed of the charges against him. If the _____ is not murder, bail will be set. The _____ will then be notified of when and where to appear next, then will be allowed to leave if _____ has been set. If the defendant does not _____ guilty, and instead states he is not _____, the case will move onto the trial phase. First a jury is selected and the opening statements are heard. Next, the _____ and the defence will call their witnesses to give _____. The witnesses for the prosecution are called first. The _____ is permitted to cross-examine each _____ in an attempt to disprove the witness's statements. After both sides have presented their evidence, the attorneys are given the opportunity to make a final argument to the jury. At this point, the _____ will give closing instructions to the jury on how to proceed. The _____ then retires from the courtroom to consider the case in secret. When they reach a decision, the jury returns to the courtroom and announces the _____. If the verdict is not guilty, the defendant is _____. If he is found guilty, the judge will decide upon a _____ that the defendant must serve.

VII. Translate into English the following words:

to be responsible for smth

1. Вони несуть відповідальність за діяльність уряду. 2. Хто відповідає за діяльність цієї групи? 3. Він стверджує, що не відповідає за ці дії. 4. Ніхто не хоче нести відповідальність за обрану політику.

to be in charge of smth

1. Він займається справами на цій території. 2. Ми знали, що він буде курувати цю комісію. 3. Якщо він буде курувати цей комітет, вони зможуть підготувати ряд важливих законопроектів. 4. Поки ми не знаємо, хто відповідав за цю лабораторію.

to be restricted to smth

1. Тілесне покарання обмежується лише випадками насилля. 2. Їх дії обмежені участю у демонстраціях. 3. Наші повноваження зводяться лише до підготовки проекту рішення. 4. Доповнення до контракту зводилося лише до зміни дат.

to impose smth on smb

1. Тілесне покарання можна застосовувати до осіб, яким виповнився 21 рік. 2. Вони ввели санкції проти цієї країни. 3. Цей податок було введено на початку року. 4. Нові митні закони було введено в кінці минулого року.

VIII. Speak on the following:

- **Types of punishment? Do you think Ukrain is a fully democratic country?**
- **Crimes and Punishment.**

II. TOPIC

Crime and Punishment

If we look into history we shall find that laws, which are, or ought to be, conventions between men in a state of freedom, have been, for the most part the work of the passions of a few, or the consequences of a fortuitous or temporary necessity.

Observe that by justice I understand nothing more than that bond which is necessary to keep the interest of individuals united, without which men would return to their original state of barbarity. All punishments which exceed the necessity of preserving this bond are in their nature unjust.

The end of punishment, therefore, is no other than to prevent the criminal from doing further injury to society, and to prevent others from committing the like offence. Such punishments, therefore, and such a mode of inflicting them, ought to be chosen, as will make the strongest and most lasting impressions on the minds of others, with the least torment to the body of the criminal.

The torture of a criminal during the course of his trial is a cruelty consecrated by custom in most nations. It is used with an intent either to make him confess his crime, or to explain some contradiction into which he had been led during his examination, or discover his accomplices, or for some kind of metaphysical and incomprehensible purgation of infamy, or, finally, in order to discover other crimes of which he is not accused, but of which he may be guilty.

No man can be judged a criminal until he be found guilty; nor can society take from him the public protection until it have been proved that he has violated the conditions on which it was granted. What right, then, but that of power, can authorise the punishment of a citizen so long as there remains any doubt of his guilt? This dilemma is frequent. Either he is guilty, or not guilty. If guilty, he should only suffer the punishment ordained by the laws, and torture becomes useless, as his confession is unnecessary. If he be not guilty, you torture the innocent; for, in the eye of the law, every man is innocent whose crime has not been proved.

Crimes are more effectually prevented by the certainty than the severity of punishment. In proportion as punishments become more cruel, the minds of men, as a fluid rises to the same height with that which surrounds it, grow hardened and insensible; and the force of the passions still continuing in the space of an hundred years the wheel terrifies no more than formerly the prison. That a punishment may produce the effect required, it is sufficient that the evil it occasions should exceed the good expected from the crime, including in the calculation the certainty of the punishment, and the privation of the expected advantage. All severity beyond this is superfluous, and therefore tyrannical.

The death penalty is pernicious to society, from the example of barbarity it affords. If the passions, or the necessity of war, have taught men to shed the blood of their fellow creatures, the laws, which are intended to moderate the ferocity of mankind, should not increase it by examples of barbarity, the more horrible as this punishment is usually attended with formal pageantry. Is it not absurd, that the laws, which

detest and punish homicide, should, in order to prevent murder, publicly commit murder themselves?

It is better to prevent crimes than to punish them. This is the fundamental principle of good legislation, which is the art of conducting men to the maximum of happiness, and to the minimum of misery.

Would you prevent crimes? Let the laws be clear and simple, let the entire force of the nation be united in their defence, let them be intended rather to favour every individual than any particular classes of men; let the laws be feared, and the laws only. The fear of the laws is salutary, but the fear of men is a fruitful and fatal source of crimes.

TOPICAL VOCABULARY

to accuse (of) – звинувачувати;
the accused – звинувачуваний;
to acquit – виправдати в суді;
acquittal – виправдання в суді;
to allege – заявляти, стверджувати
allegation – заява, ствердження
to appeal – апелювати, оскаржувати;
to appeal against a sentence – оскаржити вирок; **appeal** – апеляція, касаційна скарга;
the appeal of a sentence – оскарження вироку;
attorney – повірений, представник позивача
Attorney General – генеральний прокурор (Англ.); міністр юстиції (США);
Procurator General – генеральний прокурор (in other than the English-speaking countries)
prosecuting attorney – представник звинувачення на суді, прокурор;
district attorney – окружний прокурор;
bail – судова застава;
to release on bail / to grant somebody bail – звільнити під заставу
case – судова справа, аргументи, докази;

to serve / sit on a jury – бути членом суду присяжних;
to empanel a jury – скласти список присяжних;
foreman of the jury – старшина присяжних;
to enforce the law – проводити в життя закон;
find / collect evidence – збирати докази;
law-enforcer – правоохоронець;
lawyer – юрист;
to outlaw something – поставити поза законом, заборонити;
legal – законний, юридичний, судовий, легальний;
legal right – законне право;
legal aid – юридична допомога;
legal authorities – судові власті;
legal proceedings / legal process – судочинство;
legal action / suit – позов, тяжба;
to bring action / suit against – порушити справу проти;
illegal – незаконний, нелегальний;
to legalise something – узаконити;
offence – правопорушення, злочин;
punishable offence – карне правопорушення;

to examine, hear, close a case – розслідувати, слухати, припиняти справу;
charge – звинувачення;
false / framed-up / trumped-up charge – неправдиве звинувачення;
to charge smb. with smth. – звинуватити;
conviction – засудження;
to quash / overrule / void / reverse a conviction – анулювати звинувачення;
to convict somebody – визнати винним;
court – суд; склад суду, засідання суду, приміщення суду;
the courts – судові органи;
lower / superior court – нижча / вища судова інстанція;
Supreme Court – Верховний суд;
court of appeal / appeals court – касаційний суд;
to take a matter to court – подати до суду, звернутися до суду;
to settle a matter out of court – владнати справу без суду;
to face the court – стати перед судом;
to summon somebody to court – викликати в суд;
contempt of court – неповага до суду;
court hearing – судове засідання;
court ruling – судове визначення;
court injunction – судове призначення;
crime – злочинність, злочин;
crime rate – рівень злочинності;
a grave, serious, petty crime – тяжкий, серйозний, дрібний злочин;
to commit a crime – здійснити злочин;
to prevent crime – попередити злочин
to institute criminal proceedings against – порушити кримінальну справу проти
custody – заключення під варту, утримання під вартою;
to be in custody – знаходитися під вартою;
to take somebody into custody – взяти

to offend against the law – порушувати закон;
persecution – переслідування, репресії;
vicious persecution – злісні гоніння;
to subject somebody to persecution / to persecute somebody – піддавати переслідуванням;
to suffer persecution – піддаватися переслідуванням;
police officer / policeman / policewoman / detective – поліцейський;
prison / jail / penitentiary (U.S.) – тюрма;
prisoner – в'язень, підсудний, арештант;
prison officer / jailer – вартовий / тюремник;
to serve a term in prison – відбувати термін у тюрмі;
to languish in prison – томитися в тюрмі / тюрмах;
to escape from prison – втекти з тюрми;
prosecution – судове переслідування;
the prosecution – обвинувачення; сторона, що подає позов;
prosecutor – обвинувач; юрист, що представляє позивача;
public prosecutor – державний обвинувач;
to prosecute somebody – притягувати до судової відповідальності;
to prosecute – порушувати справу, подавати до суду;
release – звільнення, звільнювати;
to order somebody's release – розпорядитися відпустити на волю;
sentence – міра покарання, вирок;
a suspended / nominal sentence – умовний вирок;
to pass sentence on somebody –

під варту;
to remand somebody in custody – затримати під вартою;
the defence – захист;
the case was for the defence – справу виграв захист;
defence counsel / defence lawyer – захисник, адвокат;
defendant – підсудний, відповідач;
the dock – лава підсудних;
to be in the dock – бути на лаві підсудних;
evidence – докази, свідчення;
abundant evidence – багаточисельні докази;
to give evidence – давати свідчення у суді;
to plant evidence on somebody – підкинути докази;
frame-up – судовий фарс, суд за неправдивим звинуваченням;
to frame a person – судити за неправдивим звинуваченням;
to find somebody guilty / not guilty – визнати винним / не винним;
to plead guilty / not guilty – визнати / не визнати себе винним;
indictment – обвинувальний акт;
to indict somebody – представити обвинувачення;
jury – присяжні, суд присяжних;
members of the jury – члени суду присяжних;

винести вирок;
to commute a sentence – пом'якшити вирок;
trial – судовий процес, судовий розбір;
the trial of – суд над;
at a trial – на суді;
to go on trial – стати перед судом;
to put somebody on trial / to commit somebody for trial – віддати під суд;
to hold a trial – проводити судовий процес;
to try somebody for something – судити за щось;
to try somebody in his absence – судити заочно;
verdict – вердикт, вирок, рішення присяжних;
to return / bring a verdict – винести рішення, вирок;
a verdict of Guilty / Not Guilty – обвинувальний / виправдувальний вирок присяжних;
witness – свідок, давати свідчення в суді;
witness for the prosecution / the defence – свідок обвинувачення / захисту;
a false witness – неправдивий свідок;
to call witnesses – викликати свідків;
to swear in a witness – приводити свідка до присяги;
to cross-examine a witness – піддавати свідка детальному або перехресному допиту;
witness box / witness stand (U.S.) – місце, з якого свідок дає свідчення.

Criminals

arsonist – палій;
shoplifter – магазиний грабіжник;
mugger – хуліган;
offender – правопорушник;
vandal – вандал;
burglar – грабіжник, зломщик;
murderer – убивця;
kidnapper – викрадач людей;
pickpocket – кишеньковий злодій;
accomplice – співучасник;
drug dealer – торговець наркотиками;
spy – шпигун;
terrorist – терорист;
assassin – найманий вбивця;
hooligan – хуліган;
stowaway – безквитковий пасажир;
thief – злодій;
hijacker – викрадач транспортного засобу;
forger – фальсифікатор;
robber – грабіжник;
smuggler – контрабандист;
traitor – зрадник;
deserter – дезертир;
bigamist – двоєженець.

Types of punishment

capital punishment – смертний вирок;
deprivation of civil rights – позбавлення громадянських прав;
imprisonment – ув'язнення;
life sentence / life imprisonment – пожиттєве ув'язнення;
probation – умовне покарання;
traffic ticket – транспортний квиток;
license suspension – призупинення дії водійської ліцензії;
fine – штраф;
house arrest – домашній арешт;
community service – громадські роботи.

Types of crime

accomplicity – співучасть
arson – підпал;
bribery – хабар;
burglary – крадіжка зі зломом;
forgery – фальшивка, підробка документів;
fraud – шахрайство;
abduction / kidnapping – викрадання людей;
looting – мародерство;
manslaughter – ненавмисне вбивство;
mugging – хуліганство;
murder / homicide – вбивство;
robbery – пограбування;
shoplifting – пограбування магазину;
smuggling – контрабанда;
terrorism – тероризм;
theft – крадіжка;
vandalism – вандалізм;
espionage – шпіонаж;
hooliganism – хуліганство;
embezzlement – розкрадання;
libel – наклеп;
swindle – шахрайство;
assault – фізичне насильство;
child abuse – жорстоке поводження з дітьми;
speeding – перевищення швидкості;
torture – тортури, катування;
white collar crime – злочин у бізнесі;
rape – згвалтування;
bigamy – двоєженство;
perjury – лжесвідчення.

Questions from law breakers or suspected criminals.

Why did you pull me over?
Have I done something wrong?
Is this illegal?
What are my rights?
Can I call a lawyer?
Where are you taking me?
Can I make a phone call?

Informing someone of laws and police procedures.

You are under arrest.
Put your hands on your head.
I am taking you to the police station.
Please get in the police car.
You will have to pay a fine for this.
I will give you a warning this time.
I'm going to write you a ticket.
We'll tow your car to the station.
Smoking in restaurants is illegal in this country.
It is against the law to do drugs in public.

Questions police may ask a suspected criminal.

Are you carrying any illegal drugs?
Do you have a weapon?
Does this belong to you?
Whose car is this?
Where were you at eight last night?

EXERCISES

I. Match the law breakers with the descriptions:

(a)	arsonist	1) attacks and robs people, often in the street;
(b)	shoplifter	2) sets fire to property illegally;
(c)	mugger	3) is anyone who breaks the law;
(d)	offender	4) breaks into houses to steal;

(e)	vandal	5) steals from shops;
(f)	burglar	6) kills someone;
(g)	murderer	7)deliberately causes damage to property;
(h)	kidnapper	8) steals things from people's pockets;
(i)	pickpocket	9) gets secret information;
(j)	accomplice	10) buys and sells drugs illegally;
(k)	drug dealer	11) takes away people by force, demanding money for their return;
(l)	spy	12) helps a criminal in a criminal act;
(m)	terrorist	13) uses violence for political reasons;
(n)	assassin	14) causes damage or disturbance in public places;
(o)	hooligan	15) hides on a ship or plane to get a free journey;
(p)	stowaway	16) takes control of a plane by force and makes the pilot change course;
(q)	thief	17) murders for political reasons or a reward;
(r)	hijacker	18) is someone who steals;
(s)	forgery	19) makes counterfeit (false) money;
(t)	robber	20) is a member of a criminal group;
(u)	smuggler	21) steals money etc by force from people;
(v)	traitor	22) marries illegally, being married already;
(w)	gangster	23) is a soldier who runs away from the army;
(x)	deserter	24) brings goods into a country illegally without paying tax;
(y)	bigamist	25) betrays his or her country to another state.

II. Put the following words in their correct place in the passage below:

An arrest

Theft, pleaded, fingerprints, witnesses, evidence, arrest, oath, investigate, sentence, charge, detained, fine, court, magistrate, handcuff

A policeman was sent to (1) _____ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to (2) _____ the boy, he became violent and the policeman had to (3) _____ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to (4) _____ him with the (5) _____ of the camera and cash. They took his (6) _____, locked him in a (7) _____, and (8) _____ him overnight. The next morning he appeared in (9) _____ before the (10) _____. He took an (11) _____ and (12) _____ not guilty. Two (13) _____, the owner of the property and a member of the hotel staff, gave (14) _____. After both sides of the case had been heard the boy was (15) _____ guilty. He had to pay a (16) _____ of £50 and he was given a (17) _____ of three months in prison suspended for two years.

Security work

guards, bug, kidnappers, tap, detectives, couriers, bullet-proof, private, security firm, armoured vehicles

I run a (1) _____ which offers a complete range of security services. We have (2) _____ _____ with special (3) _____ windows to transport money and other valuable items. We can supply trained (4) _____ to protect exhibits at art shows and jewellery displays. We can advise you if you think someone is trying to (5) _____ your phone or (6) _____ your private conversations at home or in the office with hidden microphones. We have ex-policemen whom you can hire as (7) _____ and special (8) _____ to deliver your valuable parcels anywhere in the world. We can protect you or your children against possible (9) _____.

III. Put the following words in their correct place in the passage below:

detective, plain clothes, jury, warders, coroner, verdict, solicitor, trial, inquest, death penalty.

a) If you want legal advice in Britain, you go to a _____.

b) At the end of the _____, the judge ordered the twelve men and women of the _____ to retire and consider their _____, guilty or not guilty.

c) Men or women who look after prisoners in prison are called prison officers or _____.

d) If a person dies in unusual circumstances, an _____ is held at a special court, and the 'judge' is called a _____.

e) A policeman who investigates serious crime is called a _____. He wears _____, not uniform.

f) In some countries murderers are executed, other countries have abolished the _____.

IV. Put the words below into the correct category:

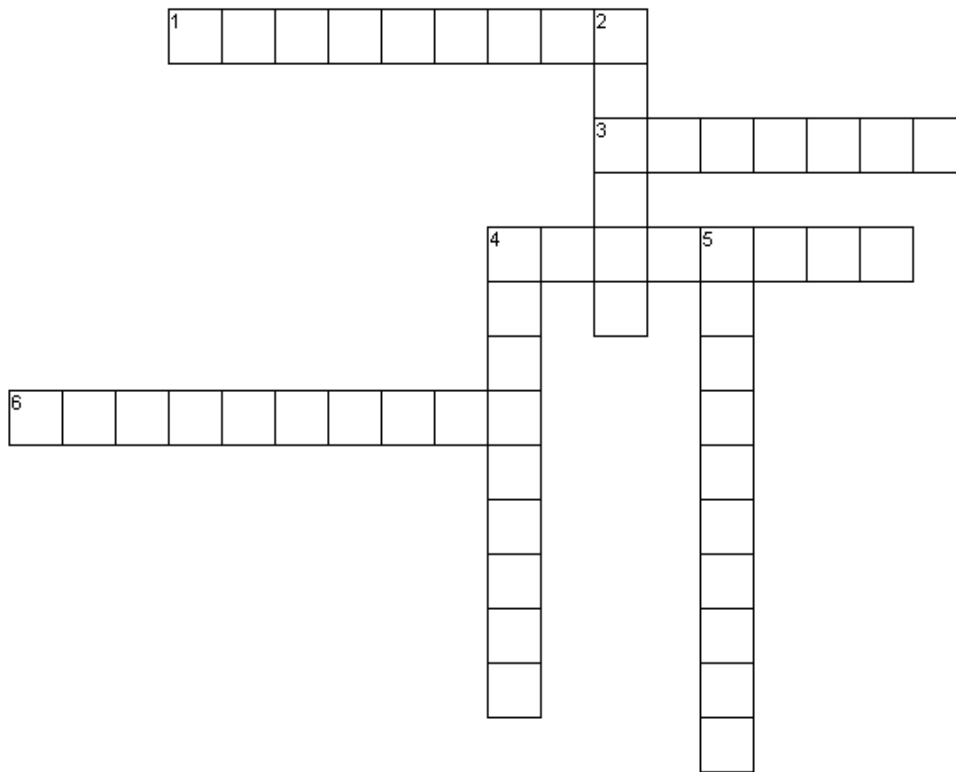
accused/defendant, arsonist, (release on) bail, blackmailer, burglar, defence, capital punishment, community service, corporal punishment, find innocent/guilty, fine, forger, hijacker, inquiry, judge, jury, kidnapper, lawyer, mugger, murderer, pickpocket, prison sentence, (put on) probation, prosecution, shoplifter, smuggler, suspended, sentence, thief, trial, verdict, witness, testimony, evidence

Criminals	Law courts	Sentences and Punishments

V. Correct the mistakes in these definitions:

1. The judge pleads guilty or not guilty at the beginning of a trial.
2. The lawyer for the defence tries to prove the defendant guilty.
3. The prosecution lawyer gives evidence about what they have seen
4. If the defendant is found guilty, the jury passes sentence.
5. If you pay the court a sum of money, you can be given a suspended sentence until your trial.
6. If it is your first offence, you will probably be sentenced to capital punishment.

