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Petro Mohyla Black Sea National University

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**THE TIME
FOR LEARNING ENGLISH**

Textbook



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The textbook provides teaching the course of professional English language for the students of non-philological departments. The textbook contains the authentic texts from the field of Law and Political Sciences, grammar and lexical drill exercises, tasks for the interactive tutorial discussions with the students and their individual work.

The textbook is aimed at giving the profound knowledge of English for Special Purposes to the future Lawyers and experts in Political Sciences, at developing the students' practical skills of the professional English communication, the knowledge of the professional vocabulary, grammar and writing skills. The concept of the textbook is based on the principle of interdisciplinary coordination in teaching foreign languages for the special purposes and professional disciplines.

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To the READERS

Dear students!

You are welcome to study a course of English for special purposes for the students using the practical text-book «**The Time for Learning English**». Modern strategies of acquiring knowledge in higher education are aimed at mastering the English language skills as the language of international communication. This will help you, our Ukrainian students, to integrate successfully into the European community. Speaking English fluently and mastering your knowledge to perfection will give you advantage in competitive specialities, provided at the job market.

Our textbook «**The Time for Learning English**» is going to become your study-guide in achieving all of these goals and fulfilling all of the difficult but interesting tasks, supplied in it. Students will learn to express their opinions in the form of monologues, dialogues, to participate in brainstorming, to write essays on the proposed topics, to review the articles and to write summaries to them, to make presentations. This will also help to develop your critical thinking and to present creative ideas both in monologues and in discussion, dialogues. Numerous reading-comprehension tasks will get students prepared for passing any types of grammar and lexical tests, required for testing the level of the knowledge of English in modern system of higher education in Ukraine.

We strongly believe that the textbook «**The Time for Learning English**» will teach you to use your time of learning the foreign language wisely, effectively and productively and inspire you for more creative, prolific work! Don't waste your time and start learning English with the new book! Make your learned leisure involving and interesting! This is going to be your unforgettable experience! Both studying in group and through self-education! Manage your time of learning English effectively!

The author

INTRODUCTION

Task 1. *Explain the meaning of the following expressions and proverbs about time and give some more examples of your own:*

1. The lost time is never found again (an English proverb).
2. Time falls/hangs heavy/heavily on one's hands (an English proverb).
3. To get/have the whale of a good time.
4. Time is money!
5. Everything is good in its season (an English proverb).
6. Life is not all cakes and ale (an English proverb).
7. To have time to turn round.
8. In one's spare time (a cliché)/ at odd hours/ at one's leisure.
9. To have a field day (a cliché).
10. How time does fly! Time flies!

Task 2. *Speak up about the way you manage your time of learning or free time, how you've spent your holidays, using the above-mentioned proverbs and expressions, adding your own ones.*

Task 3. *Try to describe the following types of people in their socialization and the use of time for both work and leisure. Think over, which of the type you and your friends, relatives or acquaintants belong to. Explain your choice, using active vocabulary of the topic: «Character» and the proverbs (task 1):*

- | | |
|---------------------------------------|------------------------------|
| 1) a people's person (a social type); | 7) neatnik; |
| 2) a home-bird; | 8) conscientious to a fault; |
| 3) a loner; | 9) house-proud; |
| 4) a culture-vulture; | 10) a bon-vivant; |
| 5) Sloppy Joe; | 11) an out-door type; |
| 6) lazy-bones; | 12) a workaholic. |

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Tasks 4, 5. Read the text «*The Time for Sleep*» and insert the appropriate articles into the text where necessary (*a, an, -, the*), then answer the question from the last paragraph of the text:

Sleep has _____ (1) influence on all our lives, and a 60-year-old person has spent almost twenty years asleep. The traditional theory about _____ (2) is that our brain needs to rest for several hours to refresh itself and to «file» in our memory everything that has happened to us during the day. We can put off sleeping for a limited period, for instance, if we go to _____ (3) all-night party, but sooner or later we have to sleep. If we are not allowed to sleep, we suffer hallucinations and eventually die.

However, Dr. Ray Meddis has a fascinating new theory. He suggests that we don't really need to sleep at all. We sleep only because our brain is «programmed» to make us do so. He believes that _____ (4) sleep instinct originates from prehistoric times. Primitive man was «programmed» to sleep to protect himself from the darkness with its many dangers. Animals seem to have been similarly programmed. _____ (5) number of hours they sleep doesn't depend on physical activity but on how much time they need to eat. _____ (6) horses, _____ (7) cows and _____ (8) elephants, for example, which spend many hours eating, sleep only 2 or 3 hours. _____ (9) cats, on the other hand, who have a lot of spare time, sleep for 14 hours _____ (10) day, more than half their lives.

According to Dr. Meddis, the «tiredness» we feel at _____ (11) end of _____ (12) day is produced by a chemical mechanism in the brain which makes us sleep. We are «programmed» to feel tired or sleepy at _____ (13) midnight, even if we have spent _____ (14) day relaxing on the beach or doing nothing. Dr. Meddis believes that _____ (15) unpleasant symptoms we suffer from when we don't sleep enough are not because we haven't rested but because we have disobeyed our brain's programming. _____ (16) longer we don't sleep, _____ (17) worse we feel. But Dr. Meddis believes that if scientists could locate and «turn off» the sleep mechanism in our brain that produces _____ (18) tiredness, we could live _____ (19) completely normal and _____ (20) healthy lives without sleeping.

So is sleeping _____ (21) waste of time? Well, even Dr. Meddis doesn't deny _____ (22) great psychological value of sleep, and he asks us, «if scientists invented _____ (23) pill which, if you took it, would keep you awake for ever, would you take it?»

Task 6. *Think over and discuss in group, how much the time for sleep is important for all living beings! Use the following conversational formulas to share your piece of mind with the group both in task 5 and 6:*

1. To my mind/from my point of view/in (on) my opinion _____.
2. I can't help agreeing, that _____.
3. My idea is _____.
4. It goes without saying _____.
5. I can't agree more _____.
6. On one hand _____, on the other hand _____.
7. I doubt, whether _____.
8. There's no doubt, that _____.
9. I maintain/reckon/suspect that _____.
10. I hope/suppose/believe, that _____.
11. I am supposed, that _____.
12. I strongly believe, that _____.
13. I can't bear (to _____) /stand (doing _____).
14. I expect _____.
15. I (can't) take for granted, that _____.

Task 7. *A pre-text activity: There's an expression about the «biological clock» and its role in people's and Nature's life. You can «jet-lag», if you get into a new place and climate, far-off from you home! What do you think about it? Here is some scientific data to study. Give your comments to each of the ideas from the text:*

Scientists have discovered that our bodies operate within 25-hour day. So, **tuning into** your body-clock can **make things really tick**. Choose the right time for your activities during the day and find the correct moment to **make/take decisions** – and it could **be your key to** perfect health, effective work and studying!

Not only the planets have their own rhythms, but we, people also live by the precise rhythms which govern **the ebb and flow of** everything: from the basic bodily functions to the mental skills. So, **man is a prisoner of time!**

There are special charts, where you can get information about your bio-rhythms to arrange your daily plans, find out, when one could be mentally, physically and emotionally at one's best!

Leading experts state that every aspect of human biology is influenced by daily rhythm. Sleep, hormone level, blood pressure and heartbeat – all follow their own clocks, which may bear only slight relation to the well-known 24-hour cycle!

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Finding **the good clue** to what makes us tick has long fascinated scientists.

The aim is to help us **become more efficient**. The time, we eat may be important if we want to **maximize intellectual or sporting performance**. There is already **evidence** suggesting that the time when medicine is given to patients **affects** how well it works!

Tasks 8, 9, 10 you are having breakfast. Read the following text «**Are you a lark or an Owl?**» and do the multiple choice tasks after it. Define your type of person according to the given pattern! You can «**jet lag**», if you get into a new place and climate, far-off from you home! What do you think about it?

Do you read a book or watch TV _____ (1) you are having breakfast? If you do, then you _____ (2) be «a lark» or a morning type of person. «Owls» or evening types tend not to _____ (3) much time over breakfast. They have _____ (4) appetite then, and, as they are usually late risers, they are _____ (5) of time anyway. Around half of all adult population are _____ (6) morning or evening types, the rest fall somewhere in the middle. There _____ (7) be up to a twelve hour _____ (8) in the time of day when the different types reach when they are most alert or mentally at their _____ (9). Larks tend to reach this point _____ (10) the late morning, while owls reach it around 10 p. m. For reasons unknown, evening types _____ (11) to be more adaptable than morning types. For example, evening types can usually _____ (12) much better with shift-work and jet lag, and it's easier for an evening type to become a morning type _____ (13) the other way round. Are we born with these differences, or are they just formed _____ (14) habit? We don't really know.

- | | | | | |
|-----|-------------|--------------|------------|---------------|
| 1. | A) before | B) while | C) after | D) when |
| 2. | A) should | B) may | C) must | D) can |
| 3. | A) spend | B) waste | C) lose | D) use |
| 4. | A) a little | B) little | C) few | D) a few |
| 5. | A) lack | B) run | C) have | D) short |
| 6. | A) either | B) neither | C) both | D) all |
| 7. | A) must | B) should | C) can | D) may |
| 8. | A) variety | B) diversity | C) change | D) difference |
| 9. | A) worst | B) poorest | C) best | D) excellence |
| 10. | A) in | B) on | C) at | D) during |
| 11. | A) try | B) tend | C) attempt | D) become |
| 12. | A) manage | B) fulfil | C) cope | D) do |
| 13. | A) as | B) so | C) then | D) than |
| 14. | A) through | B) by | C) out of | D) into |

UNIT 1.

