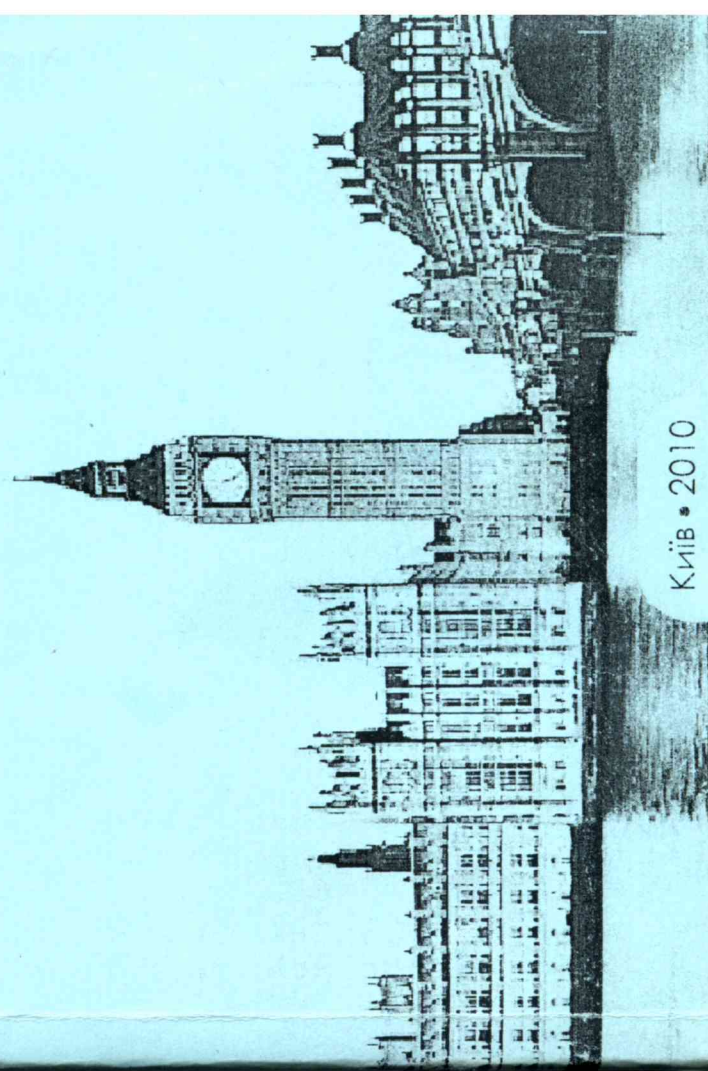


Київський університет імені Бориса Грінченка
Гуманітарний інститут
Кафедра практики та методики навчання англійської мови

ПРАКТИКА УСНОГО ТА ПИСЬМНОГО МОВЛЕННЯ

Навчально-методичний посібник
для аудиторної
та самостійної роботи студентів

IV курс



Київ • 2010

P.d. UK

КИЇВСЬКИЙ УНІВЕРСИТЕТ ІМЕНІ БОРИСА ГРІНЧЕНКА
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УДК 811.111(075.8)
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Затверджено на засіданні кафедри практики англійської мови
Гуманітарного інституту Київського університету імені Бориса Грінченка
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Посібник є складником навчально-методичного комплексу з практики усного та писемного мовлення студентів IV курсу десяти форм навчання напрямку «Філологія (англійська)» і призначений для організації аудиторної та самостійної роботи студентів відповідно до кредитно-модульної системи.

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У сучасних умовах модернізації та фундаменталізації фахової підготовки майбутніх учителів іноземної мови особливої актуальності набуває проблема їх професіоналізму та педагогічної діяльності. Тому самостійна робота студентів, як провідна форма навчання, вимагає вирішення таких основних завдань і розробки мети, змісту та дидактичних умов ефективної організації вищих навчальних закладів, особливо в умовах кредитно-модульної системи навчання.

Курс практики усного та писемного мовлення має за мету розвиток рецептивних та репродуктивних видів мовленнєвої діяльності студентів, а саме: говоріння, аудіювання, читання та письма, кожен з яких має своє значення для спілкування. Чітка відповідність змісту посібника робочій навчальній програмі з дисципліни «Практика усного та писемного мовлення» дає можливість викладачам організувати самостійну навчальну діяльність, а студентам здійснювати самостійну діяльність, систематизуючи та узагальнюючи знання і практичні навички.

Цей навчально-методичний посібник має на меті допомогти:

- удосконалювати знання у галузі розмовної англійської;
 - більш ефективно опановувати лексику розмовних тем, мовні зразки та граматичні конструкції;
 - набувати необхідних навичок ведення дискусії і вміти висловлювати власну думку;
 - ознайомитися із соціокультурними особливостями життя людей у англійських країнах та в Україні.
- Посібник є частиною навчально-методичного комплексу для роботи викладачів і студентів, до якого входять:
- навчально-методичний посібник (*Student's Book*) з розділом для домашнього читання (*Supplementary Reading*);

• посібник для викладача (*Teacher's Book*);

• комплект мультимедійних матеріалів на оптичному диску (CD-ROM).

Пропоноване видання складається з передмови, шести тематичних розділів, які містять тексти та систему розроблених до них завдань, розділу для самостійного домашнього читання та списку використаних джерел. Посібник відповідає вимогам навчання студентів за кредитно-модульною системою навчання за напрямом «Філологія (англійська)».

Module 1

Law and Crime

"You can get much further with a kind word and a gun than you can with a kind word alone."

Al Capone

Lesson 1 . RULE OF LAW

1. A. Discussion Spot. What is the main difference between the notions of rule, law and regulation? Use your past experience and knowledge to explain.

B. Agree or disagree. Give specific reasons to your answer.

1. However hard people try, laws are always insufficient.
2. Laws are not for ordinary people, they are for lawyers.
3. All laws are situational. They suit only a particular place at a particular time.
4. There is some eternal law. It is good for all times and places.

Speech Patterns

2. A. Look at some speech patterns on the topic. Make the sentences of your own, using the same phrases.

1. It makes sb Adj to V

1. *It makes me wild to think of working and working like a dog.* 2. *It made Jane mad to hear the news.* 3. *It will make the child happier to have his sister with him.*

2. a) All sb can / could think of is (was)

1. *All you can think of is finding fault.* 2. *All I could dream of was going on a vacation.* 3. *All you can object to is the loss of time.*

b) All you can / could do is (was)

1. *All you can do is to tell the truth.* 2. *All he was able to do was to listen to them.* 3. *All you had to do was to give your consent.*

c) All you can / could say is (was)

1. *All you can (have to) say is (that) you will never do it.* 2. *All I can say is I hope I'll never get married.* 3. *All I could say was that the matter was urgent.*

B. Translate the following sentences using the speech patterns.

1. Мене бісить сама думка про те, що ми вимушені провести ще один день на митниці. 2. Все, про що депутат може лише думати, — це матеріальні речі, а де ж духовність? 3. Я вважаю, що народ країни зробить насильним лише те, якщо правлячі кола перейматимуться проблемами громадян і відповідно діятимуть. 4. Все, про що Джуді думала, — це був спадок, який вона отримала невдовзі, але, як на мене, все це оманливо. 5. Все, про що говорили місцеве телебачення, — це був державний переворот у одній з країн Карибського регіону. 6. Лише пристойні та своєчасні засоби лікування від грипу зроблять українців здоровішими. 7. Місцева влада зробить дітей-сиріт щасливішими, надавши достатню матеріальну допомогу. 8. День народження норвезької королеви є, безперечно, національним святом для її громадян. 9. Все, що ця партія спромоглася запропонувати, — це встановити ділові відносини з Арабськими Еміратами. 10. Все, що справді дратує мешканців Лаоса, — це нереально високі митні податки.

Vocabulary

3. Consult the dictionary. Make sure you understand the given phrases correctly.

◆ to adopt a rule; to apply / to enforce a rule; to break, to violate a rule; to establish rules; to formulate a rule; to obey / to observe a rule; to revoke a rule; ground rule

It is a rule with them. It's our rule not to smoke at university. They established a rule that everyone must share the expenses.

◆ to administer, to apply / to enforce a law; to repeal / to revoke a law; to break / to violate a law; to cite a law; to draft a law; to obey /

to observe a law; to promulgate a law; to take the law into one's own hands; stringent law; to adopt a law; to keep within the law; to lay down the law; to pass a law; Sod's Law / Murthy's Law

There is no law against fishing. It is against the law to smoke in an elevator.

◆ to adopt a regulation; to enforce a regulation; to obey / to observe a regulation; to violate a regulation; duty regulation

We obeyed the regulation that no cars be / should be parked there.

Reading

4. A. Read the statements below and decide whether they are true or false.

1. Some laws seem silly because they are very old.
2. The French secret police are arresting all pigs named Napoleon.
3. No one is allowed to feed pigeons in Lucca, Italy.
4. In England, it is illegal to bring a drunk frog in a cab.
5. Italian mayors are responsible for many of the new and bizarre laws.
6. On the island of Capri, women can't wear bikini swimsuits.
7. The summer of bans is a music festival in Italy.
8. Rodrigo Piccoli was fined 50 euro for offending public decorum.

B. Read the text and find out if you were right or wrong.

LAW IS A SERIOUS MATTER, OR IS IT?

The law is a **tricky** thing. Laws aim to protect people and **preserve** order. But that doesn't prevent governments across the world from creating some silly laws. Some are simply strange and others are **outdated**. In London, for instance, it is **illegal** to hire a taxi if you have the plague though the black death has not appeared on the European continent in hundreds of years. France appears prepared to defend the legacy and honor of Napoleon: it is **forbidden** to name a pig Napoleon. And in the American state of Ohio, it is against the law to get a fish drunk.

Most of these laws are no longer **enforced** or even known. The police do not stop travelers from boarding a cab and question them if they might have the plague. There is no gestapo force in France patrolling the countryside searching for pigs named Napoleon. The United States Fish and Wildlife Service is not monitoring lakes and rivers for drunk fish.

Now Italy, in an effort to **cut down on crime** in the country, has given Italian mayors extra **law-and-order powers**. The result is a new wave of bizarre "public decorum" laws. On the island of Capri, it is now illegal to wear a bikini swimsuit anywhere but on the beach. In the seaside city of Eraclea, near Venice, leave the buckets and shovels at home because building sandcastles is not permitted. In Eboli, a **public display of affection** in a vehicle can **merit** a 500 euro **fine**. Pigeons **are hit hard** by a **new law** in Lucca, as it is now against the law to feed them. And in Novara the only people in the parks at night will be loving couples-groups of more than two people are banned from parks after dark.

Has the government gone too far in the name of public decorum? Many people think so and the Italian press has labeled the rapid increase of new and strange laws as "the summer of bans". In the city of Vicenza, Rodrigo Piccoli was fined 50 euro for laying down in a park to read a book. The law became national news when he telephoned a radio station and complained. The mayor of this Italian city has since apologized and promised to remove the **ban**. Let's hope that the government relaxes before instituting a national **dress code**.

C. Explain the words printed in bold. Translate them into Ukrainian if necessary.

Topical Vocabulary

5. A. Read the text. Pay attention to the words in italic.

If you want to prevent something from happening, you can do it in a number of ways. You can *prohibit* it, which suggests that you have legal or other authority and are willing to back up your prohibition with force; or you can simply *forbid* it and hope that others will listen to you. *Ban* is more serious because it involves both legal and moral issues. A government or some other authority may disallow something that might otherwise be permitted. If a government outlaws something, it makes it illegal. When you want to abolish a law, you want it to end.

B. Study more details with examples.

to prohibit — to officially forbid sth. *Motor vehicles are prohibited from driving in the town centre.*

to abolish — to end activity or custom officially. *National Service was abolished in Britain in 1962.*

to ban — to forbid, especially officially. *The film was banned in several countries. (the government prevented it from being shown)*

to forbid — to refuse to allow sth, especially officially, or to prevent a particular action by making it impossible. *The law forbids the sale of cigarettes to people under the age of 16.*

to outlaw — to make sth illegal or unacceptable. *The new law will outlaw smoking in public places.*

C. What do you think about the following bans? What is your personal attitude to them?

- smoking bans in public places
- mobile phone bans in cars / schools
- helmet laws when riding a bicycle
- seat belt laws when driving a car
- gun control laws
- alcohol laws: alcohol banned for people under 21 (USA) / ban on drinking alcohol in public places

Lesson 2. COURTS AND TRIALS

Vocabulary

1. A. Study the following vocabulary notes. All of them are translated as «судовий процес», but have different meaning which depends on the context.

① **litigation** — судовий процес, спір
civil litigation — судовий процес у цивільній справі; **litigation expenses** — судові витрати

② **lawsuit** — судовий процес, справа, позов
to be cast in lawsuit — програти судовий процес; **party to a lawsuit** — сторона у справі; **to file a lawsuit** — подати позов

③ **suit** — судовий процес, позов, судочинство
to win / to lose a suit — виграти / програти процес; **to mount a suit** — пред'явити позов; **to press a suit** — чинити тиск на хід судового процесу; **to bring a suit** — порушити справу

④ **trial** — судовий процес, слухання справи

to conduct / hold a trial — вести судовий процес; *staged trial* — інсценований судовий процес; *trial by jury* — розгляд справи за участю присяжних; *to face trial* — постати перед судом; *to stand trial* — відповідати перед судом; *civil trial* — цивільне судочинство; *criminal trial* — карне судочинство; *preliminary trial* — попереднє слухання справи; *case for trial / trial case* — справа, що підлягає розгляду в суді; *case on trial* — справа на стадії судового розгляду; *trial list* — список справ до слухання; *party to a trial* — сторона у процесі

⑤ *cause* — судовий процес, справа
major / minor cause — справа про тяжке / незначне правопорушення

⑥ *controversy* — цивільний судовий процес, правовий спір
to decide a controversy — вирішити спір

⑦ *process* — судовий процес, процедура, порядок, процесуальні норми

⑧ *proceeding(s)* — судовий процес, розгляд справи у суді
to take criminal proceeding(s) — порушити карне переслідування

B. Answer the questions.

1. What is the main difference between *to file a lawsuit* and *to mount a suit*?

2. Why is the word "litigation" translated as «спір», but not as «суперечка»?

C. Translate the following sentences into English, using the vocabulary notes.

- Не втручайтеся у процес розслідування.
- Чи не могли б ви внести мою заяву до списку справ до слухання?
- У недемократичних державах влада часто здійснює тиск на хід судового процесу.
- Кожен злочинець має відповідати перед судом.
- Хто оплатить судові витрати?
- З таким адвокатом він виграє судовий процес.
- Я представляю одну зі сторін у цивільному судовому процесі.
- Суддя вів процес, коли у нього задзвонив мобільний телефон.
- Доведеться подати позов до суду проти сусідів.
- Після довгого засідання спір було вирішено.

Reading

2. A. Read and discuss the text about the cases.

KINDS OF CASES

Civil Cases

Civil cases are usually disputes between or among private citizens, corporations, governments, government agencies, and other organisations. Most often, **the party bringing the suit** is asking for money damages for some wrong that has been done. For example, a **tenant** may sue a landlord for failure to fix a **leaky roof**, or a landlord may sue a tenant for failure to pay rent. People who have been injured may **sue** a person or a company they feel is responsible for the injury.

The party bringing the suit is called **the plaintiff**; the party being sued is called **the defendant**. There may be many plaintiffs or many defendants in the same case.

The plaintiff starts the lawsuit by filing a paper called **a complaint**, in which the case against the defendant is stated. The next paper filed is usually the answer, in which the defendant disputes what the plaintiff has said in the complaint. The defendant may also feel that there has been a wrong committed by the plaintiff, in which case a **counterclaim** will be filed along with the answer. It is **up to the plaintiff** to prove the case against the defendant. In each civil case the judge tells the jury the extent to which the plaintiff must prove the case. This is called the plaintiff's **burden of proof**, a burden that the plaintiff must meet in order to win. In most civil cases the plaintiff's burden is to prove the case by **a preponderance of evidence**, that is, that the plaintiff's version of what happened in the case is more probably true than not true.

Jury verdicts do not need to be unanimous in civil cases. Only ten jurors need to agree upon a verdict if there are 12 jurors; five must agree if there are six jurors.

Criminal Cases

A criminal case is brought by the state or by a city or county against a person or persons accused of having committed a crime. The state, city, or county is called the plaintiff; the accused person is called the defendant. **The charge** against the defendant is called an information or a complaint. The defendant **has pleaded not guilty** and you should pre-

sume the defendant's innocence throughout the entire trial unless the plaintiff proves the defendant guilty. The plaintiff's burden of proof is greater in a criminal case than in a civil case. In each criminal case you hear the judge will tell you all the elements of the crime that the plaintiff must prove; the plaintiff must prove each of these elements beyond reasonable doubt before the defendant can be found guilty.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find English equivalents in the text for the following phrases.

яка-небудь заподіяна шкода; власник жиллощої; подати заяву до суду; викласти суть справи; одноостайно; довести невинність відповідача.

3. A. Read and discuss the text.

SELECTION OF THE TRIAL JURY

The first step in the selection of the trial jury is the selection of a jury panel. When you are selected for a jury panel you will be **directed to report**, along with other panel members, to a **courtroom** in which a **case is to be heard** once a jury is selected. The judge **assigned** to that case will tell you about the case and will introduce the lawyers and the people involved in the case. You will also take an oath, by which you promise to answer all questions truthfully. Following this explanation of the case and the taking of the oath, the judge and the lawyers will **question** you and the other members of the panel to find out if you have any personal interest in it, or any feelings that might make it hard for you to be **impartial**. This process of questioning is called *Voir Dire*, a phrase meaning "to speak the truth".

Many of the questions the judge and lawyers ask you during *Voir Dire* may seem very personal to you, but you should **answer them completely** and honestly. Remember that the lawyers are not trying to embarrass you, but are trying to make sure that members of the jury do not have opinions or past experiences which might **prevent them from** making an impartial decision.

During *Voir Dire* the lawyers may ask the judge to excuse you or another member of the panel from sitting on the jury for this particular case. This is called *challenging a juror*. There are two types of challenges.

The first is called a *challenge for cause*, which means that the lawyer has a specific reason for thinking that the juror would not be able to be impartial. For example, the case may involve the theft of a car. If one of the jurors has had a car stolen and still feels angry or upset about it, the lawyer for the person accused of the theft could ask that the juror be excused for that reason. There is no limit on the number of the panel members that the lawyers may have excused for cause.

The second type of challenge is called a *peremptory challenge*, which means that the lawyer does not have **to state a reason** for asking that the juror be excused. Like challenges for cause, peremptory challenges are designed to allow lawyers to do their best to assure that their clients will have a **fair trial**. Unlike challenges for cause, however, the number of peremptory challenges is limited.

Please try not to take offence if you are excused from **servicing on a particular jury**. The lawyer who challenges you is not suggesting that you lack ability or honesty, **merely** that there is some doubt about your impartiality because of the circumstances of the particular case and your past experiences. If you are excused, you will either return to the juror waiting area and wait to be called for another panel or will be excused from service, depending on the local procedures in the county in which you live.

Those jurors who have not been challenged become the jury for the case. Depending on the kind of case, there will be either six or twelve jurors. The judge may also allow selection of one or more alternate jurors, who will serve if one of the jurors is unable to do so because of illness or some other reason.

JUROR'S OATH

I do solemnly, sincerely and truly declare and affirm that I will faithfully **try the defendant** and give a true verdict according to the evidence.

B. Translate the terms in italic.

C. Explain the words printed in bold. Translate them into Ukrainian if necessary.

D. Find English equivalents in the text for the phrases.

суд присяжних; список присяжних; прийняти присягу; особиста зацікавленість; засоромити; попередній досвід; відсторонити; відсторонення присяжного; відсторонення з указанням причини;

юрист, що представляє інтереси обвинувачуваного; безпелляційне відсторонення; довести / домогтися / забезпечити; ображатися; на-тякати; якась конкретна справа; зала запасних присяжних; замінити присяжних.

4. A. Complete the following text using the words from the box.

THE JURY IN BRITAIN

Trial by jury is an ancient and important **feature** of English **justice**. Although it has declined in **1** (except for **libel** and **fraud**), it is the main element in criminal trials in the crown court. Jury membership was once **linked** to the **2**, which resulted in male and middle-class **do- minance**. But now most categories of British residents are obliged to **3** jury service when summoned.

Before the start of a criminal trial in the crown court, 12 jurors are chosen from a list of some 30 names **4** selected from local electoral registers. They listen to the **5** at the trial and give their verdict on the facts, after having been isolated in a *separate room* for their delibe- rations. In England, Wales and Northern Ireland the **6** may be 'gu- ilty' or 'not guilty', the latter resulting in **acquittal**. Until 1967 the ver- dict had to be **7**. But now the judge will accept a majority verdict after the jury has deliberated for more than two hours **provided that**, in the normal jury of 12 people, there are no more than two **dissenters**.

In Scotland the jury's verdict may be 'guilty', 'not guilty' or '**not pro- ven**', the accused is **8** if either of the last two verdicts is given. As a general rule no one may be **9** without corroborated **evidence** from at least two sources.

If the jury acquits the defendant, the prosecution has no **10** and the defendant cannot be tried again for the same offence.

A jury is independent of the **11**. Any attempt to interfere with a jury is a **12**. Potential jurors are put on a panel before the start of the trial. In England and Wales the **prosecution** and the **defence** may **13** individual jurors on the panel, giving reasons for doing so. In Scotland the prosecution or defence may challenge up to three jurors wi- thout reason. In Northern Ireland each defendant has the right to chal- lenge up to 12 potential jurors without giving a reason.

People between the ages of 18 and 70 (65 in Scotland) whose names appear on the **electoral register**, with certain exceptions, are **14**

jury service and their names are chosen at random. Ineligible people include, for example, judges and people who have within the previous ten years been members of the legal profession or the police, prison or pro- bation services. People convicted of certain offences within the previous ten years cannot serve on a jury. Anyone who has received a prison sen- tence of five years or more is **15** for life.

criminal offence	acquitted	challenge
civil cases	convicted	disqualified
liable for	ownership of property	randomly
right of appeal	evidence	judiciary
verdict	unanimous	undertake

B. Explain the words printed in bold. Translate them into Ukrainian if neces- sary.

C. Answer the questions.

1. What is the room's name (see the italicized text)?
2. Translate the word "prosecution" into Ukrainian. Then translate the word "accusation". Have you received the same word? Why so?

D. Find English equivalents in the text for the phrases.

зменшитися у значущості; призвести до; скликати / викликати; судові засідання з кримінальної справи; королівський суд; випад- ково обраний; підтвердження / справжній; такий, що не може бути (обраним); вирок ув'язнення.

5. Read the rules for jurors. Would you like to add anything to the list?

DO'S AND DON'TS FOR JURORS

During trial

1. DO arrive on time. The trial cannot proceed until all jurors are pre- sent. Do return to the courtroom promptly after breaks and lunch.
2. DO pay close attention to witnesses. Concentrate both on what the witnesses say and on their manner while testifying. If you cannot hear what is being said, raise your hand and let the judge know.
3. DO keep an open mind all through the trial. DON'T form an opi- nion on the case until you and the other jurors have conducted your de-

liberations. Remember that if you make up your mind while listening to one witness's testimony, you may not be able to consider fully and fairly the testimony that comes later.

4. DO listen carefully to the instructions read by the judge immediately before the jury begins its deliberations. Remember that it is your duty to accept what the judge says about the law to be applied to the case you have heard. DON'T ignore the judge's instructions because you disagree about what the law is or ought to be.

5. DON'T talk about the case with anyone while the trial is going on, not even with other jurors. It is equally important that you do not allow other people to talk about the case in your presence, even a family member.

6. DON'T talk to the lawyers, parties, or witnesses about anything. These people are not permitted to talk to jurors and may appear to ignore you outside the courtroom. Remember that they are not trying to be rude; they are merely trying to avoid giving the impression that something unfair is going on.

7. DON'T try to discover evidence on your own. For example, never go to the scene of any event that is part of the case you are hearing. Remember that cases must be decided only on the basis of evidence admitted in court.

8. DON'T let yourself get any information about the case from newspapers, television, radio, or any other source. Remember that news reports do not always give accurate or complete information. Even if the news about the trial is accurate, it cannot substitute for your own impressions about the case. If you should accidentally hear outside information about the case during trial, tell the bailiff about it in private.

9. DON'T express your opinion about the case to other jurors until deliberations begin. A person who has expressed an opinion tends to pay attention only to evidence that supports it and to ignore evidence that points the other way.

During deliberations

1. DO consult with the other jurors before making up your mind about a verdict. Each juror must make up his or her own mind, but only after impartial group consideration of the evidence.

2. DO reason out differences of opinion between jurors by means of a complete and fair discussion of the evidence and of the judge's in-

structions. DON'T lose your temper, try to bully other jurors, or refuse to listen to the opinions of other jurors.

3. DO reconsider your views in the light of your deliberations, and change them if you have become convinced they are wrong. DON'T change your convictions about the importance or effect of evidence, however, just because other jurors disagree with you or so that the jury can decide on a verdict.

4. DON'T play cards, read, or engage in any other diversion.

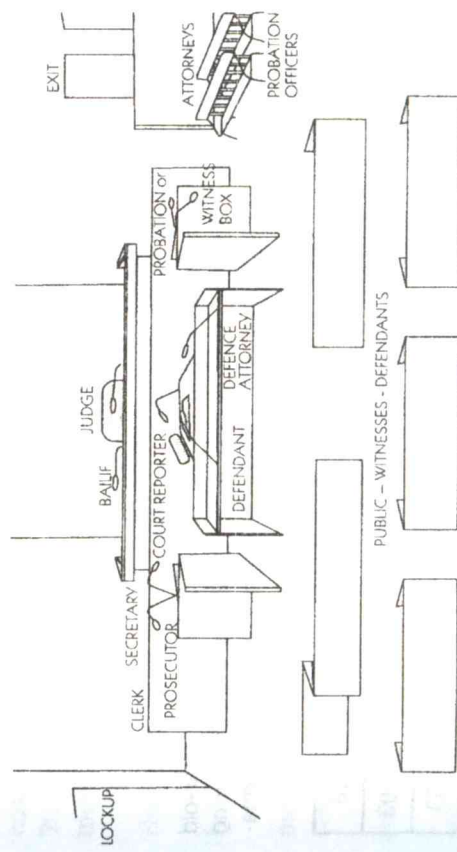
5. DON'T mark or write on exhibits or otherwise change or injure them.

6. DON'T cast lots or otherwise arrive at your verdict by chance, or the verdict will be illegal.

7. DON'T talk to anyone about your deliberations or about the verdict until the judge discharges the jury. After discharge you may discuss the verdict and the deliberations with anyone to whom you wish to speak. DON'T feel obligated to do so; no juror can be forced to talk without a court order. DO be careful about what you say to others. You should not say or write anything that you would not be willing to state under oath.

6. A. **Work with hand-outs.** Analyse information about different stages of the trial. Put them into the right order.

B. Look at the picture of the typical courtroom of the USA. It may help you understand the text better.



7. You are on the parole board of a prison which is so overcrowded that you must release in prisoners. From the photographs and notes decide who you should set free.



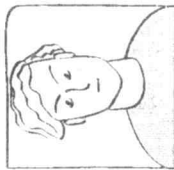
Alan Jones: Murder. Poisoned wife slowly. Neighbours say nice man; children love him. Wife had lots of affairs.



Janet Green: Shoplifting, 10th offence. A tramp. Likes to spend winter in prison.



Miranda Morgan: Drug addict and dealer. Two unsuccessful drug treatment programmes. Two-year-old child.



Mickey Brown: Vandalism and football hooliganism. Low intelligence. Violent when drunk.

Writing

8. The table below shows the total appearances in court of 10–18-year-old children distinguished by age and sex in New South Wales, Australia during some definite period. Write a report for a court official describing the information shown below.

Age	10	11	12	13	14	15	16	17	18
Boys	25	90	238	602	1286	2060	2915	3495	1203
Girls	4	3	38	135	300	530	586	598	163

9. Listen to the news report and fill in the gaps.

"Yesterday morning Gregory Briggs appeared in Shellsby Crown Court 1 _____ of robbery. The judge 2 _____ him to ten years in prison. Briggs was 3 _____ last May as he was trying to rob Lloyds Bank in Shellsby. One 4 _____ told reporters that Briggs had run into the bank holding a gun and threatened to shoot everyone unless the manager gave him all the money in the safe. Fortunately 5 _____ Gary Thomas, who happened to be in the bank at the time, was able to grab Briggs's 6 _____ before he had a chance to hurt anyone. As Briggs walked into the courtroom yesterday morning with his lawyer, he 7 _____ having broken the 8 _____ and told reporters that he was 9 _____. However, after hearing the witnesses and seeing the evidence supplied by the bank's security cameras, the jury quickly came to the conclusion that Briggs was 10 _____. Last night Police Chief John Brown praised Thomas for his brave arrest of the violent criminal and for preventing what might have turned into a tragedy."

10. A. Read and discuss.

THE COURTS OF UKRAINE

The highest court is the **Constitutional Court**, which is **charged with protecting and interpreting** the constitution. The president, the legislature, and a **conference of judges** each appoint six of the court's 18 members. The Supreme Court is the highest **appeals court** for non-constitutional issues. A Supreme Judiciary Council, consisting of 20 members, recommends judiciary appointments and deals with the removal of judges.

The **Supreme Court of Ukraine** is the **highest judicial body** in the system of courts of **general jurisdiction** in Ukraine.

The Court **derives its authority** from the Constitution of Ukraine, but much of its structure is outlined in legislation.

The Court consists of several **judicial chambers** (criminal, civil, administrative, and arbitration cases). A **separate panel** considers military cases.

Appointments to the Court are made by the parliament and have no fixed time limit, nor is there a fixed number of appointments allowed.

The **Chairman** of the Supreme Court is elected to office and dismissed from office by the Plenary Assembly of the Court by secret ballot.

The Court was originally established on March 11, 1923.

The **Constitutional Court of Ukraine** is the only body of constitutional jurisdiction in Ukraine. The main task of the Court is to guarantee the **supremacy** of the Constitution of Ukraine as the fundamental law of the land.

The Court initiated its activity on October 18, 1996. The first Court **ruling** was made on May 13, 1997.

The Court:

- on the appeal of the President, no less than 45 members of the parliament, the Supreme Court of Ukraine, the Ombudsman, or the Crimean parliament, **assesses the constitutionality** of:
 - laws and other legal acts of the parliament
 - acts of the President –
 - acts of the Cabinet
 - **legal acts** of the Verkhovna Rada of the Autonomous Republic of Crimea (Crimean parliament)
- officially **interprets** the Constitution and laws of Ukraine
- on the appeal of the President or the Cabinet, provides opinions on the **conformity** with the Constitution of **international treaties**
- on the appeal of the parliament, provides an opinion on the observance of the procedure of impeachment of the President
- provides an opinion on the **compliance of a bill** on introducing amendments to the Constitution with the restrictions imposed by the Constitution.

The Court's rulings are **mandatory** for execution in Ukraine, are final and cannot be appealed. Laws and other legal acts, or their separate provisions, that are deemed unconstitutional, lose legal force.

The Court is composed of 18 judges, appointed in equal shares by the President, the parliament, and the Congress of Judges.

A judge must be a citizen of Ukraine and must have:

- **attained** the age of 40
- a higher legal education and professional experience of no less than 10 years
- resided in Ukraine for the last 20 years
- command of the state language

Judges are appointed for 9 years without the right of reappointment. The President and parliament are required to fill a vacant position within one month and the Congress of Judges has 3 months to do so.

Famous and notorious rulings

- December 29, 1999: the Court interpreted the Constitution as unconditionally ruling out capital punishment; this is the date when Ukraine de jure abolished capital punishment after a long period of a de facto moratorium
- November 14, 2001: the Court **outlawed** the institution of propiska
- December 25, 2003: the Court allowed Kuchma to **run for presidency** for the third time (Kuchma chose not to run).

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find English equivalents in the text for the phrases.

законодавча гілка влади; неконституційна судово справа; звільнення (суддів) з посади; справа про адміністративне правопорушення; обраний на посаду; звільнений з посади; таємне голосування; основний закон; прийняття поправок; вища юридична освіта; проживати (за певною адресою); володіти (мовою).

Lesson 3. CRIME AND PUNISHMENT

Reading

1. A. Read and discuss.

BRITAIN AND KNIFE CRIME

Recently there have been a lot of articles in British newspapers about knife crime. The media interest follows an unusually high number of fatal stabbings involving teenagers, particularly in London, where so far in 2008 more than twenty teenagers have been killed by other young people in knife attacks. In some cases the victims were involved in disputes between gangs, but in others it seems they were just in the wrong place at the wrong time, being stabbed during arguments that broke out spontaneously on the street. In a recent BBC documentary programme, the headteacher of a secondary school in England said that the number of pupils (mostly boys, but also some girls) caught with knives in his school has increased greatly in recent years.

The British government is certainly worried, which is why it recently recommended that sixteen and seventeen year olds who are found by police officers to be carrying knives should be prosecuted and taken to court — previously this could only happen to people aged eighteen and over. It has also recommended that young people caught with knives should be made to visit stabbing victims in hospital, in the hope that seeing the injuries knives can cause will shock them into changing their behaviour.

The problem probably has a number of different causes. In poorer areas of large British cities, where most knife crime takes place, some teenagers have said they carry knives in order to feel powerful or to get respect, while others have said they need the weapon as protection in case they themselves are threatened by someone carrying a knife.

However, it is still true that only a small minority of young people in Britain carry knives. In fact, it might even be true that the problem is not getting worse. The statistics do not paint a clear picture: for example, while the number of people prosecuted for carrying knives has increased in the last ten years, an important survey suggests the annual number of stabbings in Britain has been falling since the mid-1990s — although that survey does not include victims under the age of sixteen.

While the debate about knife crime continues, the big picture is that only a tiny percentage of people in Britain die in violent circumstances. Britain has a total population of around 60 million, and in nine out of the last ten years there have been fewer than 1,000 murders.

B. Decide if the following statements are true (T) or false (F), or if there is no information in the text (N).

1. It is normal for young people in Britain to carry knives.
2. The British media is interested in the subject of knife crime among young people.
3. Most knife crime in Britain takes place in large cities.
4. Most secondary schools in England have a problem with pupils carrying knives.
5. All the young people killed in knife attacks in London this year were involved in disputes between gangs.
6. Recently the number of fatal stabbings involving teenagers has been higher than normal.
7. In most of the last ten years there have been fewer than 1,000 murders in Britain.

8. It is clear that the problem of knife crime among young people is getting worse.

C. Answer the questions below.

1. How many teenagers have been killed by other young people in knife attacks in London this year?
2. Why was the headteacher in the BBC documentary programme worried?
3. What does the British government think should happen to sixteen and seventeen year olds who are found by the police to be carrying knives?
4. Why does the British government think it might be a good idea to make young people who have been caught carrying knives visit stabbing victims in hospital?
5. The text mentions three reasons young people have given for carrying knives — what are they?
6. The text mentions a problem with the survey that suggests the annual number of stabbings in Britain has been falling. What is it?

Topical Vocabulary

2. Study the following list of offences. Rate them on a scale from 1 to 10 (1 is a minor offence, 10 is a very serious crime). You don't have to apply your knowledge of existing laws — your own opinion is necessary.

1. driving in excess of the speed limit
2. common assault (e.g. a fight in a disco-club)
3. drinking and driving
4. malicious wounding (e.g. stabbing someone in a fight)
5. murdering a policeman during a robbery
6. murdering a child
7. causing death by dangerous driving
8. smoking marijuana
9. selling drugs (such as heroin)
10. stealing \$1,000 from a bank by fraud
11. stealing \$1,000 worth of goods from someone's home
12. rape
13. grievous bodily harm (almost killing someone)
14. shop-lifting
15. stealing \$1,000 from a bank by threatening someone with a gun
16. possession of a gun without a licence

3. A. Match each word on the left with the appropriate definition on the right.

CRIMES AND CRIMINALS

- | | |
|---------------------|--|
| 1. an arsonist | A. attacks and robs people, often in the street |
| 2. a shop-lifter | B. sets fire to property illegally |
| 3. a mugger | C. is anyone who breaks the law |
| 4. an offender | D. breaks into houses or other buildings to steal |
| 5. a vandal | E. steals from shops while acting as an ordinary customer |
| 6. a burglar | F. kills someone |
| 7. a murderer | G. deliberately causes damage to property |
| 8. a kidnapper | H. steals things from people's pockets in crowded places |
| 9. a pickpocket | I. gets secret information from another country |
| 10. an accomplice | J. buys and sells drugs illegally |
| 11. a drug dealer | K. takes away people by force and demands money for their return |
| 12. a spy | L. helps a criminal in a criminal act |
| 13. a terrorist | M. uses violence for political reasons |
| 14. an assassin | N. causes damage or disturbance in public places |
| 15. a hooligan | O. hides on a ship or plane to get a free journey |
| 16. a stowaway | P. takes control of a plane by force and makes the pilot change course |
| 17. a thief | Q. murders for political reasons or a reward |
| 18. a hijacker | R. is someone who steals |
| 19. a forger | S. makes counterfeit (false) money or signatures |
| 20. a robber | T. is a member of a criminal group |
| 21. a smuggler | U. steals money, etc. by force from people or places |
| 22. a traitor | V. marries illegally, being married already |
| 23. a gangster | W. is a soldier who runs away from the army |
| 24. a deserter | X. brings goods into a country illegally without paying tax |
| 25. a bigamist | Y. illegally carries drugs into another country |
| 26. a drug smuggler | Z. betrays his or her country to another state |

B. Complete the table. How many words are completely new for you?

CRIME	CRIMINAL	CRIMINAL ACT
treason	traitor	to betray
theft	thief	to steal
	murderer	
	an arsonist	
	a shoplifter	
	mugger	
	offender	
	vandal	
	a burglar	
	a kidnapper	
	a pickpocket	
	an accomplice	
	a drug dealer	
	a spy	
	a terrorist	
	an assassin	
	a hooligan	
	a stowaway	
	a hijacker	
	forger	
	a robber	
	a smuggler	
	a gangster	
	a deserter	
	a bigamist	
	a drug smuggler	

4. Watch the video attentively. Answer the following questions, paying special attention to #7.

1. What did a gangster from the van show to the BMW driver by a sign language?
2. What information did the BMW driver get from the gangster?
3. Why was the BMW passenger so much afraid of the gangsters?
4. Which circumstance saved his life?
5. Do you think the BMW passenger really had swallowed the diamonds? Why do you think so?
6. Why do you think the clip is called "Ambush"?
7. The BMW driver, his passenger and the people in the van can be called with general word "offenders". Name as many specific words as possible to call each of them. Name all wrongdoings committed by them.

Reading

5. A. Read and discuss the report.

DUBLIN'S FIRST CYBER CRIMINAL

A teenage boy with a sweet tooth has become Ireland's first Internet criminal after ordering £1,600 of chocolate on the credit card of an Argentinean.

The case began in Dublin, where a 15-year-old boy was surfing the Net on his parents' computer. He found an American company offering home deliveries of chocolate. The boy called up the order form, filled in his name and address and placed an order for \$2,000 of chocolate. When asked for his credit card number, he made one up. He typed in 16 digits at random. Four days later, while his parents were out, a courier delivered the chocolate. The boy, who cannot be named for legal reasons, hid the goods in his room.

Meanwhile, the credit card holder in Argentina was distressed to discover that he had paid \$2,000 to an American company supplying chocolates. He denied any knowledge of the order. The American suppliers checked the order form, realized the order had gone to Dublin rather than to Argentina and contacted the Irish police. The Irish fraud squad began investigating its first case of Internet fraud.

Police called at the boy's home and witnessed him eating the evidence. According to one Irish weekend newspaper, his parents were 'dumbfounded' at the discovery. All three cooperated fully with the police and recovered the remains of the chocolate.

As a juvenile, the boy will not be charged with obtaining goods by false pretences and the American company donated the chocolate to a children's charity in Dublin. The offender is said to be 'remorseful and sick of the sight of chocolate'.

B. Choose the correct answer.

1. *The Argentinean felt ...*
a. unhappy and upset b. angry and worried
c. surprised and annoyed
2. *The boy's parents felt ...*
a. angry b. surprised c. amused
3. *At the end of the story the boy felt ...*
a. sorry b. worried c. angry

C. **Work in pairs.** Tell a partner about a time when you experienced these feelings: a. *distressed*, b. *dumbfounded*, c. *remorseful*.

D. Underline all the words and phrases in the report connected with the topics in the table. Write them in the correct column and decide if they are verbs, nouns or adjectives.

Crime / Law	Technology	Money / Business

E. Find words in the crime column of the table that mean the following.

1. an event that the police look into
2. relating to the law
3. the crime of tricking people to get money
4. to try to discover the truth
5. to see something happen
6. facts or things which prove the truth
7. a young person, not yet an adult
8. to say officially that someone is accused of a crime
9. a person who has committed a crime

F. Group work. Discuss the following questions.

1. In your opinion, did the boy commit a real crime?
 2. Imagine that you are involved in this case. What would you do if you were:
 - a) the American company?
 - b) the boy's parents?
 - c) the police?
 - d) the Argentinian?
- 6. A.** Read and discuss.

WHY DO WE COMMIT CRIMES?

All adults at some time or another commit a crime, sometimes by accident, but why do some people intentionally commit crimes? Here are three theories that try to explain the causes of criminal behaviour.

Genetic Causes

The idea that some people commit crimes because of biological factors has a long tradition. This theory suggests that criminals are born, not made. In the 19th century some people even thought brain sizes and skull shapes could explain criminal behaviour. Although experts today no longer believe this, they do argue that human behaviour can be linked to an individual's genes. Studies of adopted children who show criminal behaviour suggest that their behaviour is more similar to their biological parents' behaviour than their adoptive parents', showing a genetic link.

Environment

This theory states that a person's surroundings influence their behaviour. Just as children learn good behaviour from their parents and siblings. So children can learn bad behaviour from their families and other close relationships. Researchers in this area argue that early anti-social behavior in childhood often leads to a future of criminal behaviour. It is a vicious circle, as one expert states: 'Problem children tend to grow up into problem adults, and problem adults tend to produce more problem children'.

Choice

The central idea of this theory is that crime is a career decision, an alternative way of making a living. The theory argues that most criminals are rational people, who know what they want and the different ways of getting it, i.e. work or crime. They are able to balance the risks of committing a crime, such as going to prison, against its benefits, i.e. what they gain if they aren't caught. The conclusion is: if there are more benefits than risks. Do it, but if there are more risks than benefits, don't do it. Research is continuing into people's motivation for committing crimes as understanding this may help us apply the correct punishments for crime. It is important to understand the causes of crime. With more knowledge, it will be easier to prevent crime and to help criminals to lead a more useful life.

B. Look at the summary statements below and match them with one of the causes in the text (genetic, environment, choice).

1. Anti-social adults often produce anti-social children.
2. Criminals think carefully before they decide on a life of crime.
3. Young people who behave badly tend to become criminals.
4. People used to think that someone's physical features were a cause of crime.
5. Some experts now believe that people commit crimes because of their genes.
6. Criminals consider what they can lose and gain by committing a crime.

7. A. Discussion Spot. Which reason in the text do you think is the most common cause of crime?

B. Group work. Discuss the following statements.

1. Criminals are born, not made.
2. Most criminals are either greedy or lazy.
3. Crime doesn't pay.
4. Petty crimes lead to serious crimes.
5. Once a criminal, always a criminal.
6. Television programmes are a major cause of crime.

Reading

8. Read the newspaper report and translate it into Ukrainian paying special attention to legal terms. Think of the possible title for the text.

In the Criminal Division of State Supreme Court, where felonies are handled, the typical punishment meted out is a prison term. In Criminal Court, though, where cases are less serious, fines are frequent. The fine could be \$25 or \$50 or more. Defendants are allowed to pay on the installment plan and many do, often paying \$10 every few weeks. The rationale for fining defendants includes the view that a fine is less onerous than time in jail and those sentences must involve some hardship to be effective. There are also arguments against fines — most obviously, that the defendants are almost all so poor that even a small fine can be a major hardship.

A few days before last Easter, Sam Jones stole two suits in the right sizes for his two young sons. He was caught almost immediately, arrested and taken to Manhattan Criminal Court. A Legal Aid lawyer was assigned to defend him.

"Doesn't welfare pay enough?" The lawyer asked him.

"No way," he replied.

The prosecutor and the defense lawyer worked out a plea bargain. Mr. Jones — the name is a pseudonym — duly pleaded guilty. The judge duly pronounced the agreed-upon sentence: a \$50 fine. His lawyer was asked later how Mr. Jones would pay the fine if he couldn't afford clothes for his children.

The lawyer paused, and then grimaced. Mr. Jones had shoplifted before, the lawyer noted.

"He's probably going to go out and shoplift again and fence it. That's how he'll pay the fine."

9. A. Read the two stories and point out all the differences between them. Which of them is a true one?

Story A

In 1990 Mark Brown went on holiday to America for two months where he spent over 1,200 more than he had planned. His mother had sent him money from England by mail to cover his expenses. He had insured himself before going to America and so he decided on the last day to go to the police and say he had been robbed, and with the report from

the police he could claim the money back from the insurance company. He was so afraid about just happily walking into the police station that he decided that the most convincing way was to fake the robbery in the street. He left all his bags in the hotel and went to a rather dangerous part of New York. After walking up and down the street for half an hour deciding what to do, he stood in front of a cigarette machine and bought a pack of cigarettes. Suddenly he screamed, 'Help, someone, my bag has been stolen'. To his surprise several people stopped and one man told him to cross the street to where a policeman was standing. All the people followed him across the road and he was now very nervous but he knew he had to continue with his story. He told the policeman that he had left his bag on the floor while buying a pack of cigarettes and that when he looked down it had disappeared. He then began to describe all the things that were in the bag. He had practised this in the afternoon as he knew that the more things he said, the more money he would get. He told them he had lost a video camera, jewellery, money and clothes. He wasn't nervous at all. He had always liked acting and totally convinced the police. He gave a description of a man he had seen following him and was told to go to the police station later that day to collect a report for his insurance company. When he got back to England he sent the police report to the insurance company who told him that every item over £100 required a receipt. He busily spent the next weeks collecting receipts from all the people he knew. He then sent the receipts off to the company and waited. After about five weeks he was sent another letter from the insurance company telling him that he hadn't taken enough care of his bag and that they would not pay any money. Mark couldn't really complain, after all the story was all a fabrication. However, two days later he received a telegram from the police in New York telling him that a bag that fitted his description had been found in the house of a recently convicted criminal and that some of the contents had also been found. Two weeks later he received a video camera, clothes and jewellery from the police in New York. None of it was, of course, his.

Story B

In 1990 Mark Brown went on holiday to Brazil for a month where he spent over 1,000 pounds more than he had planned. His mother had sent him money from England by mail to cover his expenses. He had insured himself before going to Brazil and so he decided on the last day to go to the police and say he had been robbed, and with the report from the po-

lice he could claim the money back from the insurance company. He was so afraid about just happily walking into the police station that he decided that the most convincing way was to fake the robbery in the street. He left all his bags in the hotel and went to a rather dangerous part of Sao Paulo. After walking up and down the street for half an hour deciding what to do he picked up a telephone and pretended to speak to someone. Suddenly he screamed, 'Help, someone, my bag has been stolen'. To his surprise several people stopped and one man told him to cross the street where a policeman was standing. All the people followed him across the road. He was now very nervous and knew he had to continue with his story. He told the policeman that he had left his bag on the floor while making a phone call and that when he looked down it had disappeared. He then began to describe all the things that were in the bag. He had practised this in the afternoon as he knew that the more things he said, the more money he would get. He was so nervous that even though the story wasn't true he started to cry. He gave a description of two men he had seen following him and was told to go to the police station later that day to collect a report for his insurance company. When he got back to England he sent the police report to the insurance company who told him that every item over £50 required a receipt. He busily spent the next weeks collecting receipts from all the people he knew. He then sent the receipts off to the company and waited. After about five weeks he was sent another letter from the insurance company telling him that he hadn't taken enough care of his bag and that they would not pay any money. Mark couldn't really complain, after all the story was all a fabrication. However, two days later he received a telegram from the police in Brazil to tell him that his information and the prompt reporting of the crime had led to the arrest and conviction of two criminals who the police had been pursuing for much more serious crimes and that he was also entitled to a reward of £2,500.



10. Supplementary Reading. Have you ever heard about some funny aspects of crimes? A lot of them have been recorded. See *The Stupidest Criminals* (Module 1, p. 188) to find out about some of them. Comment on the given situations.

11. A. Discussion Spot. Discuss the following questions.

1. What do people do when they are drunk? 2. How would you recognize that somebody consumed too much alcohol? 3. Do you believe

one can get drunk in style? 4. To what extent is getting drunk accepted in your country? 5. Is binge drinking common among young people in your country?

B. Read the article and list all the signs of drunkenness mentioned in the text.

POLICE GIVEN MANUAL ON HOW TO SPOT A DRUNK

After *Graham Tibbetts*

It may not make it on to the best-seller list this Christmas but a Government manual offering advice on how to tell if someone is drunk could prove one of the more humorous offerings of the festive season.

From looking out for staggering or "disheveled" pub-goers to listening for "rambling conversation" and offensive language, the Home Office publication covers it all in minute detail. The guide is being issued to thousands of police officers who will work undercover in pubs and clubs this Christmas to catch bar staff who sell alcohol to inebriated customers.

Other tell-tale signs of drunkenness, according to the guide, include being "careless with money", exhibiting inappropriate sexual behaviour, offensive language, bumping into furniture, spilling drinks and drinking quickly or competitively, "i.e down in one". Drunkenness may also cause a loss of train of thought, difficulty in paying attention, "not understanding what is said", glassy eyes or lack of focus.

But the manual was condemned yesterday as "absolute nonsense" by the pub trade, which called on the Government to focus on the supermarkets that sell cheap alcohol.

A spokesman for the Licensed Victuallers' Association said: "It seems ridiculous that a trained police officer needs help in identifying someone who is drunk. If you apply all these guidelines in the average pub any customer could be classified as drunk."