VI. Have a fun! Crossword “Crime”



Across

1. Malicious destruction of public or private property.
3. The act or practice of robbing.
4. To drive a vehicle faster than the law permits.
6. To detain someone by force with a demand for ransom.

Down

2. The act of killing someone.
4. To import or export without paying duties imposed by law.
5. Someone who sells drugs.

VII. Read the following text and choose the correct alternative in each pair:

Last year my house was broken into and (1) *robbed/stolen*. I immediately informed the police. A police officer came to the house and asked me to make a list of what had been (2) *robbed/stolen*. I told him my neighbours had seen someone suspicious at the time of the (3) *forgery/burglary*, so they had to go to the police station and (4) *make/do* a statement. About a month later the police contacted me to say they had

arrested a (5) *defendant/suspect*. When the case came to court, I went to (6) *give/tell* evidence. Of course, the man (7) *admitted/pleaded* not guilty. The (8) *jury/lawyer* decided there was not enough proof to (9) *try/convict* him, and he was (10) *let off/let go*.

VIII. The table below contains words that have been chopped in half. Find the pieces that fit together and write the whole words below.

rew	smug	vand	punis
wit	son	mur	kidna
ery	hment	pping	rob
ard	spee	pri	ard
pickpo	cketing	alism	ding
gling	rew	ness	der

IX. Read the dialogue between a police officer (PO) and a tenant (T) after the house had been burgled. Imagine what has happened in fact:

PO: Now you say you're not sure how the thieves got in. Before I look round, can I ask you a few questions about the house?

T: Of course.

PO: Do you always lock the front door when you go out?

T: Yes, and I definitely locked it yesterday.

PO: OK. What about the windows?

T: Well, the downstairs ones are always locked.

PO: And upstairs?

T: Well, I think most of the windows were probably locked.

PO: Are you sure?

T: Yes, I checked them all because I knew we would be out all day.

PO: Well, I can't understand it. Let's go and look round. Perhaps I'll notice something you've missed.

X. Have a look at this picture and describe the episode:



XI. Translate into English:

Поняття і види злочинів.

Люди завжди намагаються жити за встановленими правилами та нормами, проте немає жодної людської спільноти, у якій би вони не порушувалися. Часто такі порушення мають дріб'язковий характер – наприклад, запізнення учня на урок, перехід дороги на червоне світло, а іноді є надзвичайно небезпечними, як от крадіжка чи вбивство людини. Відносини, пов'язані зі вчиненням людьми злочинів та визначенням відповідальності за їх вчинення регулює кримінальне право.

Злочини мають ряд ознак: є небезпечними для суспільства; здійснюються усвідомлено; вчиняються всупереч заборон, визначених кримінальним законодавством. Проте, на відміну від адміністративних, цивільних чи дисциплінарних проступків, злочини мають високий рівень суспільної небезпеки та передбачені Кримінальним кодексом України.

Залежно від ступеня тяжкості усі злочини поділяються на злочини невеликої тяжкості, середньої тяжкості, тяжкі та особливо тяжкі. Злочинами невеликої тяжкості є незаконне полювання в заповідниках або на інших територіях та об'єктах природно-заповідного фонду, жорстоке поводження з тваринами, чи підроблення документів, печаток, штампів та бланків, їх збут, використання підроблених документів. Злочином середньої тяжкості є крадіжка, давання хабара, ухилення від строкової військової служби. Тяжким злочином є контрабанда. Особливо тяжким злочином є злочин, за який передбачене покарання у виді позбавлення волі на строк понад десять років або довічного позбавлення волі. Прикладом може бути умисне вбивство чи організація озброєної банди.

XII. Agree or disagree and support your point:

- **Legal cases are best decided by professional judges, not by ordinary members of the public.**
- **All criminals look very much alike.**
- **Death penalty should be abolished in every country.**

III. GRAMMAR

1) *Mood is the category of the verb which shows the relation between the action expressed by the predicate verb and reality.* This relation is established by the speaker or the writer.

Grammarians frequently distinguish grammatically three moods: *the Indicative, the Imperative, and the Subjunctive*. The *Indicative* is generally used for factual or neutral situations and expresses actions or states represented as real facts, e.g. "John did his work." "Little Rock is the capital of Arkansas." "Ostriches cannot fly." "Have you finished your homework?"

The *Imperative* conveys commands, orders, requests, warnings, e.g. "Don't smoke in this building." "Be careful!" "Don't drown that puppy!"

The functions of the *Subjunctive Mood* vary widely across languages. The English subjunctive is fairly limited in its use. *The Subjunctive Mood* expresses unreal or hypothetical actions or states which can be viewed upon as desired, necessary, possible, supposed, imaginary or contradicting reality. *The Subjunctive Mood* has four forms: *Subjunctive I, Subjunctive II, the Conditional Mood* and *the Suppositional Mood*.

2) **Subjunctive I** represents an action as problematic, but not contradicting reality. It's used to express *order, request, purpose, suggestion, supposition, wish, hope*. In Modern English it is presented only in prose and poetry and in language of official documents.

The main cases of the use of **Subjunctive I**.

a) *in exclamations* (usually in prayers):

Examples:

(God) bless you! – Боже мій!

(God) bless the king. – Боже, бережи короля!

(God) Heaven help us? – Нехай допоможе нам Бог!

b) in some *set expressions*:

Examples:

Be it so! So be it! – Нехай буде так!

Far be it from me (to do something)... – У мене і в думках не було ...

Suffice it to say that ... – Досить сказати, що ...

c) in *slogans*:

Examples:

Long live our freedom! – Нехай живе свобода!

Long live heroes! – Слава героям!

d) in **oath, imprecations, curses:**

Examples:

Manners be hanged! – До біса манери!

Confound you! – До біса! Хай його чорт візьме!

Curse this fog! – Чорт би побирав цей туман!

Note I: To express *wish may*+**Infinitive** is used:

Examples:

May success attend you! – Нехай тобі щастить!

May he win! – Хоча б він переміг!

Note II: To express *concession parenthetical phrases may* and **let** can also be used:

Examples:

Happen what may. – Що буде, то буде.

Let it be so. – Нехай буде так.

Exercises

I. Complete the following sentences by filling in the blanks with the Imperative form of the verbs shown in brackets:

Model: 1. _____ the door. (to open) – Open the door.

2. Don't _____ to come. (to forget) – Don't forget to come.

1. Don't _____ out late. (to stay) 2. Please _____ ready on time. (to be) 3. Don't _____ about that. (to worry) 4. _____ your own business! (to mind) 5. _____ careful not to trip. (to be) 6. Do not _____ everything you hear. (to believe) 7. Always _____ both ways before crossing the street. (to look) 8. You _____ here while I go into the store. (to wait) 9. _____ me! (to excuse) 10. _____ me a postcard if you have time. (to send)

II. Translate into English using Subjunctive I:

1. Будь прокляте те багатство! 2. Нехай завжди буде мир! 3. Будь проклятий той день, коли ми зустрілись! 4. Будь проклята розлука, нехай живе наша любов! 5. Я знаю, що ти маєш намір завершити магістратуру, нехай тобі щастить! 6. У тебе серйозні наміри одружитись із нею? Ну що ж, нехай буде так! 7. Нехай ваш

шлюб буде щасливим! 8. Нехай береже вас Господь під час цієї подорожі! 9. Прокляття із цією негодою! У мене постійно болить голова. 10. У мене і в думках не було казати йому про це.

III. Translate into Ukrainian using Subjunctive I:

1. If only the wind were over! 2. If your mother could see me!
3. Oh, if they could help us! 4. Oh, if she had taken my advice! 5. Oh, if somebody have warned them! 6. Oh, is she agreed to wait one more week! 7. Oh, if you gave us a break!

3) Subjunctive II represents an action as problematic, but not contradicting reality. It's used in **simple sentences** to express:

1. Unreal wish, regret.

In English such sentences begin with “**Oh, if only ...**”, “**Oh, if ...**”, “**Oh, that ...**” – “**Ох, якби ...**”, “**Хоча б ...**”.

PATTERN I

Oh, if only	smb	were (weren't)
Oh, if	it	did (didn't)
Oh, that		were (weren't) doing smth
		had (hadn't) done smth
		were (weren't) done smth
		had (hadn't) been done
		could do; could be done
		could have done; could have been done

Examples:

If only I were here now! – Якби я зараз був там!

If only it didn't rain. – Хоча б не йшов дощ!

If only I had been given chance last Monday. – Хоча б дали мені цей шанс минулого понеділка.

2. Advice, admonition.

It's implied that something may happen if somebody doesn't follow this advice. The action refers to the present or future. The Infinitive is used without particle *to*.

PATTERN II

Smb	had better	do smth
	had best	not do smth

Examples:

You'd better go there immediately. – Ти краще пішов би туди негайно.

You'd best go bed immediately. – Хоча б не йшов дощ! Було б найкраще, якби ти негайно ліг у ліжко.

3. Preference, wish.

To express somebody's preference or wish set phrases **had rather, would rather, would sooner** are used.

PATTERN III

Smb	had rather would rather would sooner	do smth (not do smth) have done smth not have done smth
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Examples:

I'd sooner go nowhere but stay at home. – Я охочіше нікуди б не йшла, а залишилася б вдома.

I'm sure she had rather have stayed at home then. – Я впевнена, вона краще б залишилася б удома тоді.

Note 1. Preference *in the past* is expressed by the verb “**to prefer**” plus the **Gerund**: I preferred watching TV to reading.

Note 2. Instead of the Infinitive the phrase may be followed by Present or Past Subjunctive.

Examples:

I'd rather you were present at this meeting.

I'd rather you had not invited him but nothing can be done now.

I'd rather she were not invited.

Note 3. in formal English the pattern “**Rather than + the Infinitive ... smb would + the Infinitive**” is possible: **Rather than go to prison I would pay** the fine. – Замість того, щоб потрапити до в'язниці, я охочіше заплатив би штраф.

4) Possibility, advisability, desirability, intention (with modal verbs)

PATTERN IV

Smb	could/might/should/would	do smth be done smth have done smth
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Examples:

He could be invited too. – Я охочіше нікуди б не йшла, а залишилася б вдома.

You might have broken the vase. – Ти. міг би розбити вазу.

I would not answer such a question. – Я не відповідала б на таке запитання

The structure of **complex sentences** demands the use of **Subjunctive II** in the subordinate clauses.

1. Present Subjunctive II is used in Subject clauses after the principle clause of the type “**It’s (high) time**” – “**Давно пора**”.

PATTERN V

It’s high time		did smth
It’s not time	smb	were doing smth
Is it time	smth	were done
Isn’t it time		

Examples:

It’s time you knew such things. – Тобі пора знати такі речі.

Is it time they returned? – Чи пора їм повернутися?

Note 1. The same idea can be expressed by the Infinitive construction.

Examples:

It’s time you knew such things. – It’s time for you to know such things.

However, there is a slight difference in the meaning. In the second case we criticize somebody for not doing something and in the first we simply state that the time has come.

2. Present Subjunctive II is used in Predicative clauses.

In this case the clause has a comparative meaning and is introduced by the comparative conjunctions **as if, as though** (неначе).

PATTERN VI

It	is/was/will be high looks/looked/will look	as if as though	smb did smth smb were doing smth smb had done smth smb had been doing smth
smb	seems/seemed/will seem feels/felt/will feel		

Examples:

It’s as if she knew something. – Скидається на те, що вона щось знає.

It seemed as if the child had been crying. – Здавалося, що дитина плакала.

Note 1. To refer the action to the future the phrase “**to be going + the Infinitive**” is used.

Examples:

It looks as if the winter **were going** to be snowy. – It’s time for you to know such things.

3. Subjunctive II is used in Object clauses after the verb **to wish** – а) **добре було б, якби ...**; в) **шкода, що ...** .

PATTERN VII

smb wishes/wished/will wish does/doesn't smb wish did/didn't smb wish I do/did wish	smb did (didn't do) smth smb were (weren't) doing smth smb had (hadn't) done smth smb could/might/would do smth smb could/might/would have done smth smth were (weren't) done smth had (hadn't) been done
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Examples:

I wish I knew German. – Шкода, що я не знаю німецьку.

I don't wish I hadn't come. – Я не шкодую, що прийшов.

4. Subjunctive II is used in Adverbial clauses of comparison to express unreality, improbability, doubt. Such clauses are introduced by the conjunctions **as if, as though**.

PATTERN VIII

smb does did will do is doing was doing	as if as though	smb did (didn't do) smth smb were (weren't) doing smth smb had (hadn't) done smth smb could/couldn't do smth smb could/couldn't have done smth
--	--------------------	--

Examples:

She loves the girl as if she were her daughter. – вона любить дівчинку так, ніби вона її донька.

I'll behave as if nothing had happened. – Я вестиму себе так, ніби то нічого не трапилося.

Exercises

I. Express a wish about each of the following statements:

Model: 1. How dark it is here! – Oh, if it **were** not so dark.

2. She wasn't present yesterday. – Oh, if she **had been** present yesterday!

3. He will be late. – Oh, if he **were** not be late.

1. It will rain soon. 2. They may know his address. 3. There is nobody to show them the way. 4. She made so many mistakes in her work. 5. My mother cannot help you. 6. You have no chance. 7. We shall try to find a taxi. 8. She hasn't taken my advice. 9. She didn't agree to wait. 10. She doesn't realize the significance of this question.

II. Translate into Ukrainian, expressing advice or admission:

1. I think I had better go to bed. 2. He had better wait here. 3. You had better take a walk before going to bed. 4. She had better try her luck once more. 5. He had best tell all the truth. 6. We had better have a bite here. 7. You'd better not stand here. 8. You had better not bathe in such a cold water.

III. Fill in the blanks with the Simple Present Subjunctive of the verbs shown in brackets:

Model: 1. They insisted that she _____ at once. (to come)

They insisted that she come at once.

2. The proposal that she _____ us has merit. (to meet)

The proposal that she meet us has merit.

1. He suggested that I _____ ready by eight o'clock. (to be) 2. We request that she _____ the window. (to open) 3. They demanded that he _____ the room. (to leave) 4. I will ask that she _____ me. (to accompany) 5. They recommended that he _____ to Bermuda. (to fly) 6. The request that we _____ ready to leave at six is a nuisance. (to be) 7. The recommendation that she _____ a holiday was carried out. (to take) 8. It is necessary that you _____ able to come with us. (to be) 9. They asked that we _____ standing. (to remain) 10. The requirement that he _____ work will be hard to meet. (to find) 11. It is important that he _____

everything he can. (to learn) 12. The demand that she _____ the report has been carried out. (to complete)

IV. Complete each of the following sentences with the Past Perfect Subjunctive of the verb shown in brackets:

Model: 1. They wished they ___ not _____. (to come)

They wished they had not come.

2. I wish I _____ ready on time. (to be)

I wish I had been ready on time.

1. I wish I _____ not _____ the answers. (to lose) 2. They wished they _____ not _____ the appointment. (to forget) 3. He will wish he _____ us the book. (to show) 4. Will they wish we _____ them some food? (to give) 5. We wish it _____ yesterday. (to snow) 6. She wished she _____ not _____ the window. (to open) 7. I wished I _____ the news. (to hear) 8. You wish you _____ what to do. (to know)

V. Complete each of the following sentences with the Simple Past Subjunctive of the verb shown in brackets:

Model: 1. He wished he _____ able to do it. (to be)

He wished he were able to do it.

2. I wish I _____ with you. (to agree)

I wish I agreed with you.

1. I wish it _____ possible to finish the work tonight. (to be) 2. Will he wish he _____ ready? (to be) 3. She wished she _____ how to sing. (to know) 4. We wish they _____ to come with us. (to want) 5. You wished you _____ better. (to feel) 6. They will wish it _____ warmer. (to be) 7. Does he wish he _____ younger? (to be) 8. I wish I _____ the subject more interesting. (to find)

VI. Complete the following sentences, using the indicated verbs in the Simple conjugation with would:

Model: 1. They wished the sun _____. (to shine)

They wished the sun would shine.

2. *Does she wish it _____? (to snow)*

Does she wish it would snow?

1. They wished she _____ the arrangements. (to make)
2. He will wish you _____ him. (to help)
3. She wishes the mail _____ . (to come)
4. We wished they _____ . (to hurry)
5. You will wish the door _____ . (to open)
6. They wish we _____ for them. (to wait)
7. I wish you _____ to me. (to write)
8. Will she wish you _____ her? (to join)

VII. Complete the following sentences paying attention to the adverbs indicating time:

Model: 1. *We wished they _____ us*

She wishes she were in Rome now.

2. *I wish you _____ with us tomorrow. (to come) earlier. (to call)*

We wished they had called us earlier.

3. *She wishes she _____ in Rome now.*

I wish you would come with us tomorrow.

1. I wish he _____ here now. (to be)
2. I wish that you _____ here yesterday. (to be)
3. We wish you _____ tomorrow. (to come)
4. You will wish you _____ earlier. (to leave)
5. They wished he _____ with them the next day. (to come)
6. We wish you _____ yesterday. (to arrive)
7. I wish that he _____ us next year. (to visit)
8. She wishes that she _____ at home now. (to be)
9. You wish that he _____ you last week. (to help)
10. He will always wish he _____ rich. (to be)
11. The boy wished that he _____ the competition the next day. (to win)
12. She will wish she _____ the arrangements earlier. (to make)
13. I wish the weather _____ warmer now. (to be)
14. We always wished we _____ fluent in other languages. (to be)
15. They wish he _____ them next week. (to telephone)

VIII. For each of the following sentences, rewrite the subordinate clause, using the form in which the word *if* is omitted:

Model: 1. *If I were in your position, I would pay close attention.*

Were I in your position, I would pay close attention.

2. *If it had been raining, we would have used our umbrellas.*

Had it been raining, we would have used our umbrellas.

1. If he were here, he would lend us his car. 2. If I had remembered their address, I would have sent them a card. 3. If we were not waiting for a telephone call, we would go downtown. 4. If they had recognized her, they would have spoken to her. 5. If I had been intending to go shopping, I would have let you know. 6. If you had seen the movie, you would have liked it. 7. If it were not snowing, we would go out. 8. If he had been shoveling the walk, we would have seen him.

IX. Complete the following sentences, using the indicated verbs in the Simple conjugation with would:

Model: 1. We _____ if we were ready. (to come)

We would come if we were ready.

2. _____ you _____ more if you had time? (to travel)

Would you travel more if you had time?

1. If we were hitchhiking, _____ you _____ to pick us up? (to stop) 2. If we waited for him, we _____ not _____ on time. (to be) 3. _____ he _____ us know if we made a mistake? (to let) 4. I _____ not _____ to have a party if you were not there. (to want) 5. If you knew more about her, you _____ your opinion. (to change) 6. _____ you _____ pizza if you did not like it? (to order) 7. _____ they not _____ to come if we asked them? (to agree) 8. We _____ not _____ a car unless we were insured. (to drive)

X. Complete the following sentences, using the indicated verbs in the Perfect conjugation with would:

Model: 1. *If it had rained, I _____ at home. (to stay)*

If it had rained, I would have stayed at home.

1. If he had arrived late, _____ we _____ without him? (to begin) 2. If they had felt thirsty, _____ they not _____ the

lemonade? (to drink) 3. If we had been here, we _____ not _____ the fireworks. (to miss) 4. If his office had called, _____ he not _____ to work? (to return) 5. She _____ not _____ early if she had not had a good reason. (to leave) 6. If they had searched more carefully, they _____ the watch sooner. (to find) 7. If you had visited Rome, _____ you _____ to the opera? (to go) 8. She _____ down if she had been tired. (to lie)

XI. The following statements contain false or improbable conditions. Paying attention to the adverbs indicating time, complete the following sentences:

Model: 1. If you came with us now, you _____ everything. (to see)

If you came with us now, you would see everything.

2. _____ he _____ us yesterday if we had slept in? (to wake)
Would he have woken us yesterday if we had slept in?