DEMOCRACY. Making Laws. DEMOCRATIC GOVERNMENT

TEXT 1.

Making Laws and Selecting Jurors in Ancient Greece

Task 1. *Read the text: Democracy. Making Laws and Selecting Jurors in Ancient Greece.*

In early times groups of rich landowners ran the city-states or ‘polises’ in Greece. But sometimes a leader called a tyrant seized power. Tyrants usually ruled fairly, but some were cruel and unjust. Athens introduced a system of government called democracy. Many other city-states developed the same system. From the surviving evidence, in Athens democracy allowed every citizen to have a say in state affairs. But only men who were born in the city-state and weren’t slaves could become citizens. A council of 500 citizens drawn annually in a lottery suggested new laws and policies. Citizens voted at the assembly to accept, change or reject proposals. Juries, selected in a special way, combined of more than 200 citizens, tried most Athenian law cases. Jurors were chosen by lot. Citizens fit their names into the slots of an allotment machine. Coloured balls dropped beside the rows of names to show the jurors for that day.

There were no lawyers and only citizens could speak in court. Their time was measured by the water clock. The time of the speech was up when all the water from the upper pot had run into the lower one. Oratory is the art of making public speeches. Aeschines, the famous Athenian orator, started a school in Rhodes for speech makers.

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Any Athenian citizen, rich or poor, could explain his point of view to the assembly. At least 6000 citizens had to be present before a meeting could begin. Once all opinions about the matter had been heard, all the assembly voted on it.

There was a method of trial by jury. After a trial, jury members cast their verdicts with bronze discs, called 'tokens'. If the accused was innocent, he got a token with the solid centre. And if the accused was guilty, he got a token with the hollow centre.

The Athenians had a way of getting rid of politicians they didn't trust. Once a year, assembly members could vote against the ones they disliked. Citizens wrote the names of unpopular politicians on pieces of pottery, called 'ostraca'. A man who received more than 6000 votes had to leave Athens for ten years. This method of exiling people was called 'ostracism'.

Task 2. *Explain the meaning giving definitions to the following words from the text:*

E. g. : 1) Polis – a city-state in ancient Greece with its ruler, a tyrant, and its own laws.

- 2) an allotment machine – _____.
- 3) an ostraca – _____.
- 4) ostracism – _____.
- 5) a tyrant – _____.
- 6) democracy – _____.
- 7) a solid-centre token _____.
- 8) a hollow-centre token _____.
- 9) a water clock _____.
- 10) an assembly _____.
- 11) a jury _____.
- 12) jurors – _____.
- 13) a citizen _____.
- 14) oratory – _____.

Task 3. *A reading-comprehension check.*

Answer true/false according to the text.

1. Ancient Greek city-states could be ruled by any citizen, rich or poor.
2. Only the distrusted Athenian politicians could be exiled.
3. A council of jurors consisted of 200 citizens.
4. Anyone could vote in ancient Greece, men and women, slaves and citizens.

5. An Assembly was summoned if 500 citizens were present.
6. Only lawyers could speak in ancient greek courts.
7. If a person took a speech, the time was limited by a water clock.
8. Most of the Greek city-states observed democracy.
9. The guilty in court got a solid- centre token.
10. The innocent deserved a hollow-centre token.
11. A token was made of pottery.
12. Ostraca was made of bronze, it was a disc.
13. To ostracize means to exile a person.
14. Not quite usually an unpopular, distrusted politician could be ostracized in ancient Greece.
15. Rhodes was famous for its school of oratory art, founded by Aeschines.

Task 4. *Read the text Murder Will Out.*

Murder Will Out

Once during the civil wars in Rome a slave was murdered in one of the city squares. Nobody knew who had committed the crime. The murdered slave's dog guarded the body and didn't allow anyone to touch it. Once the king was travelling that way. Suddenly he noticed the animal watching the body. Then he got to know that the dog had been there for three days without food or drink. So the king ordered to bury the body and bring the dog to him. After some time the review of the king's troops took place. According to the rules every soldier had to march past the king. All this time the dog lay quietly by the king's side. But when the animal noticed the murderers of its late master, it got angry. It flew at them with extraordinary fury barking and tore apart their clothes. The king took notice of it and ordered to make an investigation. So the inquest was carried out. An open and speedy public trial took place. Soon the criminals had to confess the crime. As the laws in ancient Rome were rather strict and severe, the guilty were punished accordingly. After they had been tried, the criminals were sentenced to death.

Task 5. *A reading-comprehension task: Decide whether the statements below are true (+) or false (-) according to the text:*

1. The action took place in ancient time.
2. This was a period of peace in modern Greece.
3. Once a rich man was killed by the slaves.
4. The crime was committed in one of the city squares.

5. The dog was carefully guarding his dead master.
6. The dog was searching for some food and drink for 3 days.
7. As the dog was hungry, it furiously flew at the passers-by.
8. The king was the first to notice the body and the dog.
9. Actually, the dog identified the murderers of its master.
10. The soldiers, guilty of the crime, got a mild form of punishment.

Task 6. *The pre-text activity: Comment on the following citations before studying the text on Democracy:*

Abraham Lincoln: «...democracy is government of the people, for the people and by the people...» (from the Gettysberg Address about the system of government and the notion of democracy).

John F. Kennedy: «Ask not what your country can do for you – ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man». (from the Inaugural Address).

Thomas Jefferson (on leaving his office): «... Never did a prisoner, released from his chains, feel such relief as me in shaking off the shackles of power...».

Lord Acton: «Power tends to corrupt and absolute power corrupts absolutely».

Winston Churchill: «Never in the field of human conflict was so much owned by so many to so few...»

«Never give in, never, never, never, never – in nothing, great or small, large or petty – never give in except to convictions of honour and good sense».

«Politics is almost as exciting as war, and quite as dangerous. In war you can only be killed once, but in politics many times».

Diane Ravitch: «Freedom means responsibility, not freedom from responsibility» (defining democracy).

Reinhold Niebuhr (American theologian): «Man's capacity for justice makes democracy possible, but man's inclination to justice makes democracy necessary».

R. Nixon: «Never did a prisoner released from his cell feel such relief as me, shaking off the shakles of power!» (on leaving his office).

TEXT 2. Defining Democracy

Task 1. *Read and translate the text:*

In the dictionary definition, democracy «is government by the people in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system». In the phrase of Abraham Lincoln, democracy is government «of the people, by the people and for the people».

Democracies fall into two basic categories, direct and representative. In a direct democracy, all citizens, without the intermediary of elected or appointed officials, can participate in making public decisions. Such a system is clearly only practical with relatively small numbers of people – in a community organization or «tribal council», for example, or the local unit of a labour union, where members can meet in a single room to discuss issues and arrive at decisions by consensus or majority vote. Ancient, the world's first democracy, managed to practice direct democracy with an assembly that may have numbered as many as 5. 000 to 6. 000 persons – perhaps the maximum number that can physically gather in one place and practice direct democracy.

Modern society, with its size and complexity, offers few opportunities for direct democracy. Today, the most common form of democracy, whether for a town of 50,000 or nations of 50 million, is representative democracy, in which citizens elect officials to make political decisions, formulate laws and administer programs for the public good. In the name of the people, such officials can deliberate on complex public issues in thoughtful and systematic manner that requires an investment of time and energy which is often impractical for the vast majority of private citizens.

How such officials are elected can vary enormously. On the national level, for example, legislators can be chosen from districts that each elects a single representative. Alternatively, under a system of proportional representation, each political party is represented in the legislature according to its percentage of the total vote nationwide. Provincial and local elections can mirror these national models, or choose their representatives more informally through group consensus instead of elections. Whatever the method used, public officials in representative democracy hold office in the name of the people and remain accountable to the people for their actions.

Majority Rule and Minority Rights. All democracies are systems in which citizens freely make political decisions by majority rule. But rule by the majority is not necessarily democratic: no one, for example, would call a

system fair or just that permitted 51 percent of the population to oppress the remaining 49 percent in the name of the majority. In a democratic society, majority rule must be coupled with guarantees of individual human rights that, in turn, serve to protect the rights of minorities – whether ethnic, religious or political.

Democratic Society. Democracy is more than a set of constitutional rules and procedures that determine how a government functions. In a democracy, government is only one element coexisting in a social fabric of many and varied institutions, political parties, organizations and associations. This diversity is called pluralism, and it assumes that the many organized groups and institutions in a democratic society do not depend upon government for their existence, legitimacy or authority. Thousands of private organizations operate in a democratic society, some local, some national. Many of them serve a mediating role between individuals and the complex social and governmental institutions of which they are a part, filling roles not given to the government and offering individuals opportunities to exercise their rights and responsibilities as citizens of a democracy. These groups represent the interests of their members in a variety of ways – by supporting candidates for public office debating issues, and trying to influence policy decisions. Through such groups, individuals have an avenue for meaningful participation both in government and in their own communities. The examples are many and varied: charitable organizations and churches, environmental and neighbourhood groups, business associations and labour unions.