The guide is being issued to 90 police teams across the country taking part in the pre-Christmas Responsible Sales of Alcohol Campaign, which started last night and will run until Christmas Eve.

Undercover officers will mingle in pubs and issue 80 fixed penalties to staff who "knowingly" sell alcohol to someone who is drunk. Selling to a drunk customer is an offence under the Licensing Act but confusion over what defines "drunk" has engulfed the pub trade -- until now.

A spokesman for the Home Office confirmed that undercover police officers are being taught how to spot a drunkard.

He said: "As part of the Responsible Sales of Alcohol Campaign, plain clothes police officers have been issued guidelines on monitoring the sale of alcohol to intoxicated individuals. The Home Office does not make a secret of the guidelines it issues to police, which are aimed at protecting the public and staff working in licensed premises."

Yesterday pub landlords ridiculed the police guide. David Wine, the licensee at the Six Bells in Felsham, Suffolk, said: "This is an absolute nonsense. So what if someone is dishevelled?"

"Does that mean Bob Geldof will not be able to get served in pubs? They should be targeting supermarkets rather than the pub trade." Details of the Home Office drunk guide were leaked to pub trade journal *The Publican*.

Caroline Nodder, the editor, said: "Drunkenness is not something that can be measured on a scale."

"It is so subjective, so vague and open to misinterpretation as to be almost entirely useless. And surely these criteria would not stand up in court anyway."

C. Decide if the following statements are true or false.

1. The manual on how to spot a drunk is bought as a Christmas present.
2. The manual will be used by plain clothes policemen trying to catch bar staff who sell alcohol to drunk.
3. Pub owners support the idea because it will help them to identify drunks.
4. Drunk people spotted by undercover policemen will be fined £80.
5. According to Caroline Nodder, drunkenness cannot be objectively measured.

D. Write words and expressions for definitions. All the words and phrases appear in the article.

1. a book that tells you how to do or operate something; 2. very untidy; 3. drunk (formal); 4. the connected series of thoughts that are in your head at a particular time; 5. to move among people and talk to them, especially at a social event; 6. to affect somebody/something very strongly; 7. under the influence of alcohol or drugs; 8. the building and land near to it that a business owns or uses; 9. a man who owns or manages a pub; 10. having a strong interest in death.

12. Listen to the news report and match each name with a crime described.

- | | |
|----------------|---------------------|
| 1. John Pierce | A. fraud |
| 2. Sally Smith | B. terrorism |
| 3. Ann Daniels | C. blackmail |
| 4. Tom Corman | D. joyriding |
| 5. Jerry Parr | E. drug trafficking |

Reading

13. **A. Discussion Spot.** Discuss the following questions.

1. What do you think is a punishment?
2. What is the role of punishment in the family, at school, at the office?

B. Read and discuss.

PUNISHMENT

Punishment describes the **imposition** by some authority of a **deprivation** — usually painful — on a person who has violated a law, a rule, or other norm. When the violation is of the criminal law of society there is a formal process of **accusation and proof followed by imposition of a sentence** by a designated official, usually a judge. Informally, any organised group — most typically the family, may punish **perceived** wrongdoers.

Because punishment is both painful and guilt producing, its application calls for a **justification**. In Western culture, four basic justifications have been given: **retribution, deterrence, rehabilitation, and incapacitation**.

Most penal historians note a gradual trend over the last centuries toward more **lenient sentences** in Western countries. Capital and corporal punishment, widespread in the early 19th century, are seldom invoked by contemporary society. Indeed, in the United States corporal punishment as such appears to be contrary to the 8th Amendment's **restrictions** on cruel and unusual punishment. Yet the rate of imprisonment in the United States appears to be growing. Furthermore, since the mid-1970s, popular and professional **sentiment** has taken a distinctly punitive turn and now tends to see retribution and incapacitation — rather than rehabilitation — as the goals of criminal punishment.

Criminal sentences ordinarily **embrace** four basic modes of punishment. In descending order of severity these are: incarceration, **community supervision**, fine, and **restitution**. The death penalty is now possible only for certain types of **atrocious** murders and treason.

Punishment is an ancient practice whose presence in modern cultures may appear to be out of place because it purposefully inflicts pain. In the minds of most people, however, it continues to find justification.

C. Explain the words printed in bold. Translate them into Ukrainian if necessary.

D. Find English equivalents in the text for the words.

той, хто має певні повноваження; призначений; застосовуватися; протиріччя; суворість; ув'язнення; спричиняти

Conducting the Debate

14. A. Study the following facts and arguments and be prepared for the debate on the topic *Capital Punishment: For and Against*.

CAPITAL PUNISHMENT

Financial Costs

The death penalty is not now, nor has it ever been, a more economical alternative to life imprisonment. A **murder trial** normally takes much longer when the death penalty is **at issue** than when it is not. Litigation costs — including **the time of judges**, prosecutors, public defenders, and **court reporters**, and the high costs of **briefs** — are all borne by the taxpayer.

Inevitability of Error

In 1975, only a year before the Supreme Court affirmed the constitutionality of capital punishment, two African-American men in Florida were released from prison after **twelve years awaiting execution** for the murder of two white men. Their convictions were the result of **coerced confessions**, **erroneous testimony** of an **alleged eyewitness**, and **incompetent defense counsel**. Though a white man **eventually** admitted his guilt, a nine-year legal battle was required before the governor would grant them a pardon. Had their execution not been stayed while the constitutional status of the death penalty was argued in the courts, these two innocent men probably would not be alive today.

Barbarity

The latest mode of inflicting the death penalty, enacted into law by nearly two dozen American states, is lethal injection, first used in Texas in 1982. It is easy to overstate the **humaneness and efficacy** of this method. There is no way of knowing that it is really painless. As the U.S. Court of Appeals observed, there is "substantial and **uncontroverted** evidence ... that execution by lethal injection poses a serious risk of cruel, protracted death... Even a slight error in dosage or administration can leave a prisoner conscious but paralysed while dying, a **sentient** witness of his or her own asphyxiation."

Deterrence

Gangland killings, air piracy, **drive-by shootings**, and **kidnapping for ransom** are among the graver felonies that continue to be committed because some individuals think they are too clever to get caught. Political terrorism is usually committed in the name of an ideology that honors its **martyrs**; trying to cope with it by threatening terrorists with death penalty is **futile**.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

15. Give Ukrainian equivalents for the following general types of punishment. Put them in descending order of severity.

1. Capital punishment
2. Community service
3. Disciplinary training in a detention centre
4. Fixed penalty fine
5. Life imprisonment
6. Probation
7. Short-term imprisonment
8. Suspended sentence
9. Long-term imprisonment

16. Match idioms with appropriate explanations.

1. to carry too many guns A. to have a try and see how well you do
2. to go great guns B. everything, with nothing excluded
3. to have a shot C. to possess strong superiority over one's opponent
4. lock, stock and barrel D. to act with energy and efficiency

Lesson 4. HUMAN RIGHTS

Reading

1. A. Discussion Spot. Discuss the following questions.

1. What do you know about Human Rights?
2. Do you think there exists a problem of human rights protection?
3. What other rights do you know?
4. Which human rights do you have?

B. Read the text about universal declaration of human rights and check your answers.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights is a statement affirming the dignity and rights of all human beings, adopted by the United Nations (UN) in 1948. It is based on principles expressed in the UN Charter. The declaration is the first section of a proposed three-part international covenant, or agreement, on human rights. When adopted, the covenant will bind the participating nations in the same way as any international treaty. The two remaining sections of the covenant amplify the initial declaration in specific and enforceable terms. One is concerned with civil and political rights, and the other with economic, social, and cultural rights.

The rights described in the 30 articles of the Universal Declaration of Human Rights include the right to life, liberty, and security of person; to freedom of conscience, religion, opinion, expression, association, and assembly; to freedom from arbitrary arrest; to a fair and impartial trial; to freedom from interference in privacy, home, or correspondence; to a nationality; to a secure society and an adequate standard of living; to education; and to rest and leisure. The declaration also affirms the rights of every person to own property; to be presumed innocent until proven guilty; to travel from a home country at will and return at will; to work under favorable conditions, receive equal pay for equal work, and join labor unions at will; to marry and raise a family; and to participate in government and in the social life of the community.

The declaration affected the terms of several national constitutions that were written after World War II (1939–1945). In 1956 the UN re-

quested progress reports on human rights every three years from member nations.

The Universal Declaration of Human Rights was prepared by the Commission on Human Rights of the Economic and Social Council (ECOSOC) of the United Nations. Eleanor Roosevelt, social activist and widow of United States president Franklin D. Roosevelt, chaired the commission. French jurist and Nobel laureate René Cassin was the declaration's principal author. In 1950 the United Nations General Assembly proclaimed December 10, the anniversary of the 1948 adoption of the declaration, as Human Rights Day. In 1963 the General Assembly approved a part of the supplementary section on economic, social, and cultural rights that prohibited discrimination on grounds of race, color, or creed.

C. Supplementary Reading. Read and discuss the text about human rights problem *Human Rights* (Module 1, p. 191).

2. Find the examples of human rights observation in Ukraine stated in the Constitution of Ukraine. The English text is available at the official website of Verkhovna Rada www.rada.gov.ua.

3. Supplementary Reading. Sometimes people are so much concerned about Human Rights observation, that the situation becomes funny. Have you ever heard about such lawsuits? See some examples in the *Outrageous Lawsuits* (Module 1, p. 203) and comment on the situation.

Lesson 5. LAW ENFORCEMENT AND LEGAL SYSTEMS

1. Read and choose the correct word from the words in italic.

CRIMESTOPPERS

Crimestoppers is a registered charity which works with local communities and helps to harness public support in the fight against crime. By providing its 0800 555 111 number, Crimestoppers allows the *general / common / ordinary* public to alert the police to criminal activities that affect their community, such as *drug-bargaining / -dealing / -trading*, armed robbery, burglary or murder.

The key to the success of the *scheme / plan / action* is that the callers always retain their *secrecy / anonymity / identity*. No names are asked for, calls are not recorded, and no written *statement / assertion / declaration* or court appearance is required. For people who might possess vital information, Crimestoppers creates an opportunity for them to *come forward / volunteer / show willing* without fearing *vengeance / revenge / reprisals*. The caller is given a unique code, which *permits / enables / entitles* them to a reward if the information secures a conviction. Only four per cent of callers actually take *on / up / over* this offer.

Since it was set *up / on / off* in 1988, Crimestoppers has received over 480,000 calls with useful information, resulting in the *custody / arrest / incarceration* of over 44,000 suspected offenders. Over £55 million worth of property has been *redeemed / recuperated / recovered*, as well as drugs to the value of over £60 million. Every five days, someone is *accused / charged / arraigned* with murder or attempted murder, following calls to Crimestoppers.

2. Listen to the radio programme and arrange the plan entries in the right order.

1. Very private houses are not safe.
2. Make your possessions easy to identify.
3. The first time for the house to be burgled is not the last one.
4. A burglar sees the house in a different way.
5. Make your house burglarproof.
6. Signs of absence attract burglars.
7. Large homes — large money.
8. Lock up and turn the lights on.
9. Don't let the outside show what's inside.

3. A. Now you have enough knowledge to discuss the legal system of Ukraine. Read the text to get more ideas.

LEGAL SYSTEM IN UKRAINE

The sphere in which the law **operates** proves to be quite **extensive**. It **embraces** all the spheres of our life and work, determines the legal status of every citizen. That's why it is very important to know all **peculiarities** of the judicial system of the country.

Ninety-seven per cent of all criminal cases and 99 per cent of all civil cases are examined in the **principal link** of Ukrainian judicial system — the **people's courts** of districts and towns. The most serious offences are examined by the **courts of regions**. The Supreme Court of Ukraine only examines **cases of particular complexity or of special public significance**, and does so either upon its own decision, or upon the initiative of the **Prosecutor of Ukraine**.

The judicial system of Ukraine consists of district (town) People's Courts, regional and territorial courts, the Supreme Court, military tribunals (for **servicemen**). All the country's judicial bodies are elected. The population elects judges and **people's assessors**.

The **legality** of the court's activities is controlled by the Procurator's Office which has the right of protest in a higher court. However, the procurator himself has no right to **cancel a verdict**.

The **Prosecutor's Office** exercises general supervision over the **observance of laws** on the part of executive organs, officials and individual citizens.

The Procurator-General of Ukraine is appointed by Verkhovna Rada (the Ukrainian Parliament).

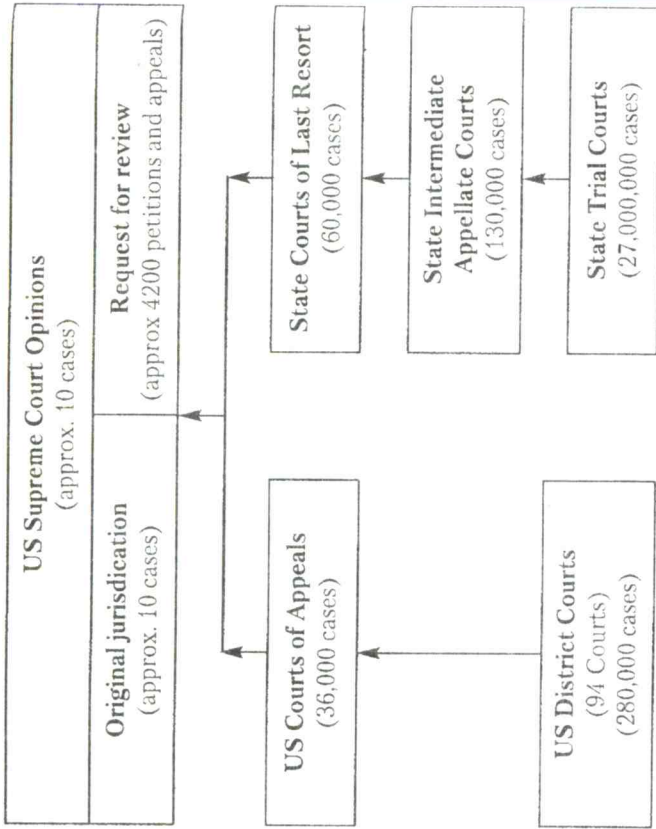
The legislation of Ukraine **makes it binding on the court**, the procurator and investigator to ensure all-round, complete and **fair examination** of all the circumstances of the case. In most criminal cases the court hearing is preceded by the complicated work of collecting and investigating evidence. According to Ukrainian procedural law this stage is called **preliminary investigation**. The **conclusions arrived at** by the investigator and procurator regarding the guilt of a person have preliminary character. The court alone decides on penalty to be applied to the person guilty of a crime.

In cases **provided for** by the law, the court alone has the right to decide which of the parties has violated the law. The Judges **hand down decisions** only in keeping with their internal conviction, with the law and in conformity with the circumstances of the case. No person can regard guilty or **subjected** to legal punishment until sentence has been passed by a court of law. All citizens of Ukraine are equal **before the law**.

B. Check your knowledge on the topical vocabulary. Explain or translate the words and phrases printed in bold.

C. Draw the graphic scheme of legal system of Ukraine.

4. A. Examine the chart.



B. Read and discuss.

THE ORGANIZATION OF THE FEDERAL COURTS TODAY

The American court system is complex. It functions as part of the federal system of government. Each state runs its own court system, and no two are identical. In addition, we have a system of courts for national government. These federal courts coexist with the state courts.

Individuals fall under the jurisdiction of two different court systems. their state courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts.

The federal courts are organized in three tiers, like pyramid. At the bottom of the pyramid are the US district courts, where litigation begins. In the middle are the US courts of appeals. At the top is the US Supreme Court. To appeal means to take a case to a higher court. The courts of appeals and the Supreme Court are appellate courts, with few ex-

ceptions; they review cases that have been decided in lower courts. Most federal courts hear and decide a wide array of cases; the judges in these courts are known as generalists.

C. Find in the text the English equivalents for the words below.

Співіснувати, приватна особа, суди штатів, подавати позов, переважна більшість, піддавати під юрисдикцію, вирішувати справу в судовому порядку, ярус, судовий розгляд, виняток, суд останньої інстанції, розглядали справу, широкий спектр справ, Верховний Суд, суди штатів, федеральні суди, окружний суд, апеляційний суд

D. Answer the questions.

1. Who is responsible for making laws in the US?
2. Name American courts in the descending order.
3. In what way are the federal courts organized?
4. Where does litigation begin?
5. What word "to appeal" mean?

5. A. **Supplementary Reading.** Have you ever heard about *Crazy Law of the USA*? Consult the *Module 1, p. 201*) and comment on the situation.

B. **Supplementary Reading.** Do you think the USA is the only country to have strange laws? See the *British Strange Laws (Module 1, p. 207)* and compare them to the American crazy laws. What makes the main difference between them?

Topical Vocabulary

6. A. Read this classification.

TYPES OF LEGAL PROFESSIONS

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 all the day-to-day work of 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 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 consists of twelve people ("jurors"), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in elections). The jury listens to the evidence given in court in certain criminal cases and decides 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 qualification, 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.

Attorneys

Attorneys are lawyers appointed to act for another person in business or legal matters.

Notaries

A notary is a kind of solicitor who attests or certifies deeds, stamps etc.

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 on lower law courts.

SUMMARY

1. A. Learning the idioms. Is the card playing business legal in Ukraine? How do you know that? Here are some idioms containing card playing words.

Above board — honest, not secret (originally players showed their honesty by keeping their hands above the board when playing a game): *The real estate agent was always above board when dealing with people who were trying to buy a house.*

Poker face — a face with no expression (done in the game of poker so that nobody knows if you have good cards or not): *The politician had a poker face when he tried to defend himself against the scandal.*

When the chips are down — when one is in a difficult or serious situation (chips are used in gambling), when the winner or loser of a card game or a bet is decided: *The man is a good manager and when the chips are down he is always able to overcome his difficulties.*

Hold all the trumps — have the best chance of winning, have all the advantages: *The striker holds all the trumps and should easily be elected as captain of the football team.*

Call someone's bluff — challenge someone to show that they are not being deceptive and can actually do what they say they can do (from poker where one makes an opponent show his or her cards to show that they are weaker than they are pretending them to be): *My girlfriend always said that she didn't want to get married so I called her bluff and asked her to marry me. She said yes.*

House of cards — a poorly thought out plan, something that is badly put together and easily knocked over: *The large company was like a house of cards and when there were financial problems in one area the whole business was hurt.*

B. Consult the dictionary. What are the words printed in bold's primary meanings?

2. Discussion Spot. What is the purpose of the rule of law?

3. Group work. Work on a project in a small group. Draft a law, that doesn't exist in Ukraine yet. Give answers to the following questions.

1. Which population's segment does it concern?
2. How many chapters / articles does it have?
3. What are the reasons for drafting this law?
4. What do you expect by adopting and enforcing this law?

Writing

4. A. Study the table concerning the types and structures of the essays.

TYPE 1	TYPE 2	TYPE 3
Some students in the United States work while earning their degree; others receive support from their families. How should a student's education be supported?	Many students choose to attend schools or universities outside their home countries. Why do some students choose to study abroad?	Do you agree or disagree with the following statement? Children should begin learning a foreign language as soon as they start school. Use specific reasons and examples to support your position.

1. INTRODUCTION

General Statements

Find the key words in the given topic.
Formulate the general statements using these keywords.

Thesis Statement

State what your essay is about; indicate your point of view.

Example: *In this essay I'll name some of the advantages of each approach, and I'll argue in favour of family support.*

Give the answer to the question asked in the topic.

Example: *Many students choose to study abroad for personal and professional reasons.*

State what your essay is about; indicate the point you agree with.

Example: *I think that children should start learning a foreign language at an early age as they have enough time to do it and it is beneficial for their mental development and general outlook.*

2. BODY

Supporting Paragraph 1

the opinion you oppose to

Write a topic sentence which indicates what this paragraph is about.

Example: *In a society where independence and individual accomplishment are valued, a student who warned his degree by working would be greatly admired.*

the first reason

Write a topic sentence which states the first reason.

Example: *One of the reasons why many students choose to attend a college or university abroad is the opportunity to improve their language skills.*

Write a topic sentence which indicates what this paragraph is about.

Example: *One reason why children should start learning a foreign language as soon as they start school is that their minds are very susceptible for new information.*

Give 3 arguments for this point of view.

Supporting Paragraph 2	
the opinion you support	the second reason
Write a <i>topic sentence</i> which indicates what this paragraph is about. Example: <i>On the other hand in a society where cooperation and family dependence are valued, a student who received support would be better understood.</i>	Write a <i>topic sentence</i> which states the second reason. Example: <i>Another reason for studying abroad is the chance to enrich their outlook.</i>
Give 3 arguments for this point of view.	
Supporting Paragraph 3	
	the third reason
Write a <i>topic sentence</i> which states the third reason. Example: <i>Moreover, attending a college or university abroad makes students more independent and responsible.</i>	Write a <i>topic sentence</i> which states the third reason. Example: <i>Finally, the earlier you start learning foreign languages the more languages you can master.</i>
Give 3 arguments for this reason.	
3. CONCLUSION	
Conclude what you have written. Don't give any new ideas.	

B. Write an essay on one of the following topics.

1. When one observes all laws, he/she isn't actually free; thus some of his / her rights are violated. Do you agree with this statement?
2. Some people become lawyers because they want to maintain justice, others would like just to make a lot of money. Why do the people choose law as their profession?
3. Some people when offended are seeking revenge. Why do some people get moral satisfaction after taking revenge on others?

Module 2

Political Systems

"Politics is supposed to be the second-oldest profession. I have come to realize that it bears a very close resemblance to the first."

Ronald Reagan

Lesson 1. POLITICAL SYSTEM OF UKRAINE

Speech Patterns

1. **A.** Look at some speech patterns on the topic. Make the sentences of your own, using the same phrases.

1. Sb decided not to

1. He was just going to pitch the postcard in the fire when suddenly *he decided not to*. 2. David was just about to order a plane ticket when suddenly *he decided not to*. The little boy seemed ready to jump into the icy cold water but then *he decided not to*.

2. I can tell you

1. It isn't a pleasant experience, *I can tell you*. 2. It isn't easy to get tickets to the National Opera, *I can tell you*. 3. That's not the first time he has acted this way, *I can tell you*.

3. How is (was) it that

1. *How was it that* he had never noticed the most interesting... 2. *How was it that* he was home all day and didn't call me any time? 3. *How is it that* can put a man in space, but we can't cure a common cold?

B. Paraphrase the given sentences using the speech pattern 1 or 3.

1. *Ben was on the point* of dialing his telephone number to have the matter out with his brother, but-then he *thought better of it*. 2. The tickets were sold out a month ago. *Why on earth was* the theatre half empty? 3. Daniel has a very good memory for names and dates. *How did*

it happen that he forgot about my birthday? 4. The weather forecast was "cloudy with occasional showers". He was about to start off when suddenly he *decided to stay at home*. 5. Jane *was just about* to throw the old envelope into the waste-paper basket when suddenly she *changed her mind*. 6. So you are a professional singer. How *could it have happened* that you had never told me about this before? 7. *How can you account for the fact* that we have lived in the same town for two years and have never met? 8. We had an awful time getting back, *believe me*. 9. *I assure you*, I broke out in goosebumps all over. 10. You've got something on your hands there, lad, *I'm sure about it*.

C. Translate the following sentences into English using the speech patterns.

1. Кандидат у президенти вирішив святкувати перемогу завчасно, але потім він раптово вирішив цього не робити. 2. Якщо ти вважаєш, що перебувати на державній посаді досить-таки легко, то ти помиляєшся, повір мені. 3. Як же це трапилось, хоча більшість громадян підстроково відправлений у відставку, що президент був додержаний? 4. Чому ж так виходить, що деяким посадовцям, які не мають певних повноважень, вдається монополізувати владу? 5. Конституційний Суд прийняв рішення щодо обмеження повноважень президента, але потім раптово змінив його. 6. Не так уже й легко працювати в Інституті соціальних досліджень, робота полягає переважно у дослідженні суспільної думки, повір мені. 7. Прем'єр-міністр вирішив не з'являтися на публіці під час своєї відпустки, але потім передумав. 8. Рада Європи запровадила жорсткі санкції проти України у зв'язку з недотриманням її обіцянок щодо захисту прав людини, запевняю вас. 9. Чому ж так трапилося, що Північний Альянс змінив свою політику на політику подвійних стандартів? 10. Уряд США вирішив оголосити недійсною програму «Зелена карта», але потім змінив своє рішення.

Reading

2. **A.** Read and discuss.

GOVERNMENT IN UKRAINE

Although the **collapse** of the Soviet Union in 1991 brought Ukraine independence, the **rigidly** centralized Soviet structure of government re-

remained. The first five years were a **tumultuous** time of trying to establish **democratic institutions** and traditions. Ukraine's first **direct presidential election** was held in 1991. In 1994 an early presidential election took place, as well as elections to the legislature. Ukraine was the last of the former Soviet republics to adopt a new constitution. The **delay** was caused by a struggle in the legislature between reformers, who wanted to introduce a new, democratic system of government, and conservatives, who wanted to preserve the structures of the former Soviet state. The reformers finally triumphed in June 1996 when the legislature adopted a new constitution that **stipulated** a parliamentary democracy. All citizens aged 18 and over are eligible to vote.

Executive

Under the 1996 Constitution, the president is head of state. The president is elected by direct, **majority vote** for a term of five years and may serve no more than two consecutive terms. The president appoints the prime minister and, under the advice of the prime minister, also appoints the Cabinet of Ministers. These appointments **are subject to confirmation by the legislature**. The prime minister is head of government and is responsible for carrying out its policies.

Legislature

The legislature of Ukraine is the **single-chamber** Verkhovna Rada (Supreme Council). It has 450 seats, which are awarded in proportion to each party's share of the overall vote. Deputies serve four-year terms. Among its **prerogatives**, the Verkhovna Rada has the right to change the constitution, pass laws, **confirm the budget**, and impeach the president.

Judiciary

The highest court is the Constitutional Court, which is **charged with** protecting and interpreting the constitution. The president, the legislature, and a conference of judges each appoint six of the court's 18 members. The Supreme Court is the **highest appeals court** for nonconstitutional issues. A **Supreme Judiciary Council**, consisting of 20 members, recommends judiciary appointments and deals with the removal of judges.

Local Government

Although Ukraine is a unitary state, its constitution **allows for** a considerable degree of decentralization. The country is divided into 24 oblasts (regions) and one autonomous 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.

Political Parties

In the late 1980s, when the Communist Party began to lose **influence**, the first non-Communist **political groups** appeared. However, the Communist Party was Ukraine's only **legal party** until its constitutional monopoly was abolished in 1990. The Communist Party was **banned** from 1991 to 1993, but by 1994 it was Ukraine's largest party. By the late 1990s Ukraine had more than 100 registered parties. In general, the parties fall into four categories: extreme nationalists, such as the Congress of Ukrainian Nationalists; moderate pro-democracy nationalists, such as the People's Movement of Ukraine (known as Rukh); centrists, such as the For United Ukraine party and the Social Democratic Party (United); and the left, such as the Communist Party of Ukraine and the Ukrainian Socialist Party. Ukraine's party system is poorly developed, and most of its political parties **lack** local organization and grassroots support. The electoral system allows workers' collectives to nominate candidates for the legislature, and as a result a considerable number of candidates have **no party affiliation**.

The Communist Party won the most seats of any single party in Ukraine's 1998 legislative elections. In the latter elections, however, the Communist Party lost its dominant position in the legislature. Some parties formed alliances with **nonpartisan** lawmakers to form the legislature's largest faction. No single party or political bloc **secured an outright majority**.

B Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find English equivalents in the text for the phrases.

перші вибори президента; законодавча гілка влади; святкувати перемогу; згідно з (яким-небудь документом); перебувати на (дер-

жавній) посаді; посіпль; частка; достроково відправляти президента у відставку; обласна адміністрація; не мати певних повноважень; скасувати монополію; утворити союз.

D. Answer the questions.

1. How many presidential elections have there ever been in Ukraine since 1991?
2. Which branch of government has most powers?
3. What has changed in the legislature in the past 10 years?
4. What are the powers of Crimea's government?
5. How many political parties are there in Ukraine now? How can they be classified?

E. Translate the given sentences into English, using words and expressions from the text.

1. Його політична партія прагне розвивати демократичні засади суспільства. 2. Однопалатний парламент Латвії довго розглядав цей законопроект. 3. Група ФАФб вчинила так після прийняття рішення більшістю голосів. 4. Безвідповідальність водія трамвая спричинила затримку руху всього кийвського транспорту. 5. Роботи, які не підлягають ремонту, підлягають переробці. 6. 1917–1920 роки були справді буремними для України. 7. Ми б хотіли отримати підтвердження іншої сторони про тривалість телефонної розмови. 8. В обов'язки чергового входить забезпечення групи канцтоварами та інформацією. 9. Дивіться, будь ласка, у цю дірочку, а говоріть — у цю; і вас побачить і почує вся країна. 10. Гарантійні папери передбачають можливість ремонту за рахунок виробника. 11. Вона купила журналі «Единственная» і «Любимая»; останній за 9 грн.

Vocabulary

3. A. Study the essential vocabulary from the text. If necessary, use the dictionary to understand the phrases.

① **rigid** *adj* 1) not flexible; unbendable; a rigid support for a tent. Syn: *stiff, hard, tough, unbending, unyielding, inflexible*. His face was rigid with pain. Syn: *fixed*. 2) (of a person, conduct, etc) inflexible, unbending, harsh. Syn: *uncompromising, steadfast, inflexible*; a rigid schedule; rigid justice; the rigid laws of time and distance

to **rigid** *v* — to subject sth: to **rigid scrutiny** — здійснити детальний огляд чого-небудь; **rigid control**; **rigid adherence to rules**. Syn: **strict, rigorous, severe**
rigidly *adv*; **rigidity** *n*

② **legislature** *n* — a branch of a government; institutions of legislature: to **convene a legislature**; to **disband** / to **dismiss** / to **dissolve a legislature**

③ **government** *n* 1) the group of people who officially control a country: to **destabilize** / to **subvert** / to **overthrow a government**; to **dissolve a government**; to **form a government**; to **head a government**; to **operate / to run a government**; **corrupt government**; **strong / weak government**; **organ of government**; **central / general government**; **coalition government**; **invisible government**; **minority government**; **provisional government**; **shadow government**; 2) the method or process of governing a country: **democratic government**; **dictatorial government**; **federal government**; **parliamentary government**; **totalitarian government**; 3) керівництво, управління: **local government**; **municipal government**. Syn: **control**; 4) провінція, штат, держава, князівство Syn: **province**

④ **to adopt** *v* 1) legally take (a person) into a relationship, esp. another's child as one's own; 2) to accept or approve (a report, accounts, etc): to **adopt a decision**; to **adopt the attitude**; to **adopt a new theory**; to **adopt a constitutional amendment**; to **adopt a law**; 3) to take over (another's idea, etc): to **adopt sb's methods**; 4) to choose as a candidate for office: **The local party workers have adopted Julia Green as their representative for the coming election**. 5) to borrow
adoption *n*

⑤ **elect** *adj* — chosen, selected
to elect *v* 1) a) to choose by voting (to — куди; with — яким числом голосів): **After only a year in the sports club, the youngest player was elected to the committee**. **to elect unanimously**; b) призначати (на посаду); 2) to choose (from some alternative): **We should elect one of the suggested projects**. 3) to decide, to make a choice, to prefer: **to elect sb president**
election *n* 1) a) the occasion of electing or being elected: **carry an election**; **win an election**; to **concede election**; to **lose an election**; to **decide an election**; to **swing an election**; to **fix an election**; to **rig an election**; to **hold**

an election; to schedule an election; disputed election; authorization election; certification election; free election; general election; local election; national elections; primary election; realigning election; special election; watershed election; election campaign; election fever; b) electing or being elected; 2) choice (from some alternative): the election of winners

to electioneer v — to take part in an election campaign
elective adj 1) chosen by or derived from election; 2) (of a body) having the power to elect; 3) optional, not urgently necessary

elector n — person who has the right to vote in an election; *electoral adj; electorate n* — body of all electors

⑥ policy n

A. 1) лінія поведінки, установка, курс, стратегія, політика; to adopt a policy — приймати курс; *to adhere / to follow / to pursue a policy; to carry out / to implement a policy; to formulate a policy; to form / to shape a policy; cautious policy; clear / clear-cut policy; deliberate policy; economic policy; home / foreign policy; firm / flexible policy; foolish policy; long-range / long-term policy; short-range / short-term policy; military policy; monetary policy; open-door policy; rigid policy; sound / wise policy; pro-Western / aggressive foreign policy; strong criticism of government's economic policies.* Syn: **administering, course, custom, method, practice, strategy**; 2) система, методика, правила, принципи; норми, стандарти: *under the new policy (policies); admission policies; privacy policy; written policy.* Syn: **method, order, scheme, practice, procedure, guidelines, code, custom**; 3) point of view; a rigid rule: *That is why we stick to a policy of individual approach to every customer's order. We had never worked together, but we had been in and out of each other's policies about education; to make it a policy to do sth; as a matter of policy.* Syn: **approach, rule, principle, outlook**; 4) далекоглядність, передбачливість. Syn: **discretion, prudence, wisdom, judiciousness** Ant: **impolicy**; 5) розрахунок; прагматизм. Syn: **pragmatism, common sense**; 6) хитрість, прийом. Syn: **contrivance, method, trick**; 7) парк (на вокло маєтку)

B. 1) an agreement that you have with an insurance company: to cancel a policy; to issue / to write up a policy; to reinstate a policy; to take out a policy; homeowners policy; life insurance policy; personal accident policy; simple policy; whole life policy; 2) а) лотерея (за принципом вгадування чисел) б) число, комбінація чисел (у азартній грі). Syn: **number**

politics n 1) політика а) методи ведення політики; мистецтво керувати; б) політичне життя: *above politics; gutter politics; local politics; national politics; party politics; power politics*; 2) а) політична діяльність б) політичні махінації; 3) політичні переконання; 4) стиль поведінки: **office politics**

⑦ **implement n** 1) instrument, tool, utensil, device, appliance; 2) інвентар: *writing implements*
to implement v 1) to perform, to carry into effect, to fulfil, to complete, to carry out, to accomplish, to execute; 2) to supply with

⑧ **to contradict v** 1) суперечити: *Your actions contradict your words.* 2) заперечувати. Syn: **contravene, deny, disprove, refute. *These two versions do not formally contradict one another.* Ant: **affirm, agree, corroborate, maintain, uphold****

⑨ **to abolish v** 1) анулювати, скасовувати, оголосити недійсним: *to abolish colonialism; the movement to abolish child labour*; 2) to destroy

⑩ **alliance n** 1) union or agreement to cooperate, esp. of States by treaty or families by marriage (against; between; with): *to enter into (form) an alliance; to dissolve an alliance; defense alliance; military alliance; political alliance; unholy alliance.* Syn: **league**; 2) relationship; friendship. Syn: **community, commonness**; 3) political coalition party. Syn: **league**

allied adj 1) associated in an alliance; 2) connected or related

B. Translate the following sentences into English using the vocabulary notes.

A. 1. Коли було створено першу законодавчу установу на території сучасної України? **2.** У сусідній державі у неділю відбудуться парламентські вибори. **3.** Я ніяк не можу визначитися, чи хочу я отримати паспорт громадянина Естонії. **4.** Мій розклад ніяк не можна змінювати. **5.** Після того, як Партія мснеджерів України зазнала поразки на виборах, лідер партії вирішив опротестувати результати. **6.** Для успішного лікування потрібно, щоб ваша рука не рухалася протягом 5 хвилин. **7.** Давайте скористаємось нашим правом на членство у органах місцевого самоврядування. **8.** Я нічого не буду обіцяти своїм виборцям, вони мене і так знають.

В. 1. Новий декан факультету політології запровадив нову методику роботи зі студентами. 2. Ми не можемо прийняти цей закон – він суперечить сам собі. 3. Правила прийому до університету можна знайти на його Інтернет-сайті. 4. Одна з держав Південної Америки потребує такого прем'єр-міністра, який би проводив продуману економічну політику. 5. Я не цікавлюся місцевою політикою. Крім того, я – позапартійний. 6. Ми його підтримаємо, бо він – наш союзник. 7. Зараз я випису вам страховий поліс, і потім подорожуюте, куди хочете. 8. Чотири країни Далекого сходу утворили політичний союз і через 2 тижні розпустили його.

С. Translate into English using essential vocabulary.

А. 1. Незважаючи на політичну кризу в країні, опозиція вимагала суворого дотримання Конституції від усіх державних службовців. 2. Невиконання виборчих обіцянок є недалекгоглядною політикою з боку президента, особливо напередодні нової виборчої кампанії. 3. Спікер, можливо, не підпише цей законопроект, тим самим анулювавши 3 місяці наполегливої праці комітету. 4. Лідер тіньового уряду раптово перейшов в атаку на дебатах, обговорюючи останні поправки. 5. Політика відкритих дверей призвела тільки до збільшення потоку біженців. 6. 3 економічної точки зору витрати на проведення перевиборів вважаються недалекгоглядними, зважаючи на глобальну економічну кризу. 7. Необхідно зауважити, що суворе дотримання правил та законів вимагається як від громадян-резидентів так і від нерезидентів. 8. Зваж на проведення партією «Пурпурних» досить брудної політики під час передвиборної гонимості!!! 9. Виправши президентські вибори Рейнольд Джонсон обіцяє взяти курс прозахідної політики, пообіцявши розташувати миротворчий контингент у Лівані. 10. Вони розкрили таємні плани опозиції щодо підташування результатів виборів і встановлення автократії.

В. 1. Опозиція вимагала суворого дотримання Конституції, незважаючи на важку політичну кризу в країні. 2. Перебуваючи під величезним тиском парламентарів, уряд був змушений накласти заборону на стягання податку на додану вартість з товарів першої необхідності. 3. З фінансової точки розгортання миротворчої операції на Сході коштуватиме Америці 100 мільйонів доларів. 4. Політика відкритих дверей призвела тільки до збільшення неперервного потоку біженців із зон бойових дій. 5. Обговорення податкового законопроекту займатиме перше місце у порядку

денному новій сесії парламенту. 6. Депутат місцевої ради жорстко продовжував відстоювати права своїх виборців. 7. Оголосивши передвибори парламенту, президент зустрів суворий спротив (ефект «бумеранга») більшості депутатів. 8. Не беручи участі у брудній виборчій кампанії, партія «Пурпурних» – єдина, яка не пододала мінімальний бар'єр. 9. Голова тіньового уряду привселюдно розкрив плани спадкоємця корони щодо створення маріонеткового уряду. 10. Відтепер з'ясування службових стосунків у головній залі Палати Громад заборонено. 11. Громадська думка щодо загострення конфлікту на Близькому Сході вимагає від керівництва країни зайняти жорстку позицію з можливим розташуванням там Червоного Хреста. 12. Перетинаючи кордон США, кожен має бути готовим до суворого дотримання правил та законів країни та обережної лінії поведінки, тим самим уникаючи подальших конфліктів та непорозумінь.

D. Complete each sentence with a verb from the left and a noun from the right.

Elections

- | | | |
|--------------|--|----------------------|
| <i>fight</i> | 1. The opposition has accused the government of rigging the election . | <i>campaign</i> |
| <i>lead</i> | 2. A week before the election, the Christian Democrats ... the ... by 12 per cent. | election |
| rig | 3. Which party ... the most effective election ... ? | <i>office</i> |
| <i>stand</i> | 4. Castorri ... for ... five times, but was never elected. | <i>opinion polls</i> |

Government

- | | | |
|-------------------|---|--------------------|
| <i>fulfil</i> | 1. The Minister of Education insists that she will ... her ... to cut class sizes. | <i>referendum</i> |
| <i>impose</i> | 2. The government is under pressure to ... a ... on tobacco advertising. | <i>possibility</i> |
| <i>unveil</i> | 3. The Home Secretary yesterday ... to reform the prison system. | <i>report</i> |
| <i>Commission</i> | 4. The Prime Minister has ... any ... of an early election. | <i>pledge</i> |
| <i>hold</i> | 5. The President confirmed he intends to ... a ... on the main clauses of the new constitution. | <i>ban</i> |
| <i>rule out</i> | 6. The Higher Education Minister is to ... a ... on the state of our universities. | <i>plans</i> |

Opposition

1. The opposition leader ... a scathing ... on government policy.
2. Animal rights campaigners have ... their ... for a referendum on hunting.
3. The government is ... a ... over its decision about the reelection.

International Issues

1. An international delegation urged the government to ... its ... on human rights.
2. The UN will decide today whether to ... peacekeeping ... in the area.
3. The government ... an ... to the rebels for all arms to be handed over by the 15th.
4. The warring factions have agreed to ... a ... while negotiations take place.

The United Kingdom is a parliamentary monarchy—that is, the head of state is a monarch with **limited powers**. Britain's democratic government is based on a constitution composed of various historical documents, laws, and **formal customs** adopted over the years. Parliament, the legislature, consists of the House of Lords, the House of Commons, and the monarch, also called the Crown. The House of Commons is far more influential than the House of Lords, which in effect makes the British system **unicameral**, meaning the legislature has one chamber. The **chief executive** is the prime minister, who is a member of the House of Commons. The executive branch also includes Her Majesty's Government, commonly referred to simply as "the government." The government is **composed of** ministers in the Cabinet, most of whom are members of the House of Commons; **government departments**, each of which is responsible to a minister; **local authorities**; and **public corporations**. Because the House of Commons is involved in both the legislative and executive branches of the British government, there is no separation of powers between executive and legislature as there is in the United States.

The Constitution

The British constitution comprises multiple documents. The written part consists of the **Magna Carta**, written in 1215; the **Petition of Right**, passed by Parliament in 1628; and the **Bill of Rights of 1689**. It also includes the entire **body of laws enacted by Parliament**, precedents established by decisions made in British courts of law, and various traditions and customs. The democratically elected House of Commons can **alter** these laws with a **majority vote**. The constitution **continually** evolves as new laws are passed and judicial decisions are handed down. All laws passed by Parliament are regarded as constitutional, and changes or amendments to the constitution occur whenever new legislation **overrides** existing law. Although the Crown gives its royal assent to legislation, this is a mere formality.

The Monarchy

The British monarchy stands for the continuity of British history going back to Anglo-Saxon times, and today it serves as a figurehead for the state. In theory, the British monarch has **enormous powers**, but in reality those powers are limited and the Crown follows the **dictates** and advice of the ministers in Parliament. The British monarchy has been a **hereditary position** since the 9th century, although Parliament has

face

launch

renew

call

deploy

honour

issue

attack

backlash

call

ceasefire

forces

promise

ultimatum

Lesson 2. POLITICAL SYSTEMS OF SOME ENGLISH-SPEAKING COUNTRIES

Reading

1. A. Read and discuss.

THE UK GOVERNMENT

Overview

United Kingdom Government

Form of Government: *Constitutional Monarchy*

Head of State: *Monarch (hereditary title)*

Head of Government: *Prime Minister*

Executive: *Government (consists of ministers and others)*

Legislature: *Parliament (659 in House of Commons; 675 members, 557 life*

peers, and 118 hereditary members in House of Lords)

Highest Court: *House of Lords (Lord Chancellor is head of judiciary)*

Voting Qualifications: *All citizens age 18 and over*

stepped in at times to alter the **succession**, for example, in 1701 when the house of Hannover was selected to replace the Stuart dynasty.

Primogeniture, the passing of the throne to the eldest son when a monarch dies, has been the rule of **succession**, and when there are no sons, the eldest daughter ascends the throne. This was the case when Elizabeth II succeeded to the throne in February 1952 upon the death of her father, George VI. Her husband, Prince Philip, has the title of **Prince Consort**, but no **rank** or **privileges**. The **current heir** to the throne is Elizabeth II's eldest son, Charles, Prince of Wales. According to the Act of Settlement of 1701, only Protestants are **eligible** to succeed to the throne. A regent may be appointed to rule for the sovereign if he or she is **unable** or **incapacitated**.

As the official head of state, the monarch formally **summons** and **dismisses** Parliament and the ministers of the Cabinet. The monarch also serves as head of the judiciary, commander in chief of the armed forces, and Supreme Governor of the Church of England and the Church of Scotland. In reality, the government carries out the duties associated with these functions. Theoretically, the monarch appoints all judges, military officers, diplomats, and archbishops, as well as other church officers. The monarch also **bestows honors** and awards, such as **knighthoods** and **peerages**. In reality, all of these appointments are made upon the advice of the prime minister. The prime minister declares war and peace and concludes treaties with foreign states in the name of the Crown. The monarch serves as the ceremonial head of the Commonwealth of Nations and is the ceremonial head of state for 16 Commonwealth countries.

The real work of the monarchy consists largely of **signing papers**. The monarch has the right, however, to be consulted on all aspects of national life and review all important government documents. The monarch may also meet with the **Privy Council**, a now largely ceremonial body made up of Cabinet members that serves in an advisory capacity to the monarch. Since Britain is a democracy, the monarchy could potentially be abolished if a majority of the population decides to do so. In the early 21st century the monarchy generally remained popular, despite **unpleasant media coverage** surrounding the marriages and relationships of the royal family. Only Scotland had a small majority that wanted to make the United Kingdom a republic.

The royal family **endorses developments** in Britain by performing such ceremonial functions as cutting ribbons, opening businesses, launching ships, and laying cornerstones. Many members of the royal fa-

mily are involved in charity work and maintain a public presence by visiting shelters, hospitals, and clinics. Because foreigners are attracted to the **pageantry** of royalty, tourism related to the royal family brings a substantial amount of money into the country.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find English equivalents in the text for the phrases.

Палата Лордів; Палата Громад; розвиватися; не більше ніж формальність; правитель; неповнолітній; здійснювати (політику); за порадою; оголошувати

D. Translate the given phrases into English, using words and expressions from the text.

парламент з обмеженими повноваженнями; голова виконавчої гілки влади; підзвітний президентові; складатися з багатьох статей; абсолютно всі розпорядження; прийнятий депутатами парламента; офіційний представник держави; повноваження, що передаються у спадок; теперішній правонаступник фонду

2. Supplementary Reading. What does the legislature of the UK consist of? How does it operate? See *The UK Government (Module 2, p. 208)* for more ideas.

3. A. Read and discuss.

THE UK GOVERNMENT: THE EXECUTIVE

The Prime Minister

The **chief executive** of the government is the prime minister. He or she is the leader of the party that **holds the most seats** in the House of Commons. The monarch goes through the **ceremony of selecting** as prime minister the person from the House of Commons who is head of the **majority party**. The prime minister presides over the Cabinet and selects the other Cabinet members, who join him or her to form the government that is part of the **functioning executive**. Acting through the Cabinet and **in the name of the monarch**, the prime minister exercises all of the theoretical powers of the Crown, including **making appointments**. In the past, prime ministers also came from the House of Lords. Today, in the unlikely

circumstance that a peer (a member of the House of Lords) is sought as a prime minister by one of the parties, he or she must first resign from the House of Lords and **gain election** to the House of Commons.

When **legislation comes before** the House of Commons, the prime minister can usually **count on** the support of a majority of the votes because his or her party has a majority of the seats, and party discipline tends to be strong in Britain. **In some circumstances** prime ministers must **depend on** a coalition of strong parties. This was the case during both world wars and during the worst of the Great Depression in the 1930s. **At times** a prime minister **comes from a party** that does not quite have a majority of seats in the House of Commons. In such a case, that party must rely on an alliance with smaller parties, the smaller parties voting with **the party in power** on necessary legislation. A government formed from a party without a majority in Parliament is called a minority government. Between 1974 and 1979, for example, a minority Labour Party government was able to stay in power because the Liberal Party generally voted with it.

The Cabinet

The Cabinet developed during the 18th century out of informal meetings of **key government ministers** during the reigns of the **Hannoverian monarchs**, who **took relatively little interest** in politics. During the 19th century this committee of key ministers **evolved into** an effective body that **wielded** the monarch's executive power.

The Cabinet has about 20 members, or ministers, all of whom must be members of Parliament (MPs). Members of the Cabinet are leaders of the majority party in the House of Commons or, more rarely, members of the House of Lords. **Cabinet ministers who head a particular government department**, such as the Ministry of Defense, are known as **secretaries of state**. The prime minister serves as **the first lord of the treasury** and as minister for the **civil service**. In addition to the various secretaries of state, the Cabinet includes nondepartmental ministers who hold traditional offices—such as **the lord president of the council**, **the paymaster general**, and **the lord privy seal**—and ministers without portfolio, who do not have specific responsibilities but **are assigned to specific tasks** as needed. The Lord Chancellor holds a unique position. The Lord Chancellor's executive duties as a Cabinet member include being responsible for **legal affairs** in the United Kingdom, but he or she is also head of the judiciary, which is a separate part of the British government. The prime

minister has the power to **move members of the Cabinet from post to post**, or to **drop individuals from the Cabinet entirely**. Former Cabinet ministers may **retain their positions** as members of Parliament.

Two key doctrines of Cabinet government are collective responsibility and ministerial responsibility. Collective responsibility means that the Cabinet acts unanimously, even when Cabinet ministers do not all agree upon a subject. If an important decision is unacceptable to a particular Cabinet member, it is expected that he or she will **resign to signify dissent**. Ministerial responsibility means that ministers are responsible for the work of their departments and answer to Parliament for the activities of their departments. The policy of departmental ministers must be consistent with **that of the government** as a whole. The ministers bear the responsibility for any failure of their department in terms of administration or policy.

The Privy Council

The Privy Council is a large, and generally ceremonial, body of more than 450 members that developed out of the **royal council** that existed in the Middle Ages. By the 18th century the Privy Council had taken over all the powers of the royal council. The Privy Council comprises **all current and former Cabinet members**, as well as important public figures in Britain and the Commonwealth. The council advises the monarch and arranges for the **formal handling of documents**. It has a large number of committees, each with a specific task, such as dealing with **outlying islands**, universities, or legal matters. The most important committee is the Judicial Committee of the Privy Council, which is the highest **court of appeal** for certain nations in the Commonwealth, some church-related appeals, and for disciplinary committees of some professions.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

4. Discussion Spot. Using your knowledge, compare the executive branch of government in Ukraine and in the UK. Use the following questions as a plan.