1. If he were here now he _____ not _____ to help us. (to hesitate) 2. I _____ the book last week if I had known you wanted it. (to finish) 3. _____ you _____ to him last night if you had seen him? (to speak) 4. If they were old enough, they _____ the contest next week. (to enter) 5. _____ she not _____ a vacation now if she had more time? (to take) 6. If he had sent a message, we _____ it two days ago. (to receive) 7. I _____ it if you came with me now. (to appreciate) 8. _____ she not _____ grateful if we offered to help her tomorrow? (to be) 9. _____ he _____ yesterday if he had entered the race? (to win) 10. _____ they not _____ more books last month if they had noticed the stock was low? (to order) 11. _____ she not _____ us now if she knew where we lived? (to visit) 12. _____ you _____ cucumbers yesterday if they had been on sale? (to buy)

XII. For each of the following sentences, complete the subordinate clause with the Simple Past Subjunctive of the verb shown in brackets:

Model: If he _____ in town, he would call us. (to be) – If he were in town, he would call us.

1. If he _____ rich, he would travel. (to be) 2. _____ I not anxious to meet him, I would stay at home. (to be) 3. He would have more free time if he _____ not _____ so hard. (to work) 4. If I _____ a car, I would visit Cape Breton. (to have) 5. We would take the bus if it _____ to snow. (to begin) 6. If you _____ him, you would surely recognize him. (to see) 7. I would not confide in him if I _____ not _____ him. (to trust) 8. If we _____ not _____ time, we would let you know. (to have) 9. If he _____ an expedition, I would certainly join it. (to organize) 10. I would not worry about it if I _____ you. (to be)

WRITING

- **Imagine the following situation: You have been arrested and imprisoned. No warrant has been produced. Your friend or lawyer comes to see you in prison. Tell him about your problem and ask him to take appropriate steps. Appoint another student as a judge who will do justice.**
- **Find a newspaper article that discusses a legal case. Write three paragraphs about the article. In the first paragraph, explain the facts of the case. In the second paragraph discuss how the judge decided the case. In the third paragraph discuss whether you think the judge made the right decision or the wrong decision and why you feel that way.**

MODULE 3

UNIT 5

Education in Great Britain

I. *TEXT*

Education in Britain

Education in Britain is compulsory for all children between the ages of 5-16. About 93 percent of all children are educated in state schools and the rest attend private schools.

In fact Great Britain doesn't have a written constitution, so there are no constitutional **provisions** for **education**. The system of education is determined by the National Education Acts. Schools in England are supported from public funds paid to the local education authorities. These local education authorities are responsible for organizing the schools in their areas. If we outline the basic features of public education in Britain, firstly we'll see that in spite of most educational purposes England and Wales are treated as one unit, though the system in Wales is a different from that of England. Scotland and Northern Ireland have their own education systems.

Then education in Britain **mirrors** the country's social system: it's class-divided and selected. The first division is between those who do and don't pay. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained schools, but there is also a considerable number of public schools. Most pupils go to schools which offer free education, although fee-paying independent schools also have an important role to play.

Another important feature of schooling in Britain is the variety of opportunities offered to schoolchildren. The English school **syllabus** is divided into **Arts/Humanities/** and **Sciences** which determine the division of the secondary school pupils into study groups: a science pupil will study Chemistry, Physics, Mathematics, Economics, Technical Drawing, Biology, Geography; an Art pupil will do English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like PE, Home Economics for girls, and Technical subjects for

girls, General Science. Computers play an important part in education. The system of options exists in all kinds of secondary schools.

The national Education Act in 1944 provided 3 stages of education: primary, secondary and further education. Everybody has a right to school place for a child from age 5 to 16, and a school of college place for him or her from 16 to 18. These places are provided free of charge. Everybody has a duty to make sure that the child goes to school until he or she is 16, that means that education is a compulsory from age 5 to 16 /11 years in whole/. There's no law which provides for education on the under fives. In England about 47% of three- and four-year-olds receive education in nursery schools or classes. In addition many children attend informal pre-school play groups organized by parents and voluntary bodies.

In 1944 The National **Curriculum** was introduced. It sets out in detail the subjects that children should study and the levels of achievement they should reach by the ages of 7, 11, 14 and 16, when they are tested. The tests are designed to be easier for teachers to manage than they were in the past. Most pupils will also be entered for GCSEs /General Certificate of the Secondary Education/ or other public examinations, including vocational qualifications if they are 16. Until that year headmasters and headmistresses of schools were given a great deal of freedom in deciding what subjects to teach and how to do it in their schools so that there was really no central control at all over individual schools.

The National Curriculum does not apply in Scotland, where each school decides what subject it will teach. The child is taught the subjects he or she must study under the National Curriculum. These are English, Math, Science /the core subjects/, Technology, a foreign language in secondary school, as it was mentioned, PE, History, Geography, Art, Music/ foundation subjects/. The last four ones are not compulsory after the age of 14. But the child must be given religious education unless the parents decide otherwise. Each subject has a set programme of study and **attaining** levels for each subject covering the years from 5 to 16. There're 10 levels.

The full requirements of the National Curriculum are being introduced gradually. All the pupils will be following it in full by September 1997. The National Curriculum itself was introduced in 1989 (until that time the schools had a curriculum supervised by the local

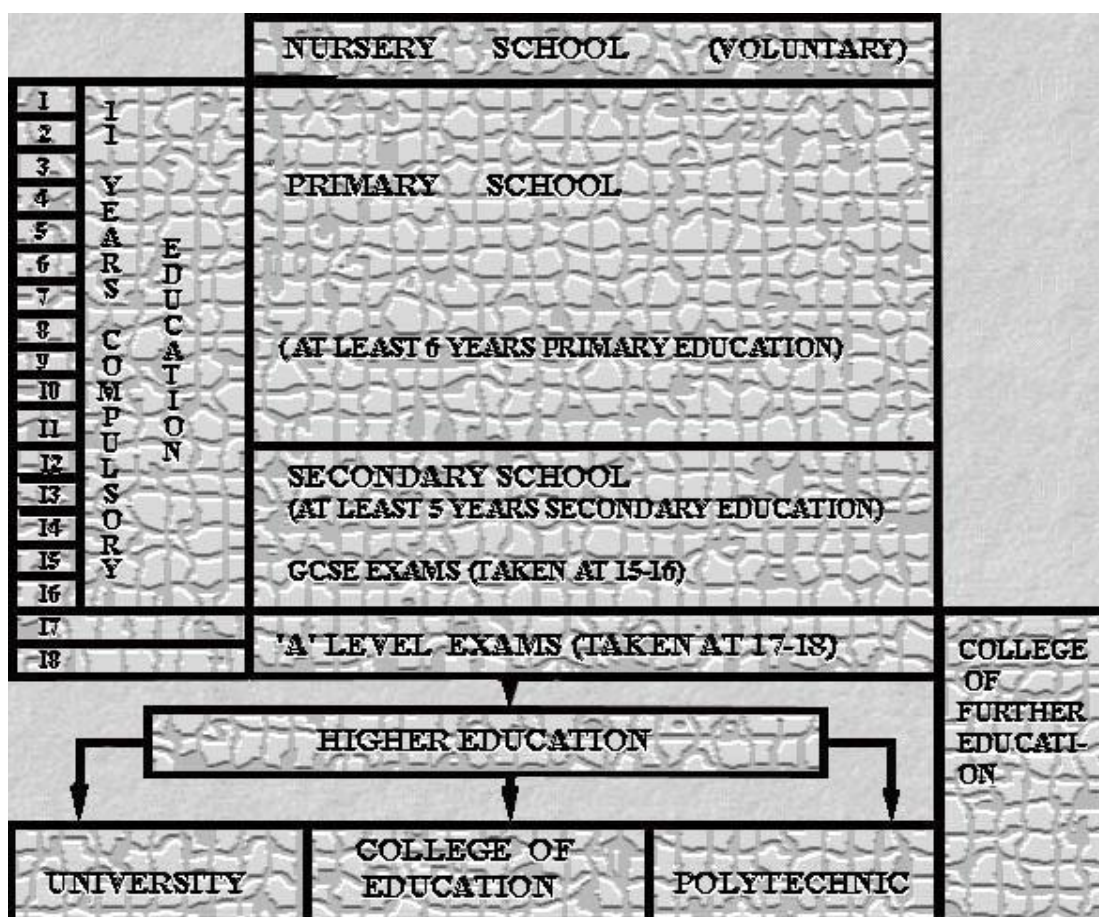
LEA). According to The National Curriculum schools are allowed to introduce a fast **stream** for bright children.

Actually after young people reach 16 they have 4 main 'roads' of their next life: they can leave the school, stay at school, move to a college as a **full time student**, combine **part-time study** with a job, perhaps through the Youth Training programme. School-leavers without jobs get no money from the government unless they join a **youth training scheme**, which provides a living allowance during two years of work experience. But a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher education or universities or colleges.

Schools in Britain provide **careers guidance**. A specially trained person called careers advisor, or careers officer helps school students to decide what job they want to do and how they can achieve that.

Now let us talk about the exams the young people in Britain take during their process of education. Since 1988, most sixteen-year-old have taken the GCSE in 5, 10 or even 15 subjects. Pupils going on to higher education or professional training usually take 'A' level examinations in two or three subjects. These require two more years of study after GSCE, either in the sixth form of a secondary school, or in a separate 6-form college. Others may choose vocational **subjects /catering, tourism, secretariat, building skills/**. **Subsidized** courses in these subjects are run at colleges of further education.

This chart will explain to you how state education is organized in England. In each town or district, the system is decided by the local education authority and so it can vary, but this is the usual system.



(From <http://schools.keldysh.ru/school1413/eng/>)

Vocabulary Notes

provision – *n* [count.] **1** [count. *usually singular*, uncount.] when you provide something that someone needs (забезпечення, постачання)

E.g. the provision of childcare facilities

2 provisions [*plural*] food supplies (запаси провізії)

E.g. We had enough provisions for a week.

3 [count.] a part of an agreement or law (положення)

E.g. the provisions of the treaty

education – *n* [*singular*, uncount.] the process of teaching and learning, usually at school, college, or university (освіта)

E.g. The government has promised to spend more on education.

further education – *n* [uncount.] *British English* education for adults after leaving school that is not at a university (подальша освіта)

higher education – *n* [uncount.] education at a college or university rather than a school (вища освіта)

to mirror – *v* [trans.] to be very similar to something or to show clearly what it is like (віддзеркалювати)

E.g. The excitement of the 1960s is mirrored in its music.

syllabus – *n* [count.] a plan of what students should learn in a particular subject (план, програма)

the Arts – *n* **1** [*plural*] art, music, theatre, film, literature etc all considered together (мистецтво)

E.g. Government funding for the arts has been reduced.

2 arts also the arts / humanities [*plural*] subjects you can study that are not scientific, for example history, languages etc (гуманітарні предмети)

science – *n* **1** [count.] knowledge about the physical world based on testing and proving facts, or work that results in this knowledge (природничі науки)

E.g. the teaching of science in schools; the physical sciences (=subjects such as physics and chemistry)

2 [count.] the study of a particular type of human behaviour (наука)

E.g. political science

PE – *n* [uncount.] physical education sport and physical activity taught as a school subject (фізичне виховання)

curriculum – *n* [count.] *plural curricula* or *curriculum*s the subjects that students learn at a school, college etc (навчальний план)

GCSE – *n* [count.] ***General Certificate of Secondary Education*** an examination that is taken by students aged 15 or 16 in Britain

programme – *n* [count.] *British English*; **program** *American English*

1 a series of planned actions that are intended to develop or improve something (програма, план)

E.g. training/investment/building etc programme

2 a show on television or radio (програма телебачення)

E.g. What's your favourite TV programme?

programme on/about

E.g. I watched a programme on killer whales.

3 a series of activities or events for people to enjoy or take part in (розважальна програма)

E.g. Tomorrow's programme includes drama, music, and dance.

programme of

E.g. a programme of exhibitions

4 a small book or piece of paper that you get at a concert, play etc which tells you about the performance (програма, афіша)

E.g. a theatre programme

5 *American English* a course of study (програма навчання)

E.g. Stanford's MBA program

to attain – *v* [trans.] to achieve something after trying for a long time (досягати, добиватись)

E.g. More women are now attaining high positions in business.

stream – *n* [count.] **1** a very small river (потік, струмок)

E.g. a mountain stream

2 a long series of people, vehicles, ideas etc coming continuously or one after another (потік, черга)

stream of

E.g. a stream of traffic; the stream of refugees crossing the border
endless/constant/steady etc stream

E.g. an endless stream of questions

3 a flow of liquid, gas, smoke etc (струмінь, потік)

E.g. A stream of cold air rushed in.

full time – *adj, adv* for all the hours of the week during which it is usual for people to work, study etc (повний робочий день)

E.g. Both her parents work full-time.

part-time – for only a part of the normal working day or week (неповний робочий день)

E.g. I work part-time.

scheme – *n* [count.] **1** *British English* an official plan that is intended to help people or to achieve something [= **program** *American English*] (план, схема)

scheme for

E.g. a government training scheme for young people; schemes to encourage people to recycle waste

Synonyms

plot/conspiracy – a secret plan to do something bad or illegal, especially one that involves a lot of people: a plot to assassinate the President

strategy – a careful plan aimed at achieving something difficult: the government's economic strategy

schedule – a plan of what someone has to do, showing when they have to do it: The President's schedule looks pretty busy.

timetable – a plan that shows the exact times when something should happen: the school timetable (=when lessons are planned to start and end)

2 an idea or plan that someone has, especially a slightly dishonest or stupid one (таємний задум)

E.g. a crazy scheme for making money

guidance – *n* [uncount.] helpful advice (керівництво, управління)

E.g. Your teacher can give you guidance on your career choice.

subject – *n* [count.] **1** something that you are talking or writing about (тема, предмет)

subject of

E.g. I don't want to talk about the subject of death.

on/about a subject

E.g. She's written several books on this subject

2 something that you study at a school or university (дисципліна, предмет)

E.g. "What's your favourite subject?" "Science."

catering – *n* [uncount.] the job of providing and serving food and drinks at parties, meetings etc (громадське харчування)

E.g. the catering industry

to subsidize also **subsidise** *British English* – *v* [trans.] to pay part of the cost of something (субсидувати)

E.g. Farming is heavily subsidized by the government.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. обов'язкова освіта;
2. відвідувати приватну школу;
3. різноманітність можливостей;
4. місцеві органи управління освітою;
5. намітити основні риси;
6. викласти в деталях;
7. професійні якості
8. основні предмети;
9. тримати під контролем, наглядати;

10. субсидовані курси.

II. Fill in the words from the list. Translate the sentences into Ukrainian:

education, guidance, subject, subsidizes, full-time, scheme, programme, curriculum, provisions, mirrored

1. He introduced a _____ to improve living conditions in the region the rope around over his head.
2. Stop trying to change the _____.
3. We need more _____ on how to handle these unusual cases.
4. The company has a new _____ for insurance coverage.
5. The company _____ health insurance for its employees.
6. Taking care of children is her _____ job.
7. The college has a liberal arts _____.
8. The building was _____ in the lake.
9. You should make _____ for emergencies.
10. She received her _____ at private schools.

III. Fill in the correct prepositions. Use the whole phrases in the sentences:

- 1) to be compulsory _____ somebody;
- 2) to be determined _____ something/somebody;
- 3) _____ spite _____;
- 4) _____ addition;
- 5) according _____.

IV. a) choose the right word to form a collocation and use the whole phrase in the sentences:

goals, education, year, school

- 1) private _____; 2) school _____; 3) learning _____; 4) formal _____.

b) Fill in the blanks with the right word given below:

background, basic, goal, graduates, illiteracy, system

1. You need an educational _____ in mathematics if you want to be an engineer.
2. Something should be done to reform the educational _____ of the developing countries.
3. University _____ find difficulties to find a job nowadays.

4. One educational _____ for developing countries would be at least a _____ education for every citizen.
5. Putting an end to adult _____ is another priority for developing countries.

V. Complete the following sentences:

1. The subject which covers drawing, painting, and sculpture is called _____.
2. The subject which includes equations, fractions, addition and subtraction is _____.
3. The study of land forms and population growths are included in _____.
4. The study of the periodic table, gasses, liquids, acids and alkalis is called _____.
5. The study of motion, mechanics and energy is part of _____.
6. The study of composers, concerto's quavers and blue notes is all included in _____.
7. The subject of what has happened to the cultures and countries of the world is _____.
8. Money, banking, the country's growth patterns and taxation are all studies in _____.
9. The natural world and the study of life and plant forms is called _____.
10. Running, playing tennis and other sports are part of _____.

VI. Fill in the blanks. Use the words given below. Translate the text into Ukrainian:

terms, examination, history, free, higher, level, admission, system, subjects, abilities, tradition,

State Education

Nine tenths of all children in Britain are educated in state schools. All books and equipment are provided _____ (1). Uniform is worn in many schools but this is now quite flexible. Students never repeat a year in British _____ (2), but they may be sent to a *vocation school* or *section*.

Primary school. Schoolchildren attend a primary school for 6 years (from 5 to 11 years). They study general _____ (3) and special help is given to children with handicaps and learning difficulties. The

division between primary and secondary education is at the age of 11 when almost all children in the state system change schools.

Secondary school. When students transfer to Secondary school at the age of 11, they don't take any _____ (4), but their reports are sent on from Primary school.

Most children /over 80 %/ go to a *comprehensive school*. «Comprehensive» means all-inclusive. They admit pupils of all _____ (5). But there are also *grammar schools* and *secondary modern schools*. The pupils have to pass an exam to go there; so _____ (6) depends on the result of the selective exams and the pupils' abilities. All types of secondary school have the five year courses for pupils from 11 years up to the school leaving age.

Pupils in all State schools in England and Wales study 10 main subjects: English, Mathematics, and Science. Foundation subjects: History, Geography, A Modern language, Art, Music, Information Technology, Physical education, Religious education is also taught.

Attainment tests are given at the ages of 7, 11, 14, and 16. At the end of a 5-year course, at the age of 16, students sit the General Certificate of Secondary Education exams in as many subjects as possible. Weak students may only sit for free or four subjects. Better students take ten subjects.

At the age of 16 about two third of these pupils leave school and get jobs or apprenticeships. About one-third of pupils stay at school until the age of 18 preparing themselves for _____ (7) education.

The 6th form. More ambitious pupils continue to study in the 6th form. They stay on at school for one or two years to prepare themselves for university. They have only three or four main subjects which are necessary to pass the advanced _____ (8) exams at the age of 18. In addition to the foundation subjects the 6th formers are offered many other courses at Advanced Level such as Classical Civilization, Further Mathematics, Information Technology, History of Art, Social Biology and many others.

The school year is divided into three _____ (9) with the intervals between them during the Christmas and Easter holidays lasting about two weeks each and the summer holiday which begins rather late and is usually six weeks long. All kinds of out-of-class activities are part of school life in Britain. Students have a lot of opportunities for playing sports, attending different clubs and singing in choir. Most schools have very good libraries which students use for reference work.

Private Education.

Seven per cent of British Schoolchildren go to private schools. There are three levels of private schools: *primary schools* (age four to eight), *preparatory schools* (age eight to thirteen). At the age of 13 children take an examination. If they pass it, they go to *public school*, where they usually remain until they are 18. Many preparatory and most public schools are *boarding schools*; the children live at school during the school terms. But though these schools are called public, they are, in fact, private and it can be very expensive to send a child to such a school.

The most famous public schools have a long _____ (10) and _____ (11). It is often necessary to put a child's name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools. It is situated in Eton, a town about 20 miles west of London, on the River Thames. The school was founded in 1440 by King Henry 4, and some of the original buildings are still standing. Many famous figures from British public life were educated at Eton. Immediately opposite Eton (across the Thames) there is Windsor – a town which is closely associated with Eton. Windsor Castle, the largest castle in England and a favourite home of the Royal family, dominates the skyline the town. Traditionally, public schools were always *single-sex schools* but now many of them are becoming *co-educational*, both boys and girls attend the school. Eton, however, still remains a public school for boys only.

VII. Consult an encyclopedia and answer the following questions:

1. At what age do children start school in England?
2. What grades or year groups do they have in England?
3. On what days do children in England attend school?
4. What does a school look like in England?
5. What tests do the children do in a school in England?
6. What different types of schools do they have in England?
7. How many school days do British children attend school?
8. What are the school terms and holidays in England?
9. When are school vacations? How long do they last?
10. What is life like in a Secondary School?
11. What subjects are taught in a Secondary School?