Task 2. *Answer the following questions:*

1. What is democracy according to A. Lincoln?
2. What categories do democracies fall into?
3. What communities is a direct democracy practical with?
4. Why is a representative democracy the most common form today?
5. How do citizens elect officials?
6. What principles do public officials hold office on?
7. How do citizens make political decisions?
8. How do majority rules and minority rights operate in democracies?
9. What other institutions and groups does a social fabric include besides a government?
10. What role do they fulfil?

Task 3. *Complete the following sentences:*

1. In the phrase of A. Lincoln, «democracy is a government of the people».

2. In a direct democracy all citizens elect officials to _____.
3. Ancient Athens practiced _____.
4. In a representative democracy citizens elect officials to _____.
5. Under a system of proportional representation each political party is represented in the legislature according to _____.
6. Public officials hold office _____.
7. In a democratic society majority rule must be coupled with _____.
8. Pluralism assumes that _____.
9. Private organizations represent the interests of their members by ____.

Task 4. *Insert the English equivalents used in the text:*

1. In a democracy the supreme power *здійснюється* directly by people or by their elected agents.
2. The methods of electing officials can vary *дуже сильно*.
3. Whatever the method used public officials in a representative democracy *займають посаду* in the name of the people.
4. Public officials in a representative democracy remain *підзвітні* the people for their actions.
5. Majority rule must be coupled with *гарантіями прав людини*.
6. Democracy is more than *набір* constitutional rules and procedures.

Task 5. *Find the statements which aren't true to the text:*

1. A direct democracy is practical with small numbers of people.
2. Modern society offers a lot of opportunities for a direct democracy
3. Legislators can be chosen only by means of proportional representation.
4. Majority rule is not necessarily democratic.
5. Charitable organizations, business organizations, Labour Unions serve a mediating role.
6. All these organizations depend upon the government for their existence, legitimacy and authority.
7. Thousands of private organizations support candidates for public office, debate issues, try to influence policy decisions

Task 6. *Arrange the words in pairs of synonyms:*

to exercise	to suppose
to elect	to determine
to offer	to choose
to define	to practice
to assume	to propose
vast	fair
responsibilities	enormous
just	duties

Task 7. Arrange the words in pairs of antonyms:

Direct	Informal
Representative	Agree
Formal	Appear
Disagree	Regularly
Legal	Disappear
Unrepresentative	Indirect
Unpractical	Illegal
Irregularly	Practical

TEXT 3.

**J. F. Kennedy's Inaugural Address:
On Democracy Issues in the Cold War Period
(January 21, 1961)**

Task 1. Study the text:

John Fitzgerald Kennedy was the thirty-fifth president of the United States. He was the first Roman Catholic to be elected to the office and the youngest president in United States history. A popular and eloquent speaker, Kennedy in his inaugural address in January 1961 urged his fellow citizens to become committed to a new vision of peace, freedom, and prosperity with these words:

«Ask not what your country can do for you – ask what you can do for your country».

Unfortunately, Kennedy didn't have much time to see his dreams for a new society become reality; he was assassinated in Dallas, Texas, on November 22, 1963. The following is an excerpt from his famous inaugural address.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms -and bring the absolute power to destroy other nations under absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of 5 its terrors. Together let us explore the stars, conquer the deserts, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah-to «undo the heavy burdens ... [and] let the oppressed go free».

And if a beachhead of cooperation may push back the angels of suspicion, let both sides join in creating a new endeavor: not a balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this administration, nor even perhaps in our own lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again – not as a call to bear arms, though arms we need – not as a call to battle, though embattled we are – not as a call to bear the burden of a long twilight struggle year in and year out, «rejoicing in hope, patient in tribulation» – a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, north and south, east and west, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.

I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it – and the glow from that fire can truly light the world.

And so, my fellow Americans: Ask not what your country can do for you – ask what you can do for your country.

My fellow citizens of the world: Ask not what America will do for you but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deed, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Task 2. Write true in front of those statements that express ideas from Kennedy's speech and false in front of those that do not. Correct false statements to make them true.

1. The Soviet Union and the United States should try to identify and discuss the problems that divide them.

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2. Each side should try to gain complete control for itself of the inspection and control of arms.
3. The two sides together should unite in their efforts to explore space and improve commerce and the arts.
4. These goals should be accomplished in the first 1,000 days of Kennedy's administration as president.
5. The common enemies of human beings are poverty, disease, communism, and socialism.
6. Most people realize that the present moment is one of great challenge and are glad to be alive at this time.
7. Americans should ask what their country can do for them.
8. People from other countries should ask what America can do for them and for their people.
9. Most of the goals mentioned in Kennedy's speech are difficult to achieve.
10. J. F. Kennedy supported the ideas of the cold war.

Task 3. *Talking It Over*

1. Which of the goals mentioned in Kennedy's speech have been accomplished?
2. Do you think all of the goals he mentioned are possible to achieve? Why or why not? Which one do you consider the most important for today's world?

TEXT 4.

Remarks of President Donald J. Trump – Inaugural Address: the Future of the USA Democracy

Task 1. *Read and translate the text (extracts).*

...Together, we will determine the course of America and the world for years to come. We will face challenges. We will confront hardships. But we will get the job done.

...Today's ceremony has very special meaning, because today we are not merely transferring power from one Administration to another, or from one party to another – but we are transferring power from Washington, D. C. and giving it back to you, the American People.

For too long, a small group in our nation's Capital has reaped the rewards of government while the people have born the cost.

Washington flourished – but the people did not share in its wealth.

Politicians prospered – but the jobs left, and the factories closed.

The establishment protected itself, but not the citizens of our country...

That all changes – starting right here, and right now, because this moment is your moment: it belongs to you...

What truly matters is not which party controls our government, but whether our government is controlled by the people.

January 20th 2017, will be remembered as the day the people became the rulers of this nation again. ... At the center of this movement is a crucial conviction: that a nation exists to serve its citizens...

But for too many of our citizens, a different reality exists: mothers and children trapped in poverty in our inner cities; rusted-out factories scattered like tombstones across the landscape of our nation; an education system, flush with cash, but which leaves our young and beautiful students deprived of knowledge; and the crime and gangs and drugs that have stolen too many lives and robbed our country of so much unrealized potential. We are one nation – and their pain is our pain. Their dreams are our dreams; and their success will be our success. We share one heart, one home, and one glorious destiny. The oath of office I take today is an oath of allegiance to all Americans. For many decades, we've enriched foreign industry at the expense of American industry; subsidized the armies of other countries while allowing for the very sad depletion of our military; we've defended other nation's borders while refusing to defend our own; and spent trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay. We've made other countries rich while the wealth, strength, and confidence of our country has disappeared over the horizon. One by one, the factories shuttered and left our shores, with not even a thought about the millions upon millions of American workers left behind. The wealth of our middle class has been ripped from their homes and then redistributed across the entire world. But that is the past. And now we are looking only to the future. ... a new vision will govern our land. America First. Every decision on trade, on taxes, on immigration, on foreign affairs, will be made to benefit American workers and American families. We must protect our borders from the ravages of other countries making our products, stealing our companies, and destroying our jobs. Protection will lead to great prosperity and strength...We will bring back our wealth...We will follow two simple rules: Buy American and Hire American.

We will seek friendship and goodwill with the nations of the world – but we do so with the understanding that it is the right of all nations to put their own interests first.

We do not seek to impose our way of life on anyone, but rather to let it shine as an example for everyone to follow.

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We will reinforce old alliances and form new ones – and unite the civilized world against Radical Islamic Terrorism, which we will eradicate completely from the face of the Earth. At the bedrock of our politics will be a total allegiance to the United States of America, and through our loyalty to our country, we will rediscover our loyalty to each other. When you open your heart to patriotism, there is no room for prejudice.

The Bible tells us, «how good and pleasant it is when God’s people live together in unity». We must speak our minds openly, debate our disagreements honestly, but always pursue solidarity. When America is united, America is totally unstoppable...

We will no longer accept politicians who are all talk and no action – constantly complaining but never doing anything. The time for empty talk is over.

So to all Americans...: You will never be ignored again. Your voice, your hopes, and your dreams, will define our American destiny.

Task 2. *Figure out the main ideas from the text. What are the main goals of D. Trump’s new policy?*

Task 3. *Compare the speech of J. F. Kennedy and D. Trump’s one. Find the common goals of democracy and the differences they saw in America’s future.*

Task 4. *Recalling Information: Write true in front of those statements that express ideas from D. Trump’s’s speech and false in front of those that do not. Correct false statements to make them true.*

1. D. Trump foresees no use trying to unite the American nation under God in future, as the society has already disintegrated.
2. America’s new course will be to deal with its own needs and issues for the benefit of the nation, not of foreign ones.
3. The previous governments cared for their own prosperity and wealth, not for the common citizens of the country.
4. Americans have a number of fears to cope with, namely terrorism and lack of education.
5. America’s borders should be not so strictly controlled, as there’s no problem with immigrants and employment.
6. There’s no point relying on the government, only on yourselves.
7. Only the bigger cities are able to contribute to the country’s development, not the smaller towns and villages.
8. This is a moment of great peril, but everyone ought to try to make their dreams come true.

9. Our aims should be material and practical, spiritual and moral values aren't so significant nowadays.

10. The old eloquent politicians are widely welcome to influence the new generation.

11. The new nation will readily strive for the coming challenges of the century.

12. Citizens exist only to serve the government, not vice versa.

13. D. Trump strongly criticizes the government, «the establishment», for its selfishness.

14. Exploring space isn't the prior task of the future generations to come!

15. Other countries do a lot of harm to America's economy, prosperity and wealth.

TEXT 5.