1. Why does the chief executive come from the House of Commons, but not from the House of Lords?
2. What is the principle of party composition of the Parliament in both countries?
3. What kind of ministers are there in both countries?
4. Are all Ukrainian ministers from the same political party?

THE GOVERNMENT OF THE USA

The Government of the USA is the combination of **federal, state, and local laws, bodies, and agencies** that is responsible for carrying out the operations of the United States. The federal government of the United States is centered in Washington, D.C.

The institutions of all governments emerge from **basic principles**. In the United States the one basic principle is **representative democracy**, which defines a system in which the people govern themselves by electing their own leaders. The American government functions by electing this principle and to further the common interests of the people. Democracy in America is based on six **essential ideals**:

1. People must accept the principle of majority rule.
2. The political rights of **minorities** must be protected.
3. Citizens must agree to a system of **rule by law**.
4. The free exchange of opinions and ideas must not be restricted.
5. All citizens must be equal before the law.
6. Government exists to **serve** the people, because it **derives its power** from the people.

These ideals form the basis of the democratic system in the USA, which **seeks** to create a union of diverse peoples, places, and interests.

To implement its essential democratic ideals, the United States has built its government on four elements: 1) popular sovereignty, meaning that the people are the ultimate source of the government's authority; 2) representative government; 3) **checks and balances**; 4) federalism, an arrangement where powers are shared by different levels of government.

Every government has a source of its sovereignty or authority, and most of the political structures of the U.S. government apply the doctrine of popular sovereignty. In previous centuries the source of sovereignty in some countries was the monarchy — the divine right of kings to rule. Americans place the source of authority in the people who, in a democratic society, reign. In this idea the citizens collectively represent the nation's authority. They then express that authority individually by voting to elect leaders to represent them in government. "I know no **safe repository** of the ultimate powers of the society **but** the people themselves," wrote Thomas Jefferson in 1820, "and if we think them not enlightened enough to exercise their control with a **wholesome discretion**, the remedy is not

to take it from them but to inform their discretion." This was an experimental idea at the time, but today Americans take it for granted.

The second principle of U.S. democracy is representative government. In a representative government, the people delegate their powers to **elected officials**. In the United States, candidates compete for the presidency, the Senate, and the House of Representatives, as well as for many state and local positions. In turn these elected officials **represent the will of the people** and ensure that the government is accountable to its citizens. In a democracy, the people exercise power through elections, which allow adult citizens of the United States the chance to have their voices heard and to influence government. With their vote, they can remove officials and to ignore their intentions or who betray their trust. Political leaders are **accountable** as agents of the people; this accountability is an important feature of the American system of representative government.

In order to truly work, however, representative government must represent all people. Originally, the only people allowed to vote, and thus to be represented, were white men who owned property—a small percentage of the population. Gradually, voting rights were **broadened** to include white men without property, blacks, Native Americans, naturalized immigrants, and women.

The third principle of American democracy is the system of checks and balances. The three branches of government—the legislative, the executive, and the judicial—**restrain and stabilize** one another through their separate functions. The legislative branch, represented by Congress, must **pass bills** before they can become law. The executive branch—namely, the president—can **veto bills** passed by Congress, thus preventing them from becoming law. In turn, by a two-thirds vote, Congress can override the president's veto. The Supreme Court may **invalidate acts** of Congress by declaring them **contrary to the Constitution** of the United States, but Congress can change the Constitution through the amendment process.

The fourth principle of democracy in the United States is federalism. In the American federal system, the states and the national government **divide authority**. This division of power helps curb abuses by either the national or the state governments.

Constitution of the United States

The Constitution of the United States is the basis for the **machinery and institutions** of the U.S. government. The Constitution is the world's oldest charter of national government in continuous use. It was written

in 1787 during the Constitutional Convention, which had been **convened** in the **midst** of the political crisis that followed the American Revolution. At that time relations were tense between the states and the acting central government, the Continental Congress. The Constitution was an effort to ease those tensions and to create **a single political entity** from the 13 independent former colonies—the ideal expressed in the motto of the United States, *E Pluribus Unum* (From Many, One). In 1788, after nine states ratified it, the Constitution became the law of the land. With 27 amendments—or additions—it has remained so.

Before the ratification of the Constitution, the states were governed under the Articles of Confederation, which served as a constitution. Under the articles, the central government was much weaker than the state governments. The men who drafted the Constitution **avored** a stronger central government. In the preamble—or introduction—to the Constitution, in which they stated their principles and purposes, the Founders recognized the United States as **a government of the people**, not of the states. They saw their purpose as forming “a more perfect Union,” which, along with promoting the “general welfare,” would secure “the Blessings of Liberty to ourselves and our Posterity.”

Amendments

No sooner was the Constitution **accepted** than both **individuals** and states insisted on additions to protect the people from possible abuses by the new federal government. In 1790 Congress and the states ratified ten amendments known as the Bill of Rights. These amendments guarantee personal liberties and prevent the federal government from **infringing** on the rights of states and citizens.

For example, the First Amendment—the most far-reaching amendment in the Bill of Rights—prohibits Congress from establishing an official state religion and from preventing Americans from the **free exercise** of their religion. It also prohibits the government from interfering with freedom of speech, freedom of the press, and the right “**peaceably to assemble**”. Other amendments in the Bill of Rights confer on the people the right to speedy trials, to be secure in their homes, and to own and carry arms. The Fifth Amendment states that people cannot be deprived of life, liberty, or property “without due process of law”—that is, without **a fair trial**.

Executive

The president and vice president are the only officials elected by all citizens of the United States; both **serve** four-year terms. Although the pre-

sident shares power with Congress and the judiciary, he or she is the most powerful and important **officeholder** in the country. The president **has no vote** in Congress but proposes much of the legislation that becomes law. As the principal maker of foreign policy, the president of the United States has become one of the world's most important leaders in international affairs.

Legislature

Congress is the legislative branch of the government of the United States. The Constitution divides Congress into two **structures**—a House of Representatives and a Senate. These structures are **jointly assigned** “all legislative powers” in the national government.

The Founders expected Congress to be the dominant branch of the national government.

The Founders expected Congress to be the dominant branch of the national government. In the early 1800s, James Monroe, the fifth U.S. president, said, “The whole system of national government may be said to rest essentially in powers granted to [the legislative] branch.” In fact, Congress was the center of government until the power of the presidency began to increase in the 20th century. However, from the start the Founders also felt that it was important to **retain some control** over the powers of Congress. As a result, the Constitution specifically enumerates ten things, some no longer relevant, that Congress may not do. Among other prohibitions, Congress cannot imprison people without due process of law, except in emergencies; Congress cannot pass laws that **retroactively** make a crime of what was legal when committed; and Congress **cannot tax** interstate commerce. In addition, the Bill of Rights forbids Congress from abridging rights held by individuals.

The House of Representatives is made up of 435 representatives—the number per state varies by population—elected every two years. Demonstrating the growth of the United States, today's **congresspersons** represent more than 20 times the number of constituents as their predecessors did in the late 18th century. Today there is one representative for **approximately** every 621,000 residents, a much larger figure than the 30,000 residents the Constitution originally required for a congressional district. The **framers** of the Constitution intended that the congressional districts, which are usually substantially smaller units of representation than a state, would assure that all interests in the nation would be adequately represented. Thus these units reflect the geographic, social, and economic **diversity** of the American people.

The **internal organization** of the House is based on a system of committees and subcommittees. All representatives serve on several committees, and these committees consider all legislation **before it is presented** to the House as a whole. The committees work to transform ideas into detailed, complex bills.

The Senate is composed of 100 members—two each from the 50 states—who serve six-year terms. The procedures and **workings** of the Senate are **similar to those of the House**, though because of its smaller membership there are fewer committees and subcommittees. The most important committees of the Senate are the Appropriations, Budget, Finance, Foreign Relations, and Judiciary committees.

The Founders designed the Senate to be a deliberative national body, more stable and insulated from **popular sentiment** than the House. That is why senators serve six-year terms (as opposed to the two-year terms of the House) and why, until the **passage** of the 17th Amendment in 1913, senators were elected by the state legislatures rather than directly by the people. The Founders also designed the Senate to protect the interests of the states, especially states with small populations, by giving each state the same number of representatives in the Senate.

The vice president of the United States serves as the president of the Senate. One of the few **designated** duties of the vice president is to break tie votes in the Senate. However, because the vice president has such a limited role in the Senate, he or she rarely attends its sessions. The Senate selects a president pro tempore (temporary president), who is usually the senior senator of the majority party. He or she supervises the Senate most of the time.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find English equivalents in the text for the phrases.

виникати з основних принципів; забезпечити виконання; рівний перед законом; різноманітний; основне джерело; народний суверенітет; священне право; вважати (що-небудь) таким, що не потребує роз'яснення / доведення; бути підвітним; той, що має властність; той, що отримав громадянство; стримувати зловживання; поділяти повноваження; той, що має найбільший вплив на зовнішню політику; засновуватися / бути заснованим на (чому-небудь); права / повно-

важення; значущий; (згідно з) чинним законодавством; торгівля на міжштатовому рівні; попередник; прагнути досягти; переважно (у кількості); перетворювати думки на закони; невелика чисельність населення; унікати рівності голосів; в.о. президента

6. Answer the questions.

1. How do you understand the notion of democracy?
2. Are there any essential ideas of democracy you would like to add to the list?
3. Draw the graphical scheme of the third principle of American Democracy. Is it different from the ones done by your groupmates?

7. Discussion Spot. What do you know about Bill Clinton? Why is he so remarkable in the US history?

8. A. Listen to the programme about Bill Clinton impeachment.

B. Listen for the English equivalents for the following phrases.

- 1) Президент, який пройшов через процедуру імпічменту.
- 2) Роком раніше у січні.
- 3) Лаборантка Білого Дому.
- 4) Правопорушення, які є підставою для імпічменту.
- 5) Справді вірити.
- 6) Прийняти дві статті.
- 7) Двісті дванадцять (голосів).
- 8) Голова Верховного Суду (США).

C. Answer the following questions.

1. What happened in: August 1998, February 1999?
2. What kind of suit was sued against Clinton?
3. What is Clinton's full name?

Lesson 3. TYPES OF GOVERNMENT

1. Discussion Spot. Discuss the following questions.

1. What types of government do you know?
2. How are they correlated with the notion of democracy?
3. Which of them appeals to you most? Why do you think so?

2. A. Read and discuss.

MONARCHY

A **monarchy** is a form of government that has a Monarch as Head of State. A distinguishing characteristic of most monarchies is that the Monarch usually reigns as Head of State for life; in a republic, the Head of State (often called the president) is normally elected for a certain amount of time. There are currently 29 **extant** sovereign monarchies in the world.

The term *monarchy* is also used to refer to the people (especially the dynasty, also known as 'royalty') and institutions that make up the royal or imperial establishment, or to the realm over which the monarch reigns.

In most monarchies, the Monarch serves as a symbol of continuity and statehood. Many monarchies are constituted by tradition or by codified law so that the Monarch has little real political power, but in others the Monarch holds substantial power. In some cases, the symbolism of monarchy **alongside** the symbolism of democracy can lead to divisions over seemingly contradictory principles of sovereignty.

Monarchies are one of the oldest forms of government, with echoes in the leadership of tribal chiefs. Many monarchies began with the Monarch as the local representative and temporary **embodiment of the deity**: (King of Babylon). The Monarch often ruled at the pleasure of the deity and was overthrown or sacrificed when it became apparent that supernatural sanction had been **withdrawn**: Celestial Emperor of China, Mayan kings, Achaemenid King of Persia. Other Monarchs derived their power by **acclamation** of the ruling or of the warrior caste of a clan or group of clans: Kings of the Franks, Roman emperors. Even where law is simply the monarch's will, the king must rule by custom.

Since 1800, many of the world's monarchies have **ceased** to have a monarch and become republics, or become parliamentary democracies. Democratic countries which **retain** monarchy by definition limit the Monarch's power, with most having become constitutional monarchies. In England, this process began with the Magna Carta of 1215, although it did not reach democratic proportions until after the Glorious Revolution in 1689. In the modern media age, however, popular Monarchs can, independently of their formal role within the constitutional framework, through popularity and various contacts, acquire considerable influence via public opinion and/or politicians.

Among the few states that retain a rather absolute monarchy are Swaziland, Brunei, Bhutan, Saudi Arabia and Kuwait. In Jordan and Morocco, the Monarch also retains considerable power. There are also recent (2003) developments in Liechtenstein, wherein the **regnant** prince was given the constitutional power to dismiss the government at will. Nepal had several swings between a constitutional role and direct rule related to the Maoist rebel movement and the palace killings by a suicidal crown prince.

V. Explain the words printed in bold. Translate them into Ukrainian if necessary.

Vocabulary

3. A. Study the essential vocabulary from the text. If necessary, use the dictionary to understand the phrases.

① **sovereign** *n* 1) а) монарх; б) ruler, governor, lord; 2) соверен (золота монета один фунт ст.); 3) the biggest wine bottle
sovereign *adj* 1) supreme; 2) монархічний, необмежений; повновладний; 3) free; 4) а) excellent; б) найвеличніший; *sovereign virtue*. *Syn.*: **supreme**; с) ефективний (про цілючі властивості): *a sovereign remedy*

② **establishment** *n* 1) creation: *the establishment of diplomatic relations*; 2) an institution: *a scientific research establishment, commercial establishments*; 3) (the Establishment) а) правлячі / впливові кола: *the literary establishment*; б) державна, офіційна церква; 4) stuff; 5) дім, домогосподі. *Syn.*: **household**

③ **substantial** *adj* 1) strong, firm, sturdy; *substantial foundation*; 2) nutritious; 3) а) матеріальний, речовинний; б) corporeal, real, material; 4) а) main; б) important, essential, significant, great: *substantial contribution, substantial similarity, substantial reasons*; 5) а) well-to-do; б) достатній (кількість): *He earned a substantial wage*.

④ **apparent** *adj* 1) well-seen, plain: *apparent to the naked eye, to become apparent*; 2) evident, obvious, causing no doubt: *apparent noon, apparent time*; 3) оманливий. *Syn.*: **seeming**; 4) безперечний

⑤ **custom** *n.* 1. 1) a) tradition, usage; b) habit; 2) а) митні податки. *Syn: toll, duty, impost, tribute*; b) митниця; 3) clientele, regular customers

2. 1) виготовлений на замовлення; 2) такий, що працює на замовлення, виконує індивідуальні замовлення: *custom shops*.

customs *n.* 1) митні податки; 2) митниця, митний пост: *Customs Cooperation Council, Customs broker, Customs inspection, customs application, customs declaration, customs document, customs duties, customs entry, customs examination, customs facilities, customs value, customs inspector, customs law, customs of the port, customs receipt, customs seal, customs supervision, customs survey, customs tariff*

B. Translate the following sentences into English using the vocabulary notes.

1. Я маю вагомi причини для купiвлi саме цього автомобiля.
2. У Швейцарiї завжди виготовляли годинники бездоганної якостi.
3. Телевiзiйна програма розповiдає про приватне життя представникiв правлячих клiв.
4. Вам потрiбно сплатити 10 євро митного податку.
5. Ваша перспектива роботи у цьому ресторанi здається оманливою.
6. Їхня родина була досить заможною у 90-х роках ХХ столiття.
7. У королiвствi Маорi національне свято — День народження монарха.



4. Supplementary Reading. Discuss the following questions.

A. See the *Monarchy* (Module 2, p. 212) for inspiration.

1. Are all world's Monarchies similar? Why do you think so?
2. How can the monarchies be classified?

B. See the *Republic* (Module 2, p. 216) for inspiration.

1. What type of republic is Ukraine?
2. What is the difference between governments of Ukraine and the USA, both being republics?
3. What are other types of republics?

C. Consult the *Some Examples of the World's Parliaments* (Module 2, p. 223) and discuss the best kind of parliament.

1. What do you know about parliament as a branch of government?
2. What are world's oldest parliaments?
3. What kind of parliament does Ukraine have?

6. 5. Do you think that a republic is always more democratic than a monarchy? Listen to the extract from the story about some least democratic monarchs of the British history. Answer the given questions.

1. How many wives did Henry VIII have?
2. How can a person become spoilt?
3. What does "spoilt brat" mean?
4. What kind of person can be called a tyrant?
5. What is the connection between the notions of "spoilt person" and "tyrant"?

6. A. Read the text about Turkmenistan, the country, that 5 years ago was the least democratic one in the world.

SO-CALLED DEMOCRACY IN TURKMENISTAN

Turkmenistan promulgated its first constitution as an independent republic in May 1992, replacing the constitution of the Soviet period. The republic does not yet have a multiparty system in place, and most candidates have run unopposed in elections. All citizens aged 18 and older may vote.

The president of Turkmenistan is head of state, head of government, and supreme commander of the armed forces. The office of president was established in Turkmenistan in 1990 shortly before the republic's independence from the Soviet Union. The 1992 constitution increased the powers of the president and made the president head of the Council of Ministers with the option of appointing a prime minister at any time. The president appoints the members of the council, which administers the daily operations of government. Under the constitution, the president is directly elected to a five-year term and may be elected for no more than two consecutive terms. However, in 1999 the Khalk Maslakhaty, the most powerful government body in the country, removed all limits to the term of President Saparmurad Niyazov, making him president for life or until his voluntary retirement.

Turkmenistan's constitution provided for the creation of a new legislature, a 50-member body called the Majlis (Assembly). However, the 175-seat Supreme Soviet elected in 1990 was allowed to serve out its term, and elections to the new Majlis were postponed until 1994. Members of the Majlis are directly elected and serve for five-year terms. Turkmenistan also has a supervisory organ called the Khalk Maslakhaty

(People's Council), which is authorized to perform some duties normally reserved for a legislature. The Khalk Maslakhaty debates and approves some legislation, reviews possible constitutional amendments, and may vote an expression of "no confidence" against the president. The Khalk Maslakhaty is headed by the president of the republic. It is composed of the 50 members of the Majlis, 10 appointed regional representatives, 50 directly elected members, the members of the Council of Ministers, the chairperson of the Supreme Court, and other important officials.

B. Make a list of signs of the authoritarian government.

C. As the text is not new, point out the outdated facts and make the necessary corrections.



7. Supplementary Reading. The USA is considered one of the most democratic republics in the world. At the same time it's known that it has a complex administrative division, and every state has its own government. Do you think the states have similar governments? Consult the *States' Governments in the USA (Module 2, p. 232)* and check your answers.

Lesson 4. POLITICAL CRISES AND TRANSFORMATIONS. ELECTIONS

1. Discussion Spot. Discuss the following questions.

1. How can one know if a country enters a political crisis?
2. What are the possible ways of overcoming it?

2. Watch the video about the Berlin Wall — a sign of a political crisis in the 20th-century Western Europe. Answer the following questions.

1. What were the parts into which Germany was divided after the war?
2. What was the function of the wall?
3. When was the wall destroyed?

3. Discussion Spot. Discuss the following questions.

There are several types of changing the government in a country: reforms, revolutions, coups. What is the difference between them? Which of them is the most violent, the most peaceful, the most expensive?

4. A. Read and discuss the text.

COUP D'ÉTAT

"Coups have long been part of political tradition."
Julius Caesar

A **coup d'État** (pronounced /ku de'ta/), or simply **coup**, is the sudden overthrow of a government through **unconstitutional means** by a part of the state establishment — mostly replacing just the high-level figures. It is also an example of political engineering. It may or may not be violent in nature. It is different from a revolution, which is staged by a larger group and radically changes the political system. The term is French for "a (sudden) blow (or strike) to a state" (literally, *coup*, hit, and *État*, state, always written with a capital *É* in this meaning). The term *coup* can also be used in a casual sense to mean a gain in **advantage** of one nation or entity over another; e.g. an *intelligence coup*. By analogy, the term is also applied to corporations, etc; e.g. a *boardroom coup*.

Since the unsuccessful coup attempts of Wolfgang Kapp in 1920, and of Adolf Hitler in 1923, the German word "**Putsch**" (originally coined with the Züriputsch of 1839) is often used also, even in French (such as the putsch of November 8, 1942 and the putsch of April 21, 1961, both in Algiers) and Russian (August Putsch in 1991), while the direct German translation is *Staatsstreich*.

Tactically, a coup usually involves control of some active portion of the military while neutralizing the **remainder** of a country's armed services. This active group captures or **expels** leaders, seizes physical control of important government offices, means of communication, and the physical infrastructure, such as streets and power plants. The coup succeeds if its opponents fail to **dislodge** the **plotters**, allowing them to consolidate their position, obtain the surrender or **acquiescence** of the **po-pulace** and surviving armed forces, and claim legitimacy.

Coups typically use the power of the existing government for its own takeover. As Edward Luttwak remarks in his *Coup d'État: A Practical Handbook*: "A coup consists of the **infiltration** of a small but critical segment of the state apparatus, which is then used to displace the government from its control of the remainder." In this sense, use of military or other organized force is not the defining feature of a coup d'état.

In the late twentieth century, coups occurred all over the world, most commonly in developing countries, in Latin America (e.g. Brazil, Chile, Bolivia, Uruguay and Argentina), Africa, Asia (e.g. Pakistan, the Philippines, and Thailand), Oceania (e.g. Fiji) and in Europe (e.g. Greece, Cyprus, Portugal, Spain, and the Soviet Union).

One of the most recent examples of a coup d'état is the 2006 Thailand coup d'état, which occurred on 19 September 2006. Tanks and heavily armed troops opposed to the Thai Premier seized control of the nation's government buildings while the Prime Minister, Thaksin Shinawatra, was in New York attending a UN summit. They ordered the **suspension of the legislature**, the constitution, and the Supreme Court, and consolidated power by enforcing **martial law**. The coup leaders also ordered all major international media organisations (such as BBC World, CNN, and NBC) to stop broadcasting.

Types of coups

- **Breakthrough coups:** In which a revolutionary army overthrows a traditional government and creates a new bureaucratic elite. Breakthrough coups are generally led by **non-commissioned officers (NCOs)** or junior officers and only happen once. Examples include China in 1911, Egypt in 1952, Greece in 1967, Bulgaria in 1944 and Liberia in 1980.
- **Guardian coups:** These coups have been described as musical chairs. The stated aim of this form of coup is to improve public order, efficiency, or to end corruption. There is usually no **fundamental shift** in the structure of power, and the leaders of these types of coups generally portray their actions as a temporary and unfortunate necessity. One of the early examples of this is the coup by Sulla in 88 BC which **displaced** the elected leadership of Marius in Rome. Many nations with guardian coups undergo many shifts between civilian and military governments. Examples include Pakistan, Turkey, and Thailand.

- **Veto coups:** These coups occur when the army vetoes mass participation and social mobilization. In these cases the army must confront and **suppress** large-scale and broad-based opposition and as a result they tend to be repressive and bloody. Examples include Chile in 1973 and Argentina in 1976. An abortive and **botched** veto coup occurred in Venezuela in 2002.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

5. A. Discussion Spot. Discuss the following questions.

1. What have you heard about the coup that occurred in the USSR in 1991? 2. Why is it important to know about it?

B. Watch the video attentively. Study the necessary vocabulary tips and answer the questions.

- hardliner — той, що притримується жорсткої політики
- put down — придушити
- popular resistance — народний протест
- resign — піти у відставку

1. What was the main reason for the coup in the USSR?
2. What did Boris Yeltsin do during the coup?
3. What happened in December, 1991?
4. What happened to the USSR after that? What was the destiny of the USSR Communist Party?

6. A. Discussion Spot. One of the ways of overcoming the political crisis is the democratic election. Answer the following questions.

1. What kind of elections can you name?
2. What's the difference between direct and indirect vote?
3. What do you think about presence of foreign observers at the elections?

B. Read the text about the latest presidential election in the USA.

THE U.S. PRESIDENTIAL ELECTION

Barack Obama, the candidate of the Democratic Party, has become the 44th president of the United States. He won the presidential election that took place on 4th November, receiving approximately 53% of the total votes, against 46% for John McCain of the Republican Party and 1% for the other candidates.

In most English-language newspapers you will find Obama's victory described as 'historic'. The main reason for this, of course, is that he is the first black person to reach the highest political office in the United States. This is seen as an important symbol of progress in a country where slavery existed until the 1860s, and where in the 1960s the civil

rights movement faced bitter opposition in the south of the country as it struggled to end various forms of official discrimination against black people.

Even his political opponents recognise that Obama has unusual charisma, and is one of the best public speakers in recent American political history. This helped raise the level of interest in the election, shown by the total voter turnout of 64% (more than 130 million people), the highest since 1908.

The political map of the United States shows the country divided between blocs of 'blue' states, favouring the Democratic presidential candidate, and 'red' Republican ones. The west coast and the northeast of the country are now completely blue, while the wide red band running through the middle and south has become slightly narrower with Nevada, Colorado, New Mexico, Virginia, North Carolina and Florida all turning blue on 4th November.

During the election campaign Obama presented himself to the American public as the candidate for 'change', and this is also how he is seen in many other parts of the world. Foreign governments that have disliked some of the foreign policies of the Republican president George W. Bush, hope that under Obama the United States will take a different approach to various international issues. Obama will face many problems, including what he referred to in his victory speech as 'two wars' (the situations in Iraq and Afghanistan), 'a planet in peril' (the global environmental crisis) and 'the worst financial crisis in a century'.

However, the tone of that speech was naturally one of celebration, and the theme was progress. In it Obama talked about a 106-year-old black woman in the southern state of Alabama, Ann Nixon Cooper, saying 'she was born just a generation past slavery ... when someone like her couldn't vote for two reasons: because she was a woman and because of the colour of her skin'. This year, though, she 'cast her vote, because after 106 years in America, through the best of times and the darkest of hours, she knows how America can change'.

C. Complete the crossword below. If all the words are correct, the name of the vice-presidential candidate for the Republican Party (who received a lot of media coverage, and would have been the first female vice-president in American history if the Republicans had won) will be revealed from top to bottom.

1. Barack Obama talked about a woman called Ann Nixon Cooper in his victory ...

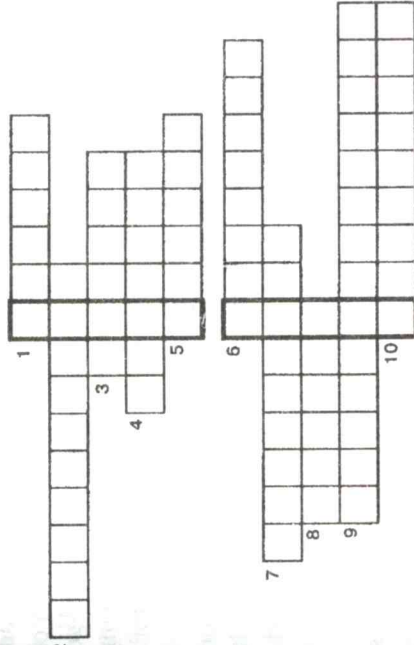
2. Colorado and Florida are examples of states that voted ... in the previous presidential election but turned 'blue' this year.

3. Obama knows there is a ... in the U.S. financial system.
4. Ann Nixon Cooper was born less than 50 years after the end of ...
5. Voter turnout was ... than in almost every previous election.
6. Some foreign governments hope that Obama's ... will be different from those of George W. Bush.

7. John McCain was the Republican ...
8. Many people see Obama's victory as a ... of change in the United States.

9. The civil rights movement in the 1960s opposed ... against black Americans.

10. No states in the ... of the country voted for John McCain.



7. **A.** As you have noticed, the politicians use a lot of special terms in their speech. Which of them can you name? Read the text and do the following task.

MODERN POLITICAL LANGUAGE AND ITS HISTORY OF DEVELOPMENT

Modern political language has a colourful historical record of development. For example, prominent American lexicographer S. B. Flexner reports in his book "I Hear America Talking" that the term the New Deal is a phrase actually taken from Franklin Delano Roosevelt's acceptance speech at the Democratic National Convention in Chicago on July 2, 1932: "I pledge you, I pledge myself, to a new deal for the American people."

With these words Roosevelt had not only a campaign slogan but named the first five years of his presidency and an era of American life. Roosevelt won the 1933 presidential election promising "a new deal" for "the **forgotten man**."

Roosevelt and his New Deal were to have Americans talking about it for years and introduced many new ideas and phrases.

Brain trust was the first new term used. It was coined to describe the group of professors who advised Roosevelt during that 1932 election campaign. It was soon applied to all the new president's close intellectual advisers (who included social-welfare organizer Harry Hopkins) whose programmes introduced the terms **underprivileged**, social worker, welfare, welfare worker, and welfare recipient to millions of Americans.

On March 6th, two days after his inauguration, Roosevelt declared the famous four-day bank holiday. Bank "runs" and failures had abounded early in the Depression and most banks had already been closed by state action. Now the new president suspended all banking and gold transactions while Congress rushed through the Emergency Banking Act on March 9th, ratifying Roosevelt's bank holiday and providing for the reopening of sound banks.

After the four-day bank holiday and a two-day weekend, on March 12, 1933, the new president gave his first evening radio talk. It was to announce that the banks would be reopening the next day and was entitled "An Intimate Talk with the People of the United States on Banking". It was the first of the famous **fireside chats**.

If the New Deal didn't cure all the problems of the Depression, at least it took America's mind off it and had Americans talking about present plans and future hopes. During the early days of the New Deal people began to talk about the succession of new alphabet agencies (government agencies, administrations, authorities, offices, and corporations created for relief and recovery), their coordinators and the directives they issued, and the paperwork and other work they expedited, implemented, and processed.

An interesting history of origin is associated with the word **to stump**. Usually when an Indian chief had important news to relate, he stood on a tree stump in the village square. Contemporary politicians rarely depend upon tree stumps, but stumping and, by extension, **grass-roots** campaigns are integral to American politics.

Politicians tap many sources for votes and for words. When Governor Elbridge Gerry unfairly redistributed voting districts in Massachu-

sets to assure his party an overwhelming victory, he reshaped the county map. Since that election in 1812, such illegal manipulation has been known as gerrymandering.

"It's the bunk," candidates frequently reply to charges or claims made by their opponents. Bunk is a slang derivative of the colloquial buncombe, meaning "nonsense or claptrap".

The term filibustering (probably from Dutch freebooter) is a dilatory strategy often used by a minority party to obstruct legislative action.

During the administrations of Theodore and Franklin Roosevelt, many political Americanisms, as we see, have entered the language and have since remained: big stick, a policy based upon threats of force, muckraker (in reference to those who relentlessly expose political and social corruption); trust buster (those who seek to dissolve illegal business combinations); and open door policy (an economic principle that opens the door to equal trading for all nations).

The Works Progress Administration that was once set up to combat unemployment, led also to the revival of the term boondoggling. During the Civil War, Northerners who favored slavery were copperheads; disparate political leaders often sponsor a dark horse, assuring voters that he really knows his oats; disreputable officeholders keep a well-larded pork barrel. And, of course, the elephant and the donkey have continued to trumpet and bray daily.

From reference books

B. Work with the dictionary and the internet. Find the explanation or translation for the terms printed in bold. Do you know any "political equivalents" in Ukrainian?

SUMMARY

1. Learning the idioms. Is there any connection between ducks and politics? Look at the first idiom and you'll get the answer. Which of the other idioms have you known before?

Lame duck — a politician who has little time left in office and therefore has less power. *He is a lame-duck leader and is not effective at all.*

Duck soup — A task that doesn't require much effort. *The exam was duck soup. I am sure that I did very well.*

Module 3

Higher Education

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert Maynard Hutchins

"He, who opens a school door, closes a prison."

Victor Hugo

Lesson 1. WHAT KIND OF A LEARNER ARE YOU?

1. **Discussion Spot.** Discuss the following questions.

1. What is the difference between education and higher education?
2. What is your attitude to having several degrees at higher education?

Reading

2. A. What is literacy? Read and discuss the text.

LITERACY

Being able to read and write is a skill that many people take for granted. Most of us probably find it hard to imagine how different our lives would be if, for example, we couldn't read simple instructions, understand stories in newspapers, fill in a form, or even sign our names.

We refer to people who can read and write as 'literate', and those who can't as 'illiterate'. There is, however, some disagreement about the exact definitions of these words. Take the huge number of people who aren't unable to read and write but find both activities difficult and tiring, and therefore tend to avoid them: there isn't really a category for them, although sometimes people might describe them as 'semi-literate'.

Sitting duck — an unsuspecting person easily fooled: *The soldier should move from that window. He is like a sitting duck for the enemy.*

Dead duck — someone in a hopeless situation or condition: *He is a dead duck. When the police find him he will have to go to jail.*

Like water off a duck's back — without effect: *Criticism falls away from him like water off a duck's back and he never worries about anything.*

Ugly duckling — ugly or plain child (who grows up to be pretty): *She was really an ugly duckling when she was a child but now she is quite beautiful.*

B. Consult the dictionary. What are the words printed in bold primary meanings?

2. Work out the project of the political system of your dream. Give answers to the following questions:

1. What is the type of government in your model?
2. What is the political structure of the government? (branches, representatives, etc.)
3. What are the functions and powers of each branch of government?
4. How is the structure of the government connected with the administrative division of the country?
5. How did you feel while working? Did you work hard? Was it easy to work with such people and under such conditions?

Writing

3. Write an essay on one of the following topics.

1. There are a lot of monarchies in the world, where the monarch does not really affect the country's policy, but the citizens wouldn't like to replace the existing government with republic. Why do the people prefer the monarchy as the form of government of their country?
2. Do you agree or disagree that the concepts of "true democracy" is the same as "anarchy"? Use specific reasons and examples.
3. Some people support the idea of one-chamber parliament; others would like their country to house the parliament of two chambers. What kind of parliament do you think is the best for Ukraine?

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as 'the ability to read and write, with understanding, a short simple sentence about one's everyday life', and estimates that there are around 800 million illiterate people in the world, which is about 12% of the total global population. The majority of them are in Sub-Saharan Africa and South Asia. More than 60% of them are women, because in some parts of the world women have less access to education than men.

One of the United Nations' 'Millennium Development Goals', established in 2000, is for every child in the world to have access to elementary education (sometimes called 'primary' education), and therefore to have the chance to achieve 'basic literacy', by the year 2015. Although literacy levels are rising in almost all developing countries, most experts think this goal is too optimistic.

In societies where people with 'low literacy' are a minority, these people often feel embarrassed and excluded. The attitude of the majority can make things worse. In Britain, for example, a study showed that many people unfairly assume that if a person writes very badly, he or she is probably 'unintelligent'.

Although it is of course true that not all knowledge comes from reading, being illiterate reduces the amount of information people are able to receive about the world around them. It is no surprise, therefore, that oppressive governments have usually found it easier to manipulate and deceive populations with low levels of literacy.

B. Can you find the words or expressions in the text that mean the opposite of the following?

complicated majority to increase
pessimistic tiny to value, to appreciate

C. Now decide whether the following statements are true (T) or false (F) or "no information" (N).

1. Fewer than half of the world's illiterate people are men.
2. Illiteracy is falling in the majority of developing countries.
3. A minority of experts think the 'Millennium Development Goal' for elementary education is too optimistic.
4. Oppressive governments usually try to reduce the level of literacy in their countries.

5. It is not fair to assume that a person is unintelligent because he or she writes badly.

6. UNESCO considers that people are literate if they can sign their names.

7. All children who have access to elementary education achieve basic literacy.

8. About half of the world's illiterate people are in Sub-Saharan Africa.

3. A. Discussion Spot. Analyse the academic process of your university. How can you classify the subjects you learn?

B. Discuss the following questions.

1. How do you understand the proverb "The more languages you know, the more times you are a human"?

2. How do you learn foreign languages?

3. Which methods of learning would you like to recommend to your friends / groupmates / colleagues?

4. Describe your English studies. Use the following questions as a plan.

1. Why are you learning English?

2. When did you start learning English?

3. Which aspects of English do you find the most difficult?

4. What parts of learning English do you enjoy?

5. How important is English in Ukraine?

Computer Presentation



5. A. There are several types of learners and several types of classifications. To draw the most common features, it should be mentioned, that some learners prefer using visual memory, others have good audial memory, some else can boast good association thinking. Participate in the research and find out what kind of a learner you are.

B. Discussion Spot. Is learning languages hard for you? What is it like in your university? Analyse your student life and answer the teacher's questions about it. Try and use examples from your own experience.

Reading

2. A. Read the fiction text about an exam.

DOCTOR IN THE HOUSE

After R. Gordon

To a medical student the final examinations are something like death: an unpleasant **inevitability** to be faced sooner or later, one's state after which is determined by care spent in preparing for the event.

An examination is nothing more than an investigation of a man's knowledge, conducted in a way that the authorities have found the most **fair** and convenient to both **sides**. But the medical student cannot **see it in this light**. Examinations touch off his fighting spirit; they are a **straight contest** between himself and the examiners, conducted on well-established rules for both, and he goes at them like a prize-fighter.

There is rarely any frank **cheating** in medical examinations, but the candidates spend almost as much time over the technical details of the contest as they do learning general medicine from their textbooks.

Benskin discovered that Malcolm Maxworth was the St. Swihin's representative on the examining Committee and thenceforward we attended all his ward rounds, standing at the front and gazing at him like impressive music enthusiasts at the solo violinist. Meanwhile, we **despondently** ticked the days off the calendar, **swotted up** the spot questions, and ran a final breathless sprint down the well-trodden paths of medicine.

The examination began with the written papers. A single **invigilator** sat in his gown and **hood** on a raised platform to keep an eye open for **flagrant** cheating. He was helped by two or three uniformed **porters** who stood by the door and looked dispassionately down at the poor victims, like the policemen that **flank the dock** at the Old Bailey.

Three hours were allowed for the paper. About half-way through the anonymous examinees began to differentiate themselves. Some of them strode up for an extra answer book, with an awkward expression of **self-consciousness** and superiority in their faces. Others rose to their feet, handed in their papers and left. Whether these people were so brilliant they were able to complete the examination in an hour and a half or whether this was the time required for them to set down unhurriedly their entire knowledge of medicine was never **apparent** from the **nonc-**

6. A. **Discussion Spot.** Discuss the following questions.

1. What is relaxing for you? Is it difficult to relax?
2. How often do you need to relax?
3. Which ways of relaxation do you prefer?

B. Do the quiz about stress and relaxing. Predict the correct answers.

1. *Which of these people can suffer from a lot of stress?*

- a. police officers
- b. factory workers
- c. taxi drivers
- d. students
- e. retired dentists
- f. teachers

2. *Which of these factors can cause stress?*

- a. doing sport
- b. a lot of free time
- c. problems with people
- d. going out
- e. some social situations

3. *What can we do to relax and reduce stress?*

- a. organize our work and studies
- b. eat a lot
- c. do exercise
- d. learn something new
- e. talk to people about problems

C. Answer the questions about stress and relaxing.

1. When do students suffer from stress?
2. What social activity can be difficult for shy people?
3. What is a good way of organizing work and studies?
4. Who can people talk to about their problems?
5. What exercises can be helpful in reducing stress?

7. Listen to the part of the interview and check your predictions.

Lesson 2. EXAMS

1. A. **Discussion Spot.** Discuss the following questions.

1. What is your attitude to the exams?
2. Can you tell how many exams you have passed so far?
3. How do you usually feel at the exam? Does it depend on the subject?
4. Which grades do you usually make?

B. Analyse your experience concerning taking the exams. How can the exams be classified? Which type of the exam is the hardest / the easiest to take?

halant air with which they left the room. The invigilator tapped his bell half an hour before time; the last question was rushed through, then the porters began **tearing papers away** from gentlemen dissatisfied with the period allowed for them to express themselves and hoping by an incomplete sentence to give the examiners the impression of frustrated **brilliance**.

I walked down the stairs feeling as if I had just finished an eight-round fight. In the square outside the first person I recognized was Grimsdyke.

"How did you get on?" I asked.

"So-so," he replied. "However, I am not worried. They never read the papers anyway. Haven't you heard how they mark **the tripos** at Cambridge, my dear old boy? The night before the results come out the old don totters bade, from hall and **chucks the lot** down the staircase. The ones that stick on the top flight are given firsts, most of them end up on the landing and get seconds, thirds go to the lower flight, and any reaching the ground floor are failed. This system has been working admirably for years without arousing any **comment**."

The unpopular oral examination was held a week after the papers. The written answers have a certain remoteness about them, and mistakes and omissions, like those of life, can be made without the threat of immediate punishment. But the viva is judgement day. A false answer, and the god's brow threatens like imminent thunderstorm. If the candidate loses his nerve in front of this terrible displeasure he is finished: confusion breeds confusion and he will come to the end of his interrogation struggling like a cow in a bog.

I was shown to a tiny waiting-room furnished with hard chairs, a wooden table, and windows that wouldn't open, like the **condemned cell**. There were six other candidates waiting, to go in with me, who illustrated the types fairly commonly seen in viva waiting-rooms. There was the Nonchalant, **lolling back** on the rear legs of his chair with his feet on the table. Next to him, a man of the Frankly Worried class sat on the edge of his chair tearing little bits off his invitation card and jumping irritatingly every time the door opened. There was the Crammer, fondling the pages of his battered textbook in a **desperate farewell embrace**, and his opposite, the Old Stager, who treated the whole thing with the familiarity of a photographer at a wedding. He had obviously failed the examination so often he looked upon the viva simply as another engagement to be fitted into his day.

The other occupant of the room was a woman. Women students — the attractive ones, not those who are feminine only through inescapable anatomic arrangements — are under disadvantage in oral examinations. The male examiners are so afraid of being prejudiced favourably by their sex they usually adopt towards them an attitude of undeserved sternness. But this girl had given care to her preparations for the examination. Her suit was neat but not smart; her hair tidy but **not striking**; she wore enough make-up to look attractive, and she was obviously practising, with some effort, a look of admiring submission to the male sex. I felt sure she would get through.

"You go to table four," the porter told me.

I stood before table four. I didn't recognize the examiners. One was a **burly**, elderly man like a retired prize-fighter; the other was invisible, as he was occupied in reading the morning's *Times*.

"Well, how would you treat a case of **tetanus**?" My heart leaped hopefully. This was something I knew, as there had recently been a case at St. Swithin's. I started off confidentially, reeling out the lines of treatment and feeling much better. The examiner suddenly cut me short.

"All right, all right," he said impatiently, "you seem to know that A girl of twenty comes to you complaining of gaining weight, what would you do?" I rallied my thoughts and stumbled through the answer...

The days after the viva were black ones. It was like having a severe accident. For the first few hours I was numbed, unable to realize what had hit me. Then I began to wonder if I would ever make a recovery and win through. One or two of my friends heartened me by describing equally depressing experiences that had overtaken them previously and still allowed them to pass. I began to hope. Little shreds of success collected together and weaved themselves into a triumphal garland...

"One doesn't fail exams," said Grimsdyke firmly. "One **comes down**, one **muffs**, one is **ploughed**, **plucked**, or **pipped**. These **infer** a mistake that is not one's own fault. To speak of failing is bad taste. It's the same idea as talking about passing away and going above instead of plain dying." The examination results were to be published at noon.

We arrived in the examination building to find the same candidates there, but they were a subdued, **muttering** crowd, like the supporters of a home team who had just been beaten in a cup tie.

We had heard exactly what would happen. At midday precisely the Secretary of the Committee would descend the stairs and take his place, flanked by two uniformed porters. Under his arm would be a thick,

leather-covered book containing the results. One of the porters would carry a list of candidates' numbers and call them out, one after the other. The candidate would step up closely to the Secretary, who would say simply "Pass" or "Failed". Successful men would go upstairs to receive the congratulations and handshakes of the examiners and failures would **slink miserably out** of the exit to seek the opiate oblivion.

One minute to twelve. The room had suddenly come to a frightening, unexpected silence and stillness, like an unexploded bomb. A clock tingled twelve in the distance. My palms were as wet as sponges. Someone coughed, and I expected the windows to rattle. With slow **scraping** feet that could be heard before they appeared the Secretary and the porters came solemnly down the stairs. The elder porter raised his voice.

"Number one hundred and sixty-one," he began. "Number three hundred and two. Number three hundred and six." Grimdyke **punched** me hard in the ribs, "Go on," he hissed. "It's you!"

I jumped and struggled my way to the front of the restless crowd. My pulse shot in my ears. My face was burning hot and I felt my stomach had been suddenly plucked from my body. Suddenly I found myself on top of the Secretary.

"Number three oh six?" the Secretary whispered, without looking up from the book. "R. Gordon?"

"Yes," I croaked.

The world stood still. The traffic stopped, the plants ceased growing, men were paralysed, the clouds hung in the air, the winds dropped, the tides disappeared, the sun halted in the sky.

"Pass," he muttered.

Blindly, like a man just hit by a **blackjack**, I stumbled upstairs.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find English equivalents in the text for the following phrases.

згідно з; з того часу; ключові питання; добре прогнаний; спокійно; старшинство; викладач, професор; труситися та кульгати під час ходьби; такий, що неминуче насувається; болото; неминучий; жорстокість, суворість; покора; калатати; розповісти; вимкнутися; підбальорити; уривок; снодійний; забуття; задзвеніти; ребра; хрипіти; приплив; зупинитися; застигнути.

D. Translate the given sentences into English using the words and phrases from the text.

1. З того часу гра з керлінгу відбувається згідно з міжнародними правилами. 2. Він може спокійно визуїти підручник з теоретичної граматики. 3. Дизайнери моди створили діловий костюм сірого кольору з жовтим капюшоном. 4. Студенти вечірнього відділення відчували, як на них невпинно насувався екзамен з теорії та практики перекладу. 5. Самосвідомість студентів дозволяє викладачам не контролювати їх відвідування щодня. 6. Під час перерви у класі стояв безлад. Як тільки учень відхилився вліво, поруч пролетів чийсь щоденник. 7. Екзаменаційна комісія почула лише уривки фраз і вирішила не приймати екзамен у студента. 8. Викладач читав лекцію так голосно, що в аудиторії дзвеніли шибки. 9. Психолог школи кожного дня підбальорує студентів, що проходять педагогічну практику. 10. За 15 хвилин до закінчення лекції вона непомітно вислизнула з аудиторії. 11. Охоронець був міцної статури і тримав у лівій руці палицю. 12. Суворість і покора — два явища, що існують поруч.

Speech Patterns

3. A. Look at some speech patterns from the text. Make the sentences of your own, using the same phrases.

1. Sth / Sb is nothing more than

1. An examination is *nothing more than* an investigation of a man's knowledge. 2. She is *nothing more than* unsophisticated child of nature. 3. Erudition is *nothing more than* a possession of recondite, profound, or something merely bookish knowledge.

2. anyway

1. However, I'm not worried. They never read the papers *anyway*. 2. You needn't worry about the meals. She never has anything for breakfast *anyway*. I'm sure she is perfect for you. 3. *Anyways*, I didn't mean to imply she was deficient.

3. have sb V

1. "His father will *have him go in for medicine*," the housemaster said. 2. "None can *have him wear a formal dress for any function*". 3. The examiner will *have him give* the proper answer.

4. Now that

1. *Now that* you are well again, you can travel. 2. *Now that* you are through with this problem you can do anything. 3. *Now that* he's become a graduate student, he can go in for research.

B. Paraphrase the following sentences using the speech patterns.

1. I'm sure he was trying to be helpful. Nevertheless, there's probably no harm done.
2. Rawson went right on: "This or that way, in the late eighties I started writing to this woman I met through a pen pal ad."
3. — Can I lend you a hand? — No, thanks. I'm almost done. I never hoped to find anything here so far.
4. If a man shows signs of nervous tension or being under stress you must make him consult a doctor.
5. The teacher must make his children develop a critical way of thinking.
6. If you want to help a worried person under stress you, must be patient and encourage him to talk.
7. His behavior in those trying circumstances does him honor. You must make him write about it.
8. You explained that "trying to keep up with the Joneses" means to have as much as one's neighbors (the Joneses) and, if possible, even more.
9. You have promised to take the children for a drive, so you must keep your word.
10. The professor drew their attention to the difference between the two theories. It is now clear to the students.

C. Translate the following sentences into English using the speech patterns.

1. Доноки господар вдома, я примушу вас підкорятися йому.
2. Добре, відмову прийнято. У будь-якому випадку я рада, що ми з вами познайомилися.
3. Тепер, коли вона перестала хвилюватися про думку інших, люди перестали пліткувати про неї.
4. Не намагайся примусити її працювати. Так чи інакше, вона зробить, про що її попросять.
5. Я не винуватий, що ти мене не розумієш, але я змушу тебе подумати над цим.
6. Тепер, коли всі існуючі позаду, я впевнений, що з вас вийде справжній фахівець.
7. Її відмінна оцінка на іспиті — просто диво, враховуючи те, що вона довго працювала у лікарні.