12. What subjects do they learn in a Primary School?
13. Who attends co-educational and single-sex schools?
14. What does comprehensive school mean?
15. What subjects do they learn in a Boarding School?
16. What is the difference between private and state schools in Great Britain?
17. When you live in Britain, you must go to school when you are... ?
18. What is the name of the schools for young children?
19. Who runs all schools in Great Britain?
20. How much do you pay when you go to a state school?

VIII. Translate into English:

Система освіти у Великій Британії



Британська система освіти розвивалась на протязі багатьох століть і є досить вимогливою щодо якості навчання. Для кожного громадянина у віці від 5 до 16 років освіта є обов'язковою. Цікаво, що кваліфікації, отримані в Сполученому

Королівстві визнаються в усьому світі.

Перша дошкільна установа, куди можна влаштувати дитину в Англії, по функціях є дитячим садком. Вони можуть бути державними, приватними або ж знаходиться при школі. Система середньої освіти у Великій Британії включає початкову школу, середні та старші класи. Більшість дітей починають ходити в школу в 5 років. Початкова освіта триває 6 років. У початковій школі діти вчать малювати кольоровими олівцями й фарбами, ліплять із пластиліну й працюють із папером і клеєм, пізніше вони починають вивчати алфавіт, вчать писати, читати й рахувати.

У Великобританії існує 2 системи державних шкіл. Основна відмінність – це те, в якому графстві знаходяться навчальні заклади. **Система А:** початкова школа (від 5 до 11 років), середня школа (від 11 до 16-18 років). **Система Б:** І школа (від 5 до 8

років), середня школа I ст. від 8 до 13 років і II ст. від 13 до 16-18 років.

У віці 11 років діти переходять до середньої школи, де вони навчаються впродовж 5 років. Середні школи готують учнів до іспитів, після закінчення середньої школи учні отримують загальне свідоцтво про середню освіту. На цьому етапі закінчується обов'язкова освіта і учні мають можливість працевлаштування.

Середні школи діляться на граматичні, сучасні середні та загальні. Понад 90 % школярів навчаються в загальних школах. У Великобританії існує система безкоштовної освіти, яку може отримати будь-яка дитина, незалежно від національності, расової приналежності, соціального статусу батьків. А разом з безкоштовними муніципальними школами існують і приватні, платні учбові заклади.

Лише 6 % великобританців обирають незалежні школи для своїх дітей. Навчання в цих школах платне, але вважається, що вони дають кращу освіту і хороші можливості для роботи. Найстаріші громадські школи – це Ітон (заснований в 1440 р.), Харроу (1571 р.) і Рагбі (1567 р.).

У Великобританії існує більше 100 університетів, включаючи 30 політехнічних вузів, 16 шотландських центральних інститутів і близько 50 коледжів і інститутів, що дають вищу освіту. Найстаріші університети в Англії – це Кембридж й Оксфорд, засновані в кінці 12 століття.

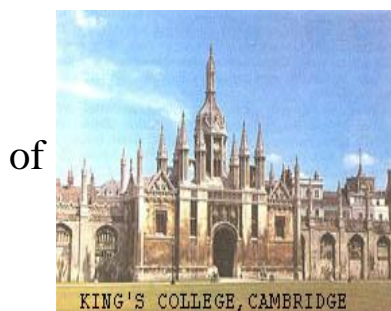
Кваліфікації у вищих учбових закладах діляться на три етапи. Перший етап – це поглиблене вивчення одного або більш предметів на протязі від 3-4 років; другий – продовженням першого з більш поглибленим вивченням певного предмету або його частини. Навчання триває 9-12 місяців, і після його закінчення студенти отримують сертифікати або дипломи. Третій ступінь – це навчання в аспірантурі.

IX. Prepare a report on the following topics:

- **“Education in Great Britain: pros and cons”**
- **“What subjects should be taught in schools”.**

II. TOPIC

Higher Education



of

After finishing secondary school or college you can apply to a university, polytechnic, college education or you can continue to study in a college of further education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, and Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.



English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and students' life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take Master's Degree and then a Doctor's Degree. It goes without saying it that research is an important feature of university work.

Two intellectual eyes of Britain – Oxford and Cambridge Universities – date from the 12 and 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and Cambridge, most of their students are former public leavers.

The normal length of the degree course is 3 years, after which the students take the Degree of Bachelor of Arts or B.A. Some courses, such as languages and medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxbridge clings to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxbridge universities consist of a number of colleges. Each college is different, but in many ways they are alike, each has its name, its coat of arms, each is governed by a Master and offers teaching in a wide range of subjects. The largest ones have more than 400 members, the smallest ones-less than 30. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows, the Master and teaching purposes.

Oxford is one of the oldest universities in Europe- the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earlier charter is dated to 1213.

There are now 24 colleges for men, five for women and another five both for men and women. Among the oldest colleges are University College (founded in 1249), All Souls(1438), Christ Church(1525).

Cambridge University started during the 13th century and was grown until today. Now there are more than 30 colleges. They line the right bank of the Cam. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse (1284) and the most recent is Robinson College (1977), the most famous is King's College.

The University was only for men until 1871, when the first women's college was opened. That was the first time in Britain woman could get good education officially. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

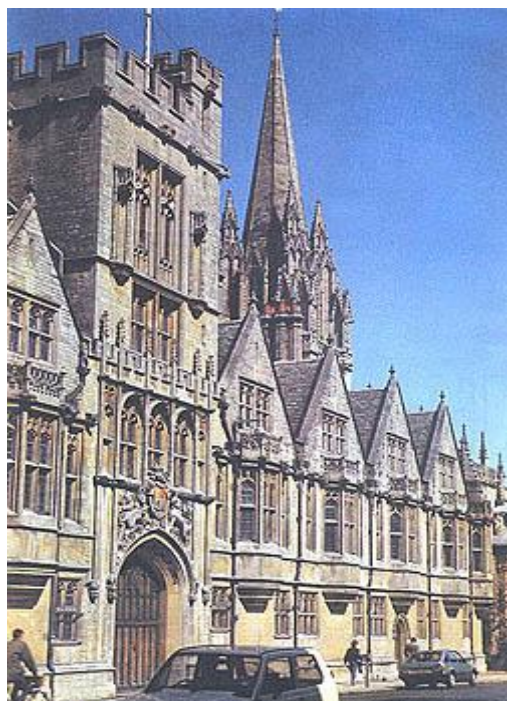
Many great men studied at Cambridge, among them Desiderius Erasmus (1469-1536), the great Dutch scholar, Roger Bacon(1214-1292), the philosopher, Milton, the poet Oliver Cromwell (1599-1658), the soldier, Newton, the scientist, and Kapitsa, the famous Russian physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge, the most popular ones are rowing and punting.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The



Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

TOPICAL VOCABULARY

Students – people who go to university *British English*/go to a university *American English* to study a subject; they study **an arts subject** *British English*/**liberal arts subject** *American English* (=English, History etc) or a **science subject**. During their 3 or 4-year **course**, students **go to/attend lectures/classes** *American English*/**tutorials** *British English* and **seminars**. They are taught by **professors** and **lecturers**. They are asked to do regular **essays** or **assignments**. At the end of their course, they **sit** *British English*/**take examinations** called **finals**. If they pass, they get a **degree** (=document showing that they have graduated).

qualification – the official proof that you have successfully completed a course or that you have the necessary skills: What academic qualifications do you have? Do you have a degree?

educational/academic qualification – one relating to your school or university work and the examinations you passed

vocational qualification – one relating to skills you have been taught that will be useful in a job

professional qualification – one relating to the examinations you have passed in a particular type of professional work

certificate – an official document showing that you have passed an examination

diploma – what you get when you successfully complete a course of study or training: a degree in Modern Languages

education – the process of teaching or learning in a school or college, or the knowledge that you get from this.

educational systems – systems established to provide education and training, often for children and the young: The educational system in most underdeveloped countries needs to be reformed.

educational goals – each country identifies the educational goals to be achieved by its educational system

educational background – past experience in education: To become an engineer in Electronics you need to have a scientific educational background.

University graduate – a person who holds a university or college degree: University graduates find difficulties getting jobs these days.

University degree – an academic title given by a college or university to a student who has completed a course of study: Bachelor of Arts degree

learning strategies/study skills – techniques used to proceed in learning

learning goals – the target behaviour a learner attains through his learning experience

formal education – results from a program of instruction in an educational institution leading to a qualification/certification

informal education – occurs in daily work, leisure or family

non-formal education – results from a programme but it is not usually evaluated and doesn't lead to certification

basic education – refers to the whole range of educational activities taking place in various settings (formal, non-formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs.

primary/elementary education – consists of the first years of formal, structured education and in general consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries

secondary education – in most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

higher education – also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

to cheat – to act in a dishonest way to get what you want: The student cheated by writing the answers on his hand and looking at them during the test.

coursework – the work done by students that contributes towards their overall grade, but which is assessed separately from their final exams. Coursework can, for example, take the form of experimental work, or may involve research. It can comprise of dissertations, reports or essays: 'I get nervous when I take a test. I prefer to do coursework because I have a long time to do it and I can do it at my own pace.'

to enroll – to join a course: To enroll on this course you need to be here on 7th January to do the paperwork.

to fail – means that you did not pass your test and you did not get the necessary grade/score: 40% of students failed the test and the other 60% passed.

to retake – to take an exam you failed; did not pass the first time around: Don't worry you will be able to retake this exam if you don't pass.

semester/term – the periods of the school year: The school year is usually divided into three terms / semesters: Spring, Autumn and Winter. At this school each semester is 12 weeks long.

EXERCISES

1. Complete sentences, choose the correct alternative in each pair:

1. You would have to get a university *graduate/degree*.
2. How would you *educate/train* to be a teacher?
3. Education usually starts informally *in/inside* the family.
4. Formal education usually *takes/occupies* place in schools, colleges and universities.
5. I think going to a *mixed/co-mixed* school is important.
6. After graduating from high school, students may *visit/attend* a university or college.
7. Colleges and universities give bachelor *graduates/degrees*.
8. The child learns *up/from* his parents and elders.
9. When the child grows up, he starts *formal/primary* education.
10. Students study subjects at an advanced *space/level*.

11. Many students go on to *higher/further* education at university when they finish school.
12. A lot of people return to education when they are adults. These *advanced/mature* students are often more motivated than their younger counterparts.
13. Numeracy (the ability to do calculations and understand simple mathematics), and *literary/literacy* (the ability to read and write), are basic skills that we learn from an early age.
14. In Britain, education is *compulsory/obligatory* between the ages of 5 and 16: children between these ages must go to school.
15. An increasing number of young people are leaving school without any formal *qualities/qualifications*.
16. What *subjects/lessons* are you studying at university?
17. Governments should provide university students with a *fee/grant* to help them pay for their education.
18. Before you join a course at a college or university, you first need to *engage/enroll*.
19. I decided to *remake/resit* my exam in order to get a higher score.
20. I believe that the main aim of education should be to help us learn new *tasks/skills*.
21. She hasn't finished her university course yet: she's still an *undergraduate/postgraduate*.
22. I had to go to work during the day, but was able to go to *night/evening* school after work.
23. When I was at school, the *lecturers/teachers* who inspired me the most were those who took a genuine interest in the children's progress.
24. As far as I am concerned, we need to make the most of every *opportunity/possibility* to learn.
25. The more knowledge you are able to *acquire/achieve* the better are your chances of success in life.

2. Paraphrase the following sentences, use the prompts given below:

1. Chris told us to hand in our term paper next Monday.
 - a. *to write our paper by hand*
 - b. *to submit*
 - c. *to correct*
 - d. *to proof-read*

2. Professor Wilson is a wonderful teacher but there are too many assignments in his course.
- His marks are always low.*
 - There are too many books to read.*
 - He often gives homework.*
 - There are too many students in his course.*
3. Since I wanted to buy the new course catalog, I had to put in an order through the store manager.
- The store-manager didn't want to buy it.*
 - The course catalog was out of print.*
 - I had to ask for it to be bought for me.*
 - The computer was out of order.*
4. Did you know it's down to three of us for the job in the library?
- The three of us will be working in the library.*
 - There are only three applicants left.*
 - The library only hires three students.*
 - At least three students will be retained.*
5. I'll really have to hit the books this weekend.
- I have to tidy my room.*
 - There is a book fair this weekend.*
 - My books need a cover.*
 - I have to study.*
6. To major in astrophysics you need an extra math course.
- To get higher grades in astrophysics*
 - To specialize in astrophysics*
 - To finish your astrophysics paper*
 - To better understand the astrophysics course*
7. Did you know Mark was a sophomore?
- Mark is a second-year student.*
 - Mark majors in philosophy.*
 - Mark has a special grant.*
 - Mark's parents are both university professors.*
8. I haven't completed all the prerequisites for this course.
- I still have to fill in some papers.*
 - I have to finish some assignments.*
 - I haven't done enough research.*
 - I have to do some other courses first.*
9. This year I will need to find off-campus housing.
- I will live on the campus.*

- b. I will buy a house next to the campus.*
 - c. I will live outside the campus.*
 - d. The campus will provide a house for me.*
10. Alice, if I were you, I'd skip the meeting.
- a. Alice should prepare for the meeting.*
 - b. Alice should put the meeting on her agenda.*
 - c. The meeting is going to be cancelled.*
 - d. Alice shouldn't bother to go to the meeting.*

3. Fill in the blanks with prepositions or adverbs if necessary:

1. There is a demand _____ a better and more democratic system _____ education _____ Great Britain. 2. The students of all the groups are responsible _____ their dean. 3. The regulations differ _____ university _____ university _____ Great Britain. 4. All institutes are divided _____ various departments. 5. Women as well as men have equal rights _____ education nowadays.

4. Translate the text into Ukrainian:

Overseas Students in Higher Education.

The United Kingdom's higher education system has changed dramatically during the past decade. Government has decreed that the life and work of universities and colleges should become increasingly accountable to public scrutiny. The system must demonstrate that public funds are used responsibly and effectively to promote high quality teaching and research. Increasingly funding for both research and teaching is being linked to the quality of provision. Institutions are being encouraged to rely less exclusively upon funding sourced from taxation and to seek other means of raising their income by becoming more entrepreneurial within the wider educational marketplace.

One of the distinctive ways in which institutions are aiming to expand their activities and increase their income is by developing significantly the courses that they offer for overseas students. There have been dramatic increases in the numbers of undergraduate and postgraduate overseas students within the system.

The expansion in overseas students' numbers has been noteworthy during the past decade. In 1973 there were 35,000 Students in Higher Education in the UK. This was followed by a decline in the early 1980s,

and by dramatic growth in the early 1990s so that by 1992 numbers had risen to 95,000. This increase can be accounted for by a decline in the real cost of courses for overseas students, steady per capita growth in the principal consuming countries, and the expansion of the student base in UK institutions. Currently one third of overseas students are postgraduates, and Students in Higher Education are concentrated in three main academic areas: Engineering, Technology, Social Science, and Business and Finance. Within the global context (setting aside the USA's dominant 70 per cent share) the UK is a major player in the provision of courses for overseas students and has 17 per cent of the total overseas student population, with one third from the European Union.

Overseas students are having a significant impact upon the economies of UK higher education institutions. The value of fees of fully funded overseas students was 310 million in 1992-1993. These sums were twice the value of UK exports of coal, gas and electricity in the same year. There are also, of course, non-economic benefits arising from overseas student provision such as the promotion of the English language and culture and fostering understanding between races.

According to a wide ranging recent survey, the main reasons why overseas students decide to study in the UK rather than anywhere else are: that the English Language is spoken in the UK, qualifications are recognized by the home government and companies, the standard and quality of education in the UK, the international reputation of UK education, the content of the course, the presence of well known universities and that students are already used to the English system of education.

Given the importance that overseas students attach to the quality of UK institutions and the courses they offer, it is essential that quality is maintained. It is evident that higher education institutions must pay particular attention to the quality of the teaching and learning which they offer for overseas students. Many institutions now provide formal training in teaching methods and linked higher education teaching qualifications for their staff, and have established staff and educational development units to offer appropriate advice and support. There is an ever growing body of literature which brings together the pertinent research and expertise on teaching and learning in higher education.

In education there is no easy distinction between an entity known as 'theory' and another referred to as 'practice'. Theory should have

some bearing upon the 'real world' of practice and our actual practices are always informed by either covert or overt theoretical assumptions. As we all know, there is nothing so practical as a good theory.

(By David McNamara and Robert Harris)

5. Translate into English:

Вища освіта у Великобританії

Формування системи вищої освіти

Кілька століть усю вищу освіту країни репрезентували засновані у XII-XIII ст. університети в Оксфорді та Кембриджі, створені для навчання еліти. І лише у XX ст. статус університетів отримали коледжі, які готували молодь до складання випускних екзаменів у Лондонському університеті. Вища освіта країни була елітарною та охоплювала дуже малий відсоток молоді. Однак після Другої світової війни кількість університетів подвоїлася.

Майже століття система вищої освіти у Великобританії мала бінарну структуру. Проте з наданням у 1992 р. технічним інститутам статусу університетів ці дві ланки вищої освіти об'єдналися, тому для Британських університетів характерний високий рівень автономії. Загальне керівництво вищою освітою здійснює Міністерство освіти й науки, яке реалізує цю політику через Ради університетських фондів Англії, Шотландії та Уельсу.

Сучасні принципи побудови вищої освіти. Заклади освіти.

Усі університети Великобританії мають високий рівень автономії у визначенні курсів, програм і методів навчання. Три ради університетських фондів є посередниками між урядом та університетами Англії, Шотландії та Уельсу. До складу цих рад входять представники закладів вищої освіти з регіонів, шкіл і ліцеїв, роботодавці. Це дає змогу поєднати цілі держави та інтереси ВНЗ. Зараховані до університету студенти спочатку намагаються здобути першу ступеневу кваліфікацію – бакалавр, яку можна отримати на гуманітарних, природничих чи педагогічних спеціальностях за 2-3 роки, архітектурних, інженерних спеціальностях та менеджменту – за 3-4 роки, ветеринарії та медицині – за 5-6 років.

Отримавши кваліфікацію бакалавра, студент має право продовжити навчання для отримання магістерського ступеня. Для цього необхідно 2-3 роки викладання, навчання чи досліджень при достатньо глибокому вивченні однієї чи групи суміжних дисциплін. У країні немає єдиного зразка диплома про освіту. Тут захищеними є лише титули «бакалавр», «магістр», «доктор».

Британські університети – це великі науково-навчальні комплекси, що включають коледжі, магістерські та докторські школи, дослідні Інститути, наукові центри, обсерваторії та ін.

Доступ громадян до освіти

Середня освіта триває 13 років, два останніх з яких присвячуються поглибленому вивченню тих дисциплін, які учень планує обрати для студій до ВНЗ. Школи надають змогу обрати курси різного рівня складності, що призводить до нееквівалентних атестатів. Право вступу у ВНЗ без екзаменів надає атестат про загальну освіту підвищеного рівня (скорочено «A level»).

Британські університети, головним чином, гуманітарного спрямування. Технічні спеціальності студенти здобувають в університетських коледжах, на технічних факультетах університетів, а також у спеціальних інститутах, що не входять до складу університетів.

Для зарахування абітурієнти подають свої заяви у службу прийому в університети і коледжі (UCAS), вказуючи до п'яти бажаних закладів. Документи направляються у ВНЗ, які вирішують, чи вартує кандидат зарахування. Три університети (Oxford, Cambridge, Durham) проводять для абітурієнтів конкурсні вступні екзамени.

Академічний рік та екзамени

Навчання розпочинається 1 вересня і формально закінчується 30 серпня, але насправді навчальний рік коротший. Кожен ВНЗ автономний у плануванні навчального року за умови дотримання загальних критеріїв: закінчення занять у червні, кілька (3-5) тижнів перерви на релігійні свята.

Відтак, навчальний рік поділяється на три частини, але в останній більшість ВНЗ скорочує кількість навчальних годин для надання студентам часу на перегляд матеріалу і підготовку до підсумкових екзаменів. Частина університетів має проміжні

канікули (до 8 тижнів) як час для самостійного навчання студентів. Однак усе відчутнішою є тенденція до двосеместрового року з канікулами між семестрами.