Democratic Government. Checks and Balances

Task 1. Read the text.

One of the most important American contributions to democratic practice has been the development of a system of checks and balances to ensure that political power is dispersed and decentralized. It is a system founded on the deeply held belief that government is best when its potential for abuse is curbed, and when it is held as close to the people as possible.

As a general term, checks and balances has two meanings: federalism and separation of powers. Federalism is the division of government between the national, state or provincial, and local levels. The United States, for example, is a federal republic with states that have their own legal standing and authority independent of the federal government. Unlike the political subdivisions in nations such as Britain and France, which have a unitary political structure, American states cannot be abolished or changed by the federal government. Although power at the national level in the United States has grown significantly in relation to state authority in the 20th century, states still possess significant responsibilities in such fields as education, health, transportation and law enforcement. In centralized or «unitary» systems, these functions are administered by the national government.

In the second sense, checks and balances refer to the separation of powers that the framers of American Constitution in 1789 so painstakingly established to ensure that political power would not be concentrated within

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a single branch of the national government. James Madison, perhaps the central figure in the drafting of the Constitution and later fourth president of the United States, wrote: «The accumulation of all powers, legislative, executive, and judiciary, in the same hands. may justly be pronounced in the very definition of tyranny». Separation of powers in some ways a misleading term, because the system devised by Madison and the other framers of the Constitution is more one of shared rather than separate powers. Legislative authority, for example, belongs to the Congress, but laws passed by Congress can be vetoed by the president. The Congress, in turn, must assemble a two-thirds majority in both the House of Representatives and the Senate to override a presidential veto. The president nominates ambassadors and members of the Cabinet, and negotiates international treaties but all are subject to approval by the Senate. So is the selection of federal judges. As another example, the Constitution specifies that only the Congress has the power to declare war, although the president is commander-in-chief of the armed forces a source of tension between the two branches that was apparent during the protracted Vietnam War of the 1960s and early '70s, and in the brief Gulf conflict of 1990–91. Because of the need for congressional approval to enact a political program, political scientist Richard Neustadt has described presidential power in the United States as «not the power to command, but the power to persuade».

Not all the checks and balances within the federal government are specified in the Constitution. Some have developed with practice and precedent. Perhaps the most important is the doctrine of judicial review, established in an 1803 court case, which gives the U. S. Supreme Court the power to declare acts of Congress unconstitutional.

The separation of powers in the American system is often inefficient, but it provides an important safeguard against the potential abuse of power by government – an issue that every democracy must confront.

Task 2. *Answer the following questions.*

1. What is the main goal of the checks and balances system?
2. What does the term checks and balances mean?
3. What is federalism?
4. What tendency is seen concerning separation of powers in the 20th century in the USA?
5. What responsibilities do the states possess in the USA?
6. What is the difference between a federal (republic) state and unitary political structure?
7. How do they formulate the second sense of the term «checks and balances»?

8. What misleading sense lies in the term separation of powers?
9. When was the doctrine of judicial review established?
10. What power did the U. S. Supreme Court get according to this doctrine?

Task 3. *Complete the following sentences.*

1. One of the most important American contributions to democratic practice has been.
2. The USA is a federal republic with states.
3. States possess significant responsibilities in such fields as.
4. In centralized or «unitary» systems, these functions.
5. The accumulation of all powers in the same hands may be pronounced.
6. Political scientist R. Neustadt has described presidential power in the USA as «not the power to command».
7. Not all the checks and balances within the federal government.
8. The doctrine of judicial review gives the U. S. Supreme Court.
9. The separation of powers in American system is often.
10. But separation of powers provides

Task 4. *Fill in the blanks with the words from the text.*

1. American states cannot be. or. by the federal government.
2. In the second sense, checks and balances. To the separation of powers.
3. Legislative authority. to the Congress.
4. Laws passed by the congress can be. by the president.
5. The Congress must assemble a two-thirds majority in both the House and the Senate to. a presidential veto.
6. The president. ambassadors and members of the Cabinet and. international treaties.
7. Only the Congress has the power. war.
8. Nominating ambassadors and negotiating international treaties are subject to. by the Senate.
9. Government is best when its potential for abuse is
10. One of the most important American. to democratic practice has been the development of a system of checks and balances.

Task 5. *Find in the text the definitions of the following terms.*

Checks and balances, federalism, separation of powers, the doctrine of judicial review.

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Task 6. *Translate the following sentences in writing paying attention to the underlined words and constructions.*

1. It is a system founded on the deeply-held belief that government is best when its potential for abuse is curbed, and when it is held as close to the people as possible.

2. As a general term, «checks and balances» has two meanings: federalism and separation of powers.

3. Unlike the political subdivisions in nations such as Britain and France, which have unitary political structures, American states cannot be abolished or changed by the federal government.

4. «The accumulation of all powers, legislative executive and judiciary, in the same hands. may justly be pronounced in the very definition of tyranny».

5. Separation of powers is in some ways a misleading term, because the system devised by Madison and the other framers of the Constitution is more one of shared rather than separate powers.

6. The Congress in turn, must assemble a two-thirds majority in both the House of Representatives and the Senate. To override a presidential veto.

Task 7. *Translate the missing words to fill in the gaps with proper words on the topic: «American Government».*

The (законодавча гілка) – (конгрес) – consists of the (Сенат) and the (Палата Представників). Each (сенатор) is elected for six years and each (представник) for two years, with no limitation on the number of (строків). Each of the 50 states elects two (сенаторів) under a system in which one-third of the (Сенат) is elected every two years. A (сенатор) must be (старший) 30 years old and must have been an American citizen for (як найменше) nine years. The (Палата Представників) has 435 members. Each state is divided into congressional districts of roughly (рівне) population, and the (виборці) of each district elect one (представник) to (Конгрес). A member must be (старший) 25 years of age and must have been an American citizen for at least seven years. Both (палата) of (Конгрес) must (схвалити) bills before they become law. The (Сенат) alone (затверджує) the President's (кандидати) for high-level official positions and (ратифікує) treaties with other nations.

TEXT 6.

Foundations of Constitutional Democracy

Task 1. *Read and translate the text:*

The intellectual foundations of modern constitutional democracy were laid during the European Enlightenment, an 18th-century philosophic movement marked by its rejection of traditional social, religious and political ideas and its emphasis on rationalism. Two of its most influential thinkers were English political philosopher John Locke and French jurist and political philosopher Montesquieu.

In 1690 Locke published his seminal *Two Treaties of Government*. His assertion that all legitimate government rests upon «the consent of the governed» profoundly altered discussions of political theory and promoted the development of democratic institutions.

With his assertion of natural law, Locke rebutted the claim that government, specifically monarchy, was an aspect of a divinely ordained chain of being. Natural law is identical with the law of God, Locke argued, and guarantees to all men basic rights, including the right to life, to certain liberties, and to own property and keep the fruits of one's labour. To secure these rights, Locke argued, men in civil society enter into a contract with their government. The citizen is bound to obey the law, while the government has the right to make laws and to defend the commonwealth from foreign injury – all for the public good. Locke asserted that when any government becomes lawless and arbitrary, the citizen has the right to overthrow the regime and institute a new government.

Locke's theory of natural law inspired a generation of Enlightenment philosophers in Europe and the New World – from Jean Jacques Rousseau in France to David Hume in Scotland, Immanuel Kant in Germany and Thomas Jefferson and Benjamin Franklin in what became the United States. But his foremost successor was probably Montesquieu who, like Locke, believed in republican government based on the consent of the governed, but not in democracy founded on majority rule. In *The Spirit of Laws*, published in 1748, Montesquieu advocated separating and balancing powers between the executive, legislative and judicial branches of government as a means of guaranteeing the freedom of the individual. This doctrine also helped to form the philosophical basis for the U. S. Constitution, with its division of power among the presidency, the Congress and the judiciary.

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Task 2. *Answer the following questions.*

1. Who laid the intellectual foundations of modern constitutional democracy?
2. What principles did this philosophic movement rely on?
3. What Locke's idea profoundly altered discussions of political theory and promoted the development of democratic institutions?
4. What are the main ideas of Locke's natural law?
5. What basic rights does this law guarantee?
6. How do citizens and their government coexist?
7. Who was Locke's foremost successor?
8. Did Montesquieu believe in a democratic government?
9. What was his ideal of government?
10. What doctrine did Montesquieu advocate in his book «The Spirit of Laws»?

Task 3. *Complete the following sentences.*

1. This philosophic movement was marked by.
2. Natural law is identical with.
3. Locke rebutted the claim that government, specifically monarchy, was.
4. This law guarantees.
5. Men in civil society enter into a contact with their government to.
6. When any government becomes lawless and arbitrary the citizens have the right to.
7. Montesquieu believed in.
8. He didn't believe in.
9. Montesquieu advocated.
10. This doctrine helped to form.

Task 4. *Fill in the blanks with the words from the text.*

1. His assertion that all legitimate government rests upon the consent of the governed. discussions of political theory.
2. This assertion. the development of democratic institutions.
3. The citizens have the right. the regime and institute a new government.
4. The government has the right. laws and to defend the commonwealth from foreign injury.
5. Locke's theory of natural law. A generation of Enlightenment philosophers.
6. Separating powers is a of guaranteeing the freedom of the individual.