Vocabulary

4. A. Study the essential vocabulary from the text. If necessary, use the dictionary to understand the phrases.

① **to annoy** *v* 1) to make a little angry, especially by repeated acts; to disturb and nervously upset a person: *Wilfred did not want to pay too much attention to Fleur, he was afraid of annoying her.* Syn: **to vex, to irk, to bother**

2) persistent interrupting, interrupting with or intruding on until the victim is angry, or upset: *Clouds of flies annoyed our horses.* Syn: **to worry, to harass, to plague, to pester, to tease.** Ant: **to soothe, to comfort**

to be annoyed at / over sth: *He was annoyed at the boy's stupidity.*
to be annoyed with: *The old woman was annoyed with the noisy children.*

annoying *a* — causing one to feel annoyed, as annoying manners: *How annoying! The annoying thing about it is that I keep thinking about Lizzy.* Syn: **bothersome, irritating, troublesome, harassing, tormenting, nagging, vexatious.**

② **to chatter** *v* 1) to talk quickly or foolishly or without a stop: *The two girls chattered merrily unaware of Roger's presence.* 2) to make quick indistinct sounds: *The sparrows were chattering on the roof of the cottage.* 3) to strike the lower and upper teeth together from cold or fever: *She was so frightened that her teeth chattered.*

chatterbox *n* — a person who chatters

chatter *n* — sounds of the kinds described by the verb **to chatter**:
The chatter of the birds could be heard everywhere.

chattering *n* *The cheerful chattering of children came from the nursery.*
to chatter like a magpie

③ **to cheer** *v* 1) to fill with gladness, hope, high spirits; comfort: *Everyone was cheered by the good news. He cheered up at once when I promised to help him. Cheer up! Your troubles will soon be over.* 2) to give shouts of joy, approval, or encouragement: *The speaker was loudly cheered. Everybody cheered the news that peace had come.*

to cheer for (cheer on) — to support (a competitor) with cheers, to encourage: *Let's go to the football game and cheer for our favourite team. Please come to the sports meeting to cheer on our team.*

cheer *n* 1) state of hope, gladness; words of cheer, of encouragement; 2) shout of joy or encouragement used by spectators to encourage or show enthusiasm or support for their team: *The cheers of the spectators filled the stadium.*

to give three cheers for — to cry, or shout "Hurrah!" three times: *The team members gave three cheers for their captain.*

cheerful *a* 1) happy and contented: *He kept throughout his life his youthful optimism and his cheerful trust in men.* Syn: **glad, happy, light-hearted, joyful, joyous.** Ant: **gloomy.** 2) bright, pleasant, bringing joy, as a cheerful room, sound, conversation; cheerful surroundings: *Mary's cheerful talk encouraged her friends.* Ant: **cheerless, gloomy**

cheery *a* — is a rather trivial colloquialism for cheerful

cheerio *interj* — a colloquial word used as farewell: **Cheerio, old friend!**

cheers 1) is used as a toast "Your health!"; *Does everybody have beer? Yes, cheers.* 2) a modern informal use of cheers in British English is to mean *good-bye* or *thank you*: *I'll give you a hand tomorrow. Cheers, that'll be great.*

④ **to contest** *v* 1) to argue; debate, dispute, as to contest a statement (a point); to try to show that it is wrong, as to contest sb's right to do smth.; 2) to take part in a struggle or competition (with or against sb or smth.), as to contest a match (a race): *Jim had to contest against the world's best winners in the Games and did well to come third.* 3) to fight or compete for, to try to win, as to contest a seat in Parliament: *The soldiers contested every inch of the ground.* Syn: **to contend**

contest *n* — struggle, fight; competition, as a keen contest for the prize; a contest of skill; a musical contest; a close contest: *The ice-hockey championship was a close contest between Canada, Sweden and Russia.*

contestant *n* — one who contests. Syn: **contender**
contestable *a* — open to argument: *That's a contestable statement, you can't prove it.*

⑤ **to emerge** *v* 1) to come forth into view from an enclosed and obscure place: *The moon emerges from beyond the clouds.* 2) to rise into notice and esp. to issue, (come forth) from suffering, subjection, danger, embarrassment, etc.: *New artistic developments emerged after the revolution.* 3) to come out as the result of investigation, discussion (of a fact, a principle): *At last there emerged Einstein's Theory of Relativity.* Syn: **to turn up, to show up**

emergency *n* — a sudden happening requiring prompt action; one to be used in an emergency. as an emergency exit (door); an emergency fund; an emergency (forced) landing: *These stairs are to be used only in an emergency. The plane was caught in a snowstorm and had to make an emergency landing.* Syn: **juncture, contingency, pinch, crisis**

⑥ **hint** *n* — slight or indirect indication or suggestion: *She gave him a hint that she would like him to leave. I know how to take a hint.* "Hints for housewives": (as the title of an article giving suggestions that will help housewives)

to drop a hint: *I dropped him hints on the impropriety of his conduct.*

to give a person a gentle (broad) hint: *Martin gave Joe a gentle hint but it was lost upon him.*

to hint *v* — to suggest, to mention casually: *The woman hinted at her urgent need of money. He hinted at my impudence. He hinted that I ought to work harder.* Syn: **suggest, imply, intimate, insinuate**

⑦ **to rattle** *v* 1) (cause to) make short, sharp sounds quickly, one after the other: *The windows were rattling in the strong wind. The hail rattled on the roof.*

to rattle off (*colloq*) — to talk, to say or repeat sth quickly; to repeat (words) quickly and too easily from memory; to perform (an action) with ease and speed: *What is the point of teaching the children to rattle off the names of the kings and queens of England if they know nothing about history?*

to rattle away / on — to talk rapidly and at some length and uninterestingly: *At every meeting of the women's club, Mrs White rattles on for hours.*

2) to annoy, cause to feel angry: *My persistent questioning of his story rattled him, and he refused to answer my queries. She was rattled by the hypothetical eyes spying upon her.* Syn: **to embarrass, to discomfit, to abash, to faze**

rattled *a* — annoyed: *In the end he got rattled (or We got him rattled.).*

⑧ **to reduce** *v* 1) to take (sth) smaller or less; being sth (such as a price, size, or amount) down to a lower level or smaller size: *Your speed must be reduced to the city speed limit as soon as you cross the border. Taxes should be reduced to an amount that people can afford to pay. The book will have to be reduced to 300 pages. The whole town was re-*

duced to ashes in the bombing. 2) to bring or get to a certain condition: The new teacher was quickly able to **reduce** the noisy class to silence. Hunter had **reduced** the poor dog to skin and bone. His opponent's clever speech **reduced** the speaker's argument to nonsense.

to reduce by / to: We have been able to **reduce** our tax bill by 10%.
The price of the chair has been **reduced** to \$ 10.

to reduce someone to tears — to make someone weep: You may choose to scold this child, but there's no need to **reduce** him to tears. Syn: **to decrease, to lessen, to diminish, to abate, to dwindle**
reduction n — reducing or being reduced: The goods are sold at a great **reduction** in price. Syn: **discount**

B. Translate the given sentences into Ukrainian using the essential vocabulary notes.

A. 1. "You are making too much fuss of me, don't worry," he said, with a smile, suggestive of annoyance. 2. I had seldom seen him like this. He seemed, indeed, annoyed with me for having asked this question. 3. He was annoyed at the way she tried to take over the whole meeting. 4. I want you, Lady Willard, to ascertain for me exactly how much is newspaper chatter, and how much may be said to be founded on facts. 5. The woman kept chattering in and out as she prepared the table. In a nearby tree a squirrel chattered. 6. The noise of old-fashioned computer printers chattering away gave me a headache. 7. Then the fever came on again and his teeth chattered. 8. His friends cheered him on when he was about to give up. 9. No one could help but cheer the verdict "not guilty". 10. "See you tonight then. Cheers!" I said and put down the receiver. 11. You can hear the cheers of the crowd two miles away from the football ground. 12. He gave me a cheery greeting. 13. His cheerful acceptance of responsibility encouraged us all. 14. You could never be unhappy in such a cheerful house. 15. A cheerful fire was burning in the grate. 16. "It's not a wrestling match, not a contest of strength," he said. 17. She contested five of seven titles. 18. There is always a contest between the management and the unions. 19. She's won a lot of dancing contests. 20. The championship is being keenly contested by seven athletes. 21. In tonight's quiz the contestants have come from all over the country to fight for the title of "Superbrain". 22. The contest for leadership of the Party is gathering speed. 23. He became seriously depressed and suicidal, and applied for emergency psychotherapy. 24. She emerged from the sea cold but exhilarated and towed herself vigorously. 25. The method of

this comprehensive study is to highlight the issues that emerged in the 1960s in University life. 26. The President has emerged unseated from the scandal. 27. He seemed to emerge from his reverie. 28. His professional training enabled her to act swiftly and decisively when faced with an emergency. 29. My wife had to open the tins we kept for an emergency. 30. It has emerged that secret talks were under way between the two companies.

B. 1. They were looking for a minute at the soft hinted green in the branches against the sky. 2. Although it was a raw March afternoon, with a hint of fog coming in with the dusk, he had the window wide open. 3. I coughed politely as she lit a cigarette but she didn't take the hint. 4. There's only a hint of brandy in the sauce, so I don't think it'll make you drunk. 5. This was a large low-ceilinged room, with rattling machines at which men in white shirt sleeves and blue aprons were working. 6. Druet was rattling on boasting about his recent victories and Hurstwood grew more and more resentful. 7. The quiet deliberate footsteps approaching my door rattled me / got me rattled. 8. She seemed rattled about my presence / by my question. 9. I had taken a taxi which rattled down the road. 10. He was left alone except Rachel rattling pots in the kitchen. 11. Reduced to extreme poverty, begging, sometimes going hungry, sometimes sleeping in the parks, Hurstwood admitted to himself the game was up. 12. The Education Department had threatened the headmaster with a reduction in the staff, which meant more work and reduced salaries for the remaining teachers and himself. 13. Every building in the area was reduced to rubble. 14. The captain was reduced to the ranks for his dishonorable action. 15. The contractor had reduced his price from sixty to forty thousand dollars. 16. Mr. Lamb resented these intrusions and reduced them to a minimum. 17. They were reduced to selling the car to pay the phone bill. 18. They have made substantial reductions in the labor costs. 19. By the end of the interview Martin was reduced to almost speechless anger.

C. Paraphrase the following sentences using the essential vocabulary notes.

1. The girls talked very quickly without stopping as if unaware of my presence. 2. The sounds of approval of the audience filled the theatre. 3. Don't be sad, I've got good news for you. 4. You shouldn't argue a point or a statement trying to show that it is wrong, when you don't rely on facts. 5. How did you happen to find out about it? There wasn't even a slight suggestion of it in his letter. 6. An old cart passed by quickly ma-

king a lot of noise. 7. If you don't want to get some lung disease you must give up smoking or cut it to a minimum.

D. Give the English equivalents for the following phrases.

досаджати будь-кому до смерті; докучати, набридати; було прикро (неприємно); незадоволений голос; роздратований тон; тріщати, торохкотіти; барабанити (про дощ); говорити безперестанку; мчати з гуркотом; випалити правило; брязкальце; гримуча змія; веселі думки; веселе обличчя; весела кімната; ясний, сонячний день; бадьорий настрої; життєрадісна людина; приємна бесіда; веселоці; вигуки схвалення; підтримка, віха; оплески; суперечка, змагання, боротьба; міжнародне змагання; музичний конкурс; боротьба за кожний сантиметр землі; суперничати; добиватись обрання у парламент; учасники конкурсу, змагання; з'явитись раптово; недоторканий запас; крайня необхідність; критичне становище; вимушене приземлення; надзвичайні заходи; надзвичайне становище; надзвичайні повноваження; ледь натякнути; прозором натякнути; натякати на будь-що; стукотіти зубами; базікати; щебет птахів; знижувати ціни; знижувати зарплатню; вкорочувати спідницю; зменшувати вплив; удаватись до крайнощів; довести до зuboжіння; довести до мінімуму; довести до абсурду; зменшити швидкість.

E. Translate the following sentences into English using the essential vocabulary.

1. Закрий вікно, будь-ласка, цей шум дратує мене. 2. Вода була така холодна, що Том почав стукотіти зубами від холоду. 3. У лісовій тиші було чутно щебетання пташок. 4. Невеселі думки не давали змоги заснути усю ніч. 5. Через усе життя він проніс юнацький оптимізм та радісну віру в людей. 6. Невідомий молодий музикант, який брав участь у міжнародному конкурсі Чайковського, згодом став відомим піаністом. 7. Риба нарешті з'явилась на поверхні води. Старий був вражений її розмірами. 8. Він з'явився у місті, коли його менш за все очікували. 9. Я натякнув, що йому належать деякі гроші, але, на мій подив, мої слова не дійшли до нього. 10. Даллі ледь натякнули, що вони вже не потребують її послуги, але вона все одно продовжувала приходити кожен день. 11. Вікна деренчали від вітру. 12. Тривала хвороба чоловіка та безробіття довели міссіс Хартвуд до повного зuboжіння. 13. Ви повинні знизити швидкість. Ми в їхали у місто.

F. Translate the following sentences into English using the vocabulary notes.

A. 1. Якість цього продукту сумнівна. Де ви його купили?
2. — Для чого ви дивитесь цей нудний серіал? — Він створює мені хороший настрій. 3. Цей навчальний предмет мене дуже дратує, тому що мені доводиться приділяти йому багато часу. 4. Сьогодні вони отримують диплом бакалаврів. Який радісний день! 5. Японець гомлоно розмовляв по телефону в центрі Івано-Франківська, знаючи, що його ніхто не розуміє. 6. Вчора в цей час ми слухали дуже надбридливу лекцію про зв'язок сюжетів мексиканських телесеріалів з розвитком промисловості Північної Кореї.

B. 1. Водій натякнув, що година простою коштує 75 грн. 2. У кінці коридору четверо дверей. Одні з них є аварійним виходом. 3. Жорсткий диск на застарілих комп'ютерах тріщить під час роботи. 4. Щоночі з 3 до 6 години ціни на всі товари у найбільшчому супермаркеті знижуються на 5%. 5. Як вам вдалося роздратувати флегматика?
6. У процесі перевірки диктантів виявилось, що половина студентів навіть не відкривала підручник.

G. Review the vocabulary notes and render the sentences into English.

1. Сусіди дратують його своєю гучною музикою. 2. Ця балаканина не має сенсу. 3. Його щира віра в людей йому заважає. 4. Це спірне питання, спитай викладача. 5. Цю відому співачку публіка зустріла оплесками. 6. У випадку крайньої необхідності телефонуй 112. 7. Це питання було це просто суперечливим, а не підлягало ніякому логічному поясненню. 8. Він був дуже роздратований поведінкою своєї дівчини на вечірці. 9. Коли у неї з'явився мобільний телефон, вона стала справжньою «говорилкою». 10. Квквання жаб була чутно навіть у місті. 11. У неї завтра важкий екзамен, ми маємо її підбадьорити. 12. Вона натякнула йому, щоб він їй зателефонував. 13. Будьласка, зменши швидкість, поруч багато машин, це небезпечно. 14. На телефонному апараті було написано «Лише для термінових дзвінків». 15. Я ніяк не могла зрозуміти, хто був сильнішим у їхньому протистоянні. 16. Коли команда виграла, ми тричі прокричали «Ура!».

5. Comment on the following proverbs.

- Familiarity breeds contempt.
- Experience is the best knowledge.
- Who chatters to you will chatter of you.

Lesson 3. NATIONAL SYSTEMS OF HIGHER EDUCATION

Vocabulary

1. Study the topical vocabulary and be ready to dwell upon the topic about national systems of higher education.
1. **Who is who:** applicant / prospective student; freshman; sophomore, junior, senior, undergraduate student; graduate (grad) student; part-time student; transfer student; night student; faculty; teaching assistant, assistant professor, associate professor, (full) professor; counselor.
2. **Administration:** dean, assistant dean, department chairman; President of the University; academic vice-president; student government; board of trustees.
3. **Structure:** college (college of Arts and Sciences); school (school of Education), evening school; grad school; summer school; college of continuing education; department; career development and job placement office.
4. **Academic calendar:** fall, spring term / semester; fall, winter, spring, summer quarter; school / academic year; exam period / days — reading days / period; break / recess; deadline (fall term break; winter recess or winter holidays, summer vacation).
5. **Academic programs:** course (a one / three credit course); to take a course, to give a lecture; pass-fail course; elective, a major / to major (what's your major?); a minor (second in importance); discussion session; seminars; a more academic class, usually with grad students; a student-teacher.
6. **Grades:** to get / to give a grade; pass-fail grading (e. g. to take grammar pass-fail); grades A, B, C, D, E; A-student; to graduate with straight A; a credit, to earn a credit; education record.
7. **Tests:** quiz; to take / to give an exam; to retake an exam (a retake); to flunk a course; to flunk sb; to drop out / to withdraw; a pass-fail test; multiple choice test; essay test; SAT, PSAT (preliminary SAT) ACT; GPA.
8. **Red Tape:** to register (academically and financially); to enroll for admission; to interview; to sign up for a course; to select classes / courses; to drop a course, to add a course, a student I.D., library card; transcript; degrees: B.A., M.A., Ph.D.; to confer a degree; to confer tenure, thesis, paper, dissertation.

9. **Financing:** full-time fees; part-time fees; grants; student financial aid; to apply for financial aid; to be eligible for financial assistance; scholarship; academic fees; housing fees; a college work-study job.

Reading

2. A. Read and discuss the text.

HIGHER EDUCATION IN UKRAINE

Higher education in Ukraine has a long and rich history. Its students, graduates and **academics** have long been known and appreciated worldwide. The **pioneering research** of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeniy Paton, are part of the **universal history** of scientific progress.

The first **higher education institutions** emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, or Ostrozkyi Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was the Kyiv Mohyla Academy, first established in 1632 and in 1694 officially recognized by the government of Imperial Russia as a higher education institution. Among the oldest is also the Lviv University, founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kyiv (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in Kharkiv, a Polytechnic Institute in Kyiv (1898) and a Higher Mining School (1899) in Katerynoslav. **Rapid growth** followed in the Soviet period. By 1988 a number of higher education institutions increased to 146 with over 850,000 students.

Higher education qualifications combine both academic and professional qualifications. The State Diploma serves as both an educational certificate and a **professional licence**.

The *Law on Higher Education* (2002) establishes the three-level structure of higher education: incomplete, basic, and complete educational levels with corresponding **educational-proficiency levels of Junior Specialist, Bachelor, Specialist and Master**.

The Law of Ukraine On Higher Education (2002) establishes four levels of accreditation of higher education institutions. Higher education institutions of the first accreditation level train Junior specialists; those of the second accreditation level train Junior specialists and / or Bachelors; the ones of the third accreditation level train Bachelors, Specialists and, in certain professions (specialities), Masters; higher education institutions of the fourth accreditation level train Bachelors, Masters and Specialists. Additional criteria for the institutions of the fourth accreditation level include **postgraduate** and Doctoral courses, **high-level research** and publication activities.

There are six types of higher education institutions in Ukraine: *universities*: have 4th level of accreditation ('**classical**' and '**branch**' ones); *academies*: have fourth level of accreditation (concentrated in a specific branch of knowledge); *institutes*: have third and fourth level of accreditation (concentrated in a specific branch of knowledge; may be independent or a sub-unit of a university or academy); *conservatoires*: have third and fourth level of accreditation (concentrated in culture and the arts, specifically music); *colleges*: have second level of accreditation (**acquisition** of specific higher education qualifications; may also be sub-units within higher education establishments with third and fourth level accreditation); *technical schools*: have first level of accreditation (specialist areas of knowledge and skills related to **specific occupations**; may also be sub-units within higher education establishments with third and fourth level accreditation).

In Ukraine, Postgraduate education is regarded as specialist education and professional training **commencing** after the Specialist/Master phase. The system of Postgraduate training serves a ground for lifelong learning.

The Constitution of Ukraine (1996), Law on Education (1996), and the Law on Higher Education (2002) constitute the legal basis for Ukrainian higher education.

B. Explain the words in bold. Translate them into Ukrainian if necessary.

C. Translate the specific terms in italic.

D. Find English equivalents in the text for the words and phrases.

випускник (ВІЗ); поцінований, такий, що користується повагою; вчений; тогочасний; визнання; заснований; документ про освіту; навчати; структурний підрозділ

3. A. Read and discuss the text.

HIGHER EDUCATION IN THE USA

Out of more than three million students who graduate from high school each year, about one million **go on for higher education**. A college at a leading university might receive applications from two percent of these **high school graduates**, and then accept only one out of every ten who apply. **Successful applicants** at such colleges are usually chosen on the basis of a) their high school records; b) recommendations from their high school teachers; c) their **scores** on the Scholastic **Aptitude Tests** (SATs).

The system of higher education in the United States comprises three categories of institutions:

1) the university, which may contain a) several colleges for undergraduate students seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree **to obtain a master's or a doctoral degree**;

2) the **technical training institutions** at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming;

3) the two-year, or community college, from which students may **enter many professions** or may **transfer to four-year colleges**.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Some universities and colleges have, over time, gained reputations for offering particularly **challenging courses** and for providing their students with a higher quality of education. The factors determining whether an institution is one of the best or one of the lower prestige are quality of the **teaching faculty**; quality of research, facilities; amount of **funding available for libraries**, special programs, etc.; and the competence and number of applicants for admission, i. e. how selective the institution can be in choosing its students.

The most **selective** are the old private north-eastern universities, commonly known as the Ivy League, include Harvard Radcliffe, (Cambridge, Mass., in the urban area of Boston), Yale University (New Haven, Conn. between Boston and New York), Columbia College (New York), Princeton University (New Jersey), Brown University, Cornell University, Dartmouth College, University of Pennsylvania. With their traditions and long established reputations they occupy a position in American university life rather like Oxford and Cambridge in England, particularly Harvard and Yale. The Ivy League Universities are famous for their graduate schools, which have become intellectual elite centers.

In defence of using the examinations as criteria for admission, administrators say that the SATs provide a **fair way** for deciding whom to admit when they have ten or twelve applicants **for every first-year student seat**.

In addition, to learning about a college/university's entrance requirements and the fees, Americans must also know the following:

Professional degrees such as a Bachelor of Law (L.L.A.) or a **Bachelor of Divinity** (B.D.) take additional three years of study and require first a B.A. or **B.S.** to be earned by a student.

Graduate schools in America award Master's and Doctor's degrees in both the arts and sciences. **Tuition** for these programs is high. The courses for most graduate degrees can be completed in two or four years. A thesis is required for a Master's degree; a Doctor's degree requires a minimum of two years of course work beyond the Master's degree level, success in a **qualifying examination, proficiency** in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-hour-a week courses every semester. (**Seniors usually run** from September to early January and late January to late May.) Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in Linguistics, for example, could involve one hour of lectures plus two hours of seminars every week. Most students complete 10 courses per an academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

In the American higher education system credits for the academic work are transferable among universities. A student can accumulate credits at one university, transfer them to a second and ultimately receive a degree from there or a third university.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Translate the following sentences into English using words and expressions from the text.

1. Перший семестр триває з 1 вересня по 16 січня. 2. У 2002 році вона здобула професію програміста. 3. Ваша дитина занадто перебірлива. 4. Результати попереднього екзамену були відомі вже вчора. 5. Під час вступної кампанії тут було до 20 студентів на місце. 6. Для здобуття рівня магістра потрібно провчитися ще 2 семестри. 7. Раптом йому захотілося перевестися на 3-й курс Закарпатського національного аграрного університету. 8. Я — абітурієнт, якому вдалося вступити до університету! 9. Чи збираєтеся ви продовжити здобуття освіти у ВНЗ? 10. Спецкурс із першої лекції здався актуальним та багатообіцяючим. 11. Фонд бібліотеки Київського університету імені Бориса Грінченка налічує понад 360 000 примірників. 12. Знати все про професорсько-викладацький склад факультету нелегко.

D. Find the answers to the following questions in the text.

1. What are the admission requirements to the colleges and universities? 2. What are the three types of schools in higher education? 3. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of these degrees? 4. What are the peculiarities of the curricula offered by a college or a university? 5. What is a credit in the US system of higher education? How many credits must an undergraduate student earn to receive a bachelor's degree? How can they be earned?

4. Listen to the interviews and insert the missing words.

1. The speaker is ... where a college degree puts you ahead of people who don't have one. Your ... salary can be much higher. For example the speaker will get about \$50,000 after she ... She'll also get ... such as life insurance and a ... plan.

2. The speaker is from ... She regrets going to university. Now, she has massive ... and no chance of getting a good ... For the last five years, she's had a job with no security, no ... and ... pay. Most of her friends left school and got ... while she ... away to get a ...


3. He studied at ... university. It was a ...-year course. He thinks you should go to university because you're really interested in the ... not for what it ... you ... He really enjoyed studying French ... When he left, he thinks employers liked the fact that he was ... and had good people ... He's now a computer ...

5. Group work. Look at some universities' websites and answer the following questions.

1. What kind of information is available on the start page?
2. How well is the page understood / readable / easy-to-navigate (incl. font size and colour)?
3. What would you change if you were a webmaster?

 **6.** Watch the documentary about the Liverpool University carefully. Listen for the learned topical vocabulary and answer the following questions.

1. How was the LJMU initially found?
2. When was it initially found?
3. When did it become university?
4. How many residences are available for students of LJMU?
5. Which hall is the most famous?
6. How many students are there in LJMU?
7. How many faculties are there in LJMU?
8. Is LJMU available for foreign students?
9. What important skills do the students have to obtain in LJMU?
10. How is cultural life represented in Liverpool?
11. How old is the city of Liverpool?
12. What can you tell about sport sections in LJMU?
13. Why are the student's years so important for you?

 **7. Supplementary Reading.** What do you know about the student pranks? Have you ever participated in one? Consult the reader section to read some encyclopedia articles for necessary information (Module 3, p. 239. 240).

8. Fill in the table making the right collocations. Use the words printed under the table.

go to	revise for	study	do	hand in	make

your best, a language, a test, college, homework, school, an exam, progress, a subject, an assignment, mistakes, an essay

Writing

9. Write a report for a university lecturer describing the information shown below.

Subjects studied at university		
Australia	UK	France
Medicine	Media Studies	Engineering
History	Literature	Medicine
Sports science	Sports science	Law
Law	Law	Languages
Engineering	Medicine	Literature
Languages	Languages	History
Literature	Engineering	Sports science

Lesson 4. MY UNIVERSITY AND ECTS

1. Discussion Spot. Imagine you are asked to report at an international students' conference about Borys Grinchenko Kyiv University. Make a detailed plan of your speech using the topical vocabulary (p. 84).

2. Discuss the following questions.

1. What do you know about the ECTS? 2. Where does it come from? 3. What does it actually mean? 4. What is your attitude to the ECTS?

Reading

3. A. Read and discuss the text.

ECTS

European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study **attainment** and **performance** of students of higher education across the European Union. For successfully completed studies, ECTS **credits** are awarded. One academic year corresponds to 60 ECTS-credits that are equivalent to 1500–1800 hours of study in all countries irrespective of standard or qualification type and is used to **facilitate** transfer and **progression** throughout the Union.

ECTS also includes a standard grading scale, intended to be shown in addition to local (i.e. national) standard grades:

- A: best 10%: outstanding performance
- B: next 25%: very good performance
- C: next 30%: good performance
- D: next 25%: passable performance
- E: next 10%: adequate performance
- FX: «fail – some more work required before the credit can be awarded»
- F: «fail – considerable further work required»

Credit Accumulation and Transfer Scheme (CATS) is used by many universities in the United Kingdom to **monitor**, **record** and **reward passage** through a modular degree course and to facilitate movement between courses and institutions. Typically a university course of 10 to 20 2-hour sessions would, on successful completion, be worth between 10 and 20 CATS points, at one of Levels 1 to 3.

About 360 points need to be accumulated (120 points at each level) to qualify for award of an honours degree. A foundation degree is broadly equivalent to 240 points, and a 'pass/ordinary degree' to 300 points.

A **postgraduate Master's degree** is equivalent to 180 points at Level M.

It is possible to **equate** CATS with the Scottish Credit and Qualifications Framework and the European Credit Transfer and Accumulation System.

- B.** Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Translate the following sentences into English using the words and expressions from the text.

1. Я прагну досягти успішного просування по кар'єрі. 2. Вона зубрить лексику, бо хоче отримати залік. 3. Національний олімпійський комітет порівняв нові досягнення збірної з гандболу зі старими. 4. З усіх шкіл оцінювання мені найзручніша 100-бальна. 5. Проходження по дистанції нормальне. 6. Статус спеціаліста порівняли до третього рівня акредитації.

D. What new facts have you found out from the text above? Compare the ECTS in Ukraine and other European countries. What is common and different?

Summary

1. A. Learning the idioms.

Most students are now on the home straight of their exams. If you're a student, your head must be full to the brim by now with lots of information you're going to keep in mind for only so long before the end of the exams. Your head and brains are now bound to be at work — hard work! But there's one good thing about it — in a couple of days this tension will be over and you'll have opportunity to relax and unwind. And reward yourself for the month of hard work. Let's give our thanks and express our gratitude to our clever heads by learning new idioms with "head".

Out of / off one's head — crazy; not knowing what you are saying or doing because of the effects of alcohol: *Don't even try to have a proper conversation with him — he's off his head.*

Lose your head — panic or lose control: *Everytime, Jane smiles at Daniel, he seems to lose his head.*

Have one's head in the clouds — not be realistic, thinking only of your own hopes and dreams: *He's such romantic. He's got his head in the clouds all the time.*

Put one's head in the lion's mouth — deliberately put yourself in a dangerous or risky situation: *So I put my head in the lion's mouth and asked my boss for a pay rise.*

The main reason for having a head on your shoulders is to produce thoughts and ideas.

Module 4

Teaching Practice

"The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."
William Arthur Ward

"There are three good reasons to be
a teacher — June, July, and August."
Author Unknown

LESSON 1. PEDAGOGICAL (TEACHER-TRAINING) EDUCATION

Reading

1. A. Read and discuss the text.

After Anna Martin

This is a picture of the **administration building** of Northeast Missouri State Teacher's College as it looked in 1949 when I began my higher education there. Huge changes have taken place at the University in more than 50 years since then, including **a couple of name changes**. By the time I received my bachelor's degree it was Northeast Missouri State University. Now it is a liberal arts university with the name Truman State University.

This educational establishment, located in Kirksville, Missouri, the county seat of Adair County, began as a State Normal School, which meant that it trained teachers for the northeast region of the state of Missouri. Founded by Joseph Baldwin, for whom the above building was named, in the late 1800s it has prospered and grown to where it is now: the number one public university in the middle section of the United States. While stu-

Put ideas into someone's head — make someone to do something they had not wanted to do before (usually something stupid): *Louisa was always quite happy in the village until Rex started putting ideas into her head.*

Be banging/hitting your head against a brick wall — try for a long time to achieve something, ask someone to do something, without success: *Trying to get men to wash the dishes is just hitting your head against a brick wall.*

Head is used in a number of idioms that relate to emotions and staying calm and control:

Keep your head — keep calm, especially in a difficult or dangerous situation: *If you can keep your head when all around you are losing theirs, ... you'll be a man, my son.* (written by 19th century poet R. Kipling)

B. Consult the dictionary. What are the words printed in bold's primary meanings?

2. Group work. In each group, create a model of a perfect university of your dream. Think of its type, programmes, form of property, normative establishing instruments, etc.

Writing

3. Write an essay on one of the following topics.

1. There's an opinion that, when studying abroad, Ukrainian students show better scores than local ones. Do you agree or disagree?

2. Some people suppose that being at grad school makes a good professional, others are sure that it is nothing more than a waste of time. What do grad schools exist for?

3. Some people enter university without any intention to work in the field of the obtained degree. Why do such people go on for higher education?

dents can still get a teaching degree, it has expanded its course offerings so that degrees can be received in **many different specialties**.

The story you are about to read gives you a **glimpse** of how I struggled against many challenges to receive that teaching degree. Some might have given up, but I persisted. See how I survived that final year before graduation.

GETTING AN EDUCATION THE HARD WAY

Acquiring a college education is not easy under the best of conditions. The way I got mine was possibly under the worst of conditions. It started out normally the way it does for most students. After high school I **enrolled in college** the following **fall** at Northeast Missouri State University where my mother had received her teaching degree. It was not a long distance away so my parents felt I could come home often. They were not ready to see their "little girl" leave home.

Things went well and I **completed** that first year. Nearing the end of the school year I decided that I wanted to change to a higher educational institution much farther away. This was not a pleasing suggestion to my parents and they insisted that I teach school the following year to pay back the **loans** I had taken out for that initial freshman year.

Being a dutiful daughter, I did that, but I still had plans to go the following year to Phillips University in Enid, Oklahoma. What I didn't **foresee** was that I would meet the man who was to become my husband. We were married in May after the end of that first year of teaching when he was **on leave** from the Army. That looked like the end of my college days.

During the three years after my husband came home from his **tour of duty** three children were born. A college education didn't seem to be needed to be a farmer's wife. Taking care of three babies, a house, a garden, raising baby chickens, and all the things involved in farm living occupied my time for a few years. **In the back of my mind** I was not satisfied with my educational achievements. There is so much to know and there are such a few years in life to learn about them. It was inevitable that I would **long to add to my academic undertakings**.

Regional universities **offered night classes** and I eagerly enrolled in some of them. **Correspondence courses** were also added to my growing list of college **endeavors**. A semester was spent at the local junior college. By now it was a given that I was going to finish that university education that I had started so many years before.

Having reached the limit of hours that I could **take off-campus**, I had to enroll in courses at the nearest university, the institution I had first attended. It was located sixty miles from our farm home and my choice was to drive there each morning, attend my classes and drive home every night.

As I look back on that year, I am amazed that I survived it, let alone study, make reasonably good grades, and graduate at the end of the academic year. It was one **challenge** after another. In the fall my older daughter required surgery for *acute appendicitis*; over the Thanksgiving holiday I had a *wisdom tooth extracted* after which I was not able to open my mouth for a couple of weeks; and my favorite uncle was diagnosed with *terminal cancer* and died in March.

Those events were only the beginning. It was the worst winter weather that I think I have ever seen in North Missouri. A couple of days before Christmas there came a big **snowstorm**. The children were so excited.

"Now we will have a white Christmas," they all three exclaimed. "Oh! This may all be gone by Christmas day," I replied.

There were many times over the next couple of months that I recalled (and probably regretted) having uttered those words. The snow didn't melt. Instead more and more fell. In the ensuing months as I got out of class in the afternoon there might be a **few flakes** beginning to fall. Although I had arranged to have a place to stay in case of *emergencies*, I wanted to go home to my family. As I got in the car I thought it wouldn't be too bad to drive. The farther west I went the worse it got, until I was **barely able** to see the road. Somehow I managed to **make it home** each day. Then early the next morning out I went in that terrible weather again to make the drive in time for my first class. There was a rather steep hill not far from our house that **invariably** gave me problems. Part of the way up the **tires began to spin**. Several times a kind neighbor living near that road came out and gave me a push to help me make it up the hill.

Finally the winter was over. Surely the worst of my challenges had been met. On a Monday in early April I was **scheduled** to begin my practice teaching. This was the final class before graduation.

The last challenge that was to **rear** its head was perhaps the most troublesome of all. On Sunday before the practice teaching was to start, my husband who had been working on our farm tractor, came into the house holding a hand over his left eye.

"Can you take me to the doctor?" he said.

"What's wrong?"

"A spring flew off the piece I was working on and hit me in the eye."
"Where is the spring? I don't see anything."
"I pulled it out."

Quickly we made our way to town to the doctor, who we had called to meet us. The news was not good. The doctor called an *eye specialist* in Kansas City and arranged for him to look at my husband the following day. This meant a drive to Kansas City, about a hundred miles away, and no practice teaching on Monday. When we met with the specialist he told us the sight was gone from the injured eye and it would be necessary to take precautions to *preserve the sight* in the other one. After a couple of days of rest and heavy *medication* my husband was able to care for himself and I did complete the practice teaching. That, however, was not the end. It became apparent that my husband's injured eye was going to have to be **removed** in order to save the other one. The surgery was successful and did not require an *extended hospital stay*. He was a strong man and *recuperated* rapidly.

I'm not sure who was the most **relieved** when we attended that graduation ceremony in May of 1962, me, my husband or our three children. As time went on that was not to be the last of my college days, but on that day we were just thankful to have lived through that year.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Find the explanation of the specific terms in italic.

 **D. Smart Presentation.** Paraphrase the underlined words using the topical vocabulary from the previous Module (p. 95)

Vocabulary

2. A. Studying phrasal verbs. Read the page from the dictionary and make sure you understand all given examples.

go v with *adv* and *pp*

go about 1) to move or travel around: *The quickest way to go about the city is by underground train.*

2) to start (sth or doing sth): *I wanted to make a dress but didn't know how to go about it.*

go along to proceed, make progress: *You may have some difficulties at first, but you'll find it easier as you go along.*

go at (sth or sb) to rush at, attack (*informal*): *They went at each other furiously.*

go back 1) to return, as in conversation (to sth): *Let us go back to what the chairman was saying.* 2) to fail to fulfil (a promise, agreement, etc.): *You should never go back on your promise to a child.*

go behind — to examine a deeper level of sth: *You have to go behind the poet's words to see what she really means.*

go by (of fault, etc) 1) to pass without being noticed (*informal*): *I know you were late again this morning, but we'll let it go by.* 2) to base one's judgement on sb: *You can't go by what he says, he's very untrustworthy.*

go down 1) to be received, esp. with approval, to be liked (by someone): *How did your speech go down (with the public)?* 2) to be considered less worthy: *He went down in my opinion.*

go down the drain — to be wasted; to fail completely: *All my attempts to help him went down the drain.*

go Dutch / halves — to agree to share the cost of something: *We went Dutch on the cheap Chinese downtown.*

go easy (informal) 1) to behave calmly (*usu. imper.*): *Go easy, dear, there's nothing to get excited about.* 2) to treat someone kindly, not severely (on, with): *Go easy on the child, will you, she is too young to understand what she did.*

go as / so far as (informal) — to be bold or direct enough (to do sth), to declare the truth: *I wouldn't go so far as to say she is a liar.*

go into — to examine: *The police went into the man's story to see if he was telling the truth.*

go over — to examine, to see that it is correct: *The counsellor went over his story in detail and suggested some improvements.*

go round — to move around, to be publicly noticed (doing sth): *You can't go round saying nasty things like that about him.*

B. Translate the following sentences into Ukrainian.

1. He wanted to be left alone to go about his business.
2. His new book was going along nicely.
3. The breakfast arrived and he went at it like a starving refugee.
4. I'll try to go by reason as far as possible. I'm sorry, madam, but we have to go by rules.
5. "I think my presentation went down rather well, don't you?"
6. In spite of going down badly with the critics, the film has been a tremendous commercial success.
7. I'd rather not go into that now.
8. Don't sign anything until you have gone over

it thoroughly. 9. Go easy on salt, it's bad for your heart. 10. Some jokes go round year after year. 11. Could I have a glass of water to help these pills go down?

C. Replace the words in italics with the most suitable verb from the dictionary entry.

1. People are *travelling* more now that the weather's better. 2. I want him back, but I just don't know how to *start* it. 3. The roads were so muddy that we had to *proceed* on horseback. 4. He didn't *fulfill his promise* to work harder. 5. How did your pupils *accept* your first lesson? 6. My *opinion* of him *dropped considerably* after I had found out the truth. 7. In his report the speaker *attacked* the hedgers who were forever trying to shift the responsibility onto somebody else. 8. I'm *continually hearing a tune* in my head and just can't remember the name of it. 9. On account of the budget crisis the President failed to keep his word. 10. Don't sign anything until you have *examined* it thoroughly. 11. I *regularly met with them* but never felt like one of them. 12. "Don't worry about the bill. We shall *share the cost of the meal*", said my girl friend.

D. Complete the sentences with a suitable phrasal verb.

1. Things were ... fairly well. 2. He sank the spade into the ground, and ... it. 3. I've left my gloves behind. I'll have ... for them. 4. We can always ... to the original plan if necessary. 5. I'm sorry, madam, but we have ... the rules. 6. If they prove that I was wrong, then I'll ... what they say. 7. ... to the bottom of the page a summary and then write a summary of what you've just read. 8. He ... in my opinion. 9. Solicitors advised their clients that a tidy look ... well with the magistrates. 10. It was a private conversation and I don't want ... details about what was said. 11. Guards ... every vehicle at the border to prevent drugs being smuggled into the country. 12. I won't know how successful it is until the accountant ... the books. 13. I'm just ... to Mario's for half an hour. 14. If they ... comp-laining publicity, they might not find it so easy to get another job. 15. "Will you let me take you out to dinner tonight?" "As long as ..."

E. Translate into English.

1. Вони завжди ходять разом повсюди. 2. Тетяна вирішила написати лист Онегїну, але не знала як почати. 3. Як твої успіхи у процесі вивчення англійської мови? 4. Ніхто не очікував, що вони

з люттю накинуться один на одного. 5. Я не могла навіть подумати про те, як повідомити їй про новину. 6. Я йому не довіряю, бо якось він не дотримував своєї обіцянки. 7. Щоб осягнути поезію Бєли Ахма-дуліної, треба проникнути у те, що ховається за її словами. 8. Не про-пусти таку нагоду і повертайся додому. 9. Я знаю, що ти зараз збр-ехав мені, але я не буду звертати на це увагу. Ти сам мені про все розкажеш. 10. Новий вчитель не дуже сподобався учням. 11. Я не можу займатись деталями в цей момент тому, що я не отримала до-статню інформації про те, як все сталося. 12. Не відмовте мені у люб'язності перевірити зі мною, чи правильно я заповнила цей до-кумент. 13. Жахливі чутки блукають містом.

3. Group work. When doing your teaching practice, did you have any prob-lemis? State them within small groups, share the papers and discuss them ac-cording to the following pattern.

1. What was the real problem?
2. Who / what do you think caused it?
3. What are the possible ways to solve the stated problem? Give some advice.

Lesson 2. DEALING WITH PROBLEM CHILDREN

Reading

1. A. Read and discuss the fiction text.

THE LUMBER-ROOM

After H. Munro

The children were to be driven, as a special treat, to the sands at Jag-borough. Nicholas was not to be one of the party; he was in disgrace. Only that morning he had refused to eat his wholesome bread-and-milk on the **seemingly frivolous** ground that there was a frog in it. Older and wiser and better people had told him that there could not possibly be a frog in his bread-and-milk and that he was not to talk nonsense; he con-tinued, nevertheless, to talk what seemed the **veriest** nonsense, and desc-ribed with much detail the coloration and marking of the alleged frog.

The dramatic part of the incident was that there really was a frog in Nicholas's basin of bread-and-milk; he had put it there himself, so he felt entitled to know something about it. The sin of taking a frog from the garden and putting it into a bowl of wholesome bread-and-milk was enlarged on at great length, but the fact that stood out clearest in the whole affair, as it presented itself to the mind of Nicholas, was that the older, wiser, and better people had been proved to be **profoundly** in error in matters about which they had expressed the **utmost** assurance.

"You said there couldn't possibly be a frog in my bread-and-milk; there was a frog in my bread-and-milk," he repeated, with the insistence of a skilled tactician who does not intend to shift from **favourable** ground.

So his boy-cousin and girl-cousin and his quite uninteresting younger brother were to be taken to Jagborough sands that afternoon and he was to stay at home. His cousins' aunt, who insisted, by an **unwarranted** stretch of imagination, in styling herself his aunt also, had hastily invented the Jagborough expedition in order to impress on Nicholas the delights that he had **justly forfeited** by his disgraceful conduct at breakfast-table. It was her habit, whenever one of the children **fell from grace**, to improvise something of a festival nature from which the offender would be rigorously **debarred**, if all the children sinned collectively they were suddenly informed of a circus in a neighbouring town, a circus of **unrivalled** merit and uncounted elephants, to which, **but for** their depravity, they would have been taken that very day.

A few decent tears were looked for on the part of Nicholas when the moment for the departure of the expedition arrived. As a matter of fact, however, all the crying was done by his girl-cousin, who scraped her knee rather painfully against the step of the carriage as she was scrambling in.

"How did she howl," said Nicholas cheerfully as the party drove off without any of the elation of high spirit that should have characterized it.

"She'll soon get over that," said the aunt, "it will be a glorious afternoon for racing about over those beautiful sands. How they will enjoy themselves!"

"Bobby won't enjoy himself much, and he won't race much either," said Nicholas with a **grim chuckle**: "his boots are hurting him. They're too tight."

"Why didn't he tell me they were hurting?" asked the aunt with some asperity.

"He told you twice, but you weren't listening. You often don't listen when we tell you important things."

"You are not to go into the gooseberry garden," said the aunt, changing the subject.

"Why not?" demanded Nicholas.

"Because you are in disgrace," said the aunt **loftily**.

Nicholas did not admit the **flawlessness** of the reasoning; he felt perfectly capable of being in disgrace and in a gooseberry garden at the same moment. His face took an expression of considerable **obstinacy**. It was clear to his aunt that he was determined to get into the gooseberry garden, "only," as she remarked to herself, "because I have told him he is not to."

Now the gooseberry garden had two doors by which it might be entered, and once a small person like Nicholas could slip in there he could effectually disappear from view amid the masking growth of artichokes, raspberry canes, and fruit bushes. The aunt had many other things to do that afternoon, but she spent an hour or two in **trivial** gardening operations among flowerbeds and shrubberies, whence she could keep a watchful eye on the two doors that led to forbidden paradise. She was a woman of few ideas, with immense power of concentration.

Nicholas made one or two sorties into the front garden, **wriggling** his way with obvious **stealth** of purpose towards one or other of the doors, but never able for a moment to **evade** the aunt's watchful eye. As a matter of fact, he had no intention of trying to get into the gooseberry garden, but it was extremely convenient for him that his aunt should believe that he had; it was a belief that would keep her on self-imposed **sentry-duty** for the greater part of the afternoon. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated in his brain. By standing on a chair in the library one could reach a shelf on which reposed a fat, impor tant-looking key. The key was as important as it looked; it was the instrument which kept the mysteries of the lumber-room secure from unauthorized intrusion, which opened a way only for aunts and such-like privileged persons. Nicholas had not had much experience of the art of fitting keys into keyholes and turning locks, but for some days past he had practised with the key of the school-room door; he did not believe in trusting too much to luck and accident. The key turned **stiffly** in the lock, but it, turned. The door opened, and Nicholas was in an unknown land, compared with which the gooseberry garden was a **stale** delight, a mere **material** pleasure.

Often and often Nicholas had pictured to himself what the lumber-room might be like, that region that was so carefully sealed from youthful eyes and concerning which no questions were ever answered. It came up to his expectations. In the first place it was large and dimly lit, one high window opening on to the forbidden garden being its only source of illumination. In the second place it was a storehouse of unimagined treasure. The **aut-by-assertion** was one of those people who think that things spoil by use and consign them to dust and damp by way of preserving them. Such parts of the house as Nicholas knew best were rather bare and cheerless, but here there were wonderful things for the eyes to feast on. First and **foremost** there was a piece of **framed tapestry** that was evidently meant to be a fire-screen. To Nicholas it was a living breathing story; he sat down on a roll of Indian hangings, glowing in wonderful colour beneath a layer of dust and took in all the details of the tapestry picture. A man, dressed in the hunting costume of some remote period, had just **transfixed a stag** with an arrow, it could not have been a difficult shot because the stag was only one or two paces away from him; in the thickly growing vegetation that the picture suggested it would not have been difficult to **creep up** to a feeding stag, and the two spotted dogs that were springing forward to join in the chase had evidently been trained to keep to heel till the arrow was discharged. That part of the picture was simple, if interesting, but did the huntsman see, what Nicholas saw, that four galloping wolves were coming in his direction through the wood? There might be more than four of them hidden behind the trees, and in any case would the man and his dogs be able to cope with four wolves if they made an attack? The man had only two arrows left in his **quiver**, and he might miss with one or both of them; all one knew about his skill in shooting was that he could hit a large stag at a ridiculously short range. Nicholas sat for many golden minutes revolving the possibilities of the scene; he was inclined to think that there were more than four wolves and that the man and his dogs were in a tight corner.

But there were other objects of delight and interest claiming his instant attention: there were **quaint twisted candlesticks** in the shape of snakes, and a teapot fashioned like a china duck, out of whose open **beak** the tea was supposed to come. How dull and shapeless the nursery teapot seemed in comparison! Less promising in appearance was a large square book with plain black covers; Nicholas peeped into it, and, behold, it was full of coloured pictures of birds. And such birds! A whole po-

rrait gallery of undreamed-of creatures. And as he was admiring the courting of the mandarin duck and assigning a life-history to it, the voice of his aunt came from the gooseberry garden without. She had grown suspicious at his long disappearance, and had **leapt** to the conclusion that he had climbed over the wall behind the sheltering screen of lilac bushes; she was now engaged in energetic and rather hopeless search for him among the artichokes and raspberry canes.

"Nicholas, Nicholas!" she screamed, "you are to come out of this at once. It's no use trying to hide there; I can see you all the time."

It was probably the first time for twenty years that any one had smiled in that lumber-room.

Presently the angry repetitions of Nicholas' name gave way to a **shriek**, and a cry for somebody to come quickly. Nicholas shut the book, restored it carefully to its place in a corner, and shook some dust from a neighbouring pile of newspapers over it. Then he **crept** from the room, locked the door, and replaced the key exactly where he had found it. His aunt was still calling his name when he **sauntered** into the front garden.

"Who's calling?" he asked.

"Me," came the answer from the other side of the wall; "didn't you hear me? I've been looking for you in the gooseberry garden, and I've slipped into the rain-water tank. Luckily there's no water in it, but the sides are slippery and I can't get out. Fetch the little ladder from under the cherry tree."

"I was told I wasn't to go into the gooseberry garden," said Nicholas promptly.

"I told you not to, and now I tell you that you may," came the voice from the rain-water tank, rather impatiently.

"Your voice doesn't sound like aunt's," objected Nicholas; "you may be the Evil One tempting me to be disobedient. Aunt often tells me that the Evil One tempts me and that I always yield. This time I'm not going to **yield**."

"Don't talk nonsense," said the prisoner in the tank; "go and fetch the ladder."

"Will there be strawberry jam for tea?" asked Nicholas innocently.

"Certainly there will be," said the aunt, privately **resolving** that Nicholas should have none of it.

"Now I know that you are the Evil One and not aunt," shouted Nicholas gleefully; "when we asked aunt for strawberry jam yesterday she said there wasn't any. I know there are four jars of it in the store cupboard

ard, because I looked, and of course you know it's there, but she doesn't because she said there wasn't any. Oh, Devil, you have sold yourself! There was an unusual sense of luxury in being able to talk to an aunt as though one was talking to the Evil One, but Nicholas knew, with, childish **discernment**, that such luxuries were not to be **over-indulged in**. He walked noisily away, and it was a kitchen-maid, in search of **parsley**, who eventually rescued the aunt from the rain-water tank.

Tea that evening was **partaken of in a fearsome** silence. The **tide** had been at its highest when the children had arrived at Jagborough Cove, so there had been no sands to play on — a circumstance that the aunt had **overlooked** in the haste of organizing her **punitive** expedition. The tightness of Bobby's boots had had disastrous effect on his temper the whole of the afternoon, and **altogether** the children could not have been said to have enjoyed themselves. The aunt maintained the frozen muteness of one who has suffered **undignified** and **unmerited** detention in a rain-water tank for thirty-five minutes. As for Nicholas, he, too, was silent, in the absorption of one who has much to think about; it was just possible, he considered, that the huntsman would escape with his hounds while the wolves feasted on the **stricken** stag.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Translate the given sentences into English using equivalents from the text. Ask your teacher for more sentences.