6. Say if it is right:

1. Part-time and full-time studies are carried on only at Universities. 2. British higher education consists of degree and equivalent courses. 3. The number of higher education students has increased recently. 4. Every University is autonomous and responsible to its government body. 5. There is great difference between various Universities. 6. University degree is generally being taken for four years. 7. Lectures and practical classes are traditional for teaching at Oxford and Cambridge. 8. First degree courses are both full-time and part-time. 9. Universities offer courses in a broad range of academic and vocational subjects. 10. All students on first degree receive government grant. 11. Students can take out loans to help pay their maintenance costs.

7. Answer the following questions

1. What is the system of higher education in Great Britain? 2. What does higher education consist of? 3. What can you say about the increase of higher education students' number? 4. How many Universities are there in Great Britain at present? 5. Who is every university responsible to? 6. For how many years are university degree courses taken? 7. What does university teaching combine? 8. Where is a traditional feature of Cambridge and Oxford? 9. How many years do first degree courses last? 10. What courses does University offer? 11. Who does the government encourage? 12. Why does the government encourage young people? 13. What do students on first degree receive? 14. What do parents contribute? 15. What can students take out to help pay their maintenance costs?

8.) read and translate the following texts into Ukrainian; b) agree or disagree with the tips for students; c) make up your own list of students' rights and responsibilities:

1) *Students' rights and responsibilities*

Students are always back bone of a society. The progress of a society depends upon the performance of students in different kinds of education. So a good student is he who keeps in his mind that he has to

serve his nation by making himself a positive character of society. Student has many rights and facilities in their departments.

There are also some duties of a good student to perform them honestly. He should be respectful towards his parents as well as his teacher. He should always seek knowledge from teachers. He should complete his home work. He should be punctual. If a student is confused about any topic he should ask his teachers about that topic.

A student should help his class fellows in solving their educational problems. He should be sincere, hard-working and co-operative. He should wear neat and clean dress. He should also know his religious duties.

A good student should avoid keeping the company of bad boys. His character should be excellent. He should avoid from smoking and abusing. It is below than his standard to waste his time in trivial manners. A good student should use the books of library. So, that he may improve his knowledge according to its syllabus. But it does not mean that a student should become a book worm. He should also take part in games and extra-curricular activities. It is important duty of a student to seek knowledge with full zeal and zest. Hard work is key to success. Greatness is achieved through hard work. Nothing can be got without work. People who succeeded in the worldwide are all hard worker. They did their work regularly and with determination. He is a person who wants to get his aim awarding any type of work. So, student should do his work with honesty and hardworking.

If a student does his work honestly than he'll become a very successful person because hard work is a key to success.

2) Bill Gates' Advice to Students

Rule 1. Life is not fair; get used to it.

Rule 2. The world won't care about your self esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

Rule 3. You will NOT make \$40,000 a year right out of high school. You won't be a vice president with a car phone, until you earn both.

Rule 4. If you think your teacher is tough, wait till you get a boss. He doesn't have tenure.

Rule 5. Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping; they called it opportunity.

Rule 6. If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

Rule 7. Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parents' generation, try "debugging" the closet in your own room.

Rule 8. Your school may have done away with winners and losers, but life has not. In some schools they have abolished failing grades; they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

Rule 9. Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. Do that on your own time.

Rule 10. Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

Rule 11. Be nice to nerds. Chances are you'll end up working for one.

9. Learn the following quotes and proverbs. Use one of them in situation of your own:

1. Whatever is good to know is difficult to learn. ~*Greek Proverb*
2. Practice is the best of all instructors. ~*Publius Syrus*
3. Education is more than a luxury; it is a responsibility that society owes to itself. ~*Robin Cook*
4. Intelligence plus character--that is the goal of true education. ~*Martin Luther King, Jr.*
5. I am still learning. ~*Michelangelo*
6. What sculpture is to a block of marble, education is to the human soul. ~*Joseph Addison*
7. What we have learned from other becomes our own reflection. ~*Ralph Waldo Emerson*
8. Learning is like rowing upstream: not to advance is to drop back. ~*Chinese Saying*

10. Speak on the following:

- **How can the schooling system of Britain be characterized?**
- **Which are the most famous schools and universities in Britain?**
- **What should politicians do to form real intellectual potential in their country?**

III. GRAMMAR

Conditional sentences

There are three types of the if-clauses.

type	condition	
I	condition possible to fulfill	real
II	condition in theory possible to fulfill	unreal referring to the present
III	condition not possible to fulfill (too late)	unreal referring to the past

Form

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive)
II	Simple Past	would + infinitive *
III	Past Perfect	would + have + past participle *

Examples (if-clause at the beginning)

type	if clause	main clause
I	If I <i>study</i> ,	I <i>will pass</i> the exam.
II	If I <i>studied</i> ,	I <i>would pass</i> the exam.
III	If I <i>had studied</i> ,	I <i>would have passed</i> the exam.

Examples (if-clause at the end)

type	main clause	if-clause
I	I <i>will pass</i> the exam	if I <i>study</i> .
II	I <i>would pass</i> the exam	if I <i>studied</i> .
III	I <i>would have passed</i> the exam	if I <i>had studied</i> .

Examples (affirmative and negative sentences)

type	examples	
	long forms	short/contracted forms
I	+ If I <i>study</i> , I <i>will pass</i> the exam.	If I <i>study</i> , I'll <i>pass</i> the exam.
	- If I <i>study</i> , I <i>will not fail</i> the exam. If I <i>do not study</i> , I <i>will fail</i> the exam.	If I <i>study</i> , I <i>won't fail</i> the exam. If I <i>don't study</i> , I'll <i>fail</i> the exam.
II	+ If I <i>studied</i> , I <i>would pass</i> the exam.	If I <i>studied</i> , I'd <i>pass</i> the exam.
	- If I <i>studied</i> , I <i>would not fail</i> the	If I <i>studied</i> , I <i>wouldn't fail</i> the

		exam. If I <i>did not study</i> , I <i>would fail</i> the exam.	exam. If I <i>didn't study</i> , I'd <i>fail</i> the exam.
III	+	If I <i>had studied</i> , I <i>would have passed</i> the exam.	If I'd <i>studied</i> , I'd <i>have passed</i> the exam.
	-	If I <i>had studied</i> , I <i>would not have failed</i> the exam. If I had not studied, I would have failed the exam.	If I'd <i>studied</i> , I <i>wouldn't have failed</i> the exam. If I hadn't studied, I'd have failed the exam.

* We can substitute could or might for would (should, may or must are sometimes possible, too).

I <i>would</i> pass the exam.
I <i>could</i> pass the exam.
I <i>might</i> pass the exam.
I <i>may</i> pass the exam.
I <i>should</i> pass the exam.
I <i>must</i> pass the exam.

2) Mixed Conditionals

Unreal conditionals (type II + III) sometimes can be mixed, that is, the time of the subordinate *if clause* is different from the one of the main clause.

Past > Present
If I <i>had taken</i> an aspirin, I <i>wouldn't have</i> a headache now.

Past > Future
If I <i>had known</i> that you are going to come by tomorrow, I <i>would be</i> in then.

Present > Past
If she <i>had</i> enough money, she <i>could have done</i> this trip to Hawaii.

Present > Future
If I <i>were</i> you, I <i>would be spending</i> my vacation in Seattle.

Future > Past
If I <i>weren't flying</i> to Detroit, I <i>would have planned</i> a trip to Vancouver.

Future > Present
If I <i>were taking</i> this exam next week, I <i>would be</i> high-strung.

3) Replacing “if”

“If” can be replaced by words or expressions with a similar meaning.

The most common are:

as long as

assuming (that)

on condition (that)

on the assumption (that)

provided (that)

supposing (that)

unless

with the condition (that)

Omitting “If”

Had I known ...

Were you my daughter,

Should you need my advice, ...

4) “If” vs. “when”

“If” and “when” are interchangeable when

a) the statement of the conditional clause is a fact or a general issue (also known as zero conditional): If you heat ice, it melts. – When you heat ice, it melts.

b) if is used for something that, according to the speaker, might happen: We can spend the afternoon on the beach if the weather is fine.

c) when is used for something that, according to the speaker, will happen: I will clean up the kitchen right away when I'm back from work.

5) “in case” vs. “if”

a) “in case” can be used to shorten an if-clause as shown below: If there is a fire, leave the room. – In case of fire, leave the room.

b) While “if” expresses a condition (1), “in case” is used to express a possibility: (1) I need painkillers if I'm in severe pain. (2) I need painkillers in case I'm in severe pain.

c) The expression just in case is used pretty much the same way: I got you a pizza just in case you were hungry. (I don't know whether you are hungry.)

Conditional Mood is used

– to express an action with implied condition: e.g. I should like to speak to him. It would be very interesting;

– to express an action with implied condition, expressed by an adverbial modifier introduced by **but for, except for**: e.g. **But for you**, I shouldn't stay. **Except for the weather**, the picnic would be a success.

– in the principal clauses of a complex sentence with an adverbial clause of concession introduced by **even if, even though**: e.g. **Even if** I came there tomorrow I shouldn't speak to him. **Even though** I had come yesterday I shouldn't have spoken to him.

Exercises

I. Complete the following sentences:

1. My uncle would stay longer in York, if he _____.
2. If you wait a minute, I _____.
3. I would go to the party, if you _____.
4. You would have slept much better, if you _____.
5. If he studied the new words, he _____.

II. Put in the correct verb forms:

- 1) If Sarah _____ (not/to eat) so much junk food, she could have been in the school hockey team.
- 2) John's mother _____ (to have) more time for him if he does the washing up.
- 3) If Steven had taken his camera, he _____ (to take) nice pictures.
- 4) If you listened carefully, you _____ (to know) about it.
- 5) He can write good stories if he _____ (to feel) like it.

III. Translate into English:

1. Якби не було так пізно, ми б продовжили роботу.
2. Якби дощ припинився, ми продовжили б прогулянку.
3. Якби я знала, що ви хочете прийти, то б запросила вас.
4. Якби ти допомогла йому тоді, то він би зараз вчився на другому курсі.
5. Ви б знали матеріал краще, якщо б готувалися до занять ретельніше.
6. Якби мені довелося відповідати на це запитання, я б сказала щось інше.
7. Якби вона почувала себе добре, то не пішла б раніше від усіх.
8. Якби поїзд не запізнівся, ми б встигли на відкриття конференції.
9. Якби я була вільна, то допомогла б вам.
10. Ми були б дуже раді, якби ви були з нами того понеділка.

UNIT 6

Education in Ukraine

I. TEXT

Hints on How to Succeed in Classes

Budgeting Your Time

A general **rule of thumb** for college classes is that you should expect to study about 2 to 3 hours per week outside class for each unit of credit. Based on this rule of thumb, a student taking 15 credit hours should expect to spend 30 to 45 hours each week studying outside of class. Combined with time in class, this works out to a total of 45 to 60 hours spent on **academic** work – not much more than the time required of a typical job, and you get to choose your own hours. Of course, if you are working while you attend school, you will need to budget your time carefully. As a rough **guideline**, your studying time might be divided as follows.

If your course is:	time for reading the assigned text (per week)	time for homework assignments (per week)	time for review and test preparation (average per week)	total study time (per week)
3 credits	1 to 2 hours	3 to 5 hours	2 hours	6 to 9 hours
4 credits	2 to 3 hours	3 to 6 hours	3 hours	8 to 12 hours
5 credits	2 to 4 hours	4 to 7 hours	4 hours	10 to 15 hours

If you find that you are spending fewer hours than these guidelines suggest, you can probably **improve** your **grade** by studying more. If you are spending more hours than these guidelines suggest, you may be studying inefficiently; in that case, you should talk to your instructor about how to study more effectively.

General strategies for studying

- Don't miss class. Listening to lectures and participating in discussions is much more effective than reading someone else's notes. Active participation will help you **retain** what you are learning.

- Budget your time effectively. An hour or two each day is more effective, and far less painful, than studying all night before homework is due or before exams.

- If a concept gives you trouble, do additional reading or problem solving beyond what has been assigned. And if you still have trouble, ask for help: you surely can find friends, colleagues, or teachers who will be glad to help you learn.

- Working together with friends can be valuable in helping you to solve difficult problems. However, be sure that you learn with your friends and do not become dependent on them.

- When studying your text: Don't **highlight** – underline! Using a pen or pencil to underline material requires greater care than highlighting, and therefore helps to keep you **alert** as you study.

Preparing for Exams

- Rework problems and other assignments; try additional problems to be sure you understand the concepts. Study your performance on assignments, quizzes, or exams from earlier in the semester.

- Study your notes from lectures and discussions. Pay attention to what your instructor expects you to know for an exam.

- Reread the relevant sections in the textbook, paying special attention to notes you have made in the margins.

- Study individually before joining a study group with friends. Study groups are effective only if every individual comes prepared to contribute.

- Don't **stay up** too late before an exam. Don't eat a big meal within an hour of the exam (thinking is more difficult when blood is being diverted to the digestive system).

- Try to relax before and during the exam. If you have studied effectively, you are capable of doing well. Staying relaxed will help you think clearly.

Presenting Homework and Writing Assignments

All work that you **turn-in** should be of collegiate quality: neat and easy to read, well-organized, and demonstrating **mastery** of the subject matter. Future employers and teachers will expect this quality of work. Moreover, although submitting homework of collegiate quality requires

"extra" effort, it serves two important purposes directly related to learning.

1. The effort you expend in clearly explaining your work **solidifies** your learning. In particular, research has shown that writing and speaking **trigger** different areas of your brain. By writing something down – even when you think you already understand it – your learning is **reinforced** by involving other areas of your brain.

2. By making your work clear and **self-contained** (that is, making it a document that you can read without referring to the questions in the text), it will be a much more useful study guide when you review for a quiz or exam.

The following guidelines will help ensure that your assignments meet the standards of collegiate quality.

- Always use proper grammar, proper sentence and paragraph structure, and proper spelling.

- All answers and other writing should be fully self-contained. A good test is to imagine that a friend is reading your work, and asking yourself whether the friend would understand exactly what you are trying to say. It is also helpful to read your work out loud to yourself, making sure that it sounds clear and **coherent**.

In problems that require calculation:

- Be sure to show your work clearly. By doing so, both you and your instructor can follow the process you used **to obtain** an answer.

- Word problems should have word answers. That is, after you have completed any necessary calculations, any problem stated in words should be answered with one or more complete sentences that describe the point of the problem and the meaning of your solution.

- Pay attention to details that will make your assignments look good. For example:

1. Use standard-sized white paper with clean edges (e.g., do not tear paper out of notebooks because it will have ragged edges).

2. Staple all pages together; don't use paper clips or folded corners because they tend to get caught with other students' papers.

3. Use a ruler to make straight lines in sketches or graphs.

4. Include illustrations whenever they help to explain your answer.

5. If you study with friends, be sure that you turn in your own work stated in your own words – it is important that you avoid any possible appearance of academic dishonesty.

(By Jeff Bennett)

Vocabulary Notes

thumb – *n* [count.] **1** the short thick finger on the side of your hand which helps you to hold things (великий палець на руці)

2 *be under somebody's thumb*=to be controlled

3 *give something the thumbs up/down*=to say you approve or disapprove of something

rule of thumb – *n* [count.] a means of estimation made according to a rough and ready practical rule, not based on science or exact measurement (правило, перевірений метод)

academic – *adj* **1** relating to education, especially in a college or university (навчальний, академічний)

E.g. students' academic achievements; academic work/study/research; the academic year (=the period of the year when there are school or university classes)

2 not important to discuss it because you cannot change the situation (канонічний, традиційний)

E.g. We don't have any money, so the question of where to go on holiday is purely academic.

3 good at studying (старанний у навчанні)

E.g. She was never a very academic child.

guideline – *n* [count. *usually plural*] rules or advice about the best way to do something (директива, вказівка)

guideline on

E.g. guidelines on writing essays

to improve – *v* [intrans., trans.] to become better, or to make something better (покрещувати)

E.g. Her German is improving.

greatly/significantly/dramatically improve

E.g. The situation improved dramatically.

grade – *n* [count.] **1** a level of quality that a product, material etc has (сорт, клас)

E.g. different grades of wood

high/low grade

E.g. low grade farmland

2 a level of job (розряд, якість, клас)

E.g. He joined the company on the bottom grade.

3 a letter or number given by a teacher to show how good a student's work is (оцінка, бал)

E.g. I got a grade A in maths.

4 *make the grade* to succeed or to reach the necessary standard (досягти успіхів)

to retain – *v* [trans.] *formal* to keep something and not lose it or give it away (утримувати, зберігати)

E.g. He wants to retain control of the business.

to highlight – *v* [trans.] **1** to make a subject or problem noticeable so that people will pay attention to it (висувати на передній план, яскраво висвітлювати)

E.g. The chief of police highlighted the problem of car theft.

2 to mark words on paper or on a computer screen, using a colour so that they are noticed more easily (виділяти у тексті)

to alert – *v* [trans.] to warn someone of a problem or of possible danger (попереджати про небезпеку, оголошувати тривогу)

E.g. As soon as we suspected it was a bomb, we alerted the police.

to stay – *v* **1** [intrans.] to remain in the same place, job, school etc, and not leave (залишатися, зупинятися)

E.g. He came to see me and stayed all day.

stay at/in

E.g. I stayed at school late.

stay at home *British English* /*stay home* *American English*

E.g. She decided to stay at home.

2 [intrans., *linking verb*] to continue to be in a particular state, and not change (перебувати)

E.g. It was hard to stay awake.

3 [intrans.] to live in a place for a short time as a visitor or guest (гостювати)

stay at/in

E.g. They're staying at her mother's. How long are you staying in Paris?

stay with

E.g. We're going to stay with friends this weekend.

phrasal verbs

stay away (from) – to remain in one place and not move; not to go near someone or something (триматися осторонь)

stay behind – to stay in a place after the other people have left (залишатися на місці)

E.g. I had to stay behind after school.

stay in – not go out (залишатися вдома)

E.g. Let's stay in and watch TV.

stay on – to continue to do a job or to study after the time when people can leave (продовжувати)

E.g. Rachel is staying on for another year in college.

stay out – **1** to remain away from home during the evening or night (бути поза межами дому)

E.g. She stayed out till midnight.

2 not get involved in an argument (залишатися осторонь розмови, не втручатися)

E.g. He told me to stay out of it.

stay out – to stay in a place for a night (залишатися на ніч)

stay up – not to go to bed (не лягати спати)

E.g. We stayed up late last night.

to turn in – *v* **1** to tell the police where a person who is believed to be a criminal is (здати поліції)

E.g. Morris finally agreed to turn himself in.

2 *informal* to go to bed (лягати спати)

3 to give a piece of work you have done to a teacher, your employer etc (здавати)

E.g. Has everyone turned in last night's homework?

mastery – *n* [count.] **1** great skill or understanding of something (майстерність)

E.g. a pianist with total mastery of her instrument

2 complete control over someone or something (панування)

mastery of/over

E.g. They fought for mastery of the area.

to solidify – *v* **1** [intrans., trans.] to become solid, or to make a substance become solid (робити твердим, кристалізувати)

trigger – *n* [count.] the part of a gun that you pull with your finger to fire it (курок, тригер)

E.g. He pointed the gun and pulled the trigger.

to reinforce – *v* [trans.] **1** to support an opinion, feeling, system etc and make it stronger (підсилювати)

E.g. The minister's speech served to reinforce the government's policy on the environment.

2 to make something such as a part of a building, a piece of clothing etc stronger (зміцнювати, укріплювати)

self-contained – *adj* **1** complete and does not need other things to make it work (незалежний, самостійний, довершений)

2 *British English* a self-contained flat has its own kitchen and bathroom

coherent – *adj* **1** clear and easy to understand (чіткий, зрозумілий, ясний, розбірливий)

E.g. He put forward a coherent argument in favour of stricter laws.

2 *if someone is coherent*, they are talking in a way that is easy to understand (зрозумілий, ясний)

E.g. He was slightly drunk, and not very coherent.

3 something that has parts that go together well (зчеплений, згрупований)

E.g. They are not a coherent group.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. загальне правило;
2. стандартне завдання;
3. ретельно планувати час;
4. ефективно навчатись;
5. активна участь;
6. ставати залежним від когось;
7. додаткове зусилля;
8. завершити необхідні розрахунки;
9. непорядність у навчанні.