Task 5. *Agree or disagree with the following statements.*

1. The intellectual foundations of modern constitutional democracy were laid during the European Enlightenment.
2. This movement was marked by its rejection of traditional social, religious and political ideas and its emphasis on rationalism.
3. The basic rights introduced by Locke were in the US Bill of Rights.
4. Montesquieu was in opposition to democracy.

Task 6. *The suffix «-less» forms adjectives with a negative meaning. Form adjectives from the following words and translate them:*

law	hope
care	meaning
colour	use
power	home

Task 7. *Form adjectives with the suffix «-ful» from the words above and translate them into Ukrainian.*

UNIT 2.

PRESIDENCY. USA PRESIDENTS

TEXT 1.

Introduction to Presidency

Task 1. *Do the pre-text activity. Answer whether the following statements are true or false:*

1. Electoral College is the total number of American citizens, involved in electing the president.
2. Presidential election in the USA happens through the indirect voting.
3. Any American citizen can become the president.
4. President is elected every five years.
5. President can't serve more than two successive terms.
6. The Electoral College never summons before voting as a body of power.
7. When there is no absolute majority, Senate and the District of Columbia make a decision.
8. The president takes his Office in March.
9. The speech which the president delivers is called The Oath of Office or the Oath of Affirmation.
10. Inaugural address is the same as the oath-taking ceremony.

Task 2. *Now read the text «Introduction to presidency» and check your answers.*

Task 3. *Fill in the missing words of your own from the text (variants are possible).*

Introduction to Presidency

The Constitution requires the president to be a ____ (1)– born American ____ (2) at least 35 years of age. ____ (3) for the presidency are chosen by political ____ (4) several months before the presidential election, which is held every 4 years (in years divisible ____ (5) by four) on the first Tuesday after the first Monday in November.

The method of ____ (6) the president is peculiar to the American system. Although the names of the candidates appear on the ____ (7), technically the people of each state do not ____ (8) directly for the president (and ____ (9) – president). Instead, they select a slate of ____ (10) electors, ____ (11) to the number of senators and representatives each ____ (12) has in Congress. The candidate with the ____ (13) number of votes in each state ____ (14) all the electoral votes of that state.

The electors of all 50 states and the District of Columbia, a total of 538 persons, compose what is known as the ____ (15) Under the terms of the Constitution, the College never meets as a body. Instead, the ____ (16) gather in the state capitals shortly after the election and ____ (17) their votes for the candidate with the largest number of ____ (18) votes in their respective states. To be successful, a candidate for the presidency must ____ (19) 270 votes. The Constitution stipulates that if no candidate has a ____ (20), the decision shall be made by the House of Representatives, with all members from a state voting as a unit. In this event, each state and the District of Columbia would be allotted one ____ (21) only.

The presidential ____ (22) of four years begins on January 20 (it was changed from March by the 20th ____ (21), ratified in 1933) following a November election. The president starts his or her official duties with an inauguration ____ (24), traditionally held on the steps of the U. S. Capitol, where Congress meets. The president publicly takes an ____ (25) of Office, which is traditionally administered by the Chief ____ (26) of the United States. The words are prescribed in Article II of the ____ (27).

«I do solemnly ____ (28) (or affirm) that I will faithfully ____ (29) the office of ____ (30) of the United States, and will to the ____ (31) of my ability, preserve, protect and ____ (32) the Constitution of the United States».

The ____ (33) – taking ceremony is usually followed by an inaugural ____ (34) in which the new president outlines the ____ (35) and plans of his or her administration.

Task 4. *Translate the missing words and word combinations, you've filled in.*

TEXT 2.

Presidential Rights and Powers

Task 1. *Read the text.*

The office of President of the United States is one of the most powerful in the world. **The president**, the Constitution says, **must «take care that the laws be faithfully executed»**. To carry out this responsibility, he or she presides over the executive branch of the federal government – a vast organization numbering several million people – and in addition **has important legislative and judicial powers**.

Despite the Constitutional provision that «all legislative powers» shall be vested in the Congress, **the president**, as the chief formulator of public policy, **has a major legislative role**. The president can **veto any bill** passed by Congress and, unless two-thirds in each house vote **to override the veto**, the bill does not become law. Much of the legislation dealt with by Congress is **drafted** at the initiative of the executive branch. In an annual and special messages to Congress, the president may propose legislation he or she believes is necessary. If Congress should **adjourn** without acting on those proposals, the president has the power to call it into special session. But, beyond all this, the president, as head of a political party and as principal executive officer of the U. S. government, is in a position to influence public opinion and thereby to influence the course of legislation in Congress. To improve their working relationships with Congress, presidents in recent years have set up **a Congressional Liaison Office** in the White House. Presidential aides **keep abreast of** all important legislative activities and try to persuade senators and representatives of both parties to support administration policies.

Among the **president's constitutional powers** is that of **appointing important public officials**; presidential nomination of federal judges, including members of the Supreme Court, is subject to confirmation by the Senate. Another significant power is that of **granting a full or conditional pardon to anyone convicted of** breaking a federal law – except in a case of impeachment. The **pardoning power** has come **to embrace the power** to shorten prison terms and reduce fines.

Within the executive branch itself, the president has broad powers **to manage national affairs** and the workings of the federal government. The president can **issue rules**, regulations and instructions called **executive**

orders, which have **the binding force of law** upon federal agencies. As commander-in-chief of the armed forces of the United States, the president may also call into federal service the state units of the National Guard. In times of war or national emergency, the Congress may **grant** the president even broader **powers** to manage the national economy and **protect the security of** the United States.

The president chooses the heads of all executive departments and agencies, together with hundreds of other **high-ranking federal officials**. The large majority of federal workers, however, are selected through **the Civil Service system**, in which appointment and promotion are based on ability and experience.

Under the Constitution, the president is the federal official **primarily responsible for** the relations of the United States with foreign nations. Presidents appoint ambassadors, ministers and consuls – **subject to confirmation by** the Senate – and receive foreign ambassadors and other public officials. With the secretary of state, the president manages all official contacts with foreign governments. On occasion, the president may personally participate in **summit conferences** where chiefs of state meet for direct consultation. Thus, President Woodrow Wilson headed the American delegation to the Paris conference at the end of World War I; President Franklin D. Roosevelt **conferred with** Allied leaders at sea, in Africa and in Asia during World War II; and every president since Roosevelt has met with world statesmen to discuss economic and political issues, and **to reach bilateral and multilateral agreements**.

Through the Department of State, the president is responsible for the protection of Americans abroad and of foreign nationals in the United States. Presidents decide whether to recognize new nations and new governments, and **negotiate treaties** with other nations, which are **binding on** the United States when approved by two-thirds of the Senate. The president may also negotiate «executive agreements» with foreign powers that are not subject to Senate confirmation.

Task 2. *Continue the sentences according to the text or fill in the missing blanks with the proper word combinations:*

1. The president of the United States is considered to be _____ in the world.
2. The president takes care that rules and laws _____.
3. The president is responsible for _____.
4. According to the constitution of USA, all the legislative authority is vested in _____ but the president _____.

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5. The president can ____ Any ____ passed by ____, if the ____ of each ____ override the ____ Then the ____ doesn't become _____.
6. Most of the legislative acts are ____ at the initiative of ____ branch.
7. The president has the power to call ____ of the Congress to propose _____.
8. To improve the working relationship with the Congress the presidents _____ in recent years.
9. The presidents try to _____ senators and _____ of both _____ to _____ policies.
10. The judicial power of the president includes appointing _____, nominating ____, granting a full or ____ pardon, except in case of _____.
11. The pardoning power of the president includes _____.
12. The president has broad powers to _____ concerning the federal government.
13. The president can issue _____ called _____ orders which have _____ upon federal agencies.
14. As a commander-in-chief of the armed forces of the US, the president may also call into _____.
15. In times of of war the president may be granted _____ by the Congress.
16. The president within executive powers chooses _____ and agencies and hundreds of _____.
17. The large majority of federal workers are selected through _____.
18. In foreign affairs the president is responsible for _____.
19. The president appoints _____, _____, _____, – subject to the Senat's approval – receives ____; with the secretary of the state, the president manages _____, and may personally participate in _____.
20. Through the department of state, the president is responsible for ____ ____, decides whether to recognize _____, negotiates _____ binding on the US, approved by _____, may also negotiate _____ with foreign powers not subject to _____.

TEXT 3.

Limitations of presidential power

Task 1. *Read the text.*

Because of **the vast array of** presidential roles and responsibilities, **coupled with a conspicuous presence** on the national and international scene, political analysts have tended **to place great emphasis on** the president's powers. Some have even spoken of the «the imperial

presidency», referring to the expanded role of the office that Franklin D. Roosevelt maintained during his term.

One of the first **sobering realities** a new president discovers is an inherited bureaucratic structure which is difficult to manage and slow to change direction. Power to appoint extends only to some 3,000 people out of a civilian government work force of more than three million, most of whom are protected in their jobs by Civil Service regulations.

The president finds that the machinery of government operates pretty much independently of **presidential interventions**, has done so through earlier administrations, and will continue to do so in the future. New presidents are immediately **confronted with a backlog of** decisions from the outgoing administration on issues that are often complex and unfamiliar. They inherit a budget formulated and **enacted into law** long before they came to office, as well as major spending programs (such as veterans' benefits, Social Security payments and Medicare for the elderly), which are **mandated by law** and not subject to influence. In foreign affairs, presidents must **conform with treaties** and informal agreements negotiated by their predecessors.