1. Чи завжди директор звільняє тих, хто потрапив до нього в немильність? 2. Транстенна їжа не є корисною. 3. Він був упевнений, що має право працювати за комп'ютером №9. 4. Вона — найризиківлівіший екзаманатор у інституті. 5. Я буду фіксувати всі твої погані вчинки. 6. Інструкція до нового мобільного телефону була скупою і небагатослівною. 7. Радіоприймач ревів, а вона не знала, як зменшити гучність. 8. Ми знали, що вся її суворість була лише на обличчі. 9. Я вмю варити чудовий ожиновий компот. 10. Один китайський учений стверджує, що він вирощує соєву ковбасу в себе на клумбі.

Speech Patterns

2. A. Look at some speech patterns from the text. Make the sentences of your own, using the same phrases.

1. can possibly V

1. Older and wiser and better people had told him that there *could not possibly be* a frog in his bread-and-milk. 2. How *can I possibly do* it? 3. Do it if you *possibly can*. 4. The child *couldn't possibly have done* it alone.

2. a man / a woman of N

1. She was a *woman of few ideas*, with immense power of concentration. 2. She was a *woman of few words*. She has always been a *woman of fashion*. He is a *man of property*.

3. A. sth / sb is / was meant to be N

1. ... there was a piece of tapestry that *was evidently meant to be* a fire-screen. 2. The door is *meant to be* used in case of emergency. 3. He was *meant to be* an artist.

B. sth / sb is / was meant for

1. They *were meant for* each other. 2. *Are* these flowers *meant for* me? 3. What I said *wasn't meant for* your ears.

4. Adj if Adj

1. That part of the picture was *simple if interesting*. 2. That part of the play was *entertaining if long*. 3. The concert was *enjoyable if loud*. 4. The dress was *unattractive if new*.

B. Complete the following sentences, using the speech patterns.

1. I can't possibly... 2. How can you possibly...? 3. We couldn't possibly... 4. You can't possibly... 5. How could we possibly...? 6. ... if you possibly can.
1. This textbook is meant for... 2. I wonder who ... meant for? 3. ... is evidently meant... 4. ... wasn't meant...
1. That part of the house was nice if... 2. The lecture was educational if... 3. The meeting was useful if...
1. Sunny days are too rare for the plants... 2. There will be no room for her... 3. There had been no sands...

C. Translate the following sentences and word combinations into English.

1. Як же я можу це зробити, якщо ви відмовляєтесь мені допомогти? 2. — Помий, будь ласка, посуд. — Боюсь, що ніяк не зможу це зробити. 3. Не можу ж я змусити їх почекати: вони мають багато справ. 4. Ми ніяк не можемо вирушити зараз, я все ще не все купив. 5. Адже я не можу робити дві речі одночасно, почекай трохи.

2. Жінка зі смаком; людина дії; жінка з характером; мужня людина; чуттєва людина; людина слова; жінка з коштами; вчена жінка; людина з досвідом; небагатослівна людина; геніальна людина; багатослівна людина; обмежена жінка; заможна людина.

3. 1. Існує багато різноманітних вираз, призначених для розвитку навичок усного мовлення. 2. Цей дім призначений не для того, щоб у ньому жили: в ньому розташується установа. 3. Ці гроші тобі на купівлю нового пальто (на те, щоб ти купила на них собі нове пальто). 4. Вони створені один для одного. 5. Його пророкували у піаністи. 6. Сад був гарний, але занедбаний. 7. Урок був добрий, але нудний. 8. Квартира біла зручна, але маленька.

4. 1. У мене ще десять зошитів, які треба перевірити. 2. Наш шлях довгий та тривалий; нам треба ще пройти 10 миль. 3. У вашій курсовій роботі є одне питання, яке треба розвинути. 4. Для вас є листи, на які потрібно терміново відповісти.

Vocabulary

3. A. Study the essential vocabulary from the text. If necessary, use the dictionary to understand the phrases.

① **to shift** *v* — to change the place, position or direction of: *The boy shifted from one foot to the other. He kept on shifting his plate on the table until his mother looked at him. The wind has shifted to the west.*

to shift the blame on to sb else — to make another person bear the blame: *Don't try to shift the blame onto me. It's not my fault.*

to shift one's ground — to change one's point of view, especially during an argument: *He shifted his ground whenever it seemed to his advantage to do so.*

shift *n* 1) a change in the position or direction, as a shift in the wind, in political opinion. 2) a group of workers which takes turns with one or more other groups: *I work on the day / night shift at the factory.*

shifty *a* — showing a tricky and deceitful nature: *He had a shifty look in his eye that made me wary of him.*

② **to elate** *v* (*usu. pass.*) — to fill (sb) with pride and joy: *He was elated by his son's success.*

elated *a* filled with elation: *The people were elated by the victory.*

elation *n* (*U*) the state or quality of being filled with pride and joy, as the people's elation at the good news: *The parents were filled with great elation on hearing their child's results.*

③ **to concentrate** *v* 1) to keep or direct (all one's thoughts, efforts, attention) (on, upon): *If you don't concentrate more on your work you'll make no progress.* 2) to (cause to) come together in or around one place: *The large buildings were concentrated in the centre of the town near the monument. Population tends to concentrate in cities.*

concentration *n* 1) close or complete attention: *The book will need all your concentration.* 2) (*C*) a close gathering: *There is a concentration of industry in the East of the country.*

④ **to evade** *v* 1) to get out of the way of or escape from, as evade an enemy: *The lion evaded the hunters.* 2) (*derog.*) to avoid or avoid doing (sth one should do), as to evade one's duty, paying one's taxes, debts, military service, police, rules: *Criminals try to evade the law.* 3) (*derog.*) to avoid answering (a question) properly: *The clever politician easily evaded the awkward question.*

evasion *n* 1) (*U*) the act of evading, as the fox's clever evasion of the dogs. 2) (*C / U*) (*derog.*) an action or lack of action which evades: *George is in prison for tax evasion.* 3) (*C*) (*derog.*) a statement which evades: *The minister's speech was full of evasions.*

evasive *adj* (*derog*) — which evades or tries to evade, as evasive answer: *They had all been evasive about their involvement in the firm.*

to take evasive action (*formal*) (of a ship, aircraft, etc in war) — to get out of the way or try to escape: *During the Second World War many planes had to take evasive action while crossing the channel.*

⑤ **to confirm** *v* 1) to support, make certain; give proof (of): *Please confirm your telephone message in writing. The delegate confirmed that the election would be on June 20th.* 2) to give approval to (a person, agreement, position, etc.), to agree to: *When do you think the President will confirm you in office?*

confirmation *n* 1) the act of confirming: *The confirmation of the agreement was received with satisfaction by the public.* 2) proof, smth that confirms: *Your news was really confirmation for my beliefs.*

confirmed *adj* — firmly settled in a particular way of life, as confirmed drunkard, bachelor, opponent of (reforms): *He will never get married: he is a confirmed bachelor.*

⑥ **to store** *v* 1) to make up and keep a supply of, as to store food in the cupboard. 2) to keep in a special place (warehouse), as to store one's furniture. 3) to fill with supplies, as to store one's cupboard with food.

4) to put away for future use, as to store one's winter clothes: *Where do you store your fur coat for the summer?*

store *n* 1) a supply for future use: *This animal makes a store of nuts for the winter.* 2) a place for keeping things: *My food store is in the kitchen.* **in store** 1) kept ready (for future use), as to keep a few pounds in store for a rainy day. 2) about to happen: *Who knows what is in store for us?*

set much (great, small, little) store by sth / sb — to feel to be of (the) stated amount of importance: *He sets great store by his sister's ability.* **storehouse** *n* (used lit. and fig.): *The storehouse was a large grey building stuffed with any kind of furniture. He is a storehouse of information.*

⑦ **to overlook** *v* 1) to have or give a view of (sth or sb) from above: *Our room overlooked the sea.* 2) to look at but not see; not notice: *Every time the question of promotion came up, Smythe was always overlooked.* 3) to pretend not to see; forgive: *I overlooked that breach of discipline as you were concentrating on a very important job.*

Syn: **to open on, to give on, to face, to miss**

⑧ **to absorb** *v* 1) to take or suck in (liquids): *A sponge absorbs water. Some materials absorb sound.* 2) to take in (privilege, ideas, etc.), as to absorb sth from sth: *He absorbed all the information on the text and was easily able to repeat it.* 3) to take up all the attention, interest, time, etc. (in, by): *I was totally absorbed in a book and didn't hear her call. His film absorbed all his attention.*

absorbing *adj* 1) that absorbs, as a sound-absorbing surface. 2) taking all one's attention; very interesting, as absorbing tale of adventure: *It was such an absorbing mystery that I could not put it down.*

absorption *n* 1) the act or action of absorbing or being absorbed: *The absorption of different materials varies greatly.* 2) the taking up of all one's attention, interest, time, etc.: *Their total absorption in the project lasted for three months.* 3) the taking over of little countries, businesses, etc., by big ones: *It took very little time for the absorption of the town's small enterprises into one big business.*

⑨ **way** *n* 1) a road or track (used lit. and fig.): *Are you going my way?* **to block the way** — to make movement difficult or impossible: *Will you step aside, you're blocking the way.* **to clear the way (for sth or sb)**: *Clear the way for the car.*

to make way (for sth or sb) — to allow freedom to pass: *All traffic must make way for a fire-engine.*

to feel (grope) one's way — to feel about with the hands; to search for in a hesitating way: *We groped our way through the dark streets. "Have you come to any definite conclusion yet?" "No, I'm still feeling my way."*

to give way 1) to break; to fail to hold up: *The branch gave way and I fell into the stream. His legs gave way and he fell on his side. The army gave way (=retired) before the advance of the enemy.* 2) to surrender oneself to sth: *Don't give way to despair.* 3) to be replaced by sth: *His anger gave way to curiosity.*

to go out of one's way to do sth — to make a special effort to do sth: *He went out of his way to do me a kindness (a favour, an injury).*

out-of-the-way — remote: *Students come to Leiv from the most out-of-the-way parts of the county.*

2) direction (used lit and fig.): *I was so ashamed, I didn't know which way to look.*

to know (see, find out) which way the wind blows — to know what the state of affairs is: *He always seems to know which way the wind blows (is blowing).*

3) progress; advance, as to make (push, fight, feel, force, elbow, shoulder, pick, etc) one's way (along, forward, to, towards, back, home, etc): *He pushed (elbowed, forced, etc) his way through the crowd.*

4) a method or plan; a course of action: *Don't change anything, I like it that way.*

to know one's way about — to know one's course of action: *You needn't worry about her, she knows her way about and can take care of herself.*

all (quite, just) the other way about (AE around) — quite the opposite: *"As far as I know he denied what he had said before." "Quite the other way about. He confirmed everything."*

(in) one way or another (other, the other): *You'll have to do it one way or another, there's no getting away from it.*

5) a characteristic method or manner of behaving: *I don't like his ways at all.*

to have a way with sb — to be able to win the confidence and affection of people: *She'll make a good teacher, she has a way with children.*

it (this) is always the way with sb — it is always the case with sb: *Tom failed me again, this is always the way with him.*

6) respect, degree: *In one way that explanation is satisfactory, but in another way it is not.*

in no way: *The photos are in no way similar.*

by way of: 1) as a substitute for: *He said something by way of apology.*

2) via: *He went to town by way of the old road.*

underway -- as restructure underway: *With the election campaign underway the candidates began giving a great deal of speeches.*

B. Translate the following sentences into Ukrainian.

1. James who felt very uncomfortable in that low chair, shifted his feet uneasily, and put one of them on the cat lying beside his chair. 2. Laws shift from generation to generation. 3. Abruptly it was all gone, the elation running out of me like air out of a pricked balloon. 4. The nation's wealth in the country came to be concentrated in a few families. 5. If the facts once became known, it will be impossible for them to evade the responsibility. 6. The key to the code evaded all his efforts. 7. One would admire his excellent qualities, but avoid his company. 8. Please answer the question; do not evade. 9. Each person avoided the eyes of the others. 10. The latest reports confirmed the information he had previously received. 11. We think we may as well give up the flat and store our things, we'll be gone for the summer. 12. The future didn't seem to hold so many fears in store. 13. We are well underway with the publication of the textbook. 14. — I can give you a lift. — No, I'm going the other way. 15. The night was dark and he felt his way about. 16. He has a way with students and they crowd to his lecture. 17. There is nothing unusual of the letter, nothing out of the way. 18. My wife went into hysterics at the mention of the police, but I stood firm and at last she gave way. 19. I'll see to everything, all you have to do is not to get in the way. 20. They go out of their way to do you good... but you feel like a fool. 21. I gave him up (abandon) because didn't want to stand in his way. 22. Remember if there is any way in which I help you, it will be a pleasure. 23. I made my way into the smoking room. 24. Now they were inclined to meet us half-way. 25. I gave way to quite ungovernable grief. 26. So we two went on our way in great happiness. 27. The way to school was plain enough; the game consisted in finding some way that wasn't plain, starting off ten minutes early in some almost hopeless direction, and working my way round through unaccustomed streets to my goal. 28. He was walking part of the way home with me. 29. She didn't say anything but made way for us to pass. 30. He estimated they were half-way to the city. 31. In contrast to the way she had been before, she was

now just another elderly woman. 32. Our garden is overlooked from the neighbours' windows. 33. He complains that his services have been overlooked by his employers. 34. Carbon acid is formed when water absorbs carbon dioxide. 35. There was no amazement, but only an impression of being reminded of happy things that had in some strange way been overlooked.

C. Find the English equivalents to the following phrases.

- ◆ Перекинути в іншу руку; звернути провину на будь-кого; змінявати точку зору в дискусії; нічна зміна;
- ◆ піднімати настрої; бути у піднесеному настрої; піднесений настрій;
- ◆ зосереджувати увагу на будь-чому; зосереджувати зусилля; зосереджувати владу в будь-яких руках;
- ◆ уникати відповіді; ухилятися від закону; ухилятися від відповідальності; ухилятися від військового обов'язку; ухилятися від сутності;
- ◆ підтвердити повідомлення; підтвердити чутки; ратифікувати договір; загверджувати;
- ◆ мати про запас; запасати на зиму; видавати (хутро) на зберігання; забезпечити експедицію продуктами; надавати велике значення чомусь; склад; запас зброї;
- ◆ дати дорогу; поступатись; дати волю (сльозам);
- ◆ чудовий; банальний; мати підхід до когось;
- ◆ намагатись з усіх сил; (такій) як;
- ◆ кімната з видом на море; дивитись крізь пальці на чиясь погану поведінку; пропустити найважливіше; пропустити помилку; згубити з очей обставину;
- ◆ поглинати; поглинати вологу; убирати знання, поглинати звук; бути захопленим роботою; захопливе оповідання; бути захопленим книгою.

D. Paraphrase the following sentences using the essential vocabulary.

1. It was unfair of him to make me bear the responsibility. 2. As soon as he realized his plan had failed, he immediately changed his position. 3. She became too excited to act wisely and committed an error. 4. I'm so tired, I am unable to pay close attention to anything. 5. His responses were intentionally vague so as to avoid answering directly. 6. The lion escaped from the hunters. 7. The letter gave additional proof to the truth of the story. 8. Their support steered my determination to put the plan into exe-

cution. 9. Since we were leaving town for the summer, we decided to put our winter clothing in a warehouse for safe keeping. 10. She did not know what awaited her in the future. 11. Don't be overcome with despair. 12. There are some people who make a special effort to do others a good turn (to give others a helping hand). 13. I failed to notice the printer's error. 14. The people gave all their attention to building a dam in the brook.

E. Use the essential vocabulary in answering the following questions.

1. What does one usually do if he is tired of standing on his feet (of holding smth in his hand)? 2. What can a dishonest person do if he does not want to take the responsibility for his fault? 3. What do you say of one who suddenly changes his opinion in an argument? 4. How do you feel if you get an excellent mark in an examination? 5. What must one do if he wants to solve a difficult problem? 6. What does one do if he does not want to give a direct answer to a question? 7. Why is an experiment necessary if one is not quite sure of the truth of his theory? 8. What do you call a man who is opposed to marriage? 9. What do you call a place where goods are kept? 10. What do you say of a person who makes a special effort to be nice to somebody? 11. What do you say of a person who is able to win the trust and affection of animals? 12. What do you say if you've missed a mistake in a dictation?

F. Review the essential vocabulary and translate the following sentences into English.

1. Хлопчик тупцював, не знаючи, як відповісти на запитання.
2. З вами даремно сперечатися: ви весь час змінюєте свою позицію.
3. Не намагайтеся перекласти провину на мене, ви самі у цьому винні.
4. Коли Лізі дізналася, що її прийняли до університету, вона була у такому піднесеному настрої, що бігла всю дорогу додому, аби скоріше сповістити про це маму.
5. Не треба загострювати увагу на помилці дитини.
6. Чому ви уникли прямої відповіді на моє запитання?
7. Містера Брауна посадили за ґрати за несплату боргів.
8. Його поведінка під час суду підтвердила мої підозри.
9. Договір буде ратифіковано після зустрічі на найвищому рівні.
10. У нього завжди є смішні історії та анекдоти про запас.
11. На початку конкурсу журі не поклало до великих сподівань на конкурсанта, але він посів перше місце.
12. Він мав підхід до дітей.
13. Мартін добре знався на становищі та знав, чого чекати від майбутнього.
14. Не впадай у відчай, все стане на свої місця.
15. Ви пропустили найсуттєвіше.

G. Translate the sentences into English, using the topical vocabulary.

A. 1. Який хитрий погляд! 2. Нема сенсу його повчати, він — невправний курець. 3. Спроба уникнути сплати податків була невдалою. 4. Ранкова зміна у повному складі вже сиділа у автобусі. 5. Поблизу станції метро «Видубичі» зосереджено багато будівельних заводів.

B. 1. У цьому романі немає нічого цікавого. 2. Вікна моєї кімнати виходять на стадіон. 3. На складі було 272 принтери, а сканерів — удвічі менше. 4. — Звідки ти взялася у нашому місті? — Я приїхала з досить віддаленого села. 5. Він думав, що знає, звідки вітер дме. 6. Він купив 20 флешок та 500 дисків про запас. 7. Стівен Кінг на зустрічі зі студентами розповів про захопливу сюжетну лінію своєї нової книги. 8. Чи сказала вона що-небудь замість привітання? 9. Після суперечки представнику адміністрації довелося відступити. 10. В'єтнамський студент схоплював усю нову інформацію швидко.

H. Give Ukrainian equivalents to the following words.

airway, archway, carriage way, doorway, driveway, gangway, getaway, highway, midway, motorway, railway, runway, sideway, stairway, waterway.

I. Give the opposite of the following statements using combination with the word "way".

1. He didn't stir a finger to help us. 2. The car will clear the way. 3. I'm sure he is at a loss and doesn't know what to do. 4. Do you think they will never agree to a compromise? 5. What you suggest is quite common. 6. Are you going in the opposite direction? 7. The pictures are similar in every way.

J. Review the vocabulary notes and render the following sentences into English.

1. Люди мають уникати конфліктів. 2. Усі фанси на стадіоні перебували у стані ейфорії. 3. Ти повинна підтвердити свої слова діями. 4. Вона безвідповідально переклала вину на свого сусіда. 5. Він намагався понад усе отримати її прихильність. 6. Студенти були раді, що отримали «А» за семестр. 7. У процесі ознайомлення з курсом він зрозумів, що нічого не розуміє. 8. Одягни гумові рукавиці, інакше

твоя шкiра поглине всi шкiливі речовини, що мiстяться у порошку.
 9. Склад був недалеко від залiзничної станцiї. 10. Ти несерйозна людина, якщо змiнюєш свою точку зору так часто. 11. Він був у захватi від цього концерту. 12. Зосередься, маєш бути уважним за кермом. 13. Лариса раптово змiнила думку про хлопця своєї подруги, після того як він подав їй руку при виходi з автобуса. 14. Він обийшов закон, але йому все одно не вдалося уникнути покарання. 15. Цей предмет нам поставили замість методики викладання порiвняльної типологiї.

5. Comment on the following statements.

1. When children stand quiet they have done some ill.
2. He that cannot obey cannot command.

Reading

6. A. Study the thematic vocabulary and prepare for reading the text and discussion.

1. A happy child is:

a) kind-hearted, good-natured, loving, friendly, affectionate; confident, balanced, secure; getting along (comfortably) with others; gregarious; sociable, communicative; outgoing; unselfish; hard-working, industrious; self-disciplined, self-possessed
 b) alert, motivated; conscientious, active, persevering; enthusiastic; polite, courteous; considerate, thoughtful; helpfully able to cope with difficulties, problems

2. An unhappy problem child is:

a) obedient, prone to obey, submissive; disciplined, repressed; depressed, distressed; mixed-up, confused, frustrated; disturbed; neglected; self-centered; unsociable, lonely, timid, shy, fearful, sulky; indifferent, impersonal, listless; irresponsible, insensitive; hurt; humiliated; stubborn; uninterested, un-motivated, dull, inactive, bored; unable to cope with difficulties
 b) irritable, annoyed, anxious; restless, naughty, wilful; inconsistent, impulsive; undisciplined, unruly, misbehaving, disobedient; resentful, arrogant, insolent, impudent; inconsiderate, intolerant, disrespectful; unrestrained; destructive, belligerent; rude, rough, coarse, offensive; wrongdoing, delinquent, unable to cope with difficulties, problems

3. A happy parent is:

loving, caring, affectionate; kind, kind-hearted, good-natured, friendly, approving, reassuring; responsive; thoughtful, considerate, understanding; sensitive, sympathetic; sensible, reasonable; self-restrained; patient, tolerant; open, outgoing; firm, consistent; just

4. An unhappy difficult parent is:

a) impulsive; indulging, pampering, babying; unreasonably; selfish, self-indulging, self-interested; self-willed, wilful; inconsistent; partial; sentimental; permissive
 b) loveless, indifferent, impersonal; insensitive, disapproving; unjust, unfair; impatient, intolerant; insensible, unreasonable, unwise; inconsistent; nagging, fussy; cold, hard, harsh, cruel; bullying, aggressive, destructive, violent; repressing, demanding, restraining, moralizing; uncompromising, tough

B. Read and discuss the text.

THE DIFFICULT CHILD

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home.

The moulded, conditioned, disciplined, repressed child — the unfree child, whose name is a Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is docile, prone to obey authority, fearful of criticism, and almost fanatical in his desire to be conventional and correct. He accepts what he has been taught almost without question; and he hands down all his complexes and fears and frustrations to his children.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet a life as possible. Hence the importance attached to obedience, to manner, to docility.

The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to serve under a boss? How will they ever be able to exercise self-discipline?

To impose anything by authority is wrong. Obedience must come from within — not be imposed from without.

The problem child is the child who is pressured into obedience and persuaded through fear.

Fear can be a terrible thing in a child's life. Fear must be entirely eliminated — fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear.

The happiest homes are those in which the parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are pals. Love can thrive. In other homes love is crushed by fear. Pretentious dignity and demanded respect hold love aloof. Compelled respect always implies fear.

The happiness and well-being of children depend on a degree of love and approval we give them. We must be on the child's side. Being on the side of the child is giving love to the child — not possessive love — not sentimental love — just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is the natural source of affection, the place where he can live with the sense of security; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of providing an affectionate background for childhood and adolescence has never been more important than it is today.

Child study has enabled us to see how necessary affection is in ensuring proper emotional development; and the stresses and strains of growing up in modern urban society have the effect of intensifying the yearning for parental regard.

The childhood spent with heartless, indifferent or quarrelsome parents or in a broken home makes a child permanently embittered. Nothing can compensate for lack of parental affection. When the home is a loveless one, the children are impersonal and even hostile.

Approaching adolescence children become more independent of their parents. They are now more concerned with what other kids say or do. They go on loving their parents deeply underneath, but they don't show it on the surface. They no longer want to be loved as a possession or as an appealing child. They are gaining a sense of dignity as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

From their need to be less dependent on their parents, they turn more to trusted adults outside the family for ideas and knowledge.

In adolescence aggressive feelings become much stronger. In this period, children will play an earnest game of war. There may be arguments, roughhousing and even real fights! Is gunplay good or bad for children?

For many years educators emphasized its harmlessness, even when thoughtful parents expressed doubt about letting their children have pistols and other warlike toys. It was assumed that in the course of growing up children have a natural tendency to bring their aggressiveness more and more under control.

But nowadays educators and physicians would give parents more encouragement in their inclination to guide children away from violence of any kind, from violence of gun-play and from violence on screen.

The world famous Dr. Benjamin Spock has this to say in the new edition of his book for parents about child care:

"Many evidences made me think that Americans have often been tolerant of harshness, lawlessness and violence, as well as of brutality on screen. Some children can only partly distinguish between dramas and reality. I believe that parents should flatly forbid programs that go in for violence. I also believe that parents should firmly stop children's war-play or any other kind of play that degenerates into deliberate cruelty or meanness. One can't be permissive about such things. To me it seems very clear that we should bring up the next generation with a greater respect for law and for other people's rights."

C. As you read the text, look for the answers to the following questions.

1. What makes a child unhappy? 2. Why do you think, a child who, according to the text "sits at a dull desk at school" will later sit "at a duller desk in his office"? What is implied here? 3. Why do many adults attach such importance to obedience? Is it really in the child's interests? 4. What are the usual arguments put forward against giving more freedom to the child? Are the arguments well-founded? 5. Why is it wrong to pressure a child into obedience? 6. What kinds of fear does a child experience? 7. What kind of atmosphere is necessary for child's proper emotional development? 8. What new traits and habits emerge in adolescence? 9. How and why did Dr Spock's attitude change regarding the adolescents' games of war? 10. Why is it so dangerous for children to be exposed to violence? 11. How should the new generation be brought up?

D. Discussion Spot. Discuss the following questions.

1. Who do you think bears the most blame that the difficult children are difficult ones?
2. Do you associate yourselves with the younger generation? Do you think you were a difficult child when you were at school? Why do you think so?

7. A. Read and discuss the magazine article.

GROWING UP UNHAPPY?

In recent years evidence has been collected which suggests that the proportion of British children and teenagers who are unhappy is higher than in many other developed countries. For example, a recently published report set out to measure 'well-being' among young people in nineteen European countries, plus the United States and Canada, and found that the United Kingdom came bottom.

The report was based on official statistics and surveys in which young people answered questions on a wide range of subjects. With regard to 'material well-being' it concluded that when comparing developed countries, there is no clear relationship between GDP per head and happiness, but that economic inequality within those countries is linked with unhappiness. The United Kingdom is a relatively unequal country with a relatively high proportion of children and teenagers living in households with less than half the national average income, and this seems to have a negative effect on how they feel about themselves.

Young British people also seem to have less healthy family and peer relationships.

The report found that relatively few British fifteen-year-olds sit down with their parents to regularly share the main meal of the day — an event seen by the researchers as an indicator of family togetherness. More worrying was the fact that fewer than half of British eleven, thirteen and fifteen-year-olds said they generally found their peers 'kind and helpful' (compared with more than 70% in most of the countries near the top of the well-being table) and that almost 40% said they had been bullied by other young people in the previous two months. As for 'risk behaviours', the report suggested that in Britain a higher proportion of fifteen-year-olds have been drunk on alcohol, smoked cigarettes and taken illegal drugs than in most other developed countries.

More recently, another study has produced similar findings, concluding that young people's lives in Britain have become 'more difficult than in the past' and that more of them are 'anxious and troubled'. This report blames factors such as family breakdown, too much competition in education, income inequality, and even the construction of houses and other buildings in open spaces where children used to play.

Its authors also argued that what lies behind most of these things, directly or indirectly, is an individualistic society in which adults are too concerned with their own objectives and insufficiently concerned with looking after others, including children.

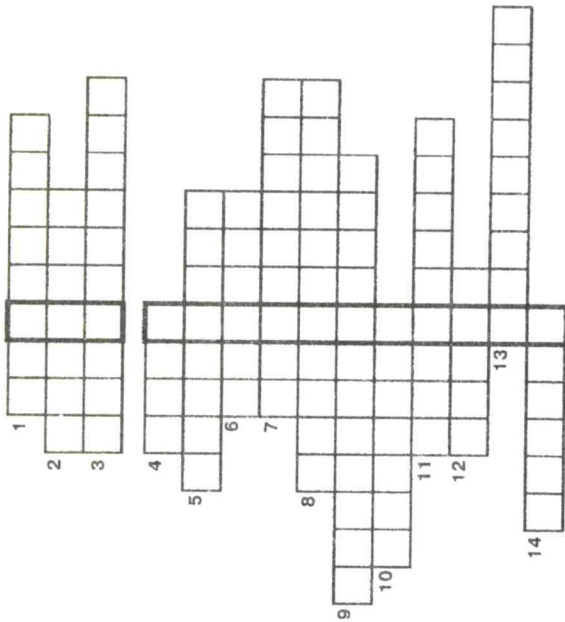
B. Answer the questions about the text.

1. How many European countries featured in the first report?
2. What two sources of information was the first report based on?
3. Which three 'risk behaviours' are mentioned in the text? 4. What measure of economic inequality is mentioned in the text? 5. According to the first report, what had happened to almost 40% of British eleven, thirteen and fifteen-year-olds in the previous two months? 6. What did the researchers see as an indicator of family togetherness? 7. According to the more recent report, in what way is the British education system contributing to unhappiness among young people? 8. Who does the second report blame for the factors causing unhappiness among young people?

C. Decide whether the following statements are true (T) or false (F), or if there is no information (N).

1. The United States is near the bottom of the well-being table in the first report.
2. The first report found that young people in the richest developed countries were much happier than their peers in the other developed countries.
3. The first report found that economic inequality within developed countries is linked with unhappiness among young people.
4. The United Kingdom is poorer than most other countries in the first report.
5. According to the first report, fewer than half of British eleven, thirteen and fifteen-year-olds said they found their peers 'kind and helpful'.
6. The second report concluded that the lives of young people in Britain used to be easier.
7. The second report suggests British society is too individualistic.
8. Both the reports conclude that economic inequality is linked with unhappiness among young people.

D. Complete the crossword below. If all the words are correct, the country that came top of the table for well-being among young people will read from top to bottom.



1. ... well-being was one of the factors the first report looked at. 2. The ... of the second report suggest children need open spaces to play in. 3. The second report says British adults are too concerned with their own ... 4. British fifteen year olds do not eat their ... meal of the day with their parents as regularly as fifteen-year-olds in other countries. 5. Both reports seem to contain ... that young people in the United Kingdom are relatively unhappy. 6. The United Kingdom came ... of the well-being table in the first report. 7. The first report suggested that young British people's family and peer relationships were relatively ... 8. According to the second report the British education system is too ... 9. The authors of the first report believed sitting down to share meals shows family ... 10. The United Kingdom is more ... than many other European countries. 11. According to the second report the ... of families is one of the factors that cause young people to be unhappy. 12. The first report found that British fifteen-year-olds are more likely to have been ... than their peers in other developed countries. 13. The United Kingdom and the United States are ... countries. 14. The second report ... adult individualism for young people's unhappiness.

Smart Presentation

8. Supplementary Reading. Read the fiction *Runaway Child* (Module 4, p. 241) for more inspiration.

1. When talking about "difficult children", we usually mean first of all their behaviour at school. 2. Have you ever thought about the problem of difficult children at home?

9. Do you think there are "pleasant problems" with children? Listen to a conversation which takes place in a teacher's office between a teacher, Mr Brown and two parents, James and Linda Eliot. Answer the questions by putting T (for teacher), J (for James Eliot), L (for Linda Eliot).

1. Who is anxious at first?
2. Who is offended?
3. Who is worried about Sarah changing schools?
4. Who thinks Sarah is sociable?
5. Who doesn't want Sarah to go to a girls-only school?
6. Who thinks Sarah should change schools at the end of the year?

Lesson 3. SCHOOL AND CLASS MANAGEMENT

1. Discussion Spot. Discuss the following questions.

1. When being at school, did you like it? Why yes or why not? 2. Did you ever imagine yourself as if you were a teacher of yours? 3. Do you think it's important what the schoolchildren think about their school and teachers?

Reading

2. A. Read the research report and do the assignments.

WHAT MAKES A GOOD SCHOOL?

Hannah (15)

What makes a good school is a balance between discipline and fun. You don't want to learn if the lessons are boring and all you do is memorise facts — you only become interested in a subject if it is taught in an enjoyable way. My favourite teachers are the ones who encourage us to be creative and think for ourselves.

However, it's also really important that pupils respect the teachers and each other. No one can learn if there are people messing around all the time — teachers should be able to exclude troublemakers from classes.

Paul (13)

A good school would be one where you only have to study stuff you're interested in. What's the point of studying subjects you don't like and you know you are never going to use later in life, like foreign languages? I don't think there should be any compulsory subjects at all, apart from basic maths and learning to read. I don't see the point of exams, either.

It's important to be healthy, though, so I think schools should have good sports facilities and also proper school meals, not chips and burgers all the time.

Amy (18)

Schools can only be as good as the education system allows them to be. I reckon the problem in England is that we have too many tests, and worrying about passing a test can destroy your interest in a subject — I'm sure kids would want to learn more if there was less pressure on them.

We also specialise too early in our system. Unlike in some other countries, after the age of 16 you only continue studying three or four different subjects — but at 16 do you really know what you want to do as a career? I certainly didn't, and still don't.

Ryan (16)

I think a good school is one where the teachers know when to be strict but can also have a laugh with you sometimes as well.

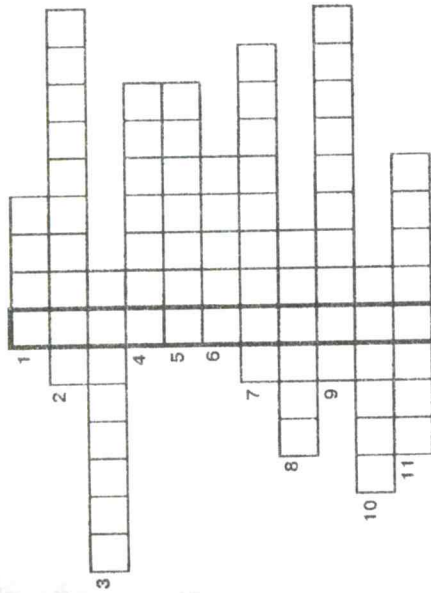
I also think schools should crack down on bullying — no one should be afraid to go to school in the morning because of the risk of being bullied by other kids.

It's also important for boys and girls to study together, like in most schools. Some people say single-sex schools get better exam results, but I reckon a mixed school is a better preparation for real life.

B. Decide for which of the four young people (Hannah, Paul, Amy, Ryan) the following statements are true.

1. They mention teachers.
2. They mention tests or exams.
3. They mention some form of bad behaviour by pupils.
4. They mention food.

C. Complete the crossword below. If all the words are correct, the full name of one of the subjects that is compulsory in schools in Britain (and many other countries) will read from top to bottom.



1. Hannah says pupils who ... around all the time stop others from learning.
2. Paul thinks it is important for schools to have good ... for sport.
3. Amy thinks students study too few ... after the age of 16.
4. Paul thinks that playing sport and eating proper meals will make school pupils ...
5. Hannah thinks teachers should ... troublemakers from classes.
6. Ryan says most schools are ... rather than single sex.
7. Paul doesn't seem very interested in foreign ...
8. Amy says there are problems with the education ... in England.
9. Both Hannah and Ryan think ... is important, but also that teachers should know how to make classes enjoyable.
10. Ryan believes that sometimes it is necessary for teachers to be ...
11. Amy thinks there is too much ... on pupils to pass tests.

D. Answer the questions below.

1. What does Ryan think it is very important for schools to try to prevent?
2. What does Amy think can make pupils less interested in a subject?
3. Paul mentions three subjects, or kinds of subjects, that pupils would study in his idea of a good school — what are they?
4. What does Hannah seem to mean by teaching 'in an enjoyable way'?
5. What does Amy say she doesn't know?

E. Decide whether the following statements are true (T) or false (F), or if there is no information (N).

1. Paul thinks foreign language classes should be compulsory.
2. Amy thinks there should be fewer tests in schools.
3. Hannah thinks teachers should be able to exclude some pupils from classes.
4. Ryan thinks teachers should be serious all the time.
5. Paul has to do lots of exams at his school.
6. Amy thinks pupils should be able to study a greater number of different subjects after the age of 16.
7. Hannah doesn't think pupils should have to memorise facts all the time.
8. Ryan does not believe single-sex schools get better exam results.

 **3.** Listen to the interview and mark the most important qualities for a good teacher.

A good teacher should ...

- a. speak clearly
- b. establish a friendly relationship with students
- c. have a lot of confidence in front of large groups
- d. understand students' individual needs
- e. encourage students to be creative
- f. keep tight control of a group of students
- 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

4. Discussion Spot. Discuss the following questions.

1. Have you ever experienced a situation when a schoolchild asks the teacher to put him / her a mark, which is not deserved? 2. What would you do in such case? 3. Is it easy for you to say "no" to other people?



5. Computer Presentation. Study information about styles of behaviour (see the presentation). Which type of behaviour is most typical for you?

6. Do you think it's easy to be an assertive person? Have you ever tried to be assertive? Read the encyclopedia article about assertiveness and tell if you have changed your mind.

ASSERTIVENESS

Definition

An assertive style of behavior is to interact with people while standing up for your rights. Being assertive is to one's benefit most of the time but it does not mean that one always gets what he/she wants. The result of being assertive is that 1) you feel good about yourself 2) other people know how to deal with you and there is nothing vague about dealing with you.

Assertive people

Assertive people have the following characteristics:

They feel free to express their feelings, thoughts, and desires.

They know their rights.

They have control over their anger. It does not mean that they repress this feeling. It means that they control it for a moment and then talk about it later in a logical way.

They have a good understanding of feelings of the person with whom they are communicating.

Techniques

A popular technique advocated by assertiveness experts is the *Broken record* technique. This consists of simply repeating your requests every time you are met with illegitimate resistance. The term comes from vinyl records, the surface of which when scratched would lead the needle of a record player to loop over the same few seconds of the recording indefinitely. However, a disadvantage with this technique is that when resistance continues, your requests lose power every time you have to repeat them. If the requests are repeated too often it can backfire on the authority of your words. In these cases it is necessary to have some sanctions on hand.

Another technique some suggest is called *Fogging*, which consists of finding some limited truth to agree with in what an antagonist is saying. More specifically, one can agree in part or agree in principle.

Negative inquiry consists of requesting further, more specific criticism. Negative assertion however, is agreement with criticism without letting up demand.

I statements can be used to voice one's feelings and wishes without expressing a judgment about the other person or blaming one's feelings on them.

I-statement construction

According to Culture Change in Practice, an I-statement has four parts:

1. "I feel ..." (taking responsibility for one's own feelings)
2. "when you ..." (stating the behavior that is a problem)
3. "because ..." (what it is about the behavior or its consequences that one objects to)
4. "I'd appreciate it if you would ..." (offering a preferred alternative to the behavior)

According to Hope E. Morrow, a common pitfall in I-statement construction is using phrases like "I feel that..." or "I like that..." which typically express an opinion or judgment. Morrow favors following "I feel..." with a feeling such as "sad," "angry," etc.

7. Work in pairs. Act out the following situations.

1. A child (5-8 years old) asks a parent to buy him/her a mobile telephone. A parent refuses.
2. A school teacher wants to leave for home earlier for he/she is invited to the friend's birthday party. He/she asks a colleague to secure the substitution, but the colleague refuses, for it's against the rules.
3. A student asks a teacher for a credit without doing the test. The teacher refuses to score the points unless the test is done. When acting, do your best to be assertive.

8. Group work. When you were at school, did you know any teachers' children? Fill in the table and share your ideas.

FROM THE POINT OF VIEW OF THE TEACHER	
Advantages of teaching your own child in your class	Disadvantages of teaching your own child in your class
FROM THE POINT OF VIEW OF THE PUPIL	
Advantages of being a teacher's child	Disadvantages of being a teacher's child

9. Discussion Spot. Discuss the following questions.

1. Is it easy to be a form-mister (-mistress) or a school director? Why do you think so?
2. Do you know any school directors personally? What do you know about their work?
3. Would you like to be a school director? Why yes or why no?

10. A. According to psychologists, it is possible to talk about 4 types of communication when considering the way one responds to the others' stimuli. The four types of replies are: a) critical reply; b) structural reply; c) protecting reply; d) supporting reply. Study the information below.

Situation: you are a company president. An employee comes to you and complains that he/she hasn't done the report in time for a number of problems. Your respond (a brief outline):

1. **Critical reply:** You never do the things in time. It's not my business if you have the reasons not to do the work in time. It's your job. Do it now!
2. **Structural reply:** You have to do your job. If you haven't done it in time, some people can help you. My 1st assistant will help you with statistics, the 2nd one — with calculation, the 3rd one with printing. After you all do the report, I'll be waiting in my office.
3. **Protecting reply:** Don't worry about the report. Give me all the papers and go and solve your problems. I'll do everything myself.
4. **Supporting reply:** I really appreciate you as an employee. Concerning your having problems — it sometimes happens. But to do this report is really very important and unfortunately you are the only person to know how to do it. If you fail, a lot of people will have delay. And then it may return to you — we all work in a system. Please, do it. If you need my help, I'll be in my office.

B. Answer the questions.

1. Which of the replies appeals to you most?
2. In which case is the employer most assertive?
3. Which of the replies is the best to use at school (the director talking to a teacher or the teacher talking to a student, etc.)? Think of different possible situations.

C. Act out giving 4 types of reply for the following situation.

You are a school principal. A teacher of your school complains that she has just had a conversation with a pupil's parents. They told that she (he) was too much demanding, the home tasks were too big and too difficult to cope with.

SUMMARY

1. Learning the idioms. If you ask the average class what their favourite pet is, you'll probably hear most answers as "dog" and "cat".

A. Look at the idioms containing the word "cat" and draw the parallel with Ukrainian language.

Cat nap — a short sleep taken during the day: *I had a cat nap during the afternoon so I would feel refreshed in the evening.*

Cat gets one's tongue — can't speak because of shyness: *The cat must have got her tongue. She didn't say anything at all.*

Look like the cat that swallowed the canary — look very self-confident, look as if one just had a great success: *You look like a cat that swallowed a canary. What happened?*

Copycat — someone who copies another's person work etc.: *He is a copycat according to the other students in the class.*

Let the cat out of the bag — tell something that is supposed to be a secret: *She let the cat out of the bag when she began talking about the plans for the new department.*

Alley cat — stray cat: *He began to feed the alley cat and now it comes to his house every day.*

Curiosity killed the cat -- being too nosy may lead a person into trouble: *You shouldn't worry about what he is doing. Remember, curiosity killed the cat.*

Fraidy-cat — someone who is easily frightened (used by children): *The little boy called his friend a fraidy-cat because he wouldn't climb the tree.*

B. Consult the dictionary. What are the words printed in bold's primary meanings?

2. Read the quotes about children. Agree or disagree. Give specific examples for the situations.

1. Children are natural mimics who act like their parents despite every effort to teach them good manners.

2. Children are unpredictable. You never know what inconsistency they're going to catch you in next. (*Franklin P. Jones*)

3. Children aren't happy without something to ignore, and that's what parents were created for. (*Ogden Nash*)

4. Children seldom misquote you. In fact, they usually repeat word for word what you shouldn't have said.

5. Few things are more satisfying than seeing your own children have teenagers of their own. (*Doug Larson*)

6. Parents are traffic signs that are always in our blind spots. (*Jeremy Preston Johnson*)

7. The best inheritance a parent can give to his children is a few minutes of their time each day. (*M. Grundler*)

8. The first half of our lives is ruined by our parents, and the second half by our children. (*Clarence Darrow*)

9. We spend the first twelve months of our children's lives teaching them to walk and talk and the next twelve telling them to sit down and shut up. (*Phyllis Diller*)

10. You can learn many things from children. How much patience you have, for instance. (*Franklin P. Jones*)

11. A baby is God's opinion that the world should go on. (*Carl Sandburg*)

Writing

3. Prepare a report on your teaching practice describing the most interesting episodes. Attach some photos or videos if possible.

Module 5

Mass-Media

"TV is chewing gum for the eyes."
Frank Lloyd Wright (1869 – 1959)

"When I took office, only high energy
physicists had ever heard of what is called
the Worldwide Web...
Now even my cat has its own page."

Bill Clinton

Lesson 1 . THE MEDIA IN THE WORLD

Reading

1. A. Read and discuss the fiction text.

GROWING UP WITH THE MEDIA

After P.G. Aldrich

What do you remember most about your childhood? Running through the long dewy grass of a meadow or the Saturday morning TV cartoons? Sitting in the kitchen watching your mother cook supper or sitting in the living-room watching Captain Kangaroo? Which came first on Sunday morning — breakfast or the comics?

Now bring your memories up to date. What did you and your friends talk about, at least part of the time, before class? An item from a newspaper? An ad that you noticed in a magazine or a television commercial? An episode from a popular TV series? A movie? Or a new record that you heard on the radio?

If your answers parallel those of most young people, you add to the proof that mass media play a large and influential part in your life. Your

answers also prove just how casually you accept the media, just as you accept the house you live in, cars, electricity, telephones, your school, and your family as part of your environment. Parents and teachers agree that all young people growing up with the media learn from them sometimes more than adults wish you to. (And this is the cause for alarm.)

If the use of *them* referring to *media* in the last sentence seems strange, remember that the word *media* linguistically is plural. When people make a fuss about *the media* being a bad influence, they usually are talking about television, the most powerful *medium* of all. Maybe calling television *the media* can be justified technically because, as a *medium*, it embraces functions of several *media* such as newspapers, magazines, movies, and recordings.

The major media can be divided into two kinds, **print and electronic**. The print media — newspapers, magazines, books, pamphlets, catalogues, circulars, brochures, anything you read — are the oldest, dating back to the invention of the printing press in the fifteenth century. The electronic media — radio, television, films of all kinds, records, tapes, anything that is transmitted by the use of electricity — are less than a hundred years old.

Another meaning the word *mass* suggests is "the people", a phrase too often associated with adjectives like **dull-witted, credulous, ill-informed, uncritical**, and passive. Or are the mass of people well-informed, sophisticated, **thoughtful**, and active? Which are you? How much of what you know about yourself has been taught you by the media? You may not realize how greatly the media influence you because in your lifetime they have always been there. In fact, short of **deliberate isolation** on a mountain top or being lost in a forest and reared by wolves, no one will ever again grow up without the presence and influence of the mass media.

Is this good or bad?

An experiment recently conducted in Europe by the **Society for Rational Psychology** showed that watching television is psychologically addictive. The idea of becoming addicted to television brings up questions involving **subtle conditioning** and **brainwashing** that could be friendly or vicious, altruistic or self-serving.

In a commercial society the media's ability to stimulate motivation to buy — almost as though people were **puppets on strings** — builds other people's power. It can be power for good or power for bad, but it is always power for control.

All these negative aspects of growing up with the media need **consideration**, at the same time you are enjoying the positive aspects of im-

mediately knowing what's going on in the world, sharing great entertainment and historical events with everyone else in our "global village", and having the fun of trying out a new product that you wouldn't have known about without advertising.

According to a recent research report, more than a third of all children by the age of three are viewing TV with some regularity and more than half are listening to books read to them. Before they are old enough for school — a third of the children are looking through magazines, 40 percent are listening to radio, and 80 percent are viewing television. At age seven, newspapers enter a child's life, usually through the comic strips. You are one of these children. As you grew, you absorbed uncritically, as children do.

And what did you absorb? Hundreds of items of information, most of them accurate *as far as they went*. Increasing sophistication of taste and appreciation of technical skills. High standards of performance by talented musicians and actors that sometimes make your teachers despair of competing effectively for your attention.

With all this, you also absorbed ideas about behaviour, about right and wrong, good and bad, the permissible and the forbidden. These ideas were presented to you — and still are — directly and indirectly with the entertainment, advertising, and information. The most powerful ideas are the ones you absorb indirectly. They are digested emotionally at **psychological depths** that we still know little about, although we can tell that the effect of reaching those depths is particularly strong and long lasting from behaviour patterns that emerge.

Another **indicating** of media influence is in the language we use. Whole new vocabularies come into existence with new inventions. Look back at the first two paragraphs of this chapter. How many expressions can you identify that came into popular usage with the development of a medium? How about TV *cartoons*? Or the abbreviated version of the word *television*? In this country, we say TV and spell it several different ways: tv, T.V., TV, teevee. In Britain, it's the *telly*, as everyone who watches the British "stand-up" comedian will know. That term, *stand-up comic*, seems to be another media invention. Actually, a comedian does sit sometimes, whenever the action of a **skit** demands, but there is always that string of jokes, or would-be jokes, delivered standing up, first at a stationary microphone during early radio days, now just standing or **wandering about a stage, mike** in hand. In advertising, the stand-up commercial was the first kind used. In this, the announcer or star of

the program would grasp the product firmly in hand, making sure the name faced the camera, and as persuasively as possible, recite or read the copy written about it at an advertising agency.

Words introduced in the media frequently enlarge into meanings far **beyond the scope** originally intended for them. How many meanings do the words *Mickey Mouse* have today? Which show approval? Which disapproval?

The **impact** of the mass media is very strong. It changes our language, **stimulates** our emotions, informs our intellect influences our ideas, values, and attitudes. When you were young and absorbing uncritically, you could not possibly know that the majority of the material you saw and heard was designed to produce specific responses from you. Some adults, for that matter, either do not know or refuse to admit the following basic fact of media production: the **MAJORITY of material is chosen or designed to produce a predetermined response**. Even that part of media output called "entertainment" is chosen to keep you quiet, unquestioning, available, and receptive to commercial messages inserted throughout. This is evident whether the entertainment is a TV drama with commercials every few minutes or a newspaper or magazine article with columns of type wrapped around the advertisements.