II. Fill in the words from the list. Translate the sentences into Ukrainian:

improve, highlighted, guideline, self-contained, mastery, academic, improve, retain, coherent, grades, alerted

1. He had no _____ qualifications.
2. The organization has issued _____ for people working with prisoners.
3. This operation will greatly _____ her chances of survival.
4. Her _____ are up this semester.
5. The company's goal is to attract and _____ good employees.
6. The students _____ important vocabulary words in their textbooks.

7. Several neighbors _____ the authorities when they noticed strangers acting suspiciously.
8. We were impressed by her _____ of the subject.
9. You should mention a _____ program of study.
10. He proposed the most _____ plan to _____ the schools.

III. Fill in the correct prepositions. Use the whole phrases in the sentences:

- 1) to be _____ somebody's thumb;
- 2) to give something the thumbs _____;
- 3) guideline _____;
- 4) to improve _____ doing something;
- 5) to be capable _____ doing something.

IV. Fill in the correct particle:

1. Stay _____ from my sister!
2. I'm going to stay _____ and chill tonight.
3. We stayed _____ all night.
4. I stayed _____ at a friend's house last night because of the train strike.
5. We stayed _____ late to watch a film.

V. Complete the following sentences:

1. **Stay out** means _____.
 - a) stop (*imperative*);
 - b) measure or weigh the amount needed;
 - c) not go home.
2. **Stay up** means _____.
 - a) not go to bed;
 - b) become distant, stop having a close relationship because time, distance;
 - c) finish a certain way.
3. **Stay away'** means _____.
 - a) be enjoyable to drink or eat;
 - b) avoid not come;
 - c) fall silent.
4. **Stay over** means _____.
 - a) demolish or break something down;
 - b) stay overnight;

c) *punish someone.*

5. **Stay on** means _____.

a) *leave suddenly;*

b) *remain longer than anticipated;*

c) *leave a place without telling anyone.*

6. **Stay in** means _____.

a) *make a quick visit;*

b) *not go out;*

c) *pass slowly (time).*

VI. Translate the following text into Ukrainian:

Academic dishonesty or *academic misconduct* is any type of *cheating* that occurs in relation to a formal academic exercise. It can include

- **Plagiarism:** The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment.

- **Fabrication:** The falsification of data, information, or **citation** in any formal academic exercise.

- **Deception:** Providing false information to an instructor concerning a formal academic exercise – e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.

- **Cheating:** Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.

- **Bribery:** or paid services. Giving certain test answers for money.

- **Sabotage:** Acting to prevent others from completing their work.

This includes cutting pages out of library books or willfully disrupting the experiments of others.

Professional misconduct: **Professional** acts that are academically fraudulent equate to academic fraud.

Academic dishonesty has been documented in most every type of educational setting, from elementary school to graduate school and has been met with varying degrees of approbation throughout history. Today, educated society tends to take a very negative view of academic dishonesty.

VII. Fill in the blanks with words given below:

academic, higher, faculties, concern, stages, vocational, freedom, , compulsory, secondary (2)

Educational System in Ukraine

Ukrainians have always shown a great _____ (1) for education. The right to education is stated in the constitution of Ukraine. It's ensured by _____ (2) secondary schools, vocational schools and higher education establishment. It is also ensured by the development of extramural and evening courses and the system of state scholarship and grants.

Education in Ukraine is compulsory up to the 9th form inclusive. The _____ (3) of compulsory schooling in Ukraine are: *primary* education for ages 6-7 to 9-10 inclusive; and *senior* school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of _____ (4) school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a «core curriculum» of _____ (5) subjects.

After finishing the 9th form one can go on to a _____ (6) school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into _____ (7) education. All applicants must take competitive exam. Higher education institution, that is institutes or universities, offer a 5-years programme of academic subjects for undergraduates in a variety of fields, as well as a graduate course and writes a thesis, he or she receives scientific degree.

Higher educational _____ (8) are headed by Rectors. Prorectors are in charge of academic and scientific work. An institute or a university has a number of _____ (9), each specializing councils which confer scientific degrees.

The system of higher and secondary education in Ukraine is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic _____ (10) to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private

fee-paying primary and secondary schools, universities also have fee-paying departments.

VIII. Translate into English:

Структура освіти в Україні

Система освіти України складається із закладів освіти, наукових, науково-методичних і методичних установ, науково-виробничих підприємств, державних і місцевих органів управління освітою та самоврядування в галузі освіти. Структура освіти включає: дошкільну освіту; загальну середню освіту; позашкільну освіту; професійно-технічну освіту; вищу освіту; післядипломну освіту; аспірантуру; докторантуру; самоосвіту,

Дошкільна освіта і виховання здійснюються у сім'ї і дошкільних закладах освіти та мають на меті забезпечення фізичного, психічного здоров'я дітей, їх всебічного розвитку, вироблення умінь, навичок, необхідних для подальшого навчання.

Загальна середня освіта забезпечує всебічний розвиток дитини як особистості, її нахилів, здібностей, талантів, трудову підготовку, професійне самовизначення, формування загальнолюдської моралі, засвоєння визначеного суспільними, національно-культурними потребами обсягу знань про природу, людину, суспільство і виробництво, екологічне виховання, фізичне вдосконалення.

Повна загальна освіта в Україні є обов'язковою і надається у різних типах закладів освіти. Основним з-поміж них є середня загальноосвітня школа трьох ступенів: I – початкова школа (1-4 класи), що забезпечує початкову загальну освіту, II – основна школа (5-9 класи), що забезпечує базову загальну середню освіту, III – старша школа (10-11 класи), що забезпечує повну загальну середню освіту.

Для розвитку здібностей, обдарувань і талантів дітей створюються профільні класи, спеціалізовані школи, гімназії, ліцеї, колегіуми, а також різні типи навчально-виховних комплексів.

Позашкільна освіта та виховання спрямовуються на розвиток здібностей, талантів у дітей, задоволення їх інтересів, духовних запитів і потреб у професійному самовизначенні. До позашкільних закладів освіти належать: палаци, будинки, центри, станції дитячої, юнацької творчості, учнівські та студентські клуби і т. і.

Професійно-технічна освіта зорієнтована на здобуття професії, перепідготовку, підвищення професійної кваліфікації. Відповідними закладами освіти є: професійно-технічні училища, професійно-художні училища, професійні училища соціальної реабілітації, училища-агрофірми, вищі професійні училища, навчально-виробничі центри і т. і.

Вищими закладами освіти є : технікуми (училища), коледжі, інститути, консерваторії, академії, університети та інші. Для вищих закладів освіти встановлено чотири рівні акредитації: I – технікум, училище; II – коледж; III і IV рівні – інститут, консерваторія, академія, університет.

Післядипломна освіта уможливорює одержання нової кваліфікації, нової спеціальності та професії на основі раніше здобутої у закладі освіти, поглиблення професійних знань, умінь за спеціальністю, професією.

Для самоосвіти громадян державними органами, підприємствами, установами, організаціями, об'єднаннями громадян, громадянами створюються відкриті та народні університети, лекторії, бібліотеки, центри, клуби, теле-, радіо навчальні програми тощо.

IX. Prepare a report on the following topics:

- “Education in Ukraine: pros and cons”
- “The compulsory preschool education of children older than five years”

II. TOPIC

Higher Education

Higher education in Ukraine has centuries-old history, national traditions and high prestige in the world. Ukraine was one of the most developed republics of the former Soviet Union, distinguished by high level of training of highly qualified specialists and research workers. Higher school in Ukraine has got developed training, scientific and social infrastructure and is ready to give an opportunity to every citizen of Ukraine or citizen of any other country to obtain education of different levels, to study at proficiency improvement or advanced

courses, to study at post-graduate courses or to write doctorate dissertation, to take part in fundamental and applied researches.

Every year almost 200 thousand Ukrainians and citizens of other countries become students of higher educational institutions in Ukraine after passing entrance examinations based on secondary education. The system of higher education in our country has flexible structure, corresponds to modern trends and tendencies to those in advanced countries recognized by UNESCO, UN Organization and many other international organization.

Almost 900 thousand undergraduates study at the universities, academies and institutes, about 600 thousand of them are full-time students. About 40% of school-leavers have the opportunity to get higher education. Scientific and teaching staff accounts about 80,000 persons. Graduates of higher educational institutions who have outstanding inclinations for scientific-research work have an opportunity to continue their studies at the post-graduate and doctorate course. The vast net of post-graduate courses on different specialties satisfies the needs in highly qualified specialists for different branches of industry, economics, science, culture and education. Training is carried out for 20 branches of science and 366 specialties and it includes all the branches of training of the specialists of high qualification.

There are 16,000 post-graduate students and 930 persons working for a doctor's degree. Training on specialties which determine the reformational processes in the country (economics, law, social and political studies) is expanded now. New Ukrainian educational laws, state policy give certain autonomy to the higher educational institutions in their activities classical academic liberties in the self-government. Ukraine has entered into the world educational system, and its higher education system fulfils important social functions creating the intellectual potential of Ukraine which is inseparable part of the world civilization. Higher education supplies all spheres of national economy with highly-qualified professionals; it looks for better ways of development, leading the humanity to better life.

As of July 2009 there were 900 different universities in Ukraine. As of March 2010 there were 881 universities, colleges and technical schools. The National Taras Shevchenko University of Kyiv and National University of Kyiv-Mohyla Academy feature in the Webometrics Ranking of World Universities at 1,346 and 2,055 respectively out of 8,000.

In July 2009 Ukrainian Education and Science Ministry predicts that one third of Ukrainian universities will be liquidated by 2013. Merger, Tough competition, the quality of education, the reduction in the number of school leavers were the reasons given for the reduction of the number of universities in Ukraine.

TOPICAL VOCABULARY

apprenticeship – training in an art or a trade; this word is also sometimes used to describe educational training programs, common in Europe and much of the world, in which young people learn their profession through on-the-job training in companies and organizations; often this includes one or two days a week of in-class training • професійне навчання.

to be funded – to be paid for, to supply the money for • фінансуватися

a degree – a title given by a university • ступінь

facilities – services or conveniences • послуги

to major – to specialize in (a particular academic field) • спеціалізуватися

a major – the main field of study in which a university student specializes • спеціалізація

minor – the secondary field of study in which a student specializes • другорядний предмет

tertiary education – higher education • вища освіта

to transfer – to 1) to change schools 2) to move from one place to another • змінювати школи, переїжджати

B.A. – Bachelor of Arts, an undergraduate degree in a humanities-related subject

B.S. – Bachelor of Science, an undergraduate degree in a science-related subject

master's – the graduate degree after a bachelor's and before a Ph.D. *There are also different kinds of master's, including M.A. (Master of Arts), M.S. (Master of Science), M.B.A. (Master in Business Administration), etc.*

Ph.D. – doctorate, highest graduate degree *Although Ph.D. stands for Doctor of Philosophy, it is commonly used to refer to a doctorate in any field.*

Useful school expressions

I go to primary school, high school, university

I have English, maths, science

What school did you go to?

What qualifications have you got?

What year did you graduate?

Useful school vocabulary

class schedule/timetable – a list of the times when classes in school happen is called *schedule* in *American English* and *timetable* in *British English*.

dormitory /also **dorm** or **student residence**) – a large building at a college or university where students live.

to enroll – join a class • записуватися на курс: I enrolled for/in/on the modern art course.

freshman – /also **frosh**/ a student in the first year of high school, college, or university • першокурсник: He's a freshman at Harvard. Greg and Jody met in their freshman year at college and married soon after they graduated.

recess – the break time between classes • перерва

EXERCISES

1. Complete the following sentences:

1. All students regardless of their specialty study _____.
2. Ukrainian higher schools carry out a great deal of _____.
3. Higher educational establishments of our country fall into _____.
4. Most students who do not live at home get _____.
5. Extra-mural students receive from 30 to 40 days _____.

2. Fill in the blanks with the words given below:

the same value, spare, full-time students, to fall into, to carry out, general, specialized

1. Future specialists in various fields of science, technology, economics and art get a fundamental _____ and _____ training.
2. Ukrainian higher schools _____ a great deal of scientific work in all branches of knowledge.
3. Higher educational establishments of our country _____ three main types.
4. The first type includes the universities and institutes where there are only _____ _____ which

receive state grants. 5. Evening schools are for those who study in their _____ time. 6. The diplomas by the evening faculties and extra-mural higher schools have _____ _____ as the diplomas of all other institutes or universities.

3. Translate the following sentences into English:

1. В нашій Академії студенти можуть отримати ґрунтовну загальну та спеціальну (фахову) підготовку. 2. Незважаючи на спеціалізацію, всі студенти нашої академії вивчають іноземну мову. 3. За короткий період існування академії нашими викладачами та студентами було виконано значний обсяг наукової роботи в сфері економіки та оподаткування. 4. Багато робітників та службовців поєднують роботу з навчанням. 5. Третій тип охоплює вищі навчальні заклади, де студенти навчаються заочно. 6. Період навчання в вищій школі триває від 4 до 6 років.

4. Answer the following questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do institutes and universities exist in our country? 7. How many types of higher educational establishments so we have in our country? 8. What higher schools does the first type include? 9. Which is the second type? 10. What schools does the third type cover? 11. What do extra-mural students receive every year? 12. Is there any difference between the diplomas by the evening faculties, extra-mural schools and full-time schools? 13. How long does the period of studies at higher schools last? 14. What groups of higher schools exist?

5. Translate into English:

Рейтинг найкращих вузів України 2010 року

Київський політехнічний інститут (КПІ) другий рік поспіль визнано найкращим вузом України. А от Національний університет імені Тараса Шевченка не зміг втримати минулорічну пальму

першості і цього року посів лише другу сходинку в рейтингу вузів "Компас – 2010".

Отже, лідерами цього року стали КПІ, університет Шевченка, Київський національний економічний університет ім. В. Гетьмана, Києво-Могилянська академія, Львівська політехніка, Донецький національний технічний університет і Київський національний університет будівництва та архітектури.

За словами упорядників рейтингу, проект має на меті визначення вузів, навчання в яких має найбільшу практичну цінність і відповідає вимогам реального сектора економіки, а також гарантує випускникам надійні перспективи працевлаштування.

Кого і як оцінювали

У рейтингу оцінювалися вищі навчальні заклади III-IV рівня акредитації, які готують бакалаврів, спеціалістів та магістрів за наступними п'ятьма напрямками спеціалізації: бізнес/економічні спеціальності, правознавство, інженерні/технічні спеціальності, інформаційні технології (ІТ) та архітектура/будівництво.

Таким чином у рейтингу найкращих вузів не представлені медичні, педагогічні вузи і не враховуються гуманітарні спеціальності.

Методологія рейтингу цього року лишилась незмінною і враховує інформацію, отриману в результаті комплексних соціологічних досліджень, які протягом лютого-квітня 2010 року проводив Київський міжнародний інститут соціології.

Дослідження оцінює ступінь відповідності послуг у сфері освіти вимогам ринку праці, а також – загальну оцінку вузів такими цільовими аудиторіями, як роботодавці (представники великого та середнього бізнесу), випускники (2004-2009 років навчання), роботодавці-експерти (представники підприємств, в діяльності яких беруть участь спеціалісти визначених напрямків).

При розрахунку рейтингу враховувалися наступні критерії: задоволеність випускників вузів отриманою ними освітою і можливістю застосувати її в трудовій діяльності (вага в загальному рейтингу 0,10), сприйняття роботодавцями якості освіти в українських вузах (0,31), сприйняття експертами якості освіти (0,29) і співпраця між вузами і компаніями-роботодавцями (0,30).

Таким чином до першої п'ятірки цього року увійшли сім вузів, п'ять з яких Київські і по одному зі Львова та Донецька.

Окрім загального рейтингу вузів, "Компас-2010" традиційно представляє ще два Топи – по регіонах та за спеціальностями.

Найкращим вузом на заході України як і минулого року визнано Національний університет "Львівська політехніка" (вуз також посів 4 місце у загальноукраїнському рейтингу).

У центрі України найкращу освіту пропонує лідер загального рейтингу – "Київський політехнічний інститут".

На сході країни першість серед вузів тримає Донецький національний технічний університет, одразу за ним йде Харківський політехнічний інститут (шосте місце у загальному рейтингу).

На півдні України в лідерах опинився Дніпропетровський Національний гірничий університет.

6. Translate into Ukrainian:

How to be a good tutor?

Tutors are special people. They need not be intellectually bright but they must know what it feels like not to understand. They must be creative, able to explain a concept by using stories, drawings, analogies, or metaphors. Tutors must be affirming people, and humble, and patient.

It is not necessary to be an A student to be a good tutor. But it is necessary to like people. It is also necessary to listen. Tutoring is not so much an act of sharing information as it is a process of empowering. The focus is primarily on helping people learn how to learn. Sometimes this means teaching them to take smaller bites of information, and sometimes it means reformatting content so that it is more meaningful to the person learning it. But whatever strategy is required, the goal is always get your student to understand something.

Some Characteristics of a Good Tutor

- Intelligence alone does not result in successful tutoring. More important is what kind of person you are.
- Positive outlook: belief that circumstances can be changed through actions.
- Desire to help others: willingness to get involved with people.
- Reliability: punctual, steady, dependable.
- Enthusiasm: liking for the subject matter.
- Open mind: willingness to accept other points of view.

- Initiative: ability to see what needs to be done and do it.
- Even disposition: patience, gentleness, understanding, fairness.
- Empathy: ability to feel what another person is feeling.

7. a) Look at the list of qualities below. Which, in your opinion, are the most important ones needed to be a good tutor?

A good tutor should:

- a speak clearly
- b establish a friendly relationships with students
- c have a lot of confidence in front of large group
- d understand students' individual needs
- e encourage students to be creative
- f keep tight control of a group of student
- g give students a lot of praise and support
- h attend refresher courses regularly
- i spend time preparing lessons thoroughly
- J punish students who don't work hard enough

b) Which main qualities do you think good teacher should have? Write down some of them.

8. Develop your reading skills. Read the following text:

Education



Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on

Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which are known as social engineering. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

9. Learn the following quotes and proverbs. Use one of them in situation of your own:

1. A teacher affects eternity: he can never tell where his influence stops. ~*Henry Adams*
2. What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation. ~*Marcus Tullius Cicero*
3. The important thing is not so much that every child should be taught, as that every child should be given the wish to learn. ~*John Lubbock*
4. Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well. ~*Aristotle*
5. By learning you will teach; by teaching you will understand. ~*Latin Proverb*
6. If you would thoroughly know anything, teach it to others. ~*Tryon Edwards*
7. We cannot hold a torch to light another's path without brightening our own. ~*Ben Sweetland*
8. To know how to suggest is the great art of teaching. ~*Henri Frederic Amiel*

10. Speak on the following:

- How can the educational system of Ukraine be characterized?
- Which are the most famous schools and universities in Ukraine?
- My University.

III. GRAMMAR

1) The **Suppositional Mood** is used only in complex sentences (in a subordinate clause).

1. In *Object clauses* after the verbs of *order, suggestion, request, decision*.

PATTERN I

smb	suggests/recommends/insists/demands/ orders/insists/ requests etc arranged/required/requested	that	smb should do smth
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Examples:

The doctor recommended that I should go to the south. – Лікар рекомендував, щоб я поїхав на південь .

2. In *Subject clauses* introduced by the anticipatory “*it*”.

PATTERN II

it	is/was/will/be	necessary/important/urgent/advisable/essential/ desirable/strange suggested/required/demanded/requested/ recommended/disappointing/agreed/surprising/ astonishing/puzzling	that	smb should do smth
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Examples:

It’s necessary that you should come to the meeting. – Необхідно, щоб ви прийшли на збори.

It will be arranged that he should get a meal in the middle of the day. – Буде домовлено (погоджено), що йому даватимуть обід.

Note 1: With the expressions *it is possible, it is probable, it is likely* the Indicative Mood or a modal phrase is used after affirmative constructions, but after negative and interrogative constructions the Suppositional Mood is used.

Examples:

It’s possible that you may come tomorrow (you will come).