The happy euphoria of the post-election «honeymoon» quickly dissipates, and the new president discovers that Congress has become less cooperative and the media more critical. The president is forced to build at least temporary alliances among diverse, often antagonistic interests economic, geographic, ethnic and ideological. Compromises with Congress must be struck if any legislation is to be adopted. «It is very easy to defeat a bill in Congress», lamented President John F. Kennedy. «It is much more difficult to pass one».

Despite these **burdensome constraints**, few presidents have turned down the chance to run for a second term of office. Every president achieves at least some of his legislative goals and **prevents by veto the enactment of** other **laws** he believes not to be in the nation's best interests. The president's authority in the conduct of war and peace, including the negotiation of treaties, is substantial. Moreover, the president can use his unique position to articulate ideas and advocate policies, which then have a better chance of entering the public consciousness than those held by his **political rivals**. When a president **raises an issue**, it inevitably becomes **subject to public debate**. A president's power and influence may be limited, but they are also greater than those of any other American, in or out of office.

In the day-to-day **enforcement and administration of federal laws** is in the hands of the various executive departments, created by Congress to deal with specific areas of national and international affairs. The heads of

the departments, chosen by the president and **approved by the Senate**, form a council of advisers generally known as the president's «Cabinet».

Task 2. *Answer the following questions according to the text:*

1. What is the historical origin of the term «imperial presidency»?
2. How is the council of advisers, chosen by the president and approved by the Senate called?
3. Can we tell that the president's power is so much limited?
4. Who helps the president in day-to-day enforcement and administration of federal laws?
5. What is the president's role in the conduct of war and peace?
6. Which way does the president prevent the enactment of unfavourable bills/laws?
7. Does the Congress become more or less cooperative after the election euphoria?
8. How is this period, at the beginning of the president's Office, called?
9. The new presidents must approve of the treaties and informal agreements inherited from the previous administration, mustn't they?
10. All the new issues of presidential policy become subject to public debate, don't they?

Task 3. *After reading the text comment on the phrase lamented by J. F. Kennedy: «It is very easy to defeat a bill in Congress, it is much more difficult to pass one». Consider all the constitutional procedure elements of drafting a bill, including the right of veto.*

TEXT 4.

American Presidency Requirements

Task 1. *Fill in the gaps with the missing words in the given forms in the following table from the text:*

The President of the United States is chosen in a _____ (1) election for a four-year _____ (2) of office, and may be _____ (3) for a second term. He must be a _____ (4) citizen at least 35 years old. His _____ (5) is \$200,000 a year, and he also gets an _____ (6) \$50,000 for expenses; but he must pay _____ (7) on the whole amount. He receives up to \$100,000 _____ (8) for travel and \$20,000 for official entertainment and is _____ (9) a home and extensive office space at the _____ (10).

As head of the _____ (11) Branch, the President must _____ (12) the government programs enacted into _____ (13) by Congress. He _____ (14)

programs and laws to ____ (15) and requests money for ____ (16) operations. If the President « ____ (17) » or ____ (18) to sign a bill passed by the Congress, his ____ (19) may be ____ (20) by a two-thirds vote of both ____ (21) of Congress. The President ____ (22) federal ____ (23), ambassadors and hundreds of government officials, and ____ (24) duties to the elected Vice President. If a President dies, ____ (25) or becomes permanently disabled, the Vice President assumes the office until the next ____ (26).

Under the US ____ (27) a sitting President may be ____ (28) from office before his term expires only by ____ (29) process that begins with the House of ____ (30) If upon sufficient evidence, the House drafts a «bill of impeachment», which must be ____ (31) by two-thirds of its membership. ____ (32) in the Senate, with the Chief ____ (33) of the United States acting as the judge and the Senators as the ____ (34), follows.

<i>National</i>	<i>White House.</i>	<i>appoints</i>	<i>federal government</i>
<i>re- elected</i>	<i>approved</i>	<i>Representatives</i>	<i>recommends</i>
<i>veto</i>	<i>income tax</i>	<i>Executive</i>	<i>native-born</i>
<i>Justice</i>	<i>Constitution</i>	<i>salary</i>	<i>carry out</i>
<i>jury</i>	<i>removed</i>	<i>Trial</i>	<i>houses</i>
<i>impeachment</i>	<i>judges</i>	<i>term</i>	<i>resigns</i>
<i>extra</i>	<i>tax-free</i>	<i>overruled</i>	<i>election</i>
<i>Congress</i>	<i>Veto</i>	<i>assigns</i>	
<i>provided</i>	<i>laws</i>	<i>refuses</i>	

TEXT 5.

George Washington as Chairman

Task 1. Read the following text and do the reading-comprehension tasks:

GEORGE WASHINGTON AS CHAIRMAN

When sufficient delegates had arrived in Philadelphia to make up a quorum for the Constitutional Convention, George Washington was unanimously elected president of the Convention. He accepted the honour reluctantly, protesting his lack of qualification. His opening remarks were addressed to the pride and idealism of the members: «Let us raise a standard to which the wise and honest can repair».

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As presiding officer, Washington was firm, courteous but impassive, taking no part in the debates until the last day of the Convention. He remained such an impressive figure, both physically and morally, that one delegate remarked that Washington was «the only man in whose presence I felt my awe».

Washington's support of a strong Union was rooted in his experience as commander-in-chief of the Continental Army during the Revolution. He recalled trying to persuade his New Jersey troops to swear allegiance to the United States. They refused, saying «New Jersey is our country»! During a recess of the Convention, Washington returned to the nearby Revolutionary battlefield at Valley Forge, Pennsylvania, where he and his troops had passed a bitter winter because the states had been reluctant to contribute to the general cause.

When the Convention ended and the ratification process began, Washington abandoned his silence and worked energetically on its behalf, helping to persuade a number of Antifederalists of his native state of Virginia to modify their position. He recognized the effectiveness of the critics in placing a Bill of Rights (which were later to become the first 10 amendments) before the electorate.

At the same time, he paid tribute to James Madison and Alexander Hamilton for their support of the Constitution in *The Federalist Papers*, when he wrote that they «have thrown new light upon the science of Government; they have given the rights of man a full and fair discussion, and explained them in so clear and forcible manner, as cannot fail to make a lasting impression».

Task 2. *Reading-comprehension task. Answer true or false according to the text:*

1. A number of candidates were proposed to be elected for the post of the chairman of a constitutional convention.
2. G. Washington willingly agreed to hold the office.
3. G. Washington had previously gained much support due to his military achievement.
4. G. Washington used to be the head of the Conventional Army.
5. Not all of the states eagerly joined the Army.
6. The state of Virginia was quite ready to sign the future constitutional document.
7. There was a strong opposition from the side of Antifederalists in ratification process.
8. The founding fathers of the Constitution were A. Hamilton and J. Madison.

9. The Bill was drafted much time later.
10. The emphasis was put on the inalienable human rights.

Task 3. Put the missing words into the word combinations from the text and translate these expressions.

In a clear and ____ (1) manner, to ____ (2) the effectiveness of critics, to make a ____ (3) impression, to pay ____ (4) to smb for smth, the first 10 ____ (5) to the Constitution, to ____ (6) silence and to work energetically, to do smth on ____ (7) of smb, to be unwilling (synonym) ____ (8), to ____ (9) to the general cause, to swear ____ (10) to the USA, to return to the nearby ____ at the Valley ____ (11), his experience of a ____ (12) of the army, ____ (13) delegates arrived, to feel ____ (14) in smb's presence, to be ____ (15) elected president, protesting the ____ (16) of qualification, to accept the ____ (17), support was ____ (18) in his experience.

Task 4. Comment on the following phrase according to the historical and political content: «Let us raise a standard to which the wise and honest can repair»!

Task 5. Get ready for the following discussion.

Can you apply this citing to any international or domestic affairs' situation nowadays? Work in pairs and then discuss in a form of a brainstorm. Give your reasons in different causes of development.

TEXT 6.

Benjamin Franklin's Rising Sun.

The Founding Fathers of the USA Constitution

Task 1. Read the text and insert the missing prepositions where necessary:

Benjamin Franklin, ____ (1) 81, was the oldest and the most widely accomplished delegate ____ (2) the 1787 Constitutional Convention. His presence represented the final public service in a remarkable career as scientist, author, diplomat and statesman. His reputation ____ (3) Europe, wrote John Adams from Paris, was «more universal than that ____ (4) Leibnitz or Newton, Frederick or Voltaire, and his character more beloved and esteemed than any or all of them». Although he was physically feeble – all ____ (5) his speeches were read ____ (6) a colleague – Franklin

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attended most _____ (7) the sessions and was troubled _____ (8) the recurring signs opposition the draft Constitution _____ (9) a notable address _____ (10) the close of the Convention, he gently urged dissenting delegates to put _____ (11) their legitimate criticisms – he himself had several – and recognize the version _____ (12) them as the best compromise possible.

_____ (13) the final day, as the last delegates were signing the document, Franklin pointed _____ (14) the sun _____ (15) the back _____ (16) the Convention president's chair. Observing that painters had found it difficult to distinguish in their art a rising sun _____ (17) a setting sun, he went to say: «I have often the course the session. looked that sun _____ (18) the President without being able to tell whether it was rising or setting. But now _____ (19) length I have the happiness to know it is a rising and not a setting sun».