The journalism, **urgent issues**, news, or information-giving portion of media output is selected, edited, produced, **placed in time slots** or positioned in the newspaper or magazine to reflect and support the owner's policies. However, no reporter, photographer, film or copy editor, **script or continuity writer** in either print or electronic media has ever needed to be told specifically what the boss's policies are. You pick them up through your pores within a week or two of accepting a job, and you work accordingly.

The owner's policies, therefore, determine the response that the media wish from you even if it's only to keep quiet and accept. Then the material is written, staged, photographed with or without audio, printed and/or broadcast. We — counted in the millions, the mass audience of mass media — are then programmed to buy, vote, **contribute**, believe, and support other people's interests, interests which may be commercial, political, charitable, philosophical, or educational. Sometimes these interests will coincide with your own; sometimes they won't. Most of the time, the response comes in as programmed; occasionally it doesn't, or there is an additional, unexpected response. Some of the media's output has long lasting value and worth; some is not only cheap, tawdry, and **superficial stuff**, but physically, emotionally, and intellectually harmful.

B. Explain the words printed in bold. Translate them into Ukrainian if necessary.

C. Translate the given sentences into English using equivalents from the text.

1. Наша газета публікує всі приватні оголошення безкоштовно.
2. В автосалоні KIA-2010 довели, що можливість нової «Таврії-Ді-Музин» відповідають усім очікуванням покупців.
3. — Звідки у вас мій номер? — Я мимоволі запам'ятав усі номери телефону між 16:30 та 18:00.
4. Він так захопився вивченням оточення, що не почув дзвінка телефону.
5. Російська співачка Алла Пугачова відіграє впливову роль у житті багатьох співаків.
6. Професія шкільного вчителя охолоджує уміння бути науковцем, оратором, психологом, актором та ін.
7. — Ви були на комі'ютерній виставці? — Так. — Чим доведете? — Ось, ціла сумка рекламних буклетів.

D. Answer the following questions on the text.

1. How influential is a part the TV plays in children's lives? Do recollections of TV programmes provide the most part of the majority of young people's childhood memories? 2. Why do you think people often refer to "the media" when talking about television? 3. Why do the modern media tend to cause more problems than the printed media? 4. Are the additional implications of the word "mass" accurate? 5. How do you think watching television can become addictive? 6. Comment on the meaning of "global village" and how it's connected with the TV. 7. What does television impart to an uncritical audience? 8. How is it known that some attitudes are absorbed indirectly from the television and then retained? 9. Does the television always achieve its intended predetermined response from its audience? Is it more successful than the other forms of media? 10. How independent are those people working for the television companies? 11. In the last sentence the pros and cons of television are put rather bluntly. Which outweigh the other?

Speech Patterns

2. A. Look at some speech patterns from the text. Make the sentences of your own, using the same phrases.

1. **What sb V is / was**
1. *What I really lacked* was experience.
2. *What he suffered from* was inferiority complex.
3. *What we need* is love and money.

2. The most Adj + N are the ones

1. *The most powerful ideas* are the ones you absorb indirectly.
2. *The most interesting books* are the ones you haven't read yet.
3. *The most challenging roles* are the ones the actor hasn't got yet.

3. Little did sb V

1. *Little did she guess what* he had on his mind.
2. *Little did they realize* why he was being so nice to them.
3. *Little did we know what* the future had in store for us.

B. Translate the following sentences into English using speech patterns.

1. Чого йому справді бракувало, так це почуття міри.
2. Що менше дійсно здивувало у Джейн, так це її самовпевненість.
3. Йй просто бракувало знань з історії цієї країни.
4. Підлітки часто вважають, що найцікавіші фільми — це ті, які їм не можна дивитися.
5. Психологи вважають, що найефективніші зауваження ті, які ви робите людям віч-на-віч.
6. Найзворушливішими сценами у фільмі були ті, в яких знімались діти.
7. Часто найціннішими для нас подарунками стають ті, які подарували дорогі нам люди.
8. Я не мав гадки, куди він наляштується.
9. Він не підозрював, що їй потрібно.
10. Вона уявлення не мала, чим це закінчиться.

C. Paraphrase the given sentences using the speech pattern 1 or 3.

1. He longed for the title of a champion.
2. The man didn't care to go back to his wife. He was afraid she'd talk him to death.
3. The doctor should have tested him for suicidal tendencies.
4. We had no suspicion what he was involved in.
5. She had no idea what made him lose his temper.
6. We did not understand why she was so annoyed.
7. We could not see the point of his coming here.

Vocabulary

3. Study the essential vocabulary from the text. If necessary, use the dictionary to understand the phrases.

- 1 **alarm** *n* 1) a call to arms or action; a warning of danger: *When the people in the street noticed the clouds of smoke coming out of the window, they gave the alarm.* 2) a sudden feeling of fear and excitement because of the possible approach of danger: *The mother rushed out of the house in alarm when she heard her son crying loudly in the yard.*

an alarm bell: *The soldiers were roused from their sleep by the sound of the alarm bell.*

an alarm clock — a clock that will ring and wake up a person at any time he wishes: *I didn't hear the alarm clock and overslept.*

a false alarm — a hoax: *There is nothing to be panicky about, it was a false alarm.*

a fire-alarm: *No sooner had they seen the flame than they sounded the fire-alarm.*

to raise an alarm: *Those who raise false alarms will get no help when help is needed.*

to alarm v — to arouse to a sense of danger: *The whole world is alarmed by these events.*

alarming adj — exciting fear or anxiety: *The news was alarming.*

alarmist n — a panic-monger: *He's often subject to panic. An alarmist, that's what he is.*

② **to fuss (often about) v** — to get nervous or excited: *He fussed continually. Don't fuss over the children so much! She fussed about, scarcely able to hide her impatience.*

fuss n — unnecessary or irritating activity, especially in small matters: *Why make a fuss!*

to make a fuss about (over) sb — to show too much anxiety or nervousness about sth: *Why make all that fuss about trifles?*

to make a fuss of sb — to pay all sorts of little attentions to a person: *They made a fuss of their guest, eager to please him.*

fussy adj — paying too much attention to little, unimportant things: *The old lady was so fussy, nothing seemed to satisfy her. She's a fussy housewife.*

to be fussy about sth: *Should we be fussy about our clothes or food?*

③ **to lose** — to have no longer; to be deprived of, as *to lose one's money (life, mind, balance, job, etc.)*: *The boy lost his parents in the war. The poor man has lost a leg in the battle. The boy lost 5 pence in a bet. I've lost the key to my suitcase.*

to lose sight (track) of sb (sth) — not to know where sb (sth) is: *I lost sight of the boy in the crowd. The policemen lost track of the thief.*

to lose one's temper — to get angry or impatient: *Don't lose your temper, try to control yourself.*

to lose one's place (in a book, etc.) — to be unable to find the line, paragraph, etc. at which one stopped reading: *"Go on reading!" "I beg your pardon I lost my place. I'll be ready in a moment."*

to be lost in thought (wonder, admiration) — to be absorbed in: *The girl was gazing at the picture, lost in admiration.*

to be lost upon sb — to fail to impress or attract the attention of sb: *My hints were lost upon my friend, he failed to notice any of them.*

to lose one's head — to become confused or excited: *She lost her head at the sight of the fire and started screaming instead of acting (being useful).*

to lose one's heart to sb — to fall in love with sb: *Do you know that Jack has lost his heart to Gwendolen?*

to lose heart — to feel discouraged; to lose courage: *Jim lost heart after his failing the exam for the third time.*

loss n — the act or fact of losing or having lost sth: *The death of Jim's friend was a great loss to him. Loss of health is worse than loss of wealth.*

The soldier died from loss of blood. Do it without any loss of time. The regiment suffered heavy losses.

to be at a loss — to be puzzled and perplexed, not to know what to do: *Nellie was seldom or never at a loss.*

④ **addict n** — a person who is unable to free himself from a harmful habit, as *a drug addict, a TV addict, a coffee addict.*

addicted (to) adj — in need or in the habit of having: *She's addicted to reading detective stories.*

addiction n — the state of being addicted or an example of this: *Does he have any other addictions besides smoking?*

addictive adj — causing addiction, habit-forming: *Drinking coffee or eating chocolate can be addictive.*

⑤ **to involve v 1** to cause sb or sth to take part or be mixed up (in trouble, a difficult condition, etc.): *Don't involve me in your fights, please. They are deeply involved in debt. 2* to have as a necessary result: *The new design is involving me in a lot of extra work.*

involvement n — the condition of being involved: *His involvement with that woman brought him nothing but trouble.*

involved adj 1 complicated in form, etc: *It's a very involved story and I kept getting confused. 2* (of people) closely concerned in relationships and activities with others, esp. in a personal relationship: *He's deeply involved with her and wants to get married.*

⑥ **sophisticated** *a* 1) having lost natural simplicity through experience of the world, as with *sophisticated taste, sophisticated clothes*: *I feel rather gauche among all these sophisticated people. She wears very sophisticated clothes. Some sophisticated device was used to defuse the bomb.* 2) (of mental activity) cultured, elaborate, as a sophisticated discussion / argument.

sophistication *n* — the state of being sophisticated or an example of this: *She entered the room with an air of great sophistication.*

⑦ **value** *n* 1) the worth of sth in money or as compared with other goods for which it might be changed: *The value of the British pound is less than it was 50 years ago. Jewels are articles of value; they are articles of great value.* 2) worth compared with the amount paid (often in the value for money): *If your coat wore out in less than a year it certainly wasn't good value; it was poor value for money.* 3) the (degree of) usefulness of smth, esp, in comparison with other things: *You'll find this instrument of great value in making certain kinds of measurement.*

to value *v* 1) to calculate the value, price, or worth of: *He valued the house and its contents at 42,000 pounds.* 2) to consider sb or sth to be of great worth: *Young people don't always value the advice given them by their parents.*

valuable *adj* — of great value or use, having value (цінний), as a *valuable book; valuable property, furniture; valuable advice, initiative, information*: *The book didn't cost much but it is very valuable to me.*

valued *adj* — regarded as of great value (шанований, дорогий); as a *valued possession, a valued friend / servant / correspondent; valued advice, help.*

invaluable *adj* — exceedingly valuable, as *invaluable assistance, invaluable treasure.*

valueless *adj* — having no value, as *valueless good*: *You are too late with your advice, it's valueless now.*

valuables *n pl.*: *Jewellery and other valuables are usually kept in a jewel-box.*

⑧ **urgent** *adj* 1) pressing, very important, requiring immediate action, or attention, as *to be in urgent need of sth; urgent repairs; an urgent call / letter / business / telegramme etc*: *What are the urgent issues of the day?* *The matter is urgent.* 2) earnest and persistent in making a demand, as an *urgent creditor*: *The girl's urgent entreaties had their effect.*

to urge *v* — to ask earnestly, to plead with, to recommend strongly: *We urged him to go. All his friends are urging him to join in.*

urgency *n* — the need for haste or immediate action: *It is a matter of great urgency.*

⑨ **stuff** *n* (*informal*) — the material of which anything is made, usually solid substance: *What is this stuff? What kind of stuff is it made of? Only very serious stuff interests him. The building was made of some funny white stuff. He is not of the stuff poets are made of.*

to stuff *v* — to pack tightly and untidily; to press tightly into sth, as *to stuff a bag full, to stuff someone's head with nonsense, to stuff one's mouth full*: *Don't stuff anything else in, or the bag will burst. Don't stuff the child with food. She stuffed the chicken with breadcrumbs, herbs and onion.*

stuffy *adj* — lacking ventilation; close or oppressive: *Do you mind opening the window? The room is stuffy.*

B. Translate the following sentences into Ukrainian.

1. Soames had never seen such an expression on Irene's face. And since it is always the unusual which alarms, Soames was alarmed.
2. Luckily a passer-by heard the burglar-alarm ringing in the jewellery store. 3. The world's forests are shrinking at an alarming rate. 4. She set the alarm to go off at five. 5. She must be very nervous, she fusses about all the time. 6. I bet it was Bassington who went to that doctor and made all that fuss about having cancer. 7. "I really don't see what you're making such a fuss about," said Larry coldly. 8. Why fuss so much about this trip? The things are already packed, the accounts paid.
9. She doesn't see her grandchildren very often so she tends to make a real fuss of them when she does. 10. George Smith had put on weight and got heavier in his movements, began to go grey and lose his temper now and then. 11. The want of sympathy on the part of the world made George sell his banjo at a great loss. 12. Tom seemed lost in thought. 13. There are losses that cannot be made up for. 14. They lost no time in telling me I was wrong. 15. No great loss without a small gain (*pro-verb*). 16. He is a TV addict. 17. Susan was afraid of becoming addicted to tranquillizers. 18. Drug addiction was a plague of the 21st century. 19. The problem with video games is that they are addictive. 20. We don't know the extent of his involvement in the affair. 21. Fagin and his friends involved Oliver in a robbery. 22. He had been taught that

modern physics involved the manipulation of minute quantities of matter. 23. The accident involved two cars and a lorry. 24. She didn't feel like getting involved in a long argument on the phone so she hung up. 25. Travel tends to sophisticate a person. 26. Some pieces of modern music can be appreciated only by a very sophisticated audience. 27. She was a country girl, shy and unsophisticated, so different from her rich cousin in New York. 28. The experiment involved sophisticated technologies. 29. Soames' most valued possession — his daughter — was of medium height and colour, with short, dark-chestnut hair. 30. A thing not being valuable or having no commercial value cannot be costly; nevertheless it may be precious to us on account of the giver. 31. You should have learned to value other people's time. 32. I will say it to John, his services to us are invaluable. 33. The value of life lies not in the length of days, but in the use we make of them; a man may live long, yet get little from life (*M. Montaigne*). 34. Though he prided himself on trusting no one, he always accepted at face value any friendly gesture that was offered to him. 35. While the New Yorker can appreciate the beauties of nature where he can forget the urgent problems of the day, he seems to be unaffected by the joys of country life. 36. The expedition was in urgent need of supplies. 37. Everything urgent had been dealt with by her efficient secretary. 38. Old Jolyon could hardly resist June's urgent requests. 39. "Well, a good novel is real, far more significant than most of the highbrow stuff — so-called", he said, taking a little time to answer. 40. "He knows his stuff", said Monsieur Poirot with evident approval. 41. My father was a stuffy man. He always wore dark suits and ugly ties, and was for ever pursing his lips and wrinkling up his forehead before he said anything. 42. He stuffed his ears with cotton wool not to be distracted by the noise.

C. Give English equivalents using words and phrases from the topical vocabulary.

Стурбований погляд; стурбована мати; зляканий птах; неспокійна ніч; бентежні ознаки; здійснити гвалт; тубуватися через дрібниці; метушитися у домі; гасати за кимось; вередливий хворий; бути перебірливим у їжі; метушлива людина; загубити ключ від валізи, квартиру; програти битву, гру; заблукати; загубити когось з виду; розгубитися; не дістатися когось; не зрозуміти натяк, слова, гумор; втратити рівновагу; сильно задуматися; роз'юшитися; зазнати втраг; втрага крові; наркоман; захопитись чимось; схильність; шкідлива звичка; спричи-

няти затрати; втягнути когось у неприємність; втягнути когось у щось; зачиняти чийсь права; вводити когось у великі затрати; випуканий; витончений смак; витончений аргумент; світська дама; досвідчена публіка; ускладнена технологія; цінна річ; цінна ініціатива; цінні свідчення; неощенена допомога; становити велику цінність; моральні цінності; оцінити щось у...; крайня необхідність; терміновий ремонт; терміновий виклик; невідкладна справа; нагальна потреба; наполегливе прохання; солюдоші; зелень; фарширована риба; напихати дитину; напихати речі у валізу; пхати щось у кишеню.

D. Paraphrase the following using the essential vocabulary.

1. The noise of the gun scared hundreds of birds. 2. She is very difficult to please, always complaining or worrying when she is ill. 3. My hints failed to impress Sally. 4. He can't tear himself away from TV. 5. He was drawn into a smuggling ring. 6. Camping trips require/call for hard work. 7. She is a woman of worldly knowledge and refinement. 8. These are really very elaborate and complicated instruments. 9. Your opinion is of great importance to me. 10. This apparatus is to be used only in case of emergencies that demand quick action. 11. "SOS" is a message requiring immediate action. 12. Don't pack the girl's head with fancies.

E. Answer the following questions using the essential vocabulary.

1. What will a mother feel if her child is late in returning? 2. What do you say when a room wants ventilating? 3. What kind of news will cause fear or anxiety? 4. What would you say of a woman of worldly knowledge and refinement? 5. What would you say of grandparents when they try to please their grandchildren in every way? 6. What would you call a person who is in the habit of constantly watching TV? 7. What would you advise a person who is very particular about all kinds of little things? 8. What would you call a present that may not be expensive but is very dear to you?

F. Translate the following sentences into English using the essential vocabulary.

A. 1. Наша вчителька завжди стурбована: вона завжди перевіряє наші зошити по 2–3 рази за урок. 2. Черговий вчасно помігив діврку в паркані й підняв тривогу. 3. — Слухай сюди! — Я вся в увазі... 4. У твого чоловіка справжній талант — завжди сіяти паніку серед

населення. 5. Для тебе має значення, коли відправляється перший автобус? 6. Коли професор побачив її шпарталку, у неї душа в п'яти сховалася.

B. 1. Наш директор вшанований державною нагородою. 2. Автобус № 599 зранку був просто напакований людьми, половина з яких були студентами університету. 3. Його витончені манери не означають, що він має правильний смак. 4. Вартість євро більша від вартості долара. 5. Пане директоре, терміновий дзвінок на 5-й лінії. 6. Дослідження журналістів показало, що троллейбус ЛАЗ-Е183 є найбільш задушливим з тих, що використовуються у Києві.

G. Look through the topical vocabulary and translate the following sentences into English explain the usage of the vocabulary tips.

1. Будильник розбудив мене о 6 годині. 2. Як правило, молоді мами дуже метушаться навколо своїх дітей. 3. Психологи радять не втрачати голову, а намагатися думати про щось приємне. 4. Наркозалежність, на жаль, дуже поширена серед молоді. 5. Багато людей були залучені до цієї справи. 6. Ця вистава для витонченої публіки, тобі туди потрібно піти. 7. Ці фото дуже цінні для неї: на них її родина. 8. Не турбуйся, може, це лише удавана тривога. 9. Ли б поцікавився якістю цього матеріалу. 10. Коли приїхала «швидка», лікарі зрозуміли, що то був хибний виклик. 11. Він не звертає уваги ні на кого, бо закохався в неї. 12. У нього була схильність грати на автоматах, тому він дуже засмутився, коли їх закрили. 13. Новий бос втягнув мене у купу додаткової роботи. 14. Цей твір є безцінним дарунком всьому українському народу. 15. Я лише сьогодні дізналася, що ця робота є невідкладною.

H. Review the topical vocabulary and render the following sentences into English.

1. Думки Джейн ставали все бентежнішими, вона прискорила крок. 2. У нього було неспокійне відчуття, від якого він не міг відкараскатися, що б не робив. 3. Більшість батьків стурбовані тим, що діти просто не можуть відірватися від телевізора. 4. Скільки було метушні у зв'язку з моїм приїздом, що я почувала себе не комфортно. 5. Буль ласка, не хвилюйтеся, це просто подрачина. 6. Хвора дитина часто вередує, їй все не так, але батьки не повинні втрачати терпіння. 7. Мені складно пояснити його відсутність. 8. Він кілька разів натякав на свою

крайню потребу в грошах, та його натяки не зрозумів редактор. 9. Алкогольна залежність — це трагедія для родини. 10. Багато тих, хто почав дивитися мильні опери, просто не можуть відірватися від них.

11. Наркомани втрачають розум, намагаючись дістати наркотики. 12. У скандал були вилучені відомі політики, і це спричинило урядову кризу. 13. На вашому місці директора школи я би більше залучала батьків до вирішення усіляких проблем. 14. По-моєму, деякі телевізійні програми створюють для підготовленої аудиторії. 15. Усі погоджувалися, що місіс Ерлінг мала витончений смак. 16. Ви зробили мені неоцінену послугу. 17. Я ціную вашу думку більше, ніж чинить іншу. 18. Цінність деяких речей не може бути виміряна грошима. 19. Невідкладний виклик змусив лікаря вирушити до хворого в таку ніч. 20. Вона попросила не турбувати її, якщо не було крайньої необхідності. 21. У мене голова наповнена усілякими бентежними думками. 22. Індичка, зазвичай фарширована, — обов'язкова страва в аме-риканській родині у День подяки. 23. Ця телевізійна передача справила враження на глядачів. 24. Конгресмени використовують увесь свій вплив на ЗМІ, щоб провести законопроект через законодавчі збори. 25. У суді настала тиша, всі чекали, яку дію справлять слова свідка обвинувачення. 26. Він зробив це під її впливом.

Lesson 2. READING

1. A. Discussion Spot. Read the quotation and comment on it.

“Reading is to the mind what exercising is to the body”. (Richard Steele)

B. Discuss the following questions.

1. How much do you enjoy reading? How old were you when you learnt to read? Who taught you to read?
2. How often do you read newspapers and magazines? What are they?
3. Do you think you read enough? Would you like to read more? What would make you read more?
4. Where do you read newspapers / magazines most often? At home, university, during your journey to university...?
5. How often do you talk with your friends, colleagues or members of your family about the news you have read?

2. Group work. Conduct a reading research in your group. Ask your group-mates 2 questions, fill in the table and present the results of your research by means of a diagram. What conclusions can you make?

Question	Answers	Number of given answers
1. Why do you read?	It helps me understand the world.	
	It is fun.	
2. Which of the following do you read?	It helps me find out what I want or need to know.	
	I know I should.	
	websites	
	newspapers	
	magazines	
	factual books	
	fiction	
	comics	
	manuals	
	emails	
	poetry	
	plays	
	catalogues	
encyclopaedias		
travel books		
audiobooks		
text messages		

3. Read the text and fill the twelve gaps in the text on *Worksheet A* with the correct words from the box below. There are four words that you will not need to use.

NEWSPAPERS

It is probably true to say that the majority of literate people around the world receive **1** from newspapers almost every day of their lives. As well as the hundreds of millions who buy a daily paper, there must be at least as many who get the chance to read a paper **2** by someone else, or who just glance at the headlines as they walk past a newspaper stand.

Of course there are many different **3** of newspaper, from those that only contain 'serious' news to those that fill their pages with scandals and gossip, often involving the personal **4** of celebrities. However, most of them contain some political and economic news, along with a section giving opinions on recent events. Of course, the **5** between fact and opinion is not always clear, as the choice of which stories to include and how to report them often reflects the **6** perspective of the newspaper in question.

Most historians agree that the first newspapers that looked similar to today's versions **7** in Europe in the early 17th century. However not many people read them; the majority of the population was **8**, and in any case the technology to print a large number of copies per day did not yet exist. One of the first papers to become available to a mass audience by using a printing machine capable of printing more than a thousand sheets of paper per hour, was Britain's *The Times* in 1814.

In many countries there is a lot of **9** between different newspapers, and their editors constantly try to come up with new ideas that will increase their readership. One of the world's biggest selling national newspapers is *Yomiuri Shimbun* in Japan, with a circulation of well over ten million copies a day. The most **10** daily newspaper in Europe is reported to be *Bild* in Germany, which sells almost four million copies a day.

With competition from the internet as well as from television and radio, some media experts say newspapers face a difficult future. It is certainly true that the circulation of many major national newspapers has been falling, and that there are now some newspapers that only **11** online.

There is no sign, however, that newspapers are going to disappear from our lives in the near future, and perhaps they never will. After all, reading a paper is a different physical experience from using a computer. Even if everyone were able to receive news from the internet, it is quite easy to imagine that many people would still prefer to have physical **12** with the printed page rather than look at a screen.

popular line	illiterate information	circulation appeared	exist bought
paper types	reading competition	contact lives	buy political

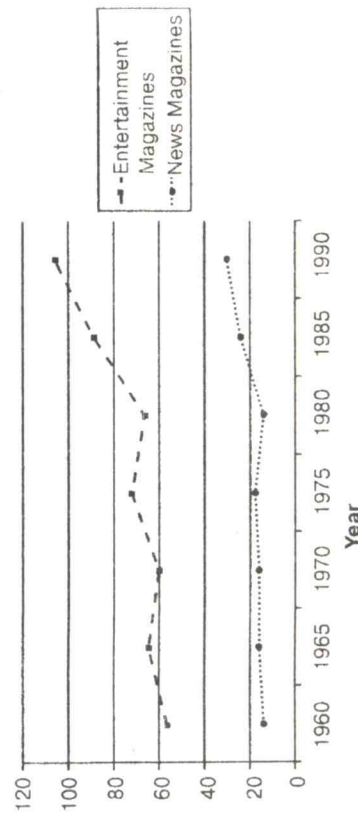
4. Below there are eight quotes on the subject of newspapers. Can you work out what the missing words are?

1. 'The man who reads n_____ a _____ l is better educated than the man who reads nothing but newspapers.' (*Thomas Jefferson* (1743–1826), 3rd President of the United States)
2. 'It's amazing that the _____ t of news that happens in the world every day always just exactly fits the newspaper.' (*Jerry Seinfeld*, American comedian)
3. 'A _____ ts contain the only truths to be relied on in a newspaper.' (*Thomas Jefferson*)
4. 'Jo _____ m largely consists of saying "Lord Jones is dead" to people who never knew that Lord Jones was alive.' (*G. K. Chesterton* (1874–1936), English writer)
5. 'I would rather ex _____ than read a newspaper.' (*Kim Alexis*, American model)
6. 'A good newspaper ... is a nation t _____ g to itself.' (*Arthur Miller* (1915–2005), American playwright)
7. 'Once a newspaper touches a story, the f _____ s are lost forever...' (*Norman Mailer* (1923–2007), American writer)
8. 'I think a newspaper should be p _____ v _____'. (*Rupert Murdoch*, Australian-American media executive and owner of many newspapers)

Writing

5. Write a report for a TV programme describing the information shown below.

Average number of magazines bought per person per year



6. **Discussion Spot.** Discuss the following questions.

1. Which newspapers and magazines do you read?
2. Do you usually read the serious news stories first, or do you turn to more light-hearted articles?

7. **A.** Here are some common topics for news stories. Think of at least two more.

Accidents	Celebrities
Court cases	Crime
Rescues	Music

B. Read the headlines below, choose two of them and try to guess what the article is about.

1. Bono's hat goes first class.
2. False alarm at airport.
3. Firefighter rescues old flame.
4. Home is a dangerous place.
5. Lottery winner takes a day off.
6. Mum is always there.
7. The case of the disappearing bridegroom.
8. Trainers make life worth living.

C. Can you guess which headlines these words relate to?

air traffic controllers	wallpaper
baseball bat	giant cheque
hijack	ink
marriage register	pay off debts
slippers	soft toys

D. Read the articles quickly and match them to the topics and headlines.

A. Cambodian immigrant who arrived in New York as a teenager has won \$128m in the city's lottery. Phin Suy, a gardener in Central Park, says he will use the money to pay off his debts, but has got no plans to give up his job. He was presented with a giant cheque in a ceremony at Madison Square Garden, where his boss shouted: 'Phin, is this a vacation day or a sick day?' to which Suy modestly replied 'Vacation day'.

B. Raul Hortena, 24, from Barcelona thought he had the perfect plan to escape his marriage any time he wanted. He signed the marriage register in disappearing ink. However, in court last week the judge refused to annul the marriage and Hortena was fined £130.

C. A teenager who tried to rob a bus in Chile was horrified to discover that his mother was one of the passengers. Emilio Sanchez, together with two of his friends, was threatening the driver with knives and a baseball bat, when he heard a familiar voice telling him to stop it at once and ordering him off the bus.

D. There was panic at Chicago airport when Pete Twigger, a passenger boarding a plane greeted the pilot, whom he knew, with the words 'Hi Jack'. Air traffic controllers listening in the control tower ordered armed security teams to board the plane before realising their mistake.

E. A youth who threatened to jump off a London bridge after breaking up with his girlfriend was persuaded down after an hour when the police offered him a new pair of trainers. Billy Camlin remained on Chelsea Bridge while he tried the Reeboks on for size, then decided that life wasn't so bad after all.

F. The most ordinary items in your home can cause an accident, according to government figures. Every year, more than 2,000 people are injured by soft toys, 700 by envelopes and 1,500 by tissue paper. Another 37,000 people blame slippers for their injuries, nearly 2,000 blame wallpaper, and almost 18,000 accidents are caused by armchairs. But by far the greatest danger in the home comes from carpets. Last year around 165,000 accidents involving carpets were reported.

G. U2 star Bono reportedly paid out £1,300 to fly his trilby hat first class to Italy. The singer had forgotten to pack his favourite hat for a charity concert with Italian tenor Luciano Pavarotti, so complicated arrangements were made to get the hat safely from England. A taxi took it from West London to Gatwick Airport where it was put in a first-class seat on a British Airways flight to Bologna. A hired driver then picked up the hat and sped to Modena – Pavarotti's home and the venue for the concert. A spokesman for the star said, 'including tips and insurance it cost about £1,300 to fly the hat here, but that is nothing compared to the money that will be raised for charity tonight.'

H. When Brisbane firefighter Shaun Kenna rescued a woman from a burning house, her face was so black that he did not at first recognise his ex-wife. 'Then when I recognised her voice I was amazed,' said Shaun, 'I had forgotten how beautiful she is.' The couple are now planning to remarry.

E. Work in pairs.

Can you remember *who or what* ... ?

- tried to rob a bus
- threatened to commit suicide
- caused panic at Chicago airport
- was raising money for charity
- rescued his ex-wife from a burning house
- was fined €130 by a judge
- was presented with a giant cheque
- has a spokesman
- caused 165,000 accidents last year
- cause 700 injuries every year
- thought there was a hijacker on board a plane

8. Group work.

Discuss the following questions.

- Which of the stories have happy endings for the people concerned? Which have unhappy endings?
- Which story do you think is the most romantic, the funniest and the most unbelievable?

Lesson 3. LISTENING AND WATCHING

1. A. Discussion Spot.

Do you have a cable radio at home?

If yes:

Do you ever listen to it? Who listens to it most at your place? What is your attitude to it? What would you like to change in its programme to listen to it more?

If no

Do you know what is meant by cable radio? Have you ever seen it at someone else's place? What do you think about it? Would you like to have one at your place?

Any answer

Do you think people in other cities / towns or countries have it? What are its advantages and disadvantages?

B. Discuss the following questions.

1. Do you ever listen to the FM-ranged radio? 2. Which radio stations do you prefer listening to: musical or conversational ones? Explain your choice.

C. Supplementary Reading. Discuss the following questions. For inspiration see the *Top 70 List of Countries by Number of Broadcast TV Stations Countries Having Their Own TV Broadcasting Stations (Module 5, p. 243)*.

1. Do you watch much TV? 2. What are the advantages and disadvantages of TV in comparison to the radio? 3. How many TV channels have you ever watched? 4. Have you ever thought that there were too many?

2. A. Look at the types of programmes below. Do you usually find these on TV, on radio or on both? What other kinds of programme are popular in Ukraine?

documentaries	'reality' shows	phone-ins	sit coms
sports coverage	cartoons	local news	adverts
crime mysteries	national news	soap operas	travel news
game shows	quizzes	talk shows	musical shows

B. Work in pairs. Put the programmes into these categories and compare your opinions.

- There are too many of these on the TV / radio in my country.
- There aren't enough of these.
- There are about the right number.
- We haven't got this kind of programme in my country.

Reading

3. A. Fill the gaps in the sentences using these key words from the article.

ubiquitous	flicker	flick	flip	sedentary
anecdotal	revival	decline	bug	pastime

- A ... is a reduction in the amount or quality of something.
- A ... is something people do regularly for fun in their free time.
- A ... is the process of becoming active, successful or popular again.
- A ... is a sudden strong enthusiasm for doing something.
- If an activity is described as ..., it involves a lot of sitting and not much exercise.
- If something is ..., it can be found everywhere.

7. If evidence is ..., it is based on someone's personal experience or information rather than on facts.

8. If you ... from one TV channel to another, you keep changing channels quickly.

9. If a light or a TV screen ..., it goes on and off or becomes brighter or less bright in quick succession.

10. If you ... your eyes from one thing to another, you move them quickly.

B. Decide whether the following statements are True (T) or False (F) and then check your answers in the article.

1. More than 80% of schoolchildren turn on the TV when they return home from school.

2. Only 50% of schoolchildren read books in their own time every day.

3. More than 50% of schoolchildren in Britain own a computer or a laptop.

4. More than half the children surveyed have their own profile on a social networking site.

5. Almost three in four thirteen to sixteen year olds watch TV in bed.

6. 95% have a TV in their bedroom.

C. Read and discuss the article about TV, the Internet and reading habits of British children

LIFE THROUGH A LENS: HOW BRITAIN'S CHILDREN EAT, SLEEP AND BREATHE TV

Lucy Ward, social affairs correspondent
January 16, 2008

1. A generation of "multitasking" children are living their daily lives — including eating and falling asleep — to the accompaniment of television, according to a survey of youngsters' media habits. The flickering of the screen accompanies most of them before they go to school, when they return home, as they consume their evening meal and then — for 63%, far more than read a book each day — in bed at night. The study of five to 16-year-olds shows that four out of five children now have a TV set in their bedroom.

2. So ubiquitous has television become that many children now combine it with other activities, including social networking online, flicking their eyes from laptop to TV screen and back again. Even if they are focusing on the television, young people are now reluctant to commit to one programme, with boys in particular often flipping between channels to keep up with two simultaneous shows at once. The findings, from the market research agency Childwise, will fuel concerns that childhood is increasingly about private space and sedentary activities and less about play, social interaction or the child's own imagination.

3. The government's recent Children's Plan, while attempting to calm panic over claims of 'toxic' childhood, focused on improving play facilities as a means of ensuring a more balanced life for screen-bound youngsters. Today's survey findings indicate a revival in television-watching among children after three years of decline, driven mainly by more girls watching soaps such as Hollyoaks and EastEnders.

4. Internet use -- now that the social networking bug is biting younger than ever -- is also continuing to grow at a far greater rate than the brief fall-off in TV viewing. That means British children spend an average of five hours and 20 minutes in front of a screen a day, up from four hours and 40 minutes five years ago. The rise may have come at the expense of reading books for pleasure, which, in a development that will alarm many parents, continues to decline as a regular pastime. While four out of five children read books in their own time, only a quarter do so daily and 53% at least once a week.

5. The report, based on interviews with 1,147 children in 60 schools around England, Scotland and Wales, found television viewing now averages 2.6 hours a day across the age group, though one in ten say they watch more than four hours daily. The survey, which has been conducted annually for 14 years, asked for the first time whether children watched television while eating dinner or in bed before going to sleep. It found that 58% watch during their evening meal, while 63% lie in bed watching the screen (rising to almost three-quarters of 13 to 16-year-olds). Two-thirds -- particularly the youngest children -- watch before school, and 83% turn on the television after returning home.

6. Rosemary Duff, Childwise research director, said television was now "almost woven into children's lives", but added that the quality of viewing had changed. "A lot of television viewing has lost the 'pay it attention' feel it used to have. It used to be less ubiquitous but much big-

her in its importance whereas now it is widespread but just part of the background, not just at home but wherever you go."

7. Anecdotal evidence indicated that children now multitask, keeping one eye on the television as they flick through magazines or use the computer, Duff added. Boys asked by the company to choose between programmes on different channels frequently refused, saying they would 'watch both'. "They flick from one to another and cannot conceive that they should have to make a decision. They are puzzled that you should put them in a situation of having to make one or another choice."

8. Computers are also now a key part of children's private worlds. "The Internet is now an essential part of most young people's lives," says the study, with 85% of five to 16-year-olds accessing the Net, and over a third (including a quarter of five to six-year-olds) owning a computer or laptop of their own. On average, they go online just over four times a week, spending two hours each time.

9. The survey shows a rise in Internet use, particularly among younger children, driven primarily by a boom in the use of social networking sites, primarily Bebo. Communication, says the report, "has overtaken fun (e.g. online games) as the main reason to use the Internet and study is now far behind". Almost three quarters (72%) of children have visited a social networking site, and over half have set up their own profile -- sometimes lying about their age to sidestep minimum age safeguards. Children as young as eight are now signing up.

10. Kathy Evans, policy director of the Children's Society, which is conducting its own inquiry into modern childhood, said there was now "mounting public and professional concern about the potential impact of children's TV and Internet viewing habits". The inquiry will report next month on children and technology as part of its two-year investigation.

From *Guardian News & Media 2008*

D. Choose the best answer according to the article.

1. What is the main reason for the increase in the number of hours children spend in front of a screen?
 - a. More girls are watching soaps.
 - b. There has been a large increase in Internet use.
 - c. The use of social-networking sites.
2. What does the phrase 'children now multitask' mean?
 - a. They perform several tasks on their computers.

- b. They can watch TV, read a magazine and use a computer at the same time.
- c. They are unable to make firm decisions.
3. *What is the main reason for children's use of the Internet?*
- To play online games.
 - To send emails.
 - To use social networking sites like Bebo.
4. *Which of these best describes the conclusions of the survey?*
- People are worried that children are spending too much time in front of TV and computer screens.
 - Children's use of computers and TV viewing habits should be regarded as normal.
 - The Internet is now an essential part of people's lives.

E. Find the following words or phrases in the article.

- A verb meaning to eat or drink something. (*paragraph 1*)
- An adjective meaning not willing to do something. (*paragraph 2*)
- A two word expression meaning to increase worries. (*paragraph 2*)
- An adverb meaning every year. (*paragraph 5*)
- A two-word expression meaning an integral part of. (*paragraph 6*)
- A verb meaning to imagine or think of doing something. (*paragraph 7*)
- A verb meaning to avoid something difficult or unpleasant. (*paragraph 9*)
- A participle meaning increasing. (*paragraph 10*)

F. Match the verbs in the left-hand column with the nouns in the right-hand column to make collocations.

- | | |
|------------------|-----------------|
| 1. conduct | A. attention |
| 2. fuel | B. a website |
| 3. pay | C. a magazine |
| 4. flick through | D. the Internet |
| 5. make | E. a survey |
| 6. access | F. a decision |
| 7. visit | G. safeguards |
| 8. sidestep | H. concerns |

- G.** Fill the gaps in the expressions from the article using prepositions.
- at the expense ...
 - based ...
 - to the accompaniment ...
 - focus ...
 - to commit ...
 - a rise ... Internet use
 - concern ...
 - driven ...
4. Find 10 words or phrases connected with television.

Y D U B J T U P T C B E U
 S O R X I Z G M X B H G Y
 B C Y E X O V C I Y D I Z
 D U U S A C O M E D Y W N
 G M U O O L U R D E N A V
 A E X K L A I S E R I E S
 M N H R U W P T X N A R S
 E T J I O L E O Y A E M M
 S A L K V K H B P S D K A
 H R A D V E R T C E H P H
 O Y M L Q M M E L A R O H
 W M J L T K F D T F S A W
 X U V V C E L E B R I T Y

Lesson 4. THINKING AND TRUSTING

1. Discussion Spot. Discuss the following questions.

- Which is your most trusted mass-medium? 2. Do you always trust what is said / written? 3. Do you practice verifying the facts using alternative mass media?

Reading

2. A. Read and discuss the text.

WHO LIED AND GOT CAUGHT

Open a newspaper and you expect to read, more or less, the truth. So what happens when it turns out that journalists invent their stories? Ask

Stephen Glass or Jayson Blair or Janet Cooke. They all spent parts of their careers inventing stories before being caught and fired. Imagine the scene:

Washington DC, 1980. Janet Cooke writes a long article for The Washington Post describing the world of eight-year-old Jimmy, a child living in terrible conditions in the poorest part of the city. She writes about every detail of his life, even describing the "baby-smooth skin of his brown arms". The story shocks Washington, and Cooke wins a Pulitzer Prize for outstanding journalism. But when the city government tries to find Jimmy to help him, Cooke goes quiet. Under pressure, she eventually admits that Jimmy doesn't exist.

Stephen Glass, a star reporter at The New Republic magazine, invented stories for years. "My life was one very long process of lying and lying again to work out how to cover those other lies", he says. Glass made great efforts to avoid getting caught. He created fake notes, fake faxes, fake e-mail addresses; he even designed a website for a company that didn't exist. Eventually, he got caught when he wrote a story about a 15-year-old boy at a conference of computer hackers. His editor insisted on seeing the conference room. Of course, there was no conference room. And no conference either. And no 15-year-old boy. Glass's career as a journalist was finished, but he wrote a novel about his life, *The Fabulist*.

The most recent case was Jayson Blair. A 27-year-old journalist for The New York Times, Blair invented details for at least 36 of the 73 articles he wrote in his final seven months with the newspaper. He frequently pretended that he was doing interviews with people all over the USA, from Ohio to Texas, when in fact he was simply inventing the stories in New York, or copying them from other media. When the truth came out in 2002, the media world was shocked.

The message for us, the public? Don't believe everything you read, even if it comes from your favourite, trusted newspaper!

B. Find the words or expressions from the text that mean:

1. people who break into technological systems illegally
2. was revealed
3. top journalist
4. removed from a job
5. demanded
6. in a stressful situation

3. Discussion Spot.

Discuss the following questions.

1. Have you ever lied when writing a composition for your English lessons?
2. What were the reasons for such deed?

Vocabulary

4. A. Studying phrasal verbs. Read the page from the dictionary and make sure you understand all given examples.

to bring v (with prepositions and adverbs)

to bring about — to cause sth: *What brought about this quarrel?*

to bring back — to recall

to bring to mind (things of the past): *The snapshot brought back to me my childhood.*

to bring down 1) to cause smth or sb to fall or come down: *The hunter brought down a deer.* 2) to reduce (a price): *Shopkeepers have been asked to bring down their prices.*

to bring someone down to earth (with a bang / bump) (colloq.) — to make someone face reality, unpleasant truth, etc: *He had no idea how food prices had risen, so a day's shopping soon brought him down to earth with a bump!*

to bring forward — to suggest (an idea), as to bring forward a proposal.

to bring home to — to persuade sb to believe sth: *You must bring the difficulty home to John.*

to bring in 1) to yield (money), as profit or earnings: *He does odd jobs that bring him in ten to twelve pounds a week.* 2) to introduce (an idea), as to bring in a bill.

to bring in a verdict (in a court of law) — to give a judgement
to bring on — to cause (to happen): *You've brought the trouble on yourself.*

to bring out 1) to reveal (sth) to be seen or known: *Difficulties can bring out a person's best qualities.* 2) to publish (a book, etc.): *When are the publishers bringing out his new book?*

to bring round — to persuade sb to change his opinion: *We must bring the rest of the committee round to our point of view.*

to bring sb to one's or to his senses

to bring sb round — to cause sb to regain consciousness or remember his surroundings: *Some cold water on her face might bring her round*

(bring her to herself / to her senses). The sudden sound of the train whistle brought me to myself; I had not known how far I had been walking, deep in thought.

to bring up 1) to educate; raise (a child): My aunt brought up four children. 2) to mention or introduce (a subject): Your suggestion will be brought up at the next meeting.

to bring up to date — to advance the knowledge of sb, to bring smth level, esp. in time: We must try to bring Mother more up to date with modern styles, and persuade her not to wear such old-fashioned clothes.

B. Translate the following sentences into Ukrainian.

1. How a few words can bring it all back! 2. Clocks and watches should be brought forward one hour from midnight tonight. 3. In his speech he tried to bring out all the salient features of the author's career. 4. Noting that she could have done, nothing that she had done, brought home to him like this the inner significance of her act. 5. The punishment cell was a dark, damp, filthy hole under ground. Instead of bringing Arthur "to reason" it thoroughly exasperated him. 6. Nick played so well at the concert that he brought the house down. 7. That scolding should bring him to his senses. 8. Mr. Brown, who is on the editorial board, announced that the case would be brought before the committee the next Tuesday. 9. Clyde's work at the hotel brought him into contact with different people.

C. Fill in the blanks in the following sentences.

1. Seeing you brought ... many memories. 2. The new dress brought ... her hidden beauty. 3. How can we bring ... to him the seriousness of his mistake? 4. The cool air outside soon brought her ... 5. He has just brought ... a new book. 6. All children should be brought ... to respect their parents. 7. The proposal brought ... seemed a foolish one. 8. You must bring ... John that it is a matter of great urgency. 9. His remark brought ... a lot of misunderstanding. 10. I did enjoy his lecture. And I think that a slightly sceptical audience brings ... the best in him. 11. They gave him an injection but it did not bring him ... 12. She wants to bring ... all the old customs.

D. Translate the following sentences into English using the phrasal verbs.

1. У наш час ЗМІ щоденно піднімають питання, які потребують нагального вирішення. 2. Те, що подібні мандри увели родину у ве-

ликі витрати, викаликало гарячу суперечку. 3. На жаль, іноді через великі гроші виникають найгірші риси у людини. 4. Сумніваюсь, що ви зможете схилити їх до вашої точки зору. 5. У середині XIX ст. кардіологічний голод в Ірландії спричинив загибель більш ніж чверті всього населення острова. 6. Через 11 років після страти Карла I, у 1649 р., в Англії була відновлена монархія. 7. Кожний виступ п'яністки, яка мала світове визнання, із захопленням зустрічається публікою. 8. Якоби фортеціано не було так розладжене, його продаж приніс би вдвічі більше грошей. 9. Був прийнятий новий план, що дозволяв робітникам отримувати частину прибутків. 10. Присяжні винесли вирок: невинний.

5. Discussion Spot. Discuss the following questions.

1. Do you usually trust the news easily? 2. What do you know about world's best news broadcasters? 3. How often do you watch the news on television? 4. Which channels do you watch? 5. What are the big news stories at the moment?

6. A. What do you know about these news companies?

BBC World OneWorldTV Al Jazeera International
AllAfrica.com CNN World News Network (WNN.com)

B. Read this article from a British in-flight magazine and find out more about the news companies. Choose the best title for the text 1–4.

1. The end of TV news
2. Choose the news
3. World news, global lies
4. Local news, real life

After a long flight you finally arrive in your hotel room and throw your bag on the bed. You turn on TV and watch an international news channel that probably comes from the UK or the USA.

The main international broadcasters are BBC World and CNN. With an audience of over 1.5 billion people, these are popular channels that offer good quality news programmes. In both 10 companies, the journalists are experienced writers that produce journalism of a high standard.

However, there are alternative news channels which people watch because they want a less traditional or non-western view on world events. Al Jazeera International is an Arabic television news company that started an English language international channel in 2006. With more than 15 offices and professional journalists all over the world, it says it gives a fresh view on the big stories and it shows the news that we don't normally see.

The Internet offers even more variety. OneWorld is an Internet site which has stories about the developing world and human rights, rather than the usual stories about US politics and business. The writers for this company are often local people who write the stories for free. This non-professional journalism is increasing and it certainly offers more choice. AllAfrica.com and WNN.com are also Internet news sites, but they don't produce the news stories. Instead, they have Sinks to more than 4,000 news organisations across the world. On sites like these, with a click of the mouse, you select the news that you want to see.

So, next time you are in a hotel room, before you turn on the TV, perhaps you should turn on your laptop and discover the world's news yourself.

C. Complete these sentences with the names of the news companies in the text.

1. ... and ... are traditional, western news broadcasters.
2. ... , ... and ... are not television companies.
3. ... and ... report some different stories from the main broadcasters.
4. ... , ... and ... employ well-trained, professional reporters.
5. ... does not usually pay its reporters.
6. ... has a special interest in poor countries and their problems.
7. ... and ... are Internet sites that provide links to many news producers.



7. Listen to the news bulletin. Choose the correct answers.

1. *The first news item is about ...*
 a. a murder b. a kidnapping c. a robbery
2. *Richard Steen's wife is believed to ...*
 a. be dead b. be searching for her husband
 c. have gone to another country

3. *Glenda Branston was kidnapped ...*

- a. as she was arriving at her office
 b. as she was leaving home c. as she was leaving work

4. *The vandals were aged between ...*

- a. six and thirteen
 c. eight and thirty
 b. eight and thirteen

5. *The parents of the vandals ...*

- a. were given a warning b. had to pay for the damage
 c. had to buy new cars

6. *What did the Paterson family first think was the noise?*

- a. the water system b. a ghost c. an animal

7. *When did Rosie the Chimp disappear from?*

- a. three weeks ago b. four weeks ago c. this morning

8. Watch the "Wag the Dog" movie fragment (1997). Answer the questions.

1. What are the movie main characters? What do they do?
2. What kind of news were they shooting?
3. Was it the true news? Why do you think so?
4. What was the influence of the newflash they had made?
5. Do you agree that the people always believe the news on TV? Why?

Lesson 5. MAKING NEWS

1. Discussion Spot. Discuss the following questions.

1. What's new in the world (Ukraine, Kyiv, your place)? How do you know that? 2. Is it difficult to follow the latest events? 3. Do you think it is difficult to make (prepare) news?
2. How would you define the notion of "news"? Find the definition in the English-English dictionary.
3. Study the diagram. Make the compound words starting with news and join them with their definitions.

news...

agent	cast	letter	reader
-y	conference	flash	paper
agent's	(s)peak	stand	caster
reel	room	group	print
worthy	sheet	vendor	

1. *n* a television or radio broadcast of the news
2. *n* press conference
3. *n* someone who owns or works in a newsagent's
4. *n* someone who reads the news on the radio or television (1)
5. *n* someone who reads the news on the radio or television (2)
6. *n* a shop that sells newspapers, magazines, and things like sweets and cigarettes
7. *n* a group of people who use the Internet to exchange emails about a particular subject
8. *n* printed publication of loose folded sheets containing news, advertisements, correspondence, etc.
9. *adj* interesting or important enough to be included in the news
10. processed
11. *n* a regular report with information for people who belong to an organization or who are interested in a particular subject
12. *n* room in a newspaper or broadcasting office where news is news-sheet *n* simple form of newspaper
13. *n* cheap, low quality paper used to print newspapers
14. *n* single item of important news, broadcast urgently and often interrupting other programmes
15. *n* ambiguous euphemistic language used esp. in political propaganda (an artificial official language in Orwell's Nineteen Eighty-Four)
16. *adj* full of news
17. *n* short cinema film of recent events

18. *n* a small shop in a public area of a building or station, or part of a bigger shop, where newspapers and magazines are sold
19. *n* newspaper-seller

4. Discussion Spot. Discuss the following questions.

- A. 1. What do you think a profession of a journalist is like? Think about pros and cons of being a journalist. 2. Do the school teachers ever use any skills of the journalists?
- B. 1. Is the increase in non-professional journalism a good thing? 2. What are the advantages and disadvantages of newspapers, TV and Internet news?
- C. 1. Have you ever seen the student newspaper? What is it like? 2. Have you ever participated in making it? 3. What kind of articles do you think a student newspaper might contain? 4. How difficult do you think it would be to publish a student newspaper?
5. A. Read the two short articles which appeared in a student newspaper. Ignore the gaps. Give answers to the questions.