It’s hardly likely that anyone will bother today.

But:

It’s impossible that he should come tomorrow.

Is it probable that they should have behaved like that?

Note 2: Parallely with the Suppositional Mood Subjunctive I may be used.

Examples:

It’s required that all be ready by 7 o’clock.

3. In *Subject clauses* introduced by the anticipatory “*it*”.

PATTERN III

smb	fears/is afraid/ is nervous/worries/ is troubled	that	smb	does smth/did smth/will do smth/ have done smth/may do smth/ can do smth had done smth/might do smth/ would do smth
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Examples:

I fear that I may be late. – Боюсь, що можу запізнитись.

I was afraid that you had misunderstood me. – Я боявся, що ти мене неправильно зрозумів.

PATTERN IV

smb	fears/is afraid/ worries/feared/ was afraid/worried	lest	smb	should do smth should have done smth
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Examples:

I feared lest I should be late. – Я боявся, хоча б не запізнитися.

I am afraid lest they should lose their way. – Боюсь, хоча б вони не заблукали.

4. In *Adverbial clauses of purpose* introduced by the conjunction **lest.**

PATTERN V

smb	does/will/do/did	that so that in order that	smb may/can do smth smb does/doesn't do smth smb might
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Examples:

I tell you this that you may understand the situation. – Я кажу тобі це, щоб ти міг розібратися у ситуації.

We called them in order that they would not worry. – Ми зателефонували, щоб вони не хвилювалися.

PATTERN VI

smb	does/do/did/ will do	lest for fear that	smb should do smth
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Examples:

I say all this lest there should be a misunderstanding. – Я кажу все це, щоб не було ніяких непорозумінь.

I shall remind you lest you should forget. – Я нагадаю вам, щоб ви не забули.

5. In *Adverbial clauses of concession* introduced by the conjunction **though, although, however, whatever, whenever, whichever, wherever, no matter how, no matter when**

PATTERN VII

though although however whatever whenever whichever wherever no matter how no matter when	smb should do smb may/might do smth	smb does/doesn't do smth smb did/didn't do smth smb will/won't do smth smb can/can't do smth smb could/couldn't do smth smb must/mustn't do smth do smth don't do smth
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Examples:

Though he should make every effort, he cannot succeed. – Хоча як би він не старався, у нього нічого не вийде.

Whatever he should say, don't believe him. – Щоб б він не сказав, не вірте йому.

6. In *Adverbial clauses of condition*. Such sentences are rendered in Ukrainian as “**Якщо випадково ...**”, “**На випадок, якщо ...**”

PATTERN VIII

if smb should do should smb do smth	smb will do smth do smth don't do smth
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Examples:

If I should meet her tomorrow, I shall speak to her. – Якщо я випадково зустріню її завтра, я побалакаю з нею.

Should you meet her tomorrow, speak to her, please. – Якщо ти випадково зустрінеш її завтра, побалакай із нею, будь-ласка.

Exercises

I. Translate into Ukrainian the following sentences with the *Suppositional Mood*:

1. It's necessary that writers should keep pace with times.
2. It is important that she should stick to a diet.
3. It is requested that you should learn German.
4. It is unnatural that she should break her promise.
5. It is demanded that the conditions of safety should be

improved. 6. It's doubtful that the weather should be improving soon. 7. It's possible that they may come. 8. It's desirable that he should be present. 9. It's possible that she should come. 10. It's requirable that everybody should be present. 11. They are going to start very early lest they should be late. 12. The girl whispered these words lest somebody should overhear her. 13. However hard it should rain, we shall have to go. 14. Whatever I may say, he always has a ready answer. 15. Though you should try to stop me, I'll go there.

II. Paraphrase using the Suppositional Mood:

1. He insulted you. Is it possible? 2. It is importable for you to touch upon this problem in your speech tomorrow. 3. It is advisable for everyone to undergo a medical examination every year. 4. It is desirable for them to carry out this test without any delay. 5. The news affected her so much. Isn't it strange? 6. He has taken such a risk. Isn't surprising? 7. it's not necessary for him to give any decisive answer today. 8. It is highly desirable for you to know all the particulars. 9. It is important for her to be able to drive. 10. It is advisable for you to go there at once. 11. He insisted on being given another chance. 12. Mother suggested renting a country house for summer. 13. He recommended me to accept the offer. 14. A teacher recommended us to make it a rule to read English article every day. 15. I advise you to stop hesitating about inviting him there. 16. I am afraid they are out. 17. She was afraid that people noticed her shabby dress. 18. I feared that they did not know the way. 19. She worried that she would lose her eye-sight. 20. He is afraid he'll make some spelling mistakes.

III. Complete the following sentences using the Suppositional Mood:

1. No one demanded that _____. 2. She suggested that _____. 3. The teacher has arranged that _____. 4. Did anyone insist that _____. 5. Will you please arrange that _____. 6. My mother insists that _____. 7. I insist that _____. 8. He demanded that _____.

IV. Translate into English using the Suppositional Mood:

a) 1. Він наполягав, щоб вони були вдома о десятій. 2. Ольга попрохала, щоб ми залишили її одну на деякий час.

3. Адміністрація вимагає, щоб усі прозвітувалися про свою роботу вчасно. 4. Лікар рекомендує, щоб він проводив більше часу на відкритому повітрі. 5. Ми так і не домовилися, що зустрінемося біля входу. 6. Я запропонував, щоб усі вирушили рівно о шостій. 7. Мій друг радить мені зайнятися плаванням. 8. Бібліотекар вимагає, щоб книги поверталися вчасно. 9. Я домовився, щоб їм надали житло у цьому гуртожитку. 10. Я запропонувала, щоб саме він сказав декілька слів про наукову роботу.

в) 1. Ми почали боятися, що плани провалилися. 2. Боюся, хоча б усе було гаразд. 3. Я так хвилювалася, що діти можуть захворіти. 4. Боюся, хоча б мені не дорікали. 5. Ми переживали, що вони можуть не прийти. 6. Його охопив жах, що він не виконає пісню. 7. Вона боялася, що її звинуватять у всьому. 8. Я переживав, щоб дорога не видалася їм надто довгою. 9. Мама нервувала, що діти можуть заблукати. 10. Після хвороби він боявся, щоб не відстати від групи.

с) 1. Ми вийшли раніше, щоб прийти вчасно і не запізнитись. 2. Ольга перечитала твір декілька разів, щоб не допустити жодної помилки. 3. Передзвони йому і нагадай час зустрічі, щоб він не запізнився. 4. Мені показали фото, щоб я не сплутала його з іншим. 5. Йому довелося взяти декілька приватних уроків, щоб здати цю тему. 6. Я візьму трохи фруктів, щоб ми змогли перекусити в дорозі. 7. Викладач говорив дуже голосно, щоб усім було чути. 8. Я зателефоную тобі і нагадаю, щоб ти взяв книгу, яку пообіцяв принести. 9. Вона відчинила вікно, щоб провітрити кімнату. 10. Ми поспішили, щоб дощ не застав нас серед поля.

д) 1. Щоб не трапилось, я дотримаю слова. 2. Куди б ви не потрапили, я буду з вами. 3. Хто б ти не був, ти не маєш права втручатися у наші справи. 4. Якби дивно це не звучало, це – правда. 5. Яким би зайнятим я не був, я знайду час, щоб вам допомогти. 6. Якби ви не намагалися зупинити мене, вам це не вдасться. 7. Щоб він не говорив, моя точка зору така – це не можливо. 8. Де б ви не були, я знайду вас. 9. Коли б ти не прийшов – ласкаво просимо. 10. Ти мушиш знайти його, де б він не був.

WRITING

• **Give your reasons for the reduction of the number of universities in Ukraine.**

MODULE 4

UNIT 7

What makes a personality

I. TEXT

A Lifetime of Learning to Manage Effectively

Years ago, when I was a young assistant professor at the Harvard Business School, I thought that the key to developing managerial leadership lay in raw brain power. I thought the role of business schools was to develop future managers who knew all about the various functions of business – to teach them how to define the problems succinctly, analyze these problems and identify alternatives in clear, logical fashion, and finally, to teach them to make an intelligent decision.

My thinking gradually became tempered by living and working outside the United States and by serving seven years as a college president. During my presidency of Babson College, I added several additional traits or skills that I felt a good manager must possess.

The first is the ability to express oneself in a clear, articulate fashion. Good oral and written communication skills are absolutely essential ‘if one is to be an effective manager’.

Second, ‘one must possess that intangible set of qualities called leadership skills. To be a leader one must understand and be sensitive to people and be able to inspire them toward the achievements of common goals.

Next I concluded that effective managers must be broad human beings who not only understand the world of business but also have a sense of the cultural, social, political, historical, and (particularly today) the international aspects of life and society. This suggests that exposure to the liberal arts and humanities should part of every manager’s education.

Finally, as I pondered the business and government-related scandals that have occupied the front pages of newspapers, it became clear that a good manager in today’s world must have courage and a

strong sense of integrity. He or she must know where to draw the line between right and wrong.

But now I have left behind the cap and gown of a college president and, put on the hat of the chief executive-officer. As the result of my experience as a corporate CEO, my list of desirable managerial traits has become still longer.

It now seems to me that what matters most in the majority of organizations is to have reasonably-intelligent, hard-working managers who have a sense of pride and loyalty toward their organization; who can get the root of a problem and are inclined toward action; who are decent human beings with a natural empathy and concern for people; who possess humor, humility, and common sense; and who are able to couple drive with “stick-to-it-iveness” and patience in the accomplishment of a goal.

(After Ralph Z. Sovenson)

Vocabulary Notes

lifetime – *n* **1** the duration of a person’s life (життя)

E.g. a reward for a lifetime’s work

2 *informal* a very long period of time (тривалий час)

E.g. Five weeks was a lifetime, anything could have happened.

of a lifetime (of a chance or experience) such as does not occur more than once in a person’s life.

E.g. because of Frankie she had rejected the opportunity of a lifetime.

to manage – *v* **1** [trans.] be in charge of business/organization/undertaking), run, maintain, control (керувати, правити)

E.g. Their elder son managed the farm.

2 [intrans] succeed in surviving or in achieving something despite difficult circumstances, cope (справлятися)

leadership – *n* **1** [uncount.] when someone is the leader of a team, organization etc: leadership of (керівництво, провід, управління)

E.g. He took over the leadership of the Republican Party.

2 [uncount.] the quality of being good at leading a team, organization, country etc (управлінські якості)

E.g. someone with vision and leadership

3 [*singular*] the people who are in charge of a country, organization etc (керівництво)

succinct – *adj* approving, clearly expressed in a few words (стислий)

E.g. a succinct description

trait – *n* [count.] a quality that is part of someone's character (риса характеру)

skill – *n* [count., uncount.] an ability to do something well after you have learned it and practised it [talent] (вміння)

E.g. a course that teaches basic computer skills

intangible – *adj* an *intangible* quality or feeling is difficult to describe exactly (невловимий)

exposure – *n* **1** [count., uncount.] when someone is put in a situation where they are not protected from something harmful (виставляння)

exposure to

E.g. Too much exposure to the sun can cause skin cancer.

2 [count., uncount.] when newspapers or television show the true facts about something bad or dishonest (викриття)

E.g. the exposure of his business dealings

3 [uncount.] the harmful effects of being outside for a long time when the weather is extremely cold (шкідливий вплив)

E.g. Three climbers died of exposure.

4 [count.] the amount of film that is used each time you take a photograph (кадр)

E.g. a film with 36 exposures

chief executive-officer /CEO/ – *n* someone who has a high position and the most authority in an organization (топ менеджер, головний керуючий)

to incline – *v* **1** incline somebody to do something formal to influence someone or make them do something (схиляти, прихилити)

E.g. The accident inclined him to reconsider his career.

2 [intrans.] *formal* to think that a particular belief or opinion is probably right (схилятися)

incline to

E.g. I incline to the view that the child was telling the truth.

3 [intrans., trans.] to slope at a particular angle, or to make something do this (відхилятися)

E.g. The slope inclines at an angle of 36°.

4 *incline your head formal* to bend your neck so that your head is lowered

stick-to-it-iveness – *n* persistence (наполегливість)

accomplishment – *n* **1** [count.] *formal* a skill, especially in art, writing, music etc (досконалість)

2 [uncount.] when you succeed in doing something (здійснення)
accomplishment of

E.g. the accomplishment of his ambition

II. TOPIC

How to be a good citizen?



Citizenship is a sacred honor, a plaque we carry proudly on our chests and a burden pressing hard on our backs. A citizen is a member of a country. He has the right to ask for its protection, and the duty to protect it and obey its laws and rules. In other words,

citizenship is the relationship between an individual and a state in which the individual belongs, and owes allegiance to the state and in turn is entitled to its protection.

Fortunately, being a good citizen doesn't stop at the exchange of rights and duties, it requires a lot of civilized behavior, and responsible acts.

Simple acts to do in your daily life

All the members of our community, from the youngest to the eldest, have to cooperate. By cooperating, I don't mean giving huge efforts. Simple acts and easy behavior can help us ameliorate our level of life. As citizens, and students in particular, all we have to do are the steps below:

- Start with your own home, clean it regularly, and take care of your front door area.
- Be a good neighbor by caring about others.
- Don't overuse water and electricity.
- Respect your neighbors, help them if necessary, and act politely.
- Don't litter, or throw trash in the street.

- Don't spit in the street, it doesn't only bother the other passers-by, but it also affects your discipline, and it's very far from being civilized.

- Try to cross the street in the crossing passage. The town will look organized, and it lowers the level of accidents.

- Let's try to walk in the sidewalk, or the pavement, because it causes fewer difficulties to drivers in the city.

- Respect your school, especially its doors, walls and windows. They are not yours; you only borrow them for a year or more.

- Being a citizen is a source of pride. Don't try to ignore your origins in front of foreigners. Have you ever seen any of them deny being who she/he really is?

- Act nicely with tourists. If we want our country to receive millions of tourists, try to be nice.

- If you can study about your country, it would be great. See the extreme diversity you have (the desert, the sea, the mountains, the different dialects, the traditions, the traditional clothes).

- If you don't vote, who will? A simple act can place the right person in the right place.

- In emergencies, don't be afraid. Help the people in need. (Blood donations, call the police, the ambulance, and help a lady in the street...) Imagine you were in their place, wouldn't you like to have other people standing by your side?

- When you become a parent, teach this to your children. Citizenship starts from childhood, and only ends by the time you die. It's only by practicing those really simple acts that our daily life can get better. I hope this will help us understand another meaning of good citizenship.

TOPICAL VOCABULARY

Citizenship – is membership in a political community (originally a city or town but now usually a country) and carries with it rights to political participation as well as duties (responsibilities) towards the good of the whole community • громадянство

active citizenship – the philosophy that citizens should work towards the betterment (improvement) of their community through economic participation, public service, volunteer work, and other such

efforts to improve life for all citizens. In this vein, schools in some countries provide citizenship education • активне громадянство

active citizen – a citizen who takes an active role in the community (as in crime prevention and neighbourhood watch)
• активний громадянин

citizen – a person having a membership in a political community is a citizen enjoying rights and exercising obligations (duties, responsibilities) • громадянин

civic behaviour – the behaviour citizens are expected to demonstrate in their daily lives • громадянська поведінка: Collective work to clean your neighbourhood, helping lost strangers to find their ways, leaving your bus seat for an old person... can be considered as civic behaviour.

civic engagement – positive involvement in the affairs (social, political, and economic) of the home town, country, state ... Civic engagement can take many forms – from individual volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy • громадянська активність

civic culture – the way good citizens should behave
• громадянська культура

civic values – the beliefs people have about what is right and wrong and what is most important, which control their civic behaviour
• громадянські цінності

civic consciousness – awareness of civic behaviour, good citizenship • громадянська свідомість

civicism – the principle of civil government, the doctrine that all citizens have the same rights and obligations.

civic duty – an act or a course of action that is required of one by position, social custom, law, or religion; moral obligation to fulfill one's responsibilities; the social force that binds you to the courses of action demanded by that force • громадянський обов'язок

community service – work that people do to help other people without payment • громадські роботи

patriotism – love of and devotion to one's country. A devoted love, support, and defense of one's country; national loyalty

volunteerism – the willingness of people to work on behalf of others without the expectation of pay or other tangible gain; *volunteers*

may have special training as rescuers, guides, assistants, teachers; *voluntary* employment is unpaid employment

EXERCISES

I. For each sentence, choose the best word or phrase to complete the gap from the choices below:

1. Don't ask Mark which film to see. He's so _____. He'll sit and think about it for hours.
2. I heard a(n) _____ rumour about Tim hitting Jan. Do you think it's true?
3. He never thinks of people and sometimes he says some really _____ things and people get hurt.
4. I love going out and meeting new people. I suppose I'm quite an _____.
5. One of the things I like about Rachel is that she's so _____. She is always ready to help before you've even asked her.
6. I could never be a primary school teacher. I'm far too _____.
7. He's fourteen next March but he already acts and thinks with great _____.
8. She's so positive. She always has a(n) _____ smile for everybody.
9. Sacha's very _____. She's absolutely determined to get to the top of her profession.
10. Michael can be a very _____ eater. He only eats things that his mother cooked when he was a child.
11. William used to be a good friend of mine, but he's so _____ that it really began to annoy me.
12. When I was young, I had very little self-_____. I was sure that I'd fail at everything.

1.	A	indecision	B	decisive	C	decide	D	undecided
2.	A	pleasing	B	unpleasant	C	unpleasing	D	displeased
3.	A	sensitive	B	desensitized	C	unsensible	D	insensitive
4.	A	introvert	B	introverted	C	extrovert	D	extroverted
5.	A	thoughts	B	thoughtless	C	thinking	D	thoughtful
6.	A	patient	B	impatient	C	patience	D	impatience
7.	A	maturity	B	mature	C	immaturity	D	maturely

8.	A	friend	B	friendship	C	friendly	D	unfriendly
9.	A	ambitious	B	ambition	C	ambitiously	D	unambitious
10.	A	fussy	B	fussily	C	unfussy	D	fussed
11.	A	reliable	B	reliably	C	unreliable	D	unreliably
12.	A	confide	B	confidence	C	confident	D	confidential

II. For each sentence, choose the best word or phrase to complete the gap from the choices below:

1. She's so _____, she always gets people to do what she wants.
2. Don't be so _____. You shouldn't tell people what to do all the time.
3. When I was younger, I was very _____, but now often speak to groups of 100 people and it doesn't worry me at all.
4. He's incredibly _____. He spends hours looking at himself in the mirror.
5. My father's quite _____. He often forgets where he has put things
6. The important thing is to be _____. Don't give up. Keep on trying.
7. She says the most terrible things about other people. She can be so _____ sometimes.
8. Mike's very _____. Sometimes I just wish he could be quiet and listen for a change.
9. You're never happy with anything anyone does. It's impossible to please you. You're so _____.
10. Freddie is only young, but he loves meeting new people. He's extremely _____.
11. One of my friends is never late for anything. I wish I could be as _____ as she is.
12. His sister often shouts at people when they don't do what she wants. She can be very _____.

1.	A	shy	B	vain	C	manipulative	D	punctual
2.	A	bossing	B	punctual	C	bossy	D	timid
3.	A	demanding	B	shy	C	bitchy	D	vain
4.	A	punctual	B	shy	C	bitchy	D	vain
5.	A	absent- minded	B	open- minded	C	like-minded	D	mindful
6.	A	out-going	B	persistent	C	shy	D	pushy
7.	A	demanding	B	pushy	C	bossy	D	bitchy

8.	A	chatty	B	talkative	C	easy-going	D	shy
9.	A	demanding	B	talkative	C	aggressive	D	out-going
10.	A	vain	B	out-going	C	shy	D	pushy
11.	A	timid	B	punctual	C	time-wasting	D	early
12.	A	timid	B	talkative	C	vain	D	aggressive

III. Use the personality adjectives to complete the following sentences:

1. I'm sure you'll get a reply soon. Just try to be _____!
2. She is trying to be _____ despite her problems.
3. When I disagreed with him, he became _____ and started shouting.
4. He is very _____ about his role in the success of the film.
5. My aunt always gives me expensive presents. She's so _____.
6. He is extremely _____. He wants to become prime minister one day.
7. He was so _____ he thought he could not possibly lose.
8. It was very _____ of you to offer to drive us to the airport.
9. He is such a _____ driver that he has had two accidents over the past month.
10. While he was ill, his _____ servant stayed at his bedside day and night.