Franklin was one. several American leaders who saw the new Union as a model that other countries could usefully emulate. «I send you», he wrote. friends in Europe, «the proposed new federal Constitution. these states. If it succeeds, I do not see why you might not _____ (20) Europe form a Federal Union and one grand republic _____ (21) all its different states and kingdoms».

Task 2. *Ask all types of questions to the text.*

Task 3. *Ask 5 more special questions to get more information about B. Franklin.*

TEXT 7.

Lincoln and Kennedy. Grave Coincidences

Task 1, 2. *Read the following information and decide, which of the following facts about the deaths of the presidents are stunning/astonishing, which are unusual/peculiar and which of them are ordinary and common. Make a table with such statements and your proofs.*

In 1963 the world was stunned when the president of the US, J. F. Kennedy, was killed by an assassin's bullet. Later many experts and common people remarked and pointed out what seemed to be mysterious similarities between his death and that of the former president, Abraham Lincoln. Is there really some strange force of circumstance that unites these aggravating cases? Think over the problem of coincidences and ill fate to judge, which of the given below facts in combination of events could be

considered really probable to draw some parallels and which can't. Read the description of the «astounding parallels». Decide, which ones you consider to be really stunning, extraordinary, and which ones more unusual, peculiar and even ordinary and usual, quite common. Draw a table and prove, why you think so about two of the most tragic and dramatic in American history. You can find some more interesting information on the topic in additional sources. Work individually to find proofs!

1. Lincoln was elected president in 1860 and Kennedy was elected president in 1960, exactly hundred years later.

2. Both presidents were ardent supporters of the civil rights' movement, fighting for the rights for blacks.

3. Both assassinations took place on a Friday, in the presence of their wives.

4. Each family had lost a son while living in the White House.

5. The method of assassination involved a bullet, entering their heads from behind.

6. The death of Lincoln happened in Ford's Theatre. Kennedy was assassinated in Lincoln convertible, produced by the Ford Motor Company.

7. The statesmen were succeeded by vice-presidents named Johnson, who were southern democrats and former senators.

8. Andrew Johnson, (Lincoln's vice-president) was born in 1808. Lyndon Johnson (Kennedy's vice-president) was born in 1908, exactly one hundred years later.

9. The first name of Lincoln's private secretary was John; The first name of Kennedy's private secretary was Lincoln.

10. John Wilkes Booth (Lincoln's assassin) was born in 1838/9 (sources are different). Lee Harvey Oswald (Kennedy's assassin) was born in 1939, one hundred years later.

11. The assassins were murdered before the coming trials.

12. J. Booth shot Lincoln and fled to a barn. Oswald shot Kennedy from a warehouse and escaped to a theatre.

13. The names Lincoln and Kennedy both have seven letters.

The dollar bill issued in Dallas only two weeks before JFK was assassinated, which is now known as the Kennedy's assassination bill. Since Dallas is the eleventh of the twelve Federal Reserve Bank districts, the bill bears the letter «K», the eleventh letter of the alphabet, and number eleven appears in each corner. The serial number begins with «K» and end with «A», standing for «Kennedy Assassination». Eleven also stands for November, the eleventh month of the year; two elevens equal 22, the date of the tragedy. And the series number is 1963, the year assassination occurred.

Task 3. *Make a brainstorm on the topic of discussion and find some more information to prove your point of view.*

Task 4. *Write an essay «Astonishing coincidences of J. F. Kennedy's and A. Lincoln's deaths».*

TEXT 8.

Presidential committees

Task 1. *Read the text.*

Presidential committees

One of the major characteristics of the Congress is the dominant role committees play in its proceedings. Committees have assumed their present-day importance by evolution, not by constitutional design, since the Constitution makes no provision for their establishment.

At present the Senate has 16 standing (or permanent) committees; the House of Representatives has 22. Each specializes in specific areas of legislation: foreign affairs, defense, banking, agriculture, commerce, appropriations and other fields. Every bill introduced in either house is referred to a committee for study and recommendation. The committee may approve, revise, kill or ignore any measure referred to it. It is nearly impossible for a bill to reach the House or Senate floor without first winning committee approval. In the House, a petition to discharge a bill from a committee requires the signatures of 218 members; in the Senate, a majority of all members is required. In practice, such discharge motions only rarely receive the required support.

The majority party in each house controls the committee process. Committee chairmen are selected by a caucus of party members or specially designated groups of members. Minority parties are proportionally represented on the committees according to their strength in each house.

Bills are introduced by a variety of methods. Some are drawn up by standing committees; some by special committees created to deal with specific legislative issues; and some may be suggested by the president or other executive officers. Citizens and organizations outside the Congress may suggest legislation to members, and individual members themselves may initiate bills. After introduction, bills are sent to designated committees which, in most cases, schedule a series of public hearings to permit presentation of views by persons who support or oppose the legislation. The hearing process,

which can last several weeks or months, opens the legislative process to public participation.

Task 2. *Answer, true or false according to the text:*

1. The constitution of the USA regulates the foundation, work and powers of the presidential committees.
2. These committees are definitely related to the ruling party.
3. The minority parties don't have their representatives in the committees at all.
4. Adoption of bills is closely connected with the decisions of the Congress, not of the presidential committees.
5. There are, all in all, about 40 such committees in the USA.
6. Committees have similar specialization.
7. The procedure of adopting a bill by the committee is the same in both Houses.
8. Public can be deeply involved in proposing laws, rules and regulations for the legislature, initiated by the committees.
9. This public initiation is carried out directly, without any special meetings.
10. Both standing and special committees draw the bills.

Task 3. *Give definitions to the following terms and translate them:*

- a bill;
- standing committee;
- special committee;
- a caucus;
- a permanent committee;
- to reach the (House or Senate) floor.

Task 4. *Study some of the following Constitutional constraints. Fill in the gaps with the missing propositions:*

A few of these powers are now outdated – the District of Columbia today is largely self-governing – but they remain _____ (1) effect. The 10th Amendment sets definite limits _____ (2) congressional authority, _____ (3) providing that powers not delegated _____ (4) the national government are reserved _____ (5) the states or to the people. _____ (6) addition, the Constitution specifically forbids certain acts by Congress.

The Constitution provides that the vice president shall be president _____ (7) the Senate. He or she has no vote, except _____ (8) the case _____ (9) a tie. The Senate chooses a president pro-tempore to preside

when the vice president is absent. The House _____ (10) Representatives chooses its own presiding officer – the speaker _____ (11) the House. The speaker and the president pro-tempore are always members _____ (12) the political party _____ (13) the largest representation _____ (14) each house.

_____ (15) the beginning _____ (16) each new Congress, members _____ (17) the political parties select floor leaders and other officials to manage the flow _____ (18) proposed legislation. These officials, along _____ (19) the presiding officers and committee chairmen, exercise strong influence _____ (20) the making of laws.

Task 5. *Reading-comprehension text: The Native American.*

The story of the Native American – or American Indian – is one that is unique, tragic and ultimately inspiring. It is unique because the Indians were the original inhabitants of the American continent and experienced every phase of its European settlement, from the earliest 17th century colonies to the closing of the western frontier at the end of the 19th century. It is tragic because the conflict between the Indians and whites paralleled the experience of traditional peoples throughout the world who have come in contact with expanding, industrialized societies. It is an inspiring story because the Native Americans, although dispossessed of much of their land in the 19th century, have survived, have asserted their political and economic rights, and have succeeded in retaining their identity and culture despite the onslaught of modern civilization.

Today, Native Americans are full citizens of the United States, though they are proud of their own cultural heritage, which they are trying to protect and maintain.

Marks of that heritage can be found all over the USA. Many of the names on United States maps – Massachusetts, Ohio, Michigan, Kansas, Idaho and more – are Indian words. The Indians taught the Europeans how to cultivate crops such as corn, tomatoes and tobacco. Canoes, snowshoes and moccasins are all Indian inventions. Indian handcrafted artifacts such as pottery, silver jewelry, paintings and woven rugs are highly prized.

As European civilization spread rapidly across the continent, the native population declined. Disease and warfare took their lives. By 1920, the Indian population had fallen below 350,000. For a period of time it seemed the Indians would vanish. The transfer of land from Indian to European – and later American – was accomplished through treaties, war and coercion. It was accompanied by a long struggle between the Indian and European way of life. In many ways, the history of the United States is the story of this struggle.

Task 6. *Decide which of the given below statements are true (T) or false (F):*

1. The story of Native Americans is not similar to stories of other peoples.
2. European settlement in America lasted about two centuries.
3. Modern civilization managed to suppress Indian culture.
4. Expansion was typical for industrialized societies.
5. There are no traces of Indian culture in America nowadays.
6. The story of Indians can inspire others to keep their identity.
7. The conquest of Indian lands went through war only.
8. The USA history can be reflected in the struggle of two cultures.
9. Some Indian inventions were used by Europeans.
10. Once it seemed Native Americans wouldn't survive.

UNIT 3.

Constitutions

TEXT 1.

The USA Constitution. The Bill of Rights

Task 1. *Read and translate the text.*

CONSTITUTIONS

The rock upon which a democratic government rests is its constitution – the formal statement of its fundamental obligations, limitations, procedures and institutions. The constitution of the country is the supreme law of the land, and all citizens, prime ministers to peasants alike, are subject to its provisions. At a minimum, the constitution, which is usually codified in a single written document, establishes the authority of the national government, provides guarantees for fundamental human rights and sets forth the government's basic operating procedures.