1. Which article is about ... ?

- a. a study trip abroad b. an educational visit
2. Which article do you think has been written by ... ?
- a. a teacher b. a student

A ANNUAL TRIP TO THE SCIENCE MUSEUM

On February 8th, the whole of our year travelled by coach to the Science Museum. The Flight Gallery of the museum contains some impressive full-sized aircraft, the secrets of a flight box recorder and what was 1 _____ the students' favourite exhibit -- the amazing flight simulator experience. The "Secret Life of the Home" Gallery also had some good interactive demonstrations of televisions and CD players. 2 _____, it was a very enjoyable 3 _____ spending three and a half hours stuck in London traffic jams. 4 _____, our coach did not have computerised traffic system! On the way home, we all started to ask the teachers: 'Where are we going next year?'

B MODEL UNITED NATIONS (MUN) CONFERENCE

In January every year, over 3000 students from all over the world gather in the Hague for the MUN conference. Schools are allocated a member country of the official United Nations, which it is their duty to represent. **5** _____, our school represented Samoa. We set off **6** _____ with thirteen members in our delegation **7** _____, established the 9 to 5 routine for the rest of the week. 'A pity we have to work so hard', said most of the delegates. **8** _____, all our students made new friends and the evenings were entirely devoted to socializing **9** _____, the comments I heard from my students **10** _____, a wonderful time was had by all!

B. Both articles contain facts and impressions. Read the articles again. What happened on the two trips? How do the writers feel about them?

C. Choose the correct meaning of these words.

1. *According to ...*
a. in imitation of b. as stated or reported by
2. *Unfortunately, ...*
a. unluckily b. hopelessly
3. *Nevertheless, ...*
a. however b. not at all
4. *All in all, ...*
a. at the end b. taking everything into consideration
5. *Without doubt ...*
a. almost certainly b. hesitantly
6. *Apart from ...*
a. except for b. in a different direction

D. These words and phrases are missing from the articles. Can you put them in their correct place in 1-10?

According to, this year, unfortunately, on the way back, nevertheless, all in all, in high spirits, without doubt, apart from, the first day.

E. Use a dictionary to find out the meanings of any of these words you do not know.

Contain, gather, allocate, represent, establish, devote, encourage, achieve, apply, select, maintain.

F. Use the verbs in their correct form to complete sentences 1-9.

1. More than 3000 students ... in the Hague for the conference last month.
2. The museum we visited ... a wonderful collection of old aeroplanes.
3. The students were ... by their teachers for the trip to the Hague.
4. Every student in the school year ... to go on the trip.
5. Each school ... the member of the United Nations it has been ...
6. The UN was ... after the Second World War in 1945 to ... international peace and security.
7. Students are ... to take part in discussions at the conference.
8. Each day was ... to a different topic for discussion.
9. At the end of the conference, students felt that they had ... a great deal.

6. A. Choose the correct information to complete the sentences.

1. We use a comma / colon to introduce direct speech when we are reporting a quotation.
2. We use a comma / colon to introduce direct speech before or after a reporting verb.

B. Put either a comma or a colon and speech marks in the correct place in these sentences.

1. This was one of my grandfather's favourite sayings It's never too late to learn!
2. Every time I saw my grandfather, he asked me Have you got a boyfriend?
3. Time flies my grandfather used to say.

C. Read part of another article. All the punctuation of the direct speech has been left out. Can you put it back in?

A former Woodside Park student, Roger Morton, has written a book *Never Say Goodbye*, which is about to be turned into a major feature film I had written a couple of chapters at school just for fun says Roger

22 of Hillcourt Road, London. I came out of university and ended up with a job I didn't want — just to earn money Roger explained. After about six months, I'd saved enough money to go to Australia. While he was there, Roger started writing his first proper notes on scraps of paper. Roger said I just thought up unusual stories wrote a few chapters and left it at that. Now, Roger's book is about to make it to the cinema screen.

Writing

7. Write a short article to a student newspaper.

SUMMARY

1. A. Learning the idioms.

Some people say that mass-media can decide all in a society's life. English has some idioms and proverbs with the word "all". Study them and say if you agree.

All good things must come to an end — usually said after a nice holiday or enjoyable experience ends: *All good things must come to an end and the holiday ended and they were on their way back home and to work.*

All that glitters is not gold — many things that look attractive and valuable actually have no value at all: *The man learned that not all that glitters is gold when he invested money in the stock market and lost much of it.*

All's well that ends well — a successful outcome is worth the effort and is good news: *All's well that ends well and although the storm was very bad the children arrived home safely.*

All work and no play makes Jack a dull boy — it is not healthy to spend all of your time working and never relaxing: *The parents were always forcing their child to study and didn't realize that all work and no play makes Jack a dull boy.*

All is fair in love and war — the things that you do in love and war can often be excused: *All is fair in love and war he thought as he asked his colleague out for a date.*

Money is the root of all evil — money is the main cause of most wrongdoing and problems: *The woman was in much trouble because she had stolen some money from her company. She was a good example that money is the root of all evil.*

B. Give examples of Ukrainian equivalents to the given proverbs.

2. Find a group-mate, who ...

knows / has seen a journalist personally Journalist's name _____ Which medium _____ Group-mate _____	reads newspaper(s) regularly Newspaper's title _____ Group-mate _____
has ever read a foreign newspaper Newspaper's title _____ Country _____ Group-mate _____	has ever appeared on TV/Radio in the news programme TV / Radio Channel _____ Group-mate _____
has ever been interviewed for TV / Radio TV/Radio Channel _____ Group-mate _____	reads news on the Internet daily Web-site preferred _____ Group-mate _____
ever participated in making newspaper at school Newspaper's title / description _____ Group-mate _____	reads a newsmagazine regularly Magazine's title _____ Group-mate _____
has ever subscribed for a newspaper / magazine Medium's title _____ Group-mate _____	has ever written a report for a mass medium Medium's title / type _____ Group-mate _____

3. Prepare a newscast telling about the current events in the world, Europe, Ukraine and Kyiv / your place. You can work in pairs / groups.

Computer Presentation

4. Conduct a lecture about Mass Media on the suggested presentation.

Supplementary Reading

MODULE 1

1. The Stupidest Criminals

- A man arrived at a bank in East Hartford, Connecticut. He was wearing a blue bandanna across his face and brandishing a pistol as he yanked at the door, only to find it was locked. The bank had actually closed at 3:00. After staring at the door for a few seconds, the man ran off into a small black car. Staff still inside the bank called the police, but no arrest was made.
- Perhaps even later in arriving was the gang who spent the night cutting their way into a Lloyds bank in Hampshire, England. They cut bars with a hydraulic saw, wrenched out a security grille, and punched a hole through a wall. The only problem was that the bank was closed down four years earlier, and the building was empty.
- Michael Norton stole two security cameras from the lobby of a bank. The cops were sure it was Norton, one of the neighbourhood characters, because the last pictures the cameras took showed him unscrewing them from the wall mountings. Detective Thomas Hickey set off to cruise the streets and eventually found Norton. "Hey", called Hickey. "Could you explain to me how come the bank has your picture?" "I didn't rob the bank," Norton protested. "I just took the camera." Oops...
- After he had been robbed of \$20 in Winnipeg, Canada, Roger Morse asked for his wallet back. The mugger agreed, handed over his own wallet by mistake, and fled — leaving Roger \$250 better off.
- An Italian who turned to snatching handbags to finance his drug addiction came unstuck, when he robbed his own mother by mistake. The woman was walking along the street when her son, who didn't see her face until it was too late, sped past on a motorcycle and snatched her bag. Recognising him, his mother was so angry she reported him to the police.

- Purse snatcher Daniel Pauchin ended up in the hospital, when he tried to rob two women in a street in Nice, France. The victims were burly transvestites who beat him up and left him with broken ribs.

- Edward Williams of Houston, Texas, was fined \$10,000 and put on 10 years' probation. He had formerly been a storeroom supervisor at Houston's Jefferson Davis Hospital, and he had been convicted of stealing 79,680 rolls of toilet paper. No one knew for sure what he'd done with the purloined paper.

- The day after winning \$640,000 in Italy's national lottery, Flavio Maestrini was arrested for stealing \$400 from a shop. Appearing in court, he explained that he didn't enjoy spending money unless it was stolen.

- Members of a British Rail cricket team turned up for the first match of the season at their field near Kidderminster, England. The pavilion had disappeared. How one steals an eight-room building without anyone noticing remains a mystery.

- Two prisoners tried to escape from an appearance at a court in Watford, England. Forgetting that they were handcuffed together, they ran on either side of a lamppost. Having hurtled into one another, the stunned pair was grabbed by the guard and bundled into a waiting prison van.

- A certain Mr. Jorgen appeared on a Danish TV quiz show and easily outclassed his opponents. He was just about to take off with nearly \$700 and a vacation for two in Marbella, Spain, when the producer took him aside: it seemed security wanted a word. Jorgen had been on the run for the previous 18 months, and his TV-addict prison officer had recognised him.

- Three imprisoned robbers broke out of a new jail in Aix-en-Provence, France by climbing ladders left behind by workmen. The workers had been erecting wires intended to deter helicopter-aided escapes from the prison yard, but in preventing the high-tech breakouts, they seem to have forgotten all about the low-tech ones.

- An unnamed man reportedly climbed the wall of Chelmsford jail, in Essex, England, from the outside. He was carrying a rope with which he intended to haul his brother out. The fellow lost his balance, fell into the jail, and was arrested as he staggered around the prison yard, dazed but unharmed.

- Steven Kemble was arrested in St. George, Utah, when he tried to flee after shoplifting a CD. After being briefly detained by a store clerk, he broke free, dashed out the door, and ran into a pillar in front of the shop, knocking himself unconscious.

- Roy Philips Downfall was a colour fellow. Appearing in court on shoplifting charges, he wore a yellow parka, yellow shirt, yellow pants, and a yellow tie. It was a similar dress that drew him to the attention of the store detective at a supermarket in Oldham, England, where everything he was after had a yellow connection: jellies, mustard, cheese, three pairs of socks, and two pairs of underpants. He was given a one-month suspended sentence.

- In Johannesburg, South Africa, a shoplifter with a passion for cheese was caught for the sixth time after stealing gouda and cheddar. Cleopas Ntima told police he paid for his other groceries, but said 'voices' told him to take the cheese.

- Mr. Wazir Jiwi was the only clerk in a late night shop in Houston, Texas, when he found himself looking at two pistols. "You don't need two," he told the bandit. "Why don't you sell me one of them?" The gunman named his price at \$100; Jiwi handed over the cash and was given the gun. As he placed it under the counter, he pushed the button that locked the shop door. They then agreed on the price for the other gun. The outlaw grabbed the second bundle of cash, put his other pistol on the counter, and tried to leave. When he found he could not get out, Jiwi told him to bring the money back and he would let him go. And he did let him go, presumably guessing that anyone that stupid would get arrested soon enough anyway.

- A robber armed with a sausage raided a shop in Graz, Austria, and escaped with 1,600 shillings. Storekeeper Rudy Buckmeister was hit over the head with the ten-pound sausage. "It felt like a baseball bat," he said.

- Clive Bunyan burst into a store near Scarborough, England, brandishing a toy revolver and wearing a crash helmet and a mask. He got the shop clerk to hand over 250 pounds and fled outside to his motorcycle. However, he'd forgotten that written on his helmet in inch-high letters was "CLIVE BUNYAN — DRIVER". He was sentenced to 200 hours of community service.

- Gloria Smile opened the door to find the reformed burglar in his twenties standing on her doorstep. Returning to the scene of his crimes in Westcliff, England, the young man said he had found God, apologized to her and handed her a shopping bag containing a silver coffeepot, creamer, and sugar bowl. Unfortunately, he'd gone to the wrong house; Ms. Smile hadn't been his victim.

- Two 78-year-old burglars were caught red-handed in a house in San Paolo, Brazil, when the occupants of the house returned unexpectedly. The one inside was too deaf to hear the warning of his accomplice outside, and the lookout man was not fit enough to escape.

- Three burglars who broke into a cottage found nothing inside, literally. It was a front, held up by scaffolding and used by BBC for filming a drama at Ewenny, Wales.

2. Human Rights

Human rights refers to the concept of human beings as having universal rights, or status, regardless of legal jurisdiction or other localizing factors, such as ethnicity, nationality, and sex. As is evident in the United Nations Universal Declaration of Human Rights, human rights, at least in the post-war period, are conceptualized as based on inherent human dignity, retaining their universal and inalienable character.

The existence, validity and the content of human rights continue to be the subject to debate in philosophy and political science. Legally, human rights are defined in international law and covenants, and further, in the domestic laws of many states. However, for many people the doctrine of human rights goes beyond law and forms a fundamental moral basis for regulating the contemporary geo-political order. For them, they are democratic ideals.

Human Rights Legislation

Where it has been adopted, human rights legislation commonly contains:

- *security rights* that protect people against crimes such as murder, massacre, torture and rape

- *liberty rights* that protect freedoms in areas such as belief and religion, association, assembling and movement

- *political rights* that protect the liberty to participate in politics by expressing themselves, protesting, participating in a republic
- *due process rights* that protect against abuses of the legal system such as imprisonment without trial, secret trials and excessive punishments
- *equality rights* that guarantee equal citizenship, equality before the law and nondiscrimination
- *welfare rights* (also known as economic rights) that require the provision of education and protections against severe poverty and starvation
- *group rights* that provide protection for groups against ethnic genocide and for the ownership by countries of their national territories and resources

History

Appalled by the barbarism of the Second World War, the United Nations General Assembly adopted the Universal Declaration of Human Rights in 1948. While not legally binding, it urged member nations to promote a number of human, civil, economic and social rights, asserting these rights are part of the "foundation of freedom, justice and peace in the world". The declaration was the first international legal effort to limit the behaviour of states and press upon them duties to their citizens following the model of the rights-duty duality.

Many states wanted to go beyond the declaration of rights and create legal covenants which would put greater pressure on states to follow human rights norms. Because some states disagreed over whether this international covenant should contain economic and social rights (which usually require a greater effort to fulfill on the part of individual states), two treaties were prepared.

In 1966 and 1976 respectively, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights came into force. With the Universal Declaration of Human Rights these documents form the International bill of rights.

Since then several other pieces of legislation have been introduced at the international level:

- Convention on the Prevention and Punishment of the Crime of Genocide (entry into force: 1951)
- Convention against Torture (entry into force: 1984)
- Convention on the Elimination of All Forms of Racial Discrimination (entry into force: 1969)

- Convention on the Elimination of All Forms of Discrimination Against Women (entry into force: 1981)
- Convention on the Rights of the Child (entry into force: 1989)
- Rome Statute of the International Criminal Court (entry into force: 2002)

With the exception of the non-derogable human rights (the four most important are the right to life, the right to be free from slavery, the right to be free from torture and the right to be free from retroactive application of penal laws), the UN recognises that human rights can be limited or even pushed aside during times of national emergency — although "the emergency must be actual, affect the whole population and the threat must be to the very existence of the nation. The declaration of emergency must also be a last resort and a temporary measure". Conduct in war is governed by International Humanitarian Law.

International Bodies

The International Covenant on Civil and Political Rights created an agency, the Human Rights Committee to promote compliance with its norms. The eighteen members of the committee express opinions as to whether a particular practice is a human rights violation, although its reports are not legally binding.

A modern interpretation of the original Declaration of Human Rights was made in the Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights in 1993. The degree of unanimity over these conventions, in terms of how many and which countries have ratified them vary, as does the degree to which they are respected by various states. The UN has set up a number of bodies to monitor and study human rights, under the leadership of the UN High Commissioner for Human Rights (OHCHR).

Regional Legislation

There are also many regional agreements and organisations governing human rights including the European Court of Human Rights, which is the only international court with jurisdiction to deal with cases brought by individuals (rather than states); the African Commission on Human and Peoples' Rights; Inter-American Commission on Human Rights; Cairo Declaration on Human Rights in Islam; Inter-American Court of Human Rights; and Iran's Defenders of Human Rights Center.

History of Human Rights

Ur-Nammu, the king of Ur created what was arguably the first legal codex in ca. 2050 BC. Several other sets of laws were created in Mesopotamia including the Code of Hammurabi, (ca. 1780 BC) which is one of the best preserved examples of this type of document. It shows rules and punishments if those rules are broken on a variety of matters including women's rights, children's rights and slave rights.

The Persian Empire (Iran) established unprecedented principles of human rights in the 6th century BC under the reign of Cyrus the Great. After his conquest of Babylon in 539 BC, the king issued the Cyrus Cylinder, discovered in 1879 and recognized by many today as the first human rights document. The cylinder declared that citizens of the empire would be allowed to practice their religious beliefs freely. The cylinder also abolished slavery, so all the palaces of the kings of Persia were built by paid workers in an era where slaves typically did such work. These two reforms were reflected in the biblical books of Chronicles and Ezra, which state that Cyrus released the followers of Judaism from slavery and allowed them to migrate back to their land. The cylinder now lies in the British Museum, and a replica is kept at the United Nations headquarters.

Three centuries later, the Mauryan Empire of ancient India established unprecedented principles of civil rights in the 3rd century BC under the reign of Ashoka the Great. After his brutal conquest of Kalinga in circa 265 BC, he felt remorse for what he had done, and as a result, he adopted Buddhism. From that point, Ashoka, who had been described as "the cruel Ashoka" eventually came to be known as "the pious Ashoka". During his reign, he pursued an official policy of nonviolence (*ahimsa*). The unnecessary slaughter or mutilation of animals was immediately abolished, such as sport hunting and branding. Ashoka also showed mercy to those imprisoned, allowing them outside one day each year, and offered the common citizen free education at universities. He treated his subjects as equals regardless of their religion, politics or caste, and constructed free hospitals for both humans and animals. Ashoka defined the main principles of nonviolence, tolerance of all sects and opinions, obedience to parents, respect for teachers and priests, being liberal towards friends, humane treatment of servants (slavery was non-existent in India at the time), and generosity towards all. These reforms are described in the Edicts of Ashoka.

Elsewhere societies have located the beginnings of human rights in religious documents. The Vedas, the Bible, the Qur'an and the Analects

of Confucius are some of the oldest written sources which address questions of people's duties, rights, and responsibilities.

In 1215 King John of England issued the Magna Carta, a document forced upon him by the Pope and English barons, which required him to renounce certain rights, respect certain legal procedures and accept that *the will of the king could be bound by law*. Although the document did not itself limit the power of the king in the Middle Ages, its later re-interpretation in the Elizabethan and Stuart periods established it as a powerful document on which constitutional law was founded in Britain and elsewhere.

Several 17th and 18th century European philosophers, most notably John Locke, developed the concept of *natural rights*, the notion that people possess certain rights by virtue of being human. Though Locke believed natural rights were derived from divinity since humans were creations of God, his ideas were important in the development of the modern notion of rights. Lockean natural rights did not rely on citizenship nor any law of the state, nor were they necessarily limited to one particular ethnic, cultural or religious group.

U.S. Declaration of Independence ratified by the Continental Congress on July 4, 1776

Two major revolutions occurred that century in the United States (1776) and in France (1789). The United States Declaration of Independence includes concepts of natural rights and famously states "that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."

Declaration of the Rights of Man and of the Citizen approved by the National Assembly of France, August 26, 1789.

Similarly, the Declaration of the Rights of Man and of the Citizen defines a set of individual and collective rights of the people. These are held to be universal – it sets forth fundamental rights not only of French citizens but acknowledges these rights to *all men without exception*.

Philosophers such as Thomas Paine, John Stuart Mill and Hegel expanded on the theme of universality during the 18th and 19th centuries. In 1831 William Lloyd Garrison wrote in a newspaper called *The Liberator* that he was trying to enlist his readers in "the great cause of human rights" so the term *human rights* probably came into use sometime between Paine's *The Rights of Man* and Garrison's publication. In 1849 a contemporary, Henry David Thoreau, wrote about human rights in his

treatise *On the Duty of Civil Disobedience* which was later influential on human rights and civil rights thinkers.

Many groups and movements have managed to achieve profound social changes over the course of the 20th century in the name of human rights. In Western Europe and North America, labour unions brought about laws granting workers the right to strike, establishing minimum work conditions and forbidding or regulating child labour. The women's rights movement succeeded in gaining for many women the right to vote. National liberation movements in many countries succeeded in driving out colonial powers. One of the most influential was Mahatma Gandhi's movement to free his native India from British rule. Movements by long-oppressed racial and religious minorities succeeded in many parts of the world, among them the civil rights movement in the United States.

Justification of Human Rights

Several theoretical approaches have been advanced to explain how human rights become part of social expectations. The *biological theory* considers the comparative reproductive advantage of human social behavior based on empathy and altruism in the context of natural selection. Other theories hold that human rights codify moral behavior, which is a human, social product developed by a process of biological and social evolution (associated with Hume) or as a sociological pattern of rule setting (as in the sociological theory of law and the work of Weber). This approach includes the notion that individuals in a society accept rules from legitimate authority in exchange for security and economic advantage (as in Rawls).

On the other hand, *natural law theories* base human rights on the "natural" moral order that derives from religious precepts such as common understandings of justice and the belief that moral behavior is a set of objectively valid prescriptions. Some have used religious texts such as the Bible and Qur'an to support human rights arguments. However, there are also more secular forms of natural law theory that understand human rights as derivative of the notion of universal human dignity.

Yet others have attempted to construct an "*interests theory*" defence of human rights. For example the philosopher John Finnis argues that human rights are justifiable on the grounds of their instrumental value in creating the necessary conditions for human well-being. Some interest-theorists also justify the duty to respect the rights of other individuals on grounds of self-interest (rather than altruism or benevolence).

Reciprocal recognition and respect of rights ensures that one's own will be protected.

Ultimately, the term "human rights" is often itself an appeal to a transcendent principle, not based on existing legal concepts. The term "humanism" refers to the developing doctrine of such universally applicable values. The term "human rights" has replaced the term "natural rights" in popularity, because the rights are less and less frequently seen as requiring natural law for their existence.

Criticism and Debate

One of the arguments made against the concept of human rights is that it suffers from cultural imperialism. In particular, the concept of human rights is fundamentally rooted in a politically liberal outlook which, although generally accepted in Western Europe and North America, is not necessarily taken as standard elsewhere. An appeal is often made to the fact that influential human rights thinkers, such as John Locke and John Stuart Mill, have all been Western and indeed that some were involved in the running of Empires themselves. The cultural imperialism argument achieves even greater potency when it is made on the basis of religion. Some histories of human rights emphasise the Judeo-Christian influence on the agenda and then question whether this is in keeping with the tenets of other world religions.

Yet, some feel that the cultural imperialism argument is not entirely factual. While Western political philosophers like Locke, Hobbes and Mill made important contributions to the development of modern notions of human rights, the concept of human rights itself has origins in many world cultures and religions, including Christian, Jewish and Islamic traditions. Additionally, this argument leads to absolute relativism if taken too far. If all viewpoints and moral frameworks are equally valid then one cannot condemn any behaviour, however outrageous or horrific. In practice, human rights offer a basis to criticism such behavior or conduct, including imperialism. As such, human rights can be a transformative tool for self-determination.

One way out of the cultural imperialism and relativism debate is to argue that the body of human rights exists in a hierarchy or can undergo *derogation*. The relationship between different rights is complex since it can be argued that some are mutually reinforcing or supportive. For example, political rights, such as the right to hold office, cannot be fully exercised without other social and cultural pre-requisites, such as a de-

cent education. Whether the latter should therefore be included as a first-generation right is a debated point.

Another important philosophical criticism of human rights is their presumed basis in morality. If moral beliefs are fundamentally expressions of individuals' personally held preferences then the objective morality upon which human rights are founded is rejected. Richard Rorty has argued that human rights are not based upon the exercise of reason but a sentimental vision of humanity (even though he does support human rights in law on the basis of interests theory). Alasdair MacIntyre has written that a belief in rights is on a par with "belief in witches and unicorns". But without care this criticism can become an apology for all behaviour as it aligns closely with moral relativism. However, it is correct that moral beliefs are personally held preferences and that there are no objective criterion to deduce valid moral beliefs from.

A final set of debating points revolves around the question of who has the duty to uphold human rights. Human rights have historically arisen from the need to protect citizens from abuse by the state and this might suggest that all mankind has a duty to intervene and protect people wherever they are. Divisive national loyalties, which emphasise differences between people rather than their similarities, can thus be seen as a destructive influence on the human rights movement because they deny people's innately similar human qualities. But others argue that state sovereignty is paramount, not least because it is often the state that has signed up to human rights treaties in the first place. Commentators' positions in the argument for and against intervention and the use of force by states are influenced by whether they believe human rights are largely a legal or moral duty and whether they are of more cosmopolitan or nationalist persuasion.

Violations of Human Rights

Human rights Violation is abuse of people in a way that it abuses any fundamental human rights. It is a term used when a government violates national or international law related to the protection of human rights.

According to the Universal Declaration of Human Rights, fundamental human rights are violated when:

- A certain race, creed, or group is denied recognition as a "person". (*Article 2*)
- Men and women are not treated as equal. (*Article 2*)

- Different racial or religious groups are not treated as equal. (*Article 2*)
- Life, liberty or security of person are threatened. (*Article 3*)
- A person is sold as or used as a slave. (*Article 4*)
- Cruel, inhuman or degrading punishment is used on a person (such as torture or execution). (*Article 5*)
- Punishments are dealt arbitrarily or unilaterally, without a proper and fair trial. (*Article 11*)
- Arbitrary interference into personal or private lives by agents of the state. (*Article 12*)
- Citizens are forbidden to leave or return to their country. (*Article 13*)
- Freedom of speech or religion (including the right to change religion or belief i.e. convert to another religion) are denied. (*Articles 18 & 19*)
- The right to join a trade union is denied. (*Article 23*)
- Education is denied. (*Article 26*)

Monitoring

Human rights violations and abuses include those documented by non-governmental organizations such as Amnesty International, Human Rights Watch, Freedom House, International Freedom of Expression Exchange and Anti-Slavery International.

Only a very few countries do not commit significant human rights violations, according to Amnesty International. In their 2004 human rights report (covering 2003) the Netherlands, Norway, Denmark, Iceland and Costa Rica are the only (mappable) countries that did not violate at least some human rights significantly.

Some people believe human rights abuses are more common in dictatorships or theocracies than in democracies because freedom of speech and freedom of the press tend to uncover state orchestrated abuse and expose it. Nonetheless human rights abuses do occur in democracies. For example, the Macpherson report found that the British police had been institutionally racist in the handling of the death of Stephen Lawrence. Also Amnesty International has called the running of Guantanamo Bay detainment camp by the United States "a human rights scandal" in a series of reports.

3. Outrageous Lawsuits

- A woman in Israel is suing a tv station and its weatherman for \$1,000 after he predicted a sunny day and it rained. The woman claims the forecast caused her to leave home lightly dressed. As a result, she caught the flu, missed 4 days of work, spent \$38 on medication and suffered stress.
- A woman dropped some burglar bars on her foot. She claimed that her neighbour, who was helping her carry the bars, had caused the accident. The neighbour's insurance company offered to settle the dispute by paying her medical bills, but she refused. She wanted more and sued for damages, including "pain and suffering." The jury took only 17 minutes to unanimously decide that the woman was fully responsible for her own injuries. The innocent neighbour had to pay \$4,700 in defense costs. The two are no longer friends.
- A jury awarded \$178,000 in damages to a woman who sued her former fiancé for breaking their seven-week engagement. The breakdown: \$93,000 for pain & suffering; \$60,000 for loss of income from her legal practice, and \$25,000 for psychiatric counseling expenses.
- Inmates at a county jail sued for cruel and unusual living conditions: bunk beds, cells lacking a sink and toilet, and no way to exercise in winter. These criminals were awarded \$2 million dollars, paid by the taxpayers of Massachusetts. Each inmate who was a party to the suit got \$10 tax-free, for each day he was jailed. Their award included damages plus 12 per cent interest from the time the case was settled until the time they collected their windfall.
- John Carter, a New Jersey man sued McDonald's for injuries he sustained in an auto accident with one of their customers. He claimed that the customer who hit him did so after spilling the contents of his chocolate shake (which he purchased from McDonald's) onto his lap while reaching over for his fries. He alleged that McDonald's sold their customer food knowing he would consume it while driving and without announcing or affixing a warning to the effect "don't eat and drive." The court concluded that McDonald's had no duty to warn customers of obvious things which they should expect to know, but refused McDonald's request for attorney's fees stating that the plaintiff's attorney was "creative, imaginative and he shouldn't be penalised for that." This case

was in the court system for three years, underwent appellate court review and cost McDonald's over \$10,000.

- A woman was treated by a psychiatrist, became romantically involved with him, and subsequently married him. After more than five years of marriage they divorced, at which time the woman sued her ex-husband for psychiatric malpractice and negligence claiming that the romantic or sexual relationship between them started before the formal psychiatric treatment ended. She contended that her ex-husband had breached the standard of care as a psychiatrist by becoming romantically involved with her, and sought general, special and punitive damages.
- A surfer recently sued another surfer for "taking his wave." The case was ultimately dismissed because they were unable to put a price on "pain and suffering" endured by watching someone ride the wave that was "intended for you."
- A man sued a lemonade company for \$10,000 for false advertising. He claimed that he suffered physical and mental injury and emotional distress from the implicit promises in the advertisements. When he drank the beverage, success with women did not come true for him plus, he got sick. The Michigan Court of Appeals affirmed a lower-court decision dismissing the case.

4. Crazy Law in the USA

New York Crazy Law

- The penalty for jumping off a building is death.
- Slippers are not to be worn after 10:00 P.M.
- A fine of \$25 can be levied for flirting. This old law specifically prohibits men from turning around on any city street and looking "at a woman in that way." A second conviction for a crime of this magnitude calls for the violating male to be forced to wear a "pair of horse-blinders" wherever and whenever he goes outside for a stroll.
- A person may not walk around on Sundays with an ice cream cone in his/her pocket.
- While riding in an elevator, one must talk to no one, and fold his hands while looking toward the door.
- A license must be purchased before hanging clothes on a clothes-line.

- It is against the law to throw a ball at someone's head for fun.
- Citizens may not greet each other by "putting one's thumb to the nose and wiggling the fingers".
- Women may go topless in public, providing it is not being used as a business.
- It is illegal for a woman to be on the street wearing "body hugging clothing."

Carmel

- A man can't go outside while wearing a jacket and pants that do not match.

Greene

- During a concert, it is illegal to eat peanuts and walk backwards on the sidewalks.

Ocean City

- It is illegal for men to go topless in the center of town.
- It is illegal to eat in the street in residential neighborhoods, and the only beverage you can drink on the beach is water in a clear plastic bottle.

Staten Island

- It is illegal for a father to call his son a "faggot" or "queer" in an effort to curb "girlie behavior."
- You may only water your lawn if the hose is held in your hand.

California Crazy Law

- Sunshine is guaranteed to the masses.
- Animals are banned from mating publicly within 1,500 feet of a tavern, school, or place of worship.
- Many animals are illegal to own as pets, including snails, sloths, and elephants.
- Bathhouses are against the law.
- In an animal shelter, lizards and snakes are treated under the same guidelines as cats and dogs.
- No vehicle without a driver may exceed 60 miles per hour.
- Women may not drive in a house coat.
- It is a misdemeanor to shoot at any kind of game from a moving vehicle, unless the target is a whale.

Arcadia

- Peacocks have the right of way to cross any street, including driveways.

Alhambra

- You cannot leave your car on the street overnight without the proper permit.

Baldwin Park

- Nobody is allowed to ride a bicycle in a swimming pool.

Belvedere

- City Council order reads: "No dog shall be in a public place without its master on a leash."

Blythe

- You are not permitted to wear cowboy boots unless you already own at least two cows.

Burlingame

- It is illegal to spit, except on baseball diamonds.

Carmel

- Ice cream may not be eaten while standing on the sidewalk. (Repealed when Clint Eastwood was mayor)
- Women may not wear high heels while in the city limits.

Chico

- Detonating a nuclear device within the city limits results in a \$500 fine.

Downey

- It is illegal to wash your car in the street. (Passed 1995).

Hollywood

- It is illegal to drive more than two thousand sheep down Hollywood Boulevard at one time.

Lompoc

- It is illegal to possess, own or raise roosters. This is considered disturbing the peace.

Long Beach

- It is illegal to curse on a mini-golf course.
- Cars are the only item allowed in a garage.

Los Angeles

- Toads may not be licked.
- You may not hunt moths under a street light.
- It is a crime for dogs to mate within 500 yards of a church. Breaking this law is punishable by a fine of \$500 and/or six months in prison.
- You cannot bathe two babies in the same tub at the same time.
- Zoot suits are prohibited.
- It is illegal to cry on the witness stand.
- It is illegal for a man to beat his wife with a strap wider than 2 inches without her consent.

Ontario

- Roosters may not crow in the city limits.

Pacific Grove

- Molesting butterflies can result in a \$500 fine.

Palm Springs

- It is illegal to walk a camel down Palm Canyon Drive between the hours of four and six PM.

Pasadena

- It is illegal for a secretary to be alone in a room with her boss.

Prunedale

- Two bathtubs may not be installed in the same house.

Redlands

- Motor vehicles may not drive on city streets unless a man with a lantern is walking ahead of it.

Riverside

- One may not carry a lunch down the street between 11 and 1 o'clock.

San Diego

- The owners of houses with Christmas lights on them past February second may be fined up to \$250.

San Francisco

- Persons classified as "ugly" may not walk down any street.
- Prohibits elephants from strolling down Market Street unless they are on a leash.
- It is illegal to wipe one's car with used underwear.

San Jose

- It is illegal to have more than two cats or dogs. -Ord. 7.08.595

Santa Monica

- You may not play percussion instruments on the beach.

Temecula

- Ducks have the right of way to cross Rancho California St. at all times.

Florida Crazy Law

- Penalty for horse theft is death by hanging.
- It is considered an offense to shower naked.
- You are not allowed to break more than three dishes per day, or chip the edges of more than four cups and/or saucers.
- Women may be fined for falling asleep under a hair dryer, as can the salon owner.
- If an elephant is left tied to a parking meter, the parking fee has to be paid just as it would for a vehicle.
- It is illegal to sing in a public place while attired in a swimsuit.
- You may not fart in a public place after 6 P.M. on Thursdays.
- Men may not be seen publicly in any kind of strapless gown.
- It is illegal to skateboard without a license.
- A special law prohibits unmarried women from parachuting on Sunday or she shall risk arrest, fine, and/or jailing.

- Having sexual relations with a porcupine is illegal.

Cape Coral

- It is against the city ordinance to hang your clothes outside on a clothesline.
- It is illegal to park a pick-up truck in your driveway or in front of your house on the street. This law is limited to only those who do not own the house. (Repealed 2000)

Hialeah

- Ambling and strolling is a misdemeanor.

Key West

- Chickens are considered a 'protected species'.

Miami

- Sec. 8-3. Bell or other warning device. No person shall operate a bicycle unless it is equipped with a bell or device capable of giving a signal audible for a distance of at least 100 feet, but no bicycle shall be equipped with, nor shall any person use upon a bicycle, any siren or whistle. (Code 1967, 8-3; Code 1980, 8-3)
- It is illegal for men to be seen publicly in any kind of strapless gown.

Pensacola

- A woman can be fined (only after death), for being electrocuted in a bath-tub because of using self-beautification utensils.
- It is illegal to roll a barrel on any street, fines go up according to the contents of the barrel.
- Citizens may not be caught downtown without at least 10 dollars on their person.

Pinecrest

- In order to operate a burglar alarm, a permit must be obtained. Sec. 12-23. Registration required; application; transferability; false statements. (a) All persons must complete and submit to the village an emergency contact registration form for their alarm if they operate or cause to be operated an alarm system in the village. A separate registration is required for each alarm system. Upon receipt of a completed registration form, the police department shall issue a numbered alarm sticker to

the applicant to facilitate retrieval of registration information. (Ord. No. 97-17, 1, 10-14-97)

Sanford

- Stage nudity is banned, with the exception of "bona fide" theatrical performances. Violating this ordinance results in a \$100 fine.

Sarasota

- You may not catch crabs.
- If you hit a pedestrian you are fined \$78.00.

Tampa Bay

- It is illegal to eat cottage cheese on Sunday after 6:00 P.M.

5. Britain's Strange Laws

- It is an act of treason to place a postage stamp bearing the British monarch upside down.
- It is illegal to die in the Houses of Parliament.
- Under the UK's Tax Avoidance Schemes Regulations 2006, it is illegal not to tell the taxman anything you don't want him to know, though you don't have to tell him anything you don't mind him knowing.
- The head of any dead whale found on the British coast is legally the property of the King; the tail, on the other hand, belongs to the Queen — in case she needs the bones for her corset.
- Royal Navy ships that enter the Port of London must provide a barrel of rum to the Constable of the Tower of London.
- In the UK, a pregnant woman can legally relieve herself anywhere she wants — even, if she so requests, in a policeman's helmet.
- In Lancashire, no person is permitted after being asked to stop by a constable on the seashore to incite a dog to bark.
- In England, all men over the age of 14 must carry out two hours of longbow practice a day.
- In London, Freemen are allowed to take a flock of sheep across London Bridge without being charged a toll; they are also allowed to drive geese down Cheapside.
- In Chester, Welshmen are banned from entering the city before sunrise and from staying after sunset.

1. The UK Government

The Legislature: Parliament

Parliament comprises three parts: the Crown, the House of Lords, and the House of Commons. Over the course of centuries, the seat of power has passed from the Crown to the Lords to its final resting place in the House of Commons. Parliament originated in the great councils called by the Crown during the Middle Ages. Through these meetings, medieval monarchs sought the advice of their subjects, exchanged information about the realm, and gathered petitions. In other words, Parliament originated with the royal wish to gain the approval and sanction of the realm for acts of state. Later, Parliament served to supplement royal revenues by making grants of taxation—that is, by granting the monarch's request for extra subsidies to pay for wars. The Crown invited all great nobles and church leaders to attend these councils. By the end of the 13th century representatives from the counties, called knights of the shire, and representatives of the towns, called burgesses, were also being summoned to attend regularly. The knights and the burgesses eventually came to sit separately from the nobles and church leaders, in what eventually became the House of Commons. The nobles and church leaders sat in what came to be called the House of Lords.

By the end of the Middle Ages Parliament had taken on a form that would be recognized today. It legislated and approved taxes and passed laws. Long, complicated struggles between the monarch and the two houses of Parliament resulted in the government gaining power, while the Crown lost power. In the 20th century the House of Commons successfully struggled to curtail the power of the House of Lords. Today the House of Lords can only delay legislation. For the past 280 years the monarch's royal assent to legislation has been given automatically. (For more information on the history of Parliament, see *Parliament, British*.)

Parliament is elected roughly every five years and is dissolved by the Crown on the advice of the prime minister, who then calls a general election. Parliamentary sessions are held each year and begin in October or November. Parliament meets at the Houses of Parliament in London, officially called the New Palace of Westminster. The Parliament of the United Kingdom legislates for the entire nation and includes representatives from England, Scotland, Wales, and Northern Ireland.

The House of Lords

The House of Lords today is more a place of discussion and debate than one of power, and it normally passes legislation already approved by the House of Commons. Its members are not elected. The House of Lords comprises the lords temporal, the lords spiritual, and the law lords. The lords temporal are either hereditary peers or life peers. Life peers are appointed by the monarch for the duration of the person's lifetime. These appointments are usually made in recognition of outstanding careers or contributions to society. Famous people who have been made peers are former British prime ministers Winston Churchill and Harold Wilson. The lords spiritual include the archbishops of Canterbury and York, the bishops of London, Durham, and Winchester, and the 21 next most senior bishops. The law lords assist in the judicial functions of the House of Lords. In 1999 the full membership of the House of Lords decreased by almost half as more than 650 hereditary peers were stripped of their seats by the House of Lords Act.

The House of Lords has the power to introduce bills, although bills dealing with financial matters can only originate in the House of Commons. The Lords can also offer amendments to bills passed by the House of Commons, and Commons is obligated to consider these amendments before passing a bill into law. The Lords have the right to delay legislation, and may delay bills for up to about a year. Financial bills, however, may only be delayed for a month, and they become law in 30 days whether or not the House of Lords approves of them. The terms of the Parliament Acts of 1911 and 1949 forbid the Lords from disapproving non-financial bills if the House of Commons has passed them in two successive sessions. The only exception is a bill to lengthen the life of a Parliament past five years, which requires the assent of both chambers.

These powers of the House of Lords are limited because most Britons believe that in a modern democracy a nonelected house should only act as a forum for opinion, one that is comparatively free from party politics and pressures. Although this house has relatively little power, many Britons would like to either abolish it completely or replace it with some form of elected second chamber.

The House of Commons and Legislation

The House of Commons is the source of real political power in the United Kingdom. Its members are democratically elected by universal suffrage of citizens over the age of 18. Certain groups that are denied the

right to vote, however, include members of the House of Lords, some detained mental health patients, sentenced prisoners, and those convicted of corrupt or illegal election practices in the previous five years. In addition, certain persons are excluded from standing for election to the House of Commons. They include peers; clergy from the Church of England, the Church of Scotland, the Church of Ireland, or the Roman Catholic Church; people sentenced to more than a year in prison; and those with unpaid bankruptcy bills.

Members of the House of Commons are elected from geographical constituencies determined by population, and each MP represents approximately 60,000 people. Four permanent boundary commissions exist, one each for England, Wales, Scotland, and Northern Ireland. Their purpose is to keep the constituencies equal and the boundaries fair. The commissions review the constituencies every 8 to 12 years and recommend changes based on population shifts. The last review was done in 1995. Following the 1997 election, there were 659 constituencies in the United Kingdom: 529 in England, 72 in Scotland, 40 in Wales, and 18 in Northern Ireland.

British citizens living abroad may vote in British elections for up to 20 years after they have left Britain. Those temporarily living overseas as members of the military or other state service may vote in their home constituencies. In 1992, 76.9 percent of the electorate voted in the general election; in the 1996 general election 71.5 percent of the electorate voted.

The prime minister can dissolve Parliament.

A session of Parliament lasts for five years unless the prime minister dissolves Parliament, which can happen for a number of reasons. Although the monarch officially dissolves Parliament, this happens only after the prime minister calls for it. The prime minister can dissolve Parliament over a major issue that he or she believes should be submitted to the voters. The prime minister also might dissolve Parliament if the tide of public opinion seems to be flowing strongly on the side of the party in office. Holding a general election when public opinion is highly supportive of the party in power enables that party to possibly gain more seats in the House of Commons, and so extend their stay in power with a stronger majority.

Parliament can also be dissolved if the government is defeated on an important piece of legislation. When a Parliamentary majority votes against the legislation it is treated as a vote of no confidence for the prime

minister and his government. A specific vote by that name may be taken to indicate that the majority of MPs are against the legislation. This tradition is so deep that actual votes of no confidence are rarely taken. The government of Labour Prime Minister James Callaghan was dissolved in 1979 when a vote of no confidence was taken after union workers went on strike in reaction to the government's attempt to limit wage increases. There had been no such vote of no confidence in Britain since 1924. When the prime minister dissolves Parliament, a general election is held for all the seats in the House of Commons.

The members of the majority party sit on one side of the house, directly facing the minority party members. Each side has a so-called front bench where its most important political leaders sit. The prime minister and his or her Cabinet colleagues sit in the majority party front bench. The opposition party front bench is occupied by what is called the Shadow Cabinet, which consists of the opposition party leader and those who would receive Cabinet posts if the opposition leader became prime minister. Debates in the House of Commons can be quite lively. C-SPAN television in America often broadcasts the surprisingly raucous sessions when the prime minister answers questions from the house.

Most legislation is initiated by the Cabinet in the form of public bills, or legislation pertaining to the general laws, which govern the population as a whole. Individual members of Parliament may introduce private bills to address specific or local concerns, such as the railways or local authorities. Ministers of departments initiate most of the public bills relating to their department; these kinds of public bills are called government bills. When a bill is passed into law, it then receives the royal assent. Much of the Cabinet's work on legislation is accomplished in specialized committees, which debate and publish reports that help shape legislation.

Bills may be introduced into either the House of Commons or the House of Lords, except for financial bills, which may be introduced only in the House of Commons. Each bill is given three separate readings in each house. In the first reading, the bill is presented without debate. After the bill is read a second time, the house debates the bill's general principles. The bill then goes to a committee for thorough study, discussion, and amendment. At the third reading, the bill is presented to the house in its final form and a vote is taken.

If the bill is passed on the third reading, it is sent to the other house, where it goes through the same procedure. If passed by the second house,

the bill is sent to the monarch for the ceremonial formality of royal assent before becoming law. If amended by either house, the amendments must be resolved by both houses before the bill is sent to the monarch. The House of Lords can delay legislation for about a year (30 days for financial bills). A bill originating in the House of Lords can be tabled and not considered in the Commons, but a bill originating in the Commons will become law, even without the approval of the House of Lords, if it passes Commons again in the following year's session.

2. Monarchy

Types of Monarchy

In an absolute monarchy, the Monarch has absolute power over every aspect of the state, if not of social life in general, and a constitution may be granted or withdrawn, while a constitutional monarch is subject to it as well as any citizen (though it may grant him such privileges as inviolability). Modern versions tend to survive only in societies with sufficient technology to allow the concentration and organization of power, but not to allow education and rapid communication. The economic structure of such monarchies is often of concentrated wealth, with the majority of the population living either as agricultural serfs, or, as in Gulf Monarchies, a paternalistic model showering benefits on the citizens (while politically they may remain subjects) and importing cheap foreign labor.

In Antiquity, there were various traditions of elected 'monarchs', usually rendered as kings, especially in not fully sedentary societies such as the Germanic tribes before they established sedentary kingdoms in territories of the (former) Roman empire. Often there was a mix of conflicting principles, the ruling house tending to reserve succession for itself, with sometimes a broader nobility rivaling it; actual succession often depended on popular assent and/or the support of the armed forces, which could take their role of kingmaker as far as deposing an incompetent or criminal ruler, or even pure mutiny to seize the throne. The heliastic kings of Macedon and of Epirus were elected by the army (a body that was very close in composition to the ecclesia of democracies, the council of all free citizens; military service was often linked with citizenship) among the male member of the royal house. In Macedon this tradition continued until the kingdom was dissolved by the Romans after the Third Macedonian War.

In some cases, a hereditary monarchy exists, but actual power rather resides with the military, as often has been the case in Thailand and Japan (where its eventually hereditary chief), the Shogun, developed into a de facto monarch nominally under the Emperor], with an (at least) nominally 'primeministerial' office (separate Head of government), which may tend to become hereditary itself, in the Hindu kingdom of Nepal even formally styled a hereditary Maharaja. In Fascist Italy a monarchy co-existed with a fascist party for longer than such co-existences occurred in Romania, Hungary or Greece. Spain under Francisco Franco was officially a monarchy even though there was no Monarch on the throne; upon his death, Franco was succeeded as Head of state by the Bourbon heir to the throne, King, Juan Carlos.

There have also been situations in which a dictator proclaimed himself Monarch of a previous republic, thus starting a self-proclaimed monarchy with no historical ties to a previous dynasty. The most famous example of this was general Napoleon Bonaparte who crowned himself first Emperor of the French after legally assuming political control of the French Republic (which in his lifetime has succeeded to the absolutist kingdom) as First Consul for life; a blatant imitation of his empire was that of dictator Bokassa I in the very poor Central African Empire. Also, Yuan Shikai crowned himself emperor of the short-lived "Empire of China", a few years after the Republic of China was founded.

On several occasions throughout history, the same person has served as Monarch of separate independent states, in a situation known as a personal union. An empire was traditionally ruled by a monarchy whose leader may have been known by different titles in his different realms. Several former colonies of the British Empire, such as Australia, Canada, Jamaica, New Zealand etc., are now independent kingdoms that continue to recognize the British Monarch as their Sovereign Head of State, though with a distinctive title in each nation (e.g. King/Queen of Jamaica, etc); these countries, including the UK, are known as Commonwealth Realms. In other cases, such as England and Scotland, a personal union was the precursor to a merger of the states.

Some republics can be called 'virtual monarchies' as they appear to have introduced *de facto* inheritance for the Head of state, usually establishing a 'dynasty' by making his son (informally) designated heir, without constitutionally declaring themselves monarchies. These nations may be republics in theory, but monarchies in practice. The 'Roman Empire' in Latin existed only in the territorial sense, legally it was always a

republic, theoretically the Principate was not hereditary monarchy, and even the Byzantine Empire had republican features. In the twentieth century de facto monarchies existed in Nicaragua and Haiti. Today, North Korea and Syria have been called de facto monarchies; however, one father-son succession without a constitutional mechanism is more an appearance than an actual de facto monarchy, the next succession may just as well be determined otherwise by the real kingmakers (a dead dictator ceases to dictate) and democratic republics too have produced de facto successions—albeit often not along strict lines such as primogeniture—and even three or more generation ‘dynasties’ (as India’s Gandhi family), except that these only rule when their party is in power. See also family dictatorship.

Succession

Elective monarchies, distinguished by the Monarchs being appointed for life, have in most cases been succeeded by hereditary monarchies, but both secular sovereign nation cases at present — those of Malaysia and the United Arab Emirates — are 20th century creations. In the hereditary system, the position of Monarch involves inheritance according to an order of succession, usually within one royal family tracing its origin back to a historical dynasty or bloodline. In some cases the ruling family may claim to hold authority by virtue of God’s choosing, as reflected in the style-phrase by the Grace of God, or other religion-based authority.