VI. Write the corresponding noun next to each adjective:

<i>ADJECTIVE</i>	<i>NOUN</i>
considerate	
generous	
reckless	
ambitious	
modest	
patient	
cheerful	
arrogant	
aggressive	
faithful	

V. Translate the following text into Ukrainian:

10 Ways to Improve Your Personality

Contrary to what you may think, you can improve your personality. Until quite recently it was believed that personality is permanent. In 1890 William James, the famous Harvard psychologist, wrote in his influential work *The Principles of Psychology*, that personality was "set in plaster" by early adulthood. This view prevailed for over a century; however, the idea that personality is more fluid has gained ground over time. We are now at the point where we realize that we have influence and control over which traits and characteristics we want to develop or refine.

What is Personality?

The "personality" is the typical pattern of thinking, feeling, and behaviors that make a person unique. When we say that someone has a "good personality" we mean that they are likeable, interesting and pleasant to be with. Everyone wants to be attractive to others. To that end, having a good personality is vital – probably even more so than good looks. In fact, approximately 85 percent of your success and happiness will be a result of how well you interact with others. Ultimately, it is your personality that determines whether people are attracted to, or shy away from you. While we can only enhance our looks to a certain extent, we have the ability to improve the personality as much as we want. We can develop or integrate any trait we deem fitting and agreeable.

Here are some ways we can accomplish this:

- Be a better listener.

Jacqueline Kennedy Onassis was considered one of the most charming women in the world because she cultivated the skill of being an exceptional listener. She was known for the way she would look a person in the eyes, hang on their every word, and make them feel important. There is nothing more appealing than having someone listen to you intently making you feel like you're the only person in the world.

- Read more and expand your interests.

The more you read and cultivate new interests, the more interesting you are to others. When you meet new people it gives you the opportunity to share what you know and to exchange your views with them.

- Be a good conversationalist.

This relates to how much you read and know. Once you have much to contribute, learn how to talk about it with others. No one can read about or know everything, so it's refreshing to learn from others those things we don't have the time to about read ourselves. If you happen to be shy, join a group like Toastmasters that encourages you to talk about what you know.

- Have an Opinion.

There is nothing more tiresome than trying to talk to someone who has no opinion on anything. A conversation has nowhere to go if you have nothing to expound on. If, however, you have an uncommon point of view or differing opinion, you are more interesting and stimulating to be with socially (unless you're a know-it-all, of course). A unique outlook expands everyone's perspective.

- Meet New People.

Make the effort to meet new people especially those unlike you. It not only exposes you to different cultures and alternative ways of doing things, it broadens your horizons.

- Be yourself.

The next most tiresome thing after having no opinions is trying to be something you're not. Molding yourself in order to fit in, or be accepted, usually backfires. Since each of us is unique, expressing that uniqueness is what makes us interesting. Attempting to be a carbon copy of someone else not only falls flat, but reveals a lack of authenticity.

- Have a positive outlook and attitude.

Who wants to be around people who are negative, complain a lot, or have nothing good to say? In fact, most of us run when we see them coming. Instead, be the kind of upbeat person who lights up a room with your energy when you enter it. Do it by looking for the best in people and things. Smile warmly, spread good cheer, and enliven others with your presence.

- Be fun and see the humorous side of life.

Everyone enjoys the company of someone who makes them laugh, or smile, so look for the humorous, quirky side in a situation – there always is one. Comic relief is a much welcome and needed diversion at times. When you can add fun and lightheartedness to an otherwise dull, or gloomy setting, others will naturally be attracted to you, not to mention grateful.

- Be supportive of others.

Being supportive is probably the most endearing quality you can integrate into your personality. Just as you yourself welcome it, be the support for others when they need it. We all love a cheerleader in our corner; someone who is encouraging believes in us and helps pick us up when we're down.

- Have Integrity and treat people with respect.

Being honest and true to your word will bring you the admiration, respect and gratitude of others. Nothing improves a person's personality more than integrity and respect – respect for others, as well as respect for yourself. We humans have the power and ability to shape our personalities however we wish. When we develop ourselves to be all that we can be, we contribute to our own, as well as the happiness of others.

b) Give your advice how to improve and master someone's personality.

VI. Fill in the blanks with the words given below:

male, personality, human, behavior, person, female, character

What Is Meant By Person And Personality?

Person and personality both of these terminologies are related to a _____ being. An individual human being is usually referred as a _____. When we don't know any specific human name then we call him/her by general term that is person. Person can be any human being in this world, either _____ or _____. Simply we can say that person is the general terminology use for any known individual human being.

While on the other hand _____ is the reflection of, an individual human _____ or their habits. Via personality we can judge a person that how is that person. Personality can be refer to as the dressing of an individual person, means if a person is dressed well and have good dressing sense then he/she must belong to some good family and also have money. And on the other hand personality can also be referring to as the personal character and _____ of a person. Via the talking style and also by the method of sitting in good society, shows the personality of a person. If he is not a good and high caliber man then his/her personality is not according to the society.

VII. Render the following texts into English:

1) Як стати відомою людиною? Перш ніж відповісти на це питання, треба з'ясувати, хто взагалі належить до відомих людей. Згадаємо цих зірок у різних галузях нашого життя: Яна Клочкова, Андрій Шевченко, Ані Лорак, Богдан Ступка тощо.

Чому цих людей вважають відомими? А все тому, що вони вміють щось робити так, як інші не можуть. Дехто з вище перелічених добре плаває, грає у футбол, співає, грає ролі в кінофільмах. Цим своїм вмінням вони дуже відрізняються від нас, вони знаходяться на такому високому щаблі, якого більшості з нас ніколи в житті не досягнути.

Так я, наприклад, вмію плавати і грати у футбол, але досягти рівня Андрія Шевченка чи Яни Клочкової не зможу.

Мені здається, щоб стати відомою людиною, треба мати кілька факторів. Це передусім талант, любов до свого фаху, постійні тренування над собою. І ще удача. Але почнемо по черзі.

Талант – це від Бога. Це має бути неодмінно. Якщо в мене при народженні не було вокальних даних, то видатною співачкою я ніколи не стану. Я можу займатися співом, ходити на гурток. Але це не буде той рівень, який має, наприклад, Володимир Гришко. Любов до своєї справи. Без цього теж не можна. Треба дуже любити свою роботу, щоб витримувати всі навантаження. Отже, аби стати відомою людиною, треба мати всі ці здібності. Але не слід поспішати ставати відомою персоною, може, краще залишатися простою Людиною, але мати добру душу.

2) Особа, особистість, без особистостей, без особистих образ *Особа й особистість*

Ці два слова – особа й особистість – інколи не розрізняють і пишуть: «Особа автора виявляється і в доборі теми, і в характерних, тільки йому властивих образах», – або кажуть: «Ви наговорили мені багато образливого, прошу без особистостей!»

Слово особа означає одну людину, індивід. Слово особистість означає індивідуальність людини, сукупність її духовних і фізичних властивостей.

Тим-то й у першій фразі треба було написати: «Особистість автора виявляється...», – а в другій фразі сказати: «Прожу без особистих образ!»

VIII. Learn the following quotes and proverbs. Use one of them in situation of your own:

1. "A man is but the product of his thoughts what he thinks, he becomes." ~ *Mahatma Gandhi*
2. "Cute is when a person's personality shines through their looks. Like in the way they walk, every time you see them you just want to run up and hug them." ~ *Ralph Waldo Emerson*
3. "We continue to shape our personality all our life. If we knew ourselves perfectly, we should die." ~ *Albert Camus*
4. "I am what is mine. Personality is the original personal property." ~ *Norman O. Brown*
5. "Personality is to a man what perfume is to a flower." ~ *Charles Schwab*
6. "Personality is only ripe when a man has made the truth his own." ~ *Soren Kierkegaard*

IX. Speak on the following:

- **Ukrainian and British famous personalities.**
- **What makes a personality?**

III. GRAMMAR

Revision Exercises.

1) Modal Verbs

I. Choose the correct answer for each gap using modal verbs:

1. Ted's flight from Amsterdam took more than 11 hours. He _____ be exhausted after such a long flight.
2. The book is optional. My professor said we could read it if we needed extra credit. But we _____ read it if we don't want to.
3. Susan _____ hear the speaker because the crowd was cheering so loudly.
4. The television isn't working. It _____ damaged during the move.
5. Kate: _____ hold your breath for more than a minute? Jack: No, I can't.

6. You _____ be rich to be a success. Some of the most successful people I know haven't got a penny to their name.
7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book _____ be wrong!
8. You _____ do the job if you didn't speak Japanese fluently.
9. You _____ worry so much. It doesn't do you any good. Either you get the job, or you don't. If you don't, just apply for another one. Eventually, you will find work.
10. You _____ be kidding! That can't be true.
11. You _____ leave the table once you have finished your meal and politely excused yourself.
12. Jenny's engagement ring is enormous! It _____ a fortune.
13. _____ we move into the living room? It's more comfortable in there and there's a beautiful view of the lake.
14. If I had gone white water rafting with my friends, I _____ down the Colorado River right now.
15. At first, my boss didn't want to hire Sam. But, because I had previously worked with Sam, I told my boss that he _____ take another look at his resume and reconsider him for the position.
16. You _____ take along some cash. The restaurant may not accept credit cards.
17. The machine _____ on by flipping this switch.
18. I can't stand these people – I _____ get out of here. I'm going to take off for awhile while you get rid of them.
19. You _____ forget to pay the rent tomorrow. The landlord is very strict about paying on time.
20. Do you always have to say the first thing that pops into your head. _____ you think once in a while before you speak?
21. Terry and Frank said they would come over right after work, so they _____ be here by 6:00.
22. Yesterday, I _____ cram all day for my French final. I didn't get to sleep until after midnight.
23. We _____ no longer suffer the injustice of oppression! Freedom shall be ours!
24. If I had gone to the University of Miami, I _____ participated in their Spanish immersion program.
25. The lamp _____ be broken. Maybe the light bulb just burned out.

II. Choose the correct answer for each gap using modal verb and correct form of the verb:

1. I'm not really sure where Beverly is. She _____ (sit) in the living room, or perhaps she's in the backyard.
2. Doug _____ (return) the video we rented on his way to work. It was on the table, but now it's gone.
3. You _____ (check) the air pressure in your tires. You don't want to get a flat tire on your trip.
4. The computer isn't working. It _____ (damage) during production.
5. The package _____ (deliver) tomorrow afternoon. It was sent by express mail this morning.
6. You _____ (book) the tickets for the play in advance – they sell out quickly.
7. You can't mean that! You _____ (joke).
8. If Debbie hasn't come home yet, she _____ (wait) for us in the coffee shop.
9. Mike decided not to join us for lunch. He _____ (stay) at work to finish the marketing report.
10. If I had gone with my friends to Jamaica, I _____ (lie) on a white sand beach right now.
11. If I had gone with my friends to Jamaica, I _____ (come) to work this week.
12. If I had gone with my friends to Jamaica, I _____ (take) scuba diving lessons.
13. Margaret agreed to meet us at the entrance to the theater. She _____ (wait) for us when we get there.
14. It _____ (be) Sam who called and didn't leave a message on the answering machine. He said he wanted to get together with us this weekend.
15. The machine _____ (turn) on by flipping this switch.
16. She _____ (cry). That could have been why her eyes were so red and swollen.
17. If she was crying, she _____ (be) very upset.
18. That painting _____ (paint) by Picasso. It could be a forgery.
19. Your diving equipment _____ (clean) regularly if you want to keep it in good condition.
20. If I hadn't taken a taxi, I _____ (wait) for you at the train station for hours.

III. Translate into English:

1. Невже це ваша дочка? Вона так виросла! 2. Ви не могли не бачити їх там. Вони повинні бути на тому вечорі. 3. Не міг він запізнитися. 4. Невже він не сказав правду? 5. Він, мабуть, встиг би. 6. Хіба міг хто-небудь подумати, що ця команда посяде перше місце? 7. Невже вони програли? Цього не може бути. 8. Не може бути, щоб ти сказав неправду. 9. Ми могли виграти тоді. 10. Невже ви не могли цього зробити? 11. Дарма він пішов до бібліотеки, я міг би дати йому ці книги. 12. Дарма ви запитали його про це. 13. Всім залишатися? – Ні, ви можете йти додому. 14. Ви можете не говорити йому нічого. 15. Невже він нічого не знає до цих пір. 16. Де поставити цю вазу? 17. Я бачив, що у мене немає потреби закінчувати цю думку. Ви повинні розуміти, що ви маєте на увазі. 18. Я ніяк не можу зрозуміти, куди він хилить. 19. Не міг він забути про це. 20. Ви могли б умовити його. 21. Я повинен був повернути цю книгу ще три дні тому. 22. Він, напевно, займається спортом. 23. Ми могли б бути друзями. 24. Вони повинні йти. 25. Мені зараз піти туди? 26. Невже вона вийшла за нього заміж. 27. Мені довелося вибачитися. 28. Невже ти сам це написав. 29. Де мої окуляри? Я повинен їх знайти. 30. Ручка не пише. 31. Він, напевно, не зумів переконати її. 32. Тут дозволяється палити. 33. Дітей не можна залишати самих. 34. Дарма ви передрукували цю сторінку. 35. Уже дуже пізно. Дітям слід бути в ліжку. 36. Я ніяк не міг заснути. 37. Мені доведеться залишитись після уроків. 38. Не можна запізнюватись так часто. 39. Ти міг би загубитись у незнайомому місті. 40. Тут повинна добре рости картопля.

2) Oblique Moods

I. Translate into English:

1. До біса політику! Ми ситі нею по горло. 2. У мене і в думках не було сперечатися. 3. Тут так темно. Ти краще ввімкнула б світло. 4. Вона розповідає про Нью-Йорк, нібито вона бачила його своїми очима. 5. Добре було б, якби ви приїхали на декілька днів раніше. 6. Просять, щоб ніхто не запізнювався. 7. Усім рекомендують узяти з собою теплі речі. 8. Бажано, щоб ніхто не здогадався, в чому справа. 10. Ольга пошкодувала, що не взяла з

собою дітей. 11. Шкода, що погода перемінилася. 12. Він мовчав, ніби йому нічого було сказати. 13. Шкода, що їх немає тут. 14. Якби ж то я не згадав той факт! Це так не розумно з мого боку. 15. Якби йому було байдуже, він би не прийшов. 16. Я могла б зв'язатися з ним, якби мені сказали про це раніше. 17. Щодо мене, то я воліла відразу йти додому. 18. Вони краще не наполягали на цьому. У такій справі не можна поспішати. 19. Будь проклятий той день, коли вона зустріла його! 20 Дивно, що вони не пішли пішки, погода чудова. 21. Ти б краще вивчив факти, а потім робив висновки. 22. Не хочеться мені гуляти. Я охочіше подивився фільм. 23. Якщо ви побачите Ніну, передайте їй вітання. 24. Ти б краще відвідав цю виставку якомога скоріше. 25. Чашку кави? – Я охочіше випив би чаю або сік.

II. Open the brackets:

1. They would be offended if I _____ to their party. (not/go)
2. If you took more exercise, you _____ better. (feel)
3. If they offered me the job, I think I _____ it. (take)
4. A lot of people would be out of work if the car factory _____ . (close down)
5. If I sold my car, I _____ much money for it. (not/get)
6. (*in a lift*) What would happen if somebody _____ that red button? (press)
7. I don't think there's any chance that Gary and Emma will get married. I'd be absolutely astonished if they _____. (do)
8. Liz gave me this ring. She _____ very upset if I lost it. (be)
9. Dave and Kate are expecting us. They would be very disappointed if we _____. (not / come)
10. Would Steve mind if I _____ his bike without asking him? (borrow)
11. What would you do if somebody. _____ in here with a gun? (walk)
12. I'm sure Sue _____ if you explained the situation to her. (understand)

III. Answer the following questions:

Model: A: Shall we catch the 10.30 train? B: No. (arrive too early)
– If we caught the 10.30 train, we'd arrive too early.

1. A: Is Kevin going to take his driving test?

- B: No. (fail) If he _____.
2. A: Why don't we stay at a hotel?
B: No, (cost too much) If _____.
3. A: Is Sally going to apply for the job?
B: No. (not/get it) If _____
4. A: Let's tell them the truth.
B: No. (not / believe us) If _____
5. A: Why don't we invite Bill to the party?
B: No. (have to invite his friends too) If _____

IV. Complete the following sentences:

Model: I wasn't hungry, so I didn't eat anything. – If I'd been hungry, I would have eaten something.

1. The accident happened because the road was icy. – If the road
2. I didn't know that Joe had to get up early, so I didn't wake him up. – If
3. I was able to buy the car only because Jane lent me the money. – If
4. Karen wasn't injured in the crash because she was wearing a seat belt. – If
5. You didn't have any breakfast – that's why you're hungry now. – If
6. I didn't get a taxi because I didn't have any money. – If

V. Expand the following situations using *I wish*:

Model: You've eaten too much and now you feel sick. You say: I wish I hadn't eaten so much.

1. There was a job advertised in the newspaper. You decided not to apply for it. Now you think that your decision was wrong. – You say: I wish I
2. When you were younger, you never learned to play a musical instrument. Now you regret this. – You say: I wish I
3. You've painted the gate red. Now you think that red was the wrong colour. – You say: I wish I
4. You are walking in the country. You'd like to take some photographs, but you didn't bring your camera. – You say: I wish I

5. You have some unexpected guests. They didn't phone first to say they were coming. You are very busy and you are not prepared for them. – You say: I wish I

VI. Translate into English:

1. Добре було б, якби ми пішли в той похід. 2. Я порадив би вам не поспішати. 3. Необхідно, щоб ви взяли відпустку та поїхали в санаторій. 4. Якби пішов дощ, все б зазеленіло. 5. Ольга стала говорити голосніше, щоб її мама почула все. 6. Ви так засмагали, ніби провели відпустку на морі. 7. Я хотіла б подивитись цей фільм ще раз. 8. Тепер вона дуже шкодує, що не послухала мене. 9. Вам пора зрозуміти, що це не жарти. 10. Він ще пошкодує, що згадав ці факти. 11. Дивно, що вони не розуміють вас. 12. Чи не пора б їм помиритися? 13. Бажано, щоб ви більше уваги приділяли цим питанням. 14. Якщо я зустріну її, то передам ваші вітання. 15. Я дуже шкодую, що не можу піти на лекцію. 16. Мені так хотілося б, щоб ми знали три мови. 17. До біса роботу! Ідемо у відпустку. 18. Вони продовжували сваритися, ніби не чули моїх слів. 19. Що буде, то буде. 20. Вам давно пора спати. Завтра дуже важливий день. 21. Нам не відомо, хто наполягав, щоб зустріч перенесли. 22. Ти не шкодуєш, що взяв його з собою. 23. Такого не може бути, щоб він не пам'ятав цього імені. 24. Шкода, що йде дощ. 25. Я поїхала б з вами, якщо б склала усі іспити. 26. Він розповідав про цей фільм, ніби бачив його декілька разів. 27. Сумнівно, що погода покращає найближчим часом. 28. На вулиці дощ. Візьміть парасольки, щоб не змокнути. 29. Лекції пора розпочати. – Згода. Давно пора. 30. Вона не вибачила б йому, якби так сильно не кохала. 31. Це речі, які дитині важко зрозуміти. 32. Вона так боялася, щоб вони не згадали ту подію. 33. Ми були б дуже раді бачити старих друзів. 34. Ми заховали цей подарунок, щоб вона не знайшла його. 35. Не можна так зволікати. Тобі пора стати серйознішою і звернутися до лікаря. 36. Бажано, щоб ви говорили з нею ввічливіше. 37. Він пошкодує, що нікому нічого не сказав. 38. До біса екзамену! Добре було б трохи відпочити. 39. У мене і в думках не було приховувати правду. 40. Я пошкодував, що не виконав цього завдання.

WRITING

- **Youth in modern society.**
- **How to prevent violence in our life.**

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