The order of succession in most European monarchical states of the 21st century is by primogeniture, meaning the eldest son of the monarch is first in line, followed by his male, then female siblings in order of age. In earlier times, the succession was often unclear and this led to a number of wars. Currently, there is some controversy over the succession laws of some monarchies in the European Union (EU), such as that of the United Kingdom (UK) or the Scandinavian monarchies, which require their Monarch to be of a certain faith (in the UK under the Act of Settlement 1701). This has been challenged as violating EU rules that prohibit religious disqualification for positions of state authority.

Demise of Monarchies

Monarchies can come to an end in several ways. There may be a revolution in which the monarchy is overthrown; or, as in Italy, by constitutional referendum electorate decides to form a republic. In some cases, as with England and Spain, the monarchy has been overthrown and later

restored. After the abdication of Napoleon I Bonaparte as Emperor which ended the Premier Empire, the French restored the royal Bourbon dynasty which had been abolished by the republic within which Napoleon had established the Empire; at the same time his emperorship was ‘revived’ outside France, as a ‘golden cage’ principality created for him on the island of Elba, so in a sense the empire was succeeded by a kingdom and an emperor without an empire.

Dependent monarchies have been abolished by their dominant power, e.g. to be fully annexed, split or merged with another. In Uganda, for example, local tribal monarchies were abolished when the country became a unitary state.

The most recent monarchy to be abolished was the Commonwealth realm monarchy of Mauritius in 1992. In 1999 Australians voted to keep their status as a monarchy under Queen Elizabeth II.

Countries may regard themselves as monarchies even without an actual Monarch on the ‘vacant’ throne, as Spain did from 1947 to 1975, and Hungary from 1920 to 1944.

Unusual Monarchies

Sometimes, component members of federal states are monarchies, even though the federal state as a whole is not; for example each of the emirates that form the United Arab Emirates has its own monarch (an emir).

Another unique situation is Malaysia, in which the federal king, called the Yang di-Pertuan Agong or Paramount Ruler, is elected for a five year term from and by the hereditary rulers (mostly sultans) of nine of the federation’s constitutive States, all on the Malay peninsula.

In addition to his ecclesiastical role as Supreme Pontiff of the universal Catholic Church, the Pope is *ex officio* the absolute Monarch of the Vatican City, the last truly sovereign Prince of the Church. He is elected by (and customarily from among) the College of Cardinals. (Since the Catholic episcopate is celibate, naturally there can be no official hereditary succession to the papal throne.) Notwithstanding this, the papacy has at times been under the control of powerful Italian families. Several popes have been succeeded by near relatives, in some cases by their own sons (officially described as *Nepotes*, literally ‘nephews’).

The world’s only co-principality, Andorra, has two co-princes: the Bishop of Urgell in Spain (thus a Prince-Bishop), and the President of France—a unique case where an independent country’s Monarch is

democratically elected by the citizens of another country, which is not even in full personal union.

Samoa is often disputably described as a monarchy. The president-for-life, or "o le Ao o le Malo," is Malietoa Tanumafili II, a member of one of the three princely families. The Constitution designates him Head of State for life with a royal style, but he will be succeeded by an elected president.

3. Republic

Notion of Republic

A **Republic** is a form of government maintained by a state or country whose sovereignty is based on popular consent and whose governance is based on popular representation and control. Several definitions stress the importance of the rule of law as part of the requirements for a republic.

Often *republics* and *monarchies* are described as mutually exclusive. Defining a republic as a *non-monarchy*, a common short definition, is based on this idea. Although largely covering what is usually understood by a republic such definition has borderline issues, for example while the distinction between *monarchy* and *republic* was not always made as it is in modern times, while *oligarchies* are traditionally considered neither *monarchy* nor *republic*, and while such definition depends very much on the *monarch* concept, which has various definitions, not making clear which of these is used for defining *republic*.

In most modern republics the head of state is termed president. Other titles that have been used are consul, doge, archon among many others. In republics that are also democracies the head of state is appointed as the result of an election. This election can be indirect, such as if a council of some sort is elected by the people, and this council then elects the head of state. In these kinds of republics the usual term for a president is in the range of four to six years. In some countries the constitution limits the number of terms the same person can be elected as president.

If the head of state of a republic is at the same time the head of government, this is called a presidential system (example: United States). In Semi-presidential systems, where the head of state is not the same person as the head of government, the latter is usually termed prime minister, premier or chancellor. Depending on what the president's specific

duties are (for example, advisory role in the formation of a government after an election), and varying by convention, the president's role may range from the ceremonial and apolitical to influential and highly political. The Prime Minister is responsible for managing the policies and the central government. The rules for appointing the president and the leader of the government, in some republics permit the appointment of a president and a prime minister who have opposing political convictions: in France, when the members of the ruling cabinet and the president come from opposing political factions, this situation is called cohabitation. In countries such as Germany and India, however, the president needs to be strictly non-partisan.

In some countries, like Switzerland and San Marino, the head of state is not a single person but a committee (council) of several persons holding that office. The Roman Republic had two consuls, appointed for a year by the senate. During the year of their consulship each consul would in turn be head of state for a month at a time, thus alternating the office of consul maior (the consul in power) and of consul suffectus (the subordinate consul who retained some independence, and held certain veto powers over the consul maior) for their joint term.

Similarly, if taking the broad definition of republic above ("a state or country that is led by people whose political power is based on principles that are not beyond the control of the people of that state or country"), countries usually qualified as monarchies can have many traits of a republic in terms of form of government. The political power of monarchs can be non-existent, limited to a purely ceremonial function or the "control of the people" can be exerted to the extent that they appear to have the power to have their monarch replaced by another one.

Role of Religion

Before several Reformation movements established themselves in Europe, changes in the religious landscape rarely had any relation to the form of government adopted by a country. For instance the transition from polytheism to Christianity in Ancient Rome maybe had brought new rulers, but no change in the idea that monarchy was the obvious way to rule a country. Similarly, late Middle Age republics, like Venice, emerged without questioning the religious standards set by the Roman Catholic church.

An important reason why people could choose their society to be organized as a *republic* is the prospect of staying free of state religion: in

this approach living under a monarch is seen as more easily inducing a uniform religion. All great monarchies had their state religion, in the case of pharaohs and some emperors this could even lead to a religion where the monarchs (or their dynasty) were endowed with a god-like status (see for example imperial cult). On a different scale, kingdoms can be entangled in a specific flavour of religion: Catholicism in Belgium, Church of England in the United Kingdom, Orthodox in Tsaristic Russia and many more examples.

In absence of a monarchy, there can be no monarch pushing towards a single religion. As this had been the general perception by the time of the Enlightenment, it is not so surprising that republics were seen by some Enlightenment thinkers as the preferable form of state organisation, if one wanted to avoid the downsides of living under a too influential state religion. Rousseau, an exception, envisioned a republic with a demanding state "civil religion".

Some countries or states prefer or preferred to organise themselves as a republic, *precisely* because it allows them to inscribe a more or less obligatory state religion in their constitution: Islamic republics generally take this approach, but the same is also true (in varying degrees) for example in the Jewish state of Israel, in the Protestant republic that originated in the Netherlands during the Renaissance, and in the Catholic Irish Republic, among others. In this case the advantage that is sought is that no *broad-thinking* monarch could push his citizens towards a less strict application of religious prescriptions (like for instance the Millet system had done in the Ottoman Empire) or change to another religion altogether (like the swapping of religions under the Henry VIII / Edward VI / Mary I / Elizabeth I succession of *monarchs* in England). Such approach of an ideal republic based on a consolidated religious foundation played an important role for example in the overthrow of the regime of the Shah in Iran, to be replaced by a *republic* with influential ayatollahs (which is the term for religious leaders in that country), the most influential of which is called "supreme leader".

Concept of Democracy

Republics are often associated with democracy, which seems natural if one acknowledges the meaning of the expression from which the word "republic" derives (see: *res publica*). This association between "republic" and "democracy" is however far from a general understanding, even if acknowledging that there are several forms of democracy. This section

tries to give an outline of which concepts of democracy are associated with which types of republics.

As a preliminary remark, the concept of "one equal vote per adult" did not become a generically-accepted principle in democracies until around the middle of the 20th century: before that in all democracies the right to vote depended on one's financial situation, sex, race, or a combination of these and other factors. Many forms of government in previous times termed "democracy", including for instance the Athenian democracy, would, when transplanted to the early 21st century be classified as plutocracy or a broad oligarchy, because of the rules on how votes were counted.

Some of the headline totalitarianism lived on in the East, even after the Iron Curtain fell. Sometimes the full name of such republics can be deceptive: having "people's" or "democratic" in the name of a country can, in some cases bear no relation with the concepts of democracy (neither "representative" nor "direct") that grew in the West. In fact, the phrase "People's Democratic Republic" was often synonymous with Stalinist dictatorships during the Cold War. It also should be clear that many of these "Eastern" type of republics fall outside a definition of a republic that supposes control over who is in power by the people at large — unless it is accepted that the preference the people displays for their leader is in all cases authentic.

Antiquity

In ancient India, a number of Maha Janapadas in the Vaishali district were established as republics by the 6th century BC. In the ancient Near East, a number of cities of the Levant achieved collective rule. Arwad has been cited as one of the earliest known examples of a republic, in which the people, rather than a monarch, are described as sovereign.

The important politico-philosophical writings of antiquity that survived the middle ages rarely had any influence on the emergence or strengthening of republics in the time they were written. When Plato wrote the dialogue that later, in English speaking countries, became known as *The Republic* (a faulty translation from several points of view), Athenian democracy had already been established, and was not influenced by the treatise (if it had, it would have become *less* republican in a modern understanding). Plato's own experiments with his political principles in Syracuse were a failure.

The Renaissance

The emergence of the Renaissance, on the other hand, was marked by the adoption of many of these writings from Antiquity, which led to a more or less coherent view, retroactively termed "classical republicanism". Differences however remained regarding which kind of "mix" in a mixed government type of ideal state would be the most inherently *republican*. For those republics that emerged after the publication of the Renaissance philosophies regarding republics, like the United Provinces of the Netherlands, it is not always all that clear what role exactly was played by republicanism — among a host of other reasons — that led to the choice for "republic" as form of state ("other reasons" indicated elsewhere in this article: e.g., not finding a suitable candidate as monarch; anti-Catholicism; a middle class striving for political influence).

The Enlightenment

In fact, the Enlightenment had set the standard for republics, as well as in many cases for monarchies, in the next century. The most important principles established by the close of the Enlightenment were the rule of law, the requirement that governments reflect the self-interest of the people that were subject to that law, that governments act in the national interest, in ways which are understandable to the public at large, and that there be some means of self-determination.

Supra-National Republics

Sovereign countries can decide to hand in a limited part of their sovereignty to a supra-national organisation. The most famous example of this, since the second half of the 20th century, is the emergence of the European Union, which models its organisation as a republic. That it would be a republic in a strict sense can be debated while the European Union is not a "country" in a strict sense. Being a republic is not part of the admission criteria for the member states. Although the largest political family of EU parliaments has a Christian denomination, the European constitution would establish its form of government as secular.

Types of Republics

Unitary republics are unitary states which are governed constitutionally as one single unit, with a single constitutionally created legislature. Confederal republics are associations of sovereign states, usually having power over critical common issues such as defence and foreign affairs.

A **constitutional republic** is a state where the head of state and other officials are elected as representatives of the people and must govern according to existing constitutional law that limits the government's power over citizens. In a constitutional republic, executive, legislative, and judicial powers are separated into distinct branches and the will of the majority of the population is tempered by protections for minority rights so that no individual or group has absolute power. The fact that a constitution exists that limits the government's power, makes the state *constitutional*. That the head(s) of state and other officials are chosen by election, rather than inheriting their positions, and that their decisions are subject to judicial review makes a state *republican*.

A **federal republic** is a federation of states with a republican form of government. A federation is composed of a number of self-governing states united by a federal government. In a federation, unlike in a unitary state, the self-governing status of autonomous regions is constitutionally entrenched and cannot be revoked by a unilateral decision of the central government. The states in a federation also maintain all political sovereignty that they do not yield to the federation. Usage of the term *republic* is inconsistent but, as a minimum, it means a state or federation of states that does not have a monarch as head of state.

An **Islamic republic** or *Islamic state* in its modern context has come to mean several different things, some contradictory to others. Theoretically, to many religious leaders, it is a state under a particular theocratic form of government advocated by some Muslim religious leaders in the Middle East and Africa. It is seen as a compromise between a purely Islamic Caliphate, nationalism and republicanism. In their conception of the Islamic republic, the penal code of the state are required to be compatible with some laws of Sharia, and not a monarchy as many Middle Eastern states are presently. In other cases, it is merely a symbol of cultural identity. In fact many argue that an Islamic Republic strikes a middle path between a completely secular and a theocratic (and/or Orthodox Islamic) system of government.

Democratic Republic. These are republics which use the word "democratic" in their official name. Their actual political systems can be very different, and some are, arguably, neither democratic nor republics at all.

Socialist Republic. These are republics which use the word "socialist" in their official name. Their actual economic systems can be very different, and some are arguably not socialist at all.

People's Republic (sometimes *Popular Republic*) is a title that is often used by Marxist-Leninist governments to describe their state. The motivation for using this term lies in the claim that Marxist-Leninists govern in accordance with the interests of the vast majority of the people, and, as such, a Marxist-Leninist republic is a *people's* republic. Many of these countries also called themselves socialist states in their constitutions. Opponents of Marxism-Leninism argue that the name «people's republic» is merely used for propaganda purposes. In the West, countries governed by Marxist-Leninists are sometimes referred to as «Communist states», though they never actually used this name for themselves (see the main article on communist states for more information).

Currently, the People's Republic of China is the only Marxist-Leninist state in the world that uses the title People's Republic, and American media may occasionally use just «People's Republic» to refer to the PRC.

Commonwealth

The English noun **Commonwealth** dates originally from the fifteenth century. The original phrase «common wealth» or «the common weal» comes from the old meaning of «wealth» which is «well-being». The term literally meant «common well-being». Thus commonwealth originally meant a state governed for the common good as opposed to an authoritarian state governed for the benefit of a given class of owners.

Today the term is more general and means a **political community**. When capitalised, **Commonwealth** normally refers to the 53 member Commonwealth of Nations — formerly the «British Commonwealth» — a loose confederation of nations formerly members of the British Empire (with one exception: Mozambique, which was a Portuguese possession). The Commonwealth's membership includes both republics and monarchies and the (appointed, not hereditary) head of the Commonwealth of Nations is Queen Elizabeth II. She also reigns as monarch directly in a number of states, known as Commonwealth Realms, notably the United Kingdom, Australia, Canada, New Zealand and others. The Commonwealth of Nations is sometimes referred as the New Commonwealth in a British context.

Free state is an ambiguous term occasionally used in the official titles of states. Sometimes it is used as a synonym for *republic* but not all «free states» have been republics. While the historical German free states and the Orange Free State were republican in form, the Congo and Irish Free States were governed under forms of monarchy.

The term **socialist state** (or *socialist republic*, or *workers' state*) can carry one of several different (but related) meanings:

- Strictly speaking, any real or hypothetical state organized along the principles of socialism may be called a *socialist state*. The term *socialist republic* is used by those socialists who wish to emphasize that they favour a republican form of government. Furthermore, since socialism purports to represent the interests of the working class, many socialists refer to a state organized according to their principles as a *workers' state*.
- According to Marxism, socialism is a stage of social and economic development that will replace capitalism, and will in turn be replaced by communism. Thus, in Marxist terms, a *socialist state* is a state that has abolished capitalism and is moving towards communism.

- Several past and present states have claimed to follow some form of Marxist ideology, usually Marxism-Leninism. Thus, in accordance with the definition given above, they referred to themselves as *socialist states*. The first example was the Soviet Union, which was proclaimed a «socialist state» in its 1936 Constitution and a subsequent 1977 one. Another well-known example is the People's Republic of China, which is a «socialist state» according to its 1982 Constitution of the People's Republic of China. In the West, such states are usually known as «*Communist states*» (though they do not use this term to refer to themselves).

A *socialist state* may also be a country that uses the term «socialist» or «socialist republic» in its official name, regardless of the actual political and economic system it has in practice. Examples include the *Democratic Socialist Republic of Sri Lanka*, the *Union of Soviet Socialist Republics*, the *Socialist Republic of Vietnam*, and the *Great Socialist People's Libyan Arab Jamahiriya*.

4. Some Examples of the World's Parliaments

Majlis

Majlis is an Arabic term used to describe various types of formal legislative assemblies in countries with linguistic or cultural connections to Islamic countries. Also it stands for the term *parliament* in some Islamic-culture states like the Maldives.

These are some examples that exist today: Azerbaijan — Milli Meclis, Turkey — Türkiye Büyük Millet Meclisi, Iran — Majlis of Iran, Maldives — Majlis of the Maldives, Oman — Majlis of Oman, Saudi Arabia —

Majlis of Saudi Arabia, Turkmenistan — Halk Maslahaty and Majlis, Uzbekistan — The Oliy Majlis.

- The National Assembly of Kuwait is the Majlis-al-Umma
- The Parliament of Pakistan is known as the Majlis-e-Shoora

Also, *Majlis* is an Arabic term for a room in a private home used to entertain family and guests. In some homes there is a women's Majlis and a men's Majlis. It shares its grammatical root with the verb meaning 'to sit'.

National Assembly of Hungary

The **National Assembly of Hungary (Országgyűlés)** is the national parliament of Hungary. The unicameral body consists of 386 members elected to 4-year terms. Parties must win at least 5% of the popular vote in order to enter the assembly. The Assembly includes 25 standing committees to debate and report on introduced bills and to supervise the activities of the ministers. The Constitutional Court of Hungary has the right to challenge legislation on the grounds of constitutionality. The assembly has met in the Hungarian Parliament Building in Budapest since 1902.

At the last parliamentary elections in 2006, four parties or party alliances passed the minimum threshold: the Hungarian Socialist Party (MSZP) (190 seats), the coalition party Alliance of Free Democrats (SZDSZ) (20 seats), the Hungarian Civic Party (FIDESZ) in alliance with the Christian Democratic People's Party (KDNP) (164 seats in common, 141 for Fidesz and 23 for KDNP), and the Hungarian Democratic Forum (MDF) (11 seats) and 1 independent got into the Parliament, winning a constituency in Somogy county.

Knesset

The **Knesset** (כנסת, Hebrew for "assembly") is the legislature of Israel. It is located in Jerusalem, its capital.

The legislative branch of the Israeli government, the Knesset enacts laws, elects the prime minister (although he is ceremonially appointed by the President), supervises the work of the government, reserves the power to remove the President of the State and the State Comptroller from office and to dissolve itself and call new elections.

The Knesset first convened on February 14, 1949. Every 4 years (or less if early elections are held, as is often the case), 120 members of the Knesset (MK) are elected by Israeli citizens who must be 18 years old to

vote. The Government of Israel must be approved by a majority vote of the Knesset.

The Knesset has de jure parliamentary supremacy and can pass any laws by a simple majority, even those that conflict with the Basic Laws of Israel, as it is also a Constituent Assembly. Nonetheless, the Knesset's right to function effectively has been greatly curtailed due to the inherent flaws of the low threshold party list proportional representation that usually results in a fractious government dependent on unstable coalitions. Hence, de facto, the Supreme Court of Israel has greatly expanded its authority through judicial review to nearly every aspect of Knesset legislation at the expense of the Knesset's authority.

The Knesset is guarded by the Knesset Guard.

Althing

The **Althing** (Modern Icelandic *Alþingi*; Old Norse *Alþing*) is the national parliament: literally, the "all-thing" of Iceland. It was founded in 930 at Þingvellir, (the "assembly fields"), situated some 45 km east of what would later become the country's capital, Reykjavík, and this event marked the beginning of the Icelandic Commonwealth. Even after Iceland's union with Norway, the Althing still held its sessions at Þingvellir until 1799, when it was discontinued for some decades. It was restored in 1844 and moved to Reykjavík, where it has resided ever since. The present parliament building, the Alþingishús, was built in 1881, of hewn Icelandic stone.

The constitution of Iceland provides for six electoral constituencies with the possibility of an increase to seven. The constituency boundaries are fixed by legislation. Each constituency elects nine members. In addition, each party is allocated seats based on its proportion of the overall national vote in order that the number of members in parliament for each political party should be more or less proportional to its overall electoral support. A party must have won at least five percent of the national vote in order to be eligible for these proportionally distributed seats. Political participation in Iceland is very high: usually over 85 per cent of the electorate casts a ballot (87.7% in 2003). The current president of the Althing is Sylveig Pétursdóttir.

Bundestag

The **Bundestag** ("Federal Diet") is the parliament of Germany. It was established with Germany's constitution of 1949 (the *Grundgesetz*), and

is the successor of the earlier *Reichstag*. The current President of the Parliament is Norbert Lammert.

The most important organizational structures within the *Bundestag* are parliamentary groups (*Fraktionen*; sing. *Fraktion*), which are formed by political parties represented in the chamber which have gained more than 5% of the total votes; CDU and CSU have always formed a single united *Fraktion*. The size of a party's *Fraktion* determines the extent of its representation on legislative committees, the time slots allotted for speaking, the number of committee chairs it can hold, and its representation in executive bodies of the *Bundestag*. The *Fraktionen*, not the members, receive the bulk of government funding for legislative and administrative activities.

The leadership of each *Fraktion* consists of a parliamentary party leader, several deputy leaders, and an executive committee. The leadership's major responsibilities are to represent the *Fraktion*, enforce party discipline, and orchestrate the party's parliamentary activities. The members of each *Fraktion* are distributed among working groups focused on specific policy-related topics such as social policy, economics, and foreign policy. The *Fraktion* meets once a week to consider legislation before the *Bundestag* and formulate the party's position on it.

Parties which do not fulfill the criterion for being a *Fraktion* but which have got at least three seats by direct elections (i.e. which have got at least three MPs which represent a certain electoral district) in the *Bundestag* can be granted the status of a *group* of the *Bundestag*. This applied to the Party of Democratic Socialism (PDS) from 1990 – 1998. This status entails some privileges which are in general less than those of a *Fraktion*. In the current *Bundestag*, there are no such groups (the PDS only had two MPs in parliament until 2005 and was thus not even considered a group anymore; the party has now returned to the *Bundestag* with full *Fraktion* status).

European Parliament

The **European Parliament** (formerly *European Parliamentary Assembly*) is the parliamentary body of the European Union (EU), directly elected by EU citizens once every five years. In fact, it is the only part of the E.U. body that is democratic. Together with the Council of Ministers, it composes the legislative branch of the institutions of the Union. It meets in two locations: Strasbourg and Brussels.

The European Parliament has restricted legislative power. It cannot initiate legislation, but it can amend or veto it in many policy areas.

In certain other policy areas, it has the right only to be consulted. Parliament also supervises the European Commission; it must approve all appointments to it, and can dismiss it with a vote of censure. It also has the right to control the EU budget.

Other organisations of European countries, such as the OSCE, the Council of Europe, and the Western European Union, have parliamentary assemblies as well, but the members of these assemblies are appointed by national parliaments as opposed to direct election.

French Parliament

The **French Parliament** (French: *Parlement français*) or *Parliament of France* is the deliberative and legislative branch (parliament) of the Government of France.

The current parliamentary system in France is bicameral, and the Parliament is composed of:

- The "Upper Chamber" (*la Chambre haute*), which is the French Senate (*Sénat*)
- The "Lower Chamber" (*la Chambre basse*), which is the French National Assembly (*Assemblée nationale française*); the Assembly is the pre-eminent body.
- The two chambers conduct their deliberations in two different places:
 - The Palais du Luxembourg for the Senate
 - The Palais Bourbon for the National Assembly

But they may reunite into one body, the French Congress (*Congrès du Parlement français*) at the Chateau de Versailles to revise and amend the Constitution of France.

Parliament meets for one 9-month session each year: under special circumstances the president can call an additional session. Although parliamentary powers have diminished from those existing under the Fourth Republic, the National Assembly can still cause a government to fall if an absolute majority of the total Assembly membership votes to censure.

The cabinet has a strong influence in shaping the agenda of Parliament. The government also can link its term to a legislative text which it proposes, and unless a motion of censure is introduced (within 24 hours after the proposal) and passed (within 48 hours of introduction – thus full procedures last at most 72 hours), the text is considered adopted without a vote.

Members of Parliament enjoy parliamentary immunity. Both assemblies have committees that write reports on a variety of topics. If necessary, they can establish parliamentary enquiry commissions with broad investigative power.

Parliament of Italy

The **Parliament of Italy** (Italian: *Parlamento Italiano*) is the national parliament of Italy. It is a bicameral legislature with 945 elected members (*parlamentari*). The Chamber of Deputies, with 630 members (*deputati*) is the lower house. The Senate of the Republic is the upper house and has 315 members (*senatori*).

Since 2005, a Proportional System electoral law is being used in both houses. A *majority prize* is given to the coalition obtaining a plurality: at national level for the House of Deputies, at regional level for the Senate.

Parliament of Ireland

The **Parliament of Ireland** was a legislature that existed from medieval times until 1800. It comprised the King of Ireland and two chambers: the House of Commons and the House of Lords. The House of Lords consisted of members of the Irish peerage while the Commons was directly elected, albeit on a very restricted franchise.

Over the centuries, the Irish parliament met in a number of locations both inside and outside of Dublin – the first place of definitive date and place was Castledermot, County Kildare on 18 June 1264. Among its most famous meeting places were Dublin Castle, the Bluecoat School, Chichester House and, its final permanent home, the Irish Parliament House in College Green.

Parliament of India

The **Parliament of India** (or *Sansad*) is bicameral. It is located in New Delhi at Sansad Marg. This is the supreme legislative body of the Republic of India.

The Indian Parliament consists of two houses – the Lok Sabha and the Rajya Sabha – and the President of India.

Any bill can become an act only after it is passed by both the houses of the Parliament and assented by the President.

The Central Hall of the Parliament is used for combined sittings of the lower and upper houses and is of historical significance.

Parliament of Croatia

The **Parliament of Croatia** is called *Hrvatski Sabor* in Croatian – the word *sabor* means an assembly, a gathering, a congress. According to the Constitution, it is a representative body of the people and is vested with the legislative power in the Republic of Croatia.

The Croatian Parliament has between 100 and 160 members, elected on the basis of direct universal and equal suffrage by secret ballot, for a term of 4 years. Members' mandate can be extended only during a war. Most representatives come from the Croatian counties, while there are also some minority and diaspora seats.

Currently there are 152 representatives, a president (sometimes translated as Speaker or Chairman) and a minimum of one deputy president (usually four or five). 140 members are from the counties, 8 from the minorities and 4 from abroad.

Parliament of Canada

The **Parliament of Canada** (French: *Parlement du Canada*) is Canada's legislative branch, seated at Parliament Hill in Ottawa, Ontario. According to Section 17 of the Constitution Act, 1867, Parliament consists of three components: the Sovereign (*la Couronne*), the Senate (*le Sénat*), and the House of Commons (*la Chambre des communes*). The Sovereign is normally represented by the Governor General, who appoints the 105 members of the Senate on the recommendation of the Prime Minister. The 308 members of the House of Commons are directly elected by the people, with each member representing a single electoral district, frequently called a constituency or a "riding" in Canadian English.

The lower house, the House of Commons, is the dominant branch of the Canadian Parliament. The upper house, the Senate, rarely opposes the will of the other Chamber, and the duties of the Sovereign and Governor General are largely ceremonial, as in theory he or she could refuse to sign a bill, and could dismiss the cabinet and call an election unopposed. The Prime Minister and Cabinet must retain the support of a majority of members of the Lower House in order to remain in office; they need not have the confidence of the Upper House.

Parliament of the Republic of Montenegro

The **Parliament of the Republic of Montenegro** (*Cikymumuna Pe-njônuke Ilpne Iope* or *Skupština Republike Crne Gore*) is the legislature

of Montenegro. The Parliament currently has 81 members, each elected for a four year term. Current President of the Parliament is Ranko Krivokapi. Following the independence referendum, the Parliament is now bound to start the legal procedures to formally secede from the State Union with Serbia. The Parliament declared and ratified independence on 3 June 2006.

The Parliament of Montenegro appoints the ministers chosen by proposed Prime Minister. Parliament also passes all laws in Montenegro, ratifies international treaties, appoints justices of all courts, adopts the budget and performs other duties as established by the Constitution. The Parliament can pass a vote of no-confidence on the Government by a majority of the members.

Seimas

The **Seimas** is the Lithuanian parliament. It has 141 members that are elected for a four-year term. About half of the members of this legislative body are elected in individual constituencies (71), and the other half (70) are elected by nationwide vote according to proportional representation. A party must receive at least 5% and a union of few parties at least 7% of the national vote to be represented in the Seimas.

Saeima

The **Saeima** is the parliament of the Republic of Latvia.

Saeima is a unicameral parliament consisting of 100 members who are elected in proportional elections, with seats allocated to political parties which gain at least 5% of popular vote. Elections are held once every 4 years, on the first Saturday of October. The most recent elections were held in October 2006.

The President of Latvia can dismiss the Saeima and request early elections. The procedure for dismissing it is, however, quite dangerous and no president of Latvia has ever attempted to dismiss it.

Riigikogu

The **Riigikogu** (from *riigi*-, of the state, and *kogu*, assembly) is the parliament of Estonia. All important state-related questions pass through the Riigikogu. In addition to approving legislation, the Riigikogu appoints high officials, including the Prime Minister and Chief Justice of the Supreme Court, and elects (either alone or, if necessary, together with representatives of local government within a broader

electoral college) the President. The Riigikogu also ratifies significant foreign treaties that impose military and proprietary obligations, bring about changes in law, etc.; approves the budget presented by the government as law and monitors the executive power.

Parliament of New Zealand

The **Parliament of New Zealand** consists of the Queen of New Zealand and the New Zealand House of Representatives and, until 1951, the New Zealand Legislative Council. However most people incorrectly refer to the House of Representatives as 'Parliament'. The House of Representatives usually consists of 120 Members of Parliament (currently 121 due to an overhang). MPs are directly elected by universal suffrage. New Zealand essentially follows the Westminster system of government, and is governed by a cabinet and Prime Minister chosen by the House of Representatives.

The Parliament was established by the British New Zealand Constitution Act 1852 which established a bicameral legislature, but the upper house, the Legislative Council, was abolished in 1951 so Parliament is now unicameral. Parliament received full control over all New Zealand affairs in 1947 with the passage of the Statute of Westminster Adoption Act.

Parliament is physically located in Wellington, the capital city of New Zealand.

Parliament (Sansad) of Nepal

The **Parliament (Sansad) of Nepal** has two chambers:

The House of Representatives (*Pratinidhi Sabha*) has 205 members elected for five year term in single-seat constituencies.

The House of the States (*Rashtriya Sabha*) has 60 members, 35 members elected by the Pratinidhi Sabha, 15 representatives of Regional Development Areas and 10 appointed members.

Parliament was dissolved by King Gyanendra in 2002, on the grounds that it was incapable of handling the Maoist rebels. The country's five main political parties have staged protests against the king, arguing that he must either call fresh elections or reinstate the elected legislature. In 2004 the king announced that parliamentary elections would be held within twelve months; in April 2006, in response to major pro-democratic protests, it was announced that Parliament would be reestablished.

States-General

The **States-General** (*Staten-Generaal*) are the parliament of the Netherlands. It consists of two chambers, the most important of which is the directly elected Tweede Kamer (literally "Second Chamber", the lower house). The Eerste Kamer ("First Chamber", upper house, also known as Senate, Dutch Senaat) is elected indirectly by members of provincial legislatures. The meeting rooms of the Staten-Generaal are located at the Binnenhof (Inner Court) in The Hague.

The States-General meets at least once every year at the opening of the parliamentary year, when the Queen holds her Speech from the Throne on the Day of the Little Princes. On special occasions for instance when the States-General vote on a marriage of a member of the royal house, when a King is crowned or when a member of the royal house dies both houses meet as in a joined session (Dutch: *Verenigde Vergadering*). The chair of the Eerste Kamer precedes these meetings. It meets in the Ridderzaal on the Binnenhof, except for the coronation which occurs in the Nieuwe Kerk in Amsterdam.

Constitutionally all functions of the parliament are given to both houses, except for the right of initiative and amendment. In practice the Tweede Kamer has these functions, as the Eerste Kamer meets only one day a week. The Joined Session also appoints the Queen if there is no heir to the Throne and the Regent is unable to exert her powers.

5. States' Governments in the USA

Alabama

The foundational document for Alabama's government is the Alabama Constitution, which was ratified in 1901. At more than 770 amendments and 310,000 words, it is the world's longest constitution and is roughly forty times the length of the U.S. Constitution.

The legislative branch is the Alabama Legislature, a bicameral assembly composed of the Alabama House of Representatives, with 105 members, and the Alabama Senate, with 35 members. The Legislature is responsible for writing, debating, passing, or defeating state legislation.

The executive branch is responsible for the execution and oversight of laws. It is headed by the Governor of Alabama.

The judicial branch is responsible for interpreting the Constitution and applying the law in state criminal and civil cases. The highest court is the Supreme Court of Alabama.

Colorado

Colorado's current constitution provides for three branches of government: the legislative, executive and judicial branches. The legislative body is the General Assembly made up of two houses, the House of Representatives and the Senate. The House of Representatives has 65 members and the Senate has 35. Currently, Democrats are in control of both chambers of the General Assembly. The 2005 Colorado General Assembly is the first to be controlled by the Democrats in forty years.

Colorado is considered a very independent state politically, having elected 17 Democrats and 12 Republicans to the governorship in the last 100 years.

Colorado is made up primarily of transplanted citizens, and this is illustrated by the fact that the state has not had a native-born governor since 1975.

Arkansas

The Democratic Party holds super-majority status in the Arkansas General Assembly. Republicans lost seats in the State House in 2004. A majority of local and statewide offices are also held by Democrats. This arrangement is extremely rare in the modern South, where a majority of statewide offices are held by Republicans. Arkansas had the distinction in 1992 of being the only state in the entire country to give the majority of its vote to a single candidate in the presidential election—native son Bill Clinton—while every other state's electoral votes were won by pluralities of the vote among the three candidates.

In Arkansas, the lieutenant governor is elected separately from the governor and thus can be from a different political party.

The state is the only one with a pronunciation specified by law. Section 105 of Chapter 4 of Title 1 of the Arkansas code determined in 1881 the official, codified pronunciation of Arkansas: "It should be pronounced in three (3) syllables, with the final "s" silent, the "a" in each syllable with the Italian sound, and the accent on the first and last syllables."

Connecticut

Hartford has been the sole capital of Connecticut since 1875. Prior to that, New Haven and Hartford alternated as capitals.

The supreme executive power is vested in the governor, who heads the executive branch.

There are several executive departments responsible for administering the laws of Connecticut: Administrative Services, Agriculture, Children and Families, Correction, Education, Environmental Protection, Higher Education, Information Technology, Insurance, Labor, Military, Motor Vehicles, Public Health, Public Utility, Revenue Services, Social Services, Transportation, Veterans Affairs.

The legislature, referred to as the General Assembly, is a bicameral body consisting of an upper body, the Senate (36 senators); and a lower body, the House of Representatives (151 representatives). Bills must pass each house in order to become law. The governor can veto the bill, but this veto can be overridden by a two-thirds majority in each house.

The highest court of Connecticut's judicial branch is the Supreme Court, headed by the Chief Justice of Connecticut.

Unlike most other states, Connecticut does not have county government; government exists at the state and municipal levels.

Iowa

The *Code of Iowa* contains the statutory laws of the State of Iowa. The Iowa Legislative Service Bureau is a non-partisan governmental agency that is responsible for organizing, updating and publishing the Iowa Code. The Iowa Code is republished in full in odd years (i.e., 1999, 2001, 2003, etc.) and is supplemented in even years.

Iowa is an alcohol monopoly or Alcoholic beverage control state.

Mississippi

Legislative authority resides in the state legislature, composed of the Senate and House of Representatives. The lieutenant governor presides over the Senate, while the House of Representatives selects their own Speaker. The state constitution permits the legislature to establish by law the number of senators and representatives, up to a maximum of 52 senators and 122 representatives.

Supreme judicial authority rests with the state Supreme Court, which has statewide authority. In addition, there is a statewide Court of Appeals, as well as Circuit Courts, Chancery Courts and Justice Courts, which have more limited geographical jurisdiction.

For 116 years (from 1876 to 1992), Mississippians only elected Democratic governors. Over the same period, the Southern Democratic Party dominated other state and federal elections in Mississippi.

Rhode Island

The capital of Rhode Island is Providence.

The state legislature is the Rhode Island General Assembly, consisting of the 75-member state House of Representatives and the 38-member Senate. Both houses of the bicameral body are currently dominated by the Democratic Party.

In 1980, Rhode Island was one of only 6 states to vote against Ronald Reagan.

Kentucky

The Kentucky Constitution provides for three branches of government: legislative, judicial, and executive.

Kentucky's legislative branch consists of a bicameral body known as the Kentucky General Assembly. The Senate is considered the upper house. It has 38 members. The House of Representatives has 100 members, and is led by the Speaker of the House.

The executive branch is headed by the governor and lieutenant governor. Under the current Kentucky Constitution, the lieutenant governor assumes the duties of the governor only if the governor is incapacitated.

The judicial branch of Kentucky is made up of trial courts, called District and Circuit Courts.

Kentucky's body of laws, known as the Kentucky Revised Statutes (KRS), were enacted in 1942 to better organize and clarify the whole of Kentucky law.

Kentucky is one of 38 states in the United States that sanctions the death penalty for certain crimes. Criminals convicted after March 31, 1998 are always executed by lethal injection; those convicted before this date may opt for the electric chair.

Only two people have been executed in Kentucky since the U.S. Supreme Court reinstated the practice in 1976.

Michigan

Lansing is the state capital and is home to all three branches of state government. The Michigan State Capitol building hosts the executive and legislative branches.

The legislative branch consists of the bicameral Michigan Legislature, with a House of Representatives and Senate. The Supreme Court of Michigan sits with seven justices. The Constitution of Michigan of 1963 provides for voter initiative and referendum.

Michigan's state universities are immune from control by the legislature, the governor and most aspects of the executive branch, and the cities in or near which they are located; but they are not immune from the authority of the courts.

Michigan was the first state in the Union to abolish the death penalty, in 1846.

Cities, state universities, and villages are vested with home rule powers of varying degrees.

Nevada

Nevada has a bicameral legislature, divided into a Senate and an Assembly. Members of the Senate serve for 4 years, and members of the Assembly serve for 2 years. Each session of the Legislature meets for 4 months every two years, or longer if the Governor calls a special session.

Nevada is one of the few U.S. states without a system of intermediate appellate courts. It has a state supreme court, the Supreme Court of Nevada, which hears all appeals.

Besides prostitution laws, a number of laws in Nevada, to this day, are noticeably more liberal (or libertarian) than in most other states.

Due to the tremendous growth of Las Vegas in recent years, there is a noticeable divide between politics of northern and southern Nevada.

Maryland

The Government of Maryland is conducted according to the state constitution.

Maryland is a republic; the United States guarantees her "republican form of government".

Power in Maryland is divided among three branches of government: executive, legislative, and judicial. Maryland's bicameral legislature called the General Assembly is composed of a House of Delegates and Senate. Maryland's governor is unique in the United States as the office is vested with significant authority in budgeting.

The judicial branch of state government consists of one united District Court of Maryland that sits in every county and Baltimore City, as well as 24 Circuit Courts sitting in each County and Baltimore City.

Pennsylvania

Pennsylvania has had five constitutions during its statehood: 1776, 1790, 1838, 1874, and 1968. Prior to that, the province of Pennsylvania

was governed for a century by a Frame of Government, of which there were four versions: 1682, 1683, 1696, and 1701.

Pennsylvania has a bicameral legislature set up by state's constitution in 1790. The original Frame of Government of William Penn had a unicameral legislature.

Pennsylvania is divided into 60 judicial districts.

Counties, municipalities, and school districts levy taxes on real estate. In addition, some local bodies assess a wage tax on personal income.

In the past decade, no political party has been clearly dominant here.

Texas

The Texas Constitution, adopted in 1876, is the second oldest state constitution still in effect.

The executive branch consists of the Governor, Lieutenant Governor, Comptroller of Public Accounts, Land Commissioner, Attorney General, Agriculture Commissioner, the three-member Texas Railroad Commission, the State Board of Education, and the Secretary of State. There are also many state agencies and numerous boards and commissions.

The Legislature of Texas, like the legislature of every other state except Nebraska, is bicameral (that is, it has two chambers). The House of Representatives has 150 members, while the Senate has 31.

The judicial system of Texas has a reputation as one of the most complex in the United States, with many layers and many overlapping jurisdictions.

Texas has a total of 254 counties, by far the most counties of any state. All county elections are partisan.

Unlike other states, Texas does not allow for consolidated city-county governments. In addition to cities and counties, Texas has numerous special districts.

As with municipal elections in Texas, board members or trustees are elected on a nonpartisan basis or may be appointed.

New Mexico

A state House of Representatives with 70 members and a state Senate with 42 members comprise the state legislature.

In national politics, New Mexico has given its electoral votes to all but two Presidential election winners since statehood.

Major political parties in New Mexico include the Democratic and Republican Parties; minor qualified parties include the Green Party of New Mexico, the Constitution Party, and Libertarian Party.

New York

The legislative branch is called the **Legislature** and consists of a Senate and an Assembly. Unlike most states, the New York electoral law permits electoral fusion, and New York ballots tend to have, in consequence, a larger number of parties on them.

The state has a strong imbalance of payments with the federal government.

In 2002, 16,892 bills were introduced in the New York legislature, more than twice as many as in the Illinois General Assembly, whose members are the second most prolific. Of those bills, only 4% (693) actually became law, the lowest passing percentage in the country.

New York's subordinate political units are its 62 counties.

The court system in New York tends to produce mild confusion for non-New Yorkers. As in Maryland and the District of Columbia, the highest court is called "Court of Appeals" instead of "Supreme Court."

Washington

The bicameral Washington State Legislature is the state's legislative branch. The state legislature is composed of a lower House of Representatives and an upper State Senate, with 49 legislative districts apiece. Districts for the House are multimember constituencies, electing two members per district, while a single member represents the district in the Senate.

Washington's executive branch is headed by a governor elected for a four-year term.

The Washington Supreme Court is the highest court in the judiciary of the state of Washington. Nine justices serve on the bench, and are elected at large.

The state has been thought of as politically divided by the Cascade Mountains, with Western Washington being liberal and Eastern Washington being conservative.

Wisconsin

Much of the state's political history involved coalitions among different ethnic groups. The most famous controversy dealt with foreign lan-

guage teaching in schools. This was fought out in the Bennett Law campaign of 1890, when the Germans switched to the Democratic Party, who won a major victory.

In 1982, sexual orientation was added by the state legislature as a protected category under existing anti-discrimination laws. However, in November 2006, voters approved a referendum banning gay marriages or civil unions in the state by a margin of 59% to 41%.

MODULE 3

1. Student Pranks

Students are often stereotypically associated with childish pranks and jokes.

University students have a long association with pranks and japes. These can often involve petty crime, such as the theft of traffic cones and other public property, or hoaxes. It is also not uncommon for students from one school to steal or deface the mascot of a rival school. In fact, pranks play such a significant part in student culture that numerous books have been published that focus on the issue. Pranks may reflect current events, be a form of protest or revenge, or have no other purpose than for the enjoyment of the prank itself. A recent report has been released focusing on the misbehaviour of university students. The report, *Studentification: A Guide to Opportunities, Challenges and Practice*, by Universities UK, focuses on six British universities as case studies.

Other terms

- A student who is repeating a grade level of schooling due to poor grades is sometimes referred to as having been "held back".
- The term pupil (originally a Latin term for a minor as the ward of an adult-guardian etc.) is used in British primary and secondary schools instead of "student", but once attending higher education such as sixth-form college etc, the term "student" is standard.
- The United States military academies use only numerical terms, except there are colloquial expressions used in everyday speech. In order from first year to fourth year, students in these institutions are officially

referred to as "fourth-class", "third-class", "second-class", and "first-class" cadets or midshipmen. Unofficially, other terms are used, for example at the United States Military Academy, freshmen are called "plebes", sophomores are called "yearlings" or "yuks", juniors are called "cows", and seniors are called "firsties." Some universities also use numerical terms to identify classes; students enter as "first-years" and graduate as "fourth-years" (or, in some cases, "fifth-years", "sixth-years", etc).

- Freshers' Flu refers to the generic illness that many new students get during the first few weeks of starting the first year. This is often attributed to viral/bacterial diseases being carried by students from other regions of the country/world, to which some have no immunity.

2. Educational-proficiency Levels in Ukrainian System of Higher Education

Junior Specialist is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity.

Bachelor is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 4 years (240 ECTS credits).

Specialist is an educational-proficiency level of higher education of a person who on the basis of the educational-proficiency level of Bachelor has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 1 year (60 ECTS credits).

Master is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge, sufficient to cope with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, business administration, pedagogics, arts, etc.).

Training specialists of the educational-proficiency level of Master may also be carried out on the basis of the educational-proficiency level of Specialist. The period of training makes typically 1-1,5 year (60-90 ECTS credits).

Training specialists of the educational-proficiency level of Specialist and Master in such fields as medicine, dentistry, veterinary medicine, teaching is carried out on the basis of complete secondary education within the period of 5-6 years (300-360 ECTS credits) (as is common in Western Europe for state registered professions).

MODULE 4

1. Runaway Child

By Anna Martin

That's what my parents called it — running away — but for me it was something totally different. I just wanted to ride a horse and in my mind I had permission. Funny how parents see things so much differently from the way their children see them.

On this beautiful summer day I was out riding around the yard and barn lot on my stick horse. I noticed a great deal of activity around the barn.

"Daddy, what are you doing with all the cattle?"

"We are going to move these heifers up to your grandpa's place."

"Can I go too? I want to ride the horse with you."

"Oh, we'll see," was my father's distracted answer. "You go on and play, now. We aren't ready to go yet."

"Ok. But you'll tell me when you go, won't you?"

I didn't get an answer to that question, but in my mind I was sure that my father would let me know when they left. After playing around in the yard for a while I felt tired so decided to go in the house and wait. Mother was quite busy doing the family laundry and had no time to talk. I went in to my parent's bedroom and lay down on the bed still in my little yellow jumpsuit mother had made for me. From here I could see out the window to the barn lot and know when my father and brother

left. Soon I was fast asleep. When I woke up I looked out the window to see if the men and animals were still there. To my surprise they were gone.

"Daddy, you didn't come get me." I said to myself. I thought that probably they hadn't gone far and I could catch them if I hurried. Out the door I went. I didn't have time to tell Mother, who was outside hanging clothes on the line, where I was going because I had to hurry to catch the cattle drive. Riding the horse to Grandpa's was the most important thing at the moment.

Walking as fast as my little four-year-old legs could carry me I took off after father, brother, the cattle, but most of all the horses. They weren't anywhere in sight. I kept walking and walking and walking. Still they were not to be seen. After walking the whole two miles I came to my grandparent's farm. My grandmother saw me and rushed me inside the house.

"Your parents have been frantic. Why didn't you tell them you were coming?"

"Daddy was supposed to tell me when they left so I could ride the horse. He knew I wanted to come with them."

"Well, when your mother couldn't find you she phoned here to see if we knew where you were."

Then father walked in and said: "How did you get here?"

"I walked, Daddy. I was trying to catch up with you so I could ride. Why didn't you tell me when you left? Now can I ride back with you?"

"No, you can't ride. You have been a naughty girl by not telling your mother where you were going. You will have to go back the same way you came — walking."

The men rode the horses back and I walked with tears streaming down my face. I had only wanted to ride the horse. I had not meant to be naughty. This was so unfair. These thoughts kept running through my mind as I walked back the same two miles in which I had come.

For many years my parents talked about the time I "ran away from home." Nothing I said would convince them that I thought my father had given me permission to go. His "Oh, we'll see" to him meant "no." To me it meant, "yes." Running away from home had never entered my mind.

MODULE 5

1. Top 70 list of Countries by Number of Broadcast TV Stations

Rank	Country /Region	Number of TV Broadcast Stations
1.	Russia	7,306
2.	China	3,240
3.	United States	2,218
4.	Ukraine	647
5.	Turkey	635
6.	France	584
7.	Romania	575
8.	India	562
9.	South Africa	556
10.	Mongolia	456
11.	Brazil	384
12.	Germany	373
13.	Italy	358
14.	Philippines	250
15.	Mexico	236
16.	United Kingdom	228
17.	Spain	224
18.	Japan	211
19.	Sweden	252
20.	Denmark	172
21.	Czech Republic	150
22.	Finland	120
23.	Pakistan	117
24.	Saudi Arabia	117
25.	Switzerland	115
26.	Thailand	111
27.	Peru	105
28.	Australia	104
29.	Egypt	98
30.	Malaysia	88
31.	Slovakia	80
32.	Canada	80

33.	Norway	68
34.	Taiwan	76
35.	Vietnam	67
36.	Venezuela	66
37.	Albania	65
38.	Chile	63
39.	Uruguay	62
40.	Portugal	62
41.	Colombia	60
42.	Cuba	58
43.	Hong Kong	55
44.	Indonesia	54
45.	Macedonia	52
46.	Bolivia	48
47.	Belarus	47
48.	Algeria	46
49.	Syria	44
50.	Latvia	44
51.	Korea, South	43
52.	Argentina	42
53.	New Zealand	41
54.	Poland	40
55.	Moldova	40
56.	Bulgaria	39
57.	Panama	38
58.	Greece	36
59.	Croatia	36
60.	Morocco	35
61.	Hungary	35
62.	Bosnia and Herzegovina	33
63.	Puerto Rico	32
64.	Slovenia	31
65.	West Bank	30
66.	Uzbekistan	28
67.	Iran	28
68.	Lithuania	27
69.	Tunisia	26
70.	Guatemala	26

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