Despite their enduring, monumental qualities, constitutions must be capable of change and adaptation if they are to be more than admirable fossils. The world's oldest written constitution, that of the United States, consists of seven brief articles and 27 amendments. This written document, however, is only the foundation for a vast structure of judicial decisions, statutes, presidential actions and traditional practices that has been erected over the past 200 years and kept the U. S. Constitution alive and relevant.

This pattern of constitutional evolution takes place in every democracy. In general, there are two schools of thought about the process of amending, or changing, a nation's constitution. One is to adopt a difficult procedure, requiring many steps and large majorities. As a result, the constitution is changed infrequently, and then only for compelling reasons that receive

substantial public support. This is the model of the United States, whose Constitution is a brief statement of the general principles, powers and limits of government, together with a more specific listing of duties, procedures and, in the Bill of Rights, the fundamental rights of individual citizens.

A much simpler method of amendment, which many nations use, is to provide that any amendment may be adopted by approval of the legislature and passed by the voters at the next election. Constitutions able to be changed in this fashion can be quite lengthy, with specific provisions that differ little from the general body of legislation.

No constitution like America's, written in the 18th century, could have survived unchanged into the late 20th century. Similarly, no constitution in force today will survive into the next century without the capacity for change – while still holding fast to principles of individual rights, due process and government through the consent of the governed.

Task 2. *Answer the following questions.*

1. What does a democratic government rest upon?
2. What does a constitution mean?
3. What does it establish?
4. At a minimum, the constitution provides guarantees for fundamental human rights as well, doesn't it?
5. Must constitutions be capable of change?
6. What is the world's oldest written constitution?
7. What does it include?
8. What other documents keep the U. S. Constitution alive and relevant?
9. How many schools of thought are there concerning the process of amending a nation's Constitution?
10. What are the characteristic features of the first school?
11. What is the essence of the method of amendment of the second school?
12. What are the advantages and disadvantages of the methods of each school?

Task 3. *Complete the following sentences.*

1. The constitution of the country is the supreme law of the land and all citizens are.
2. Despite their enduring, monumental qualities constitutions..
3. The U. S. Constitutions consist of..
4. The pattern of constitutional evolution..
5. The U. S. Constitution is a brief statement of..
6. A much simpler method is..

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7. Constitutions able to be changed in this fashion..
8. No constitution in force today.

Task 4. *Fill in the blanks with the words from the text.*

1. All citizens, prime ministers to peasants alike, are subject to its.
2. This written document consists of seven brief definite articles and 27.
3. This written document is only the foundation for a vast structure of decisions.
4. This pattern of constitutional revolution. in every democracy.
5. As a result, the constitution is changed.
6. Any amendment may be adopted by. of the legislature and passed by the voters.
7. Constitutions able to be changed. can be quite lengthy.
8. Such constitutions have specific provisions that differ little from the body of.

Task 5. *Agree or disagree with the following statements.*

1. All governments rest upon their constitutions.
2. The constitution of the country is the supreme law of the land.
3. Any constitution is usually codified in a single written document.
4. All constitutions provide guarantees for fundamental human rights.
5. The U. S. Constitution is the only document the U. S. government rests upon.
6. One method is to adopt a difficult procedure.
7. Another method is to provide that any amendment may be adopted by approval of the legislature and passed by the voters at the next election.
8. No constitution like America's could have survived unchanged into the late 20th century.

Task 6. *Translate the following sentences in writing into Ukrainian paying attention to different functions of the verb «to be».*

1. In general there are two schools of thought about the process of amending.
2. As a result, the constitution is changed infrequently.
3. This is the model of the United States.
4. One method is to adopt a difficult procedure, requiring many steps and large majorities.
5. Constitutions must be capable of change and adaptation if they are to be more than admirable fossils.

Task 7. *Translate the following sentences in writing into Ukrainian:*

1. At a minimum, the constitution establishes the authority of the national government, provides guarantees for fundamental human rights and sets forth the government's basic operating procedures.

2. The world's oldest written constitution, that of the United States, consists of seven brief articles and 26 amendments.

3. The U. S. Constitution is a brief statement of the general principles, powers and limits of government, together with specific provisions that differ little from the general body of legislation.

4. Under the Constitution, each state legislature has the power to decide how presidential electors, as well as representatives and senators are chosen.

5. Although the Constitution has changed in many aspects since it was adopted, its basic principles remain the same now as in 1789.

6. The authors of the Constitution were keenly aware that changes would be needed from time to time.

TEXT 2.

The Initial Resistance. The US Constitution

Task 1, 2. *Read the text and fill in the blanks with the missing words. (A Multiple choice task).*

Much of the initial resistance to the Constitution came not from those opposed _____ (1) strengthening the federal union, but from _____ (2) who felt that the rights of individuals must be specifically spelled out. One of these was George Mason, author of the Declaration of Rights of Virginia, which was a forerunner of the Bill of Rights. As a delegate to the Constitutional Convention, Mason refused to sign the document because he felt individual rights were not _____ (3) protected. Indeed, Mason's opposition nearly blocked _____ (4) by Virginia. As noted earlier, Massachusetts, because of similar feelings, conditioned its ratification on the addition of specific _____ (5) of individual rights. By the time the First Congress _____ (6), sentiment for adoption of such amendments was nearly _____ (7) and the Congress lost little time in _____ (8) them.

- | | | | |
|------------------|----------------|------------------|-----------------|
| 1. A) by | B) to | C) in | D) with |
| 2. A) statesmen | B) ruler | C) citizens | D) leader |
| 3. A) poorly | B) great | C) sufficiently | D) hardly |
| 4. A) signature | B) adopted | C) ratificators | D) ratification |
| 5. A) protectors | B) guarantees | C) protectives | D) safety |
| 6. A) gather | B) suspended | C) disintegrated | D) convened |
| 7. A) unanimous | B) unanimously | C) different | D) failed |
| 8. A) working | B) approval | C) drafting | D) pulling |

Task 3. *The National Symbols. From the Origin of Flags.*

Fill in the gaps with appropriate words. Variants are possible.

The idea of flags is very old. When the soldiers of ancient times went into battle, they needed to know where their leader was. In the confusion of fighting it was not _____ (1) to tell. The leaders therefore formed the custom of _____ (2) where they were by carrying a tall pole of some kind. The _____ (3) usually had some emblem on the top: a shield, a figure of some _____ (4) or a god. If the pole fell, the soldiers knew that their _____ (5) was killed or captured.

The Romans were the _____ (6) to use the flags of cloth. For a long _____ (7) flags were banners fastened at the upper corners to a horizontal bar. The knights of the _____ (8) had flags of this kind. A knight's flag had the same _____ (9) as the shield. The idea of fastening to the side of a pole came _____ (10) Mohammedans. They went into battle with their _____ (11) flying out in the breeze. «With flags flying» has come to mean that _____ (12) is going well.

Flags of countries weren't _____ (13) until the last 200 years. Now almost every _____ (14) has its own flag and every flag has a meaning. All countries _____ (15) their flags and often mention them in patriotic songs. The National _____ (16) of the USA is called «The Star-Spangled Banner» and of the UK – «Union Jack».

Task 4. *Complete the following sentences using the facts about Ukrainian, British and American coat-of-arms. If you don't know, try to guess or read for more information.*

1. The blue stripe on the flag of Ukraine means _____.
2. The yellow stripe of the Ukrainian flag symbolizes _____.
3. The national emblem of Ukraine is _____.
4. The national anthem of Ukraine was written in _____.
5. There are _____ crosses and _____ colours on the flag of the UK.
6. The National Flag of the UK is known as _____. It was named so by _____ as _____.
7. There are symbols of _____ Countries on the flag of Great Britain.
8. The National Anthem of the UK is more than _____ years old.
9. There is a _____ on the Royal Crest of Great Britain.
10. The two popular names of the American Flag are _____.
11. In the American Flag red stands for _____, white for _____ and blue for _____.

12. The stars mean _____ and the stripes on the Flag mean _____.
13. When a new state joins the USA another _____. Is added to the flag.
14. The National Emblem of the USA is a _____.
15. The National Anthem of the USA is _____.

Task 5. Give common English equivalents to the following words-terms meaning the national symbols:

insignia	=	_____;
a signet	=	_____;
azure	=	_____;
or	=	_____;
gules	=	_____;
rampant	=	_____;
anthem	=	_____;
escutcheon	=	_____;
coat-of-arms	=	_____;
flag	=	_____;
heraldic	=	_____;
armor	=	_____.

Task 6. Translate the following words and expressions from the topic «The National Coat-of-arms».

Archaeological finds and excavations, tridents and bidents, the Royal Crest, knightly shields, pre- and heraldic devices, a prayer, an anthem, insignia, a signet, azure, or, gules, a rampant, escutcheon, supersede, augmentanion, tinctures, an ornamental wreath, to ornate, patron saints, a diagonal cross, on _____ background, freedom and justice, courage, white-headed bald eagle, wheat, pearls, crosslets of armor, spears, a crescent, a seal, The Old Glory, The Star-Spangled Banner, The Stars and Stripes, a badge, a banner, a standard, ancestors, to embroider.

Task 7. Use the vocabulary of task 6 to make a presentation about the coat-of-arms of the UK, USA, Ukraine or any other country on your choice.

TEXT 3.

The Constitution of the USA

Task 1. *Study the text and find the proper words from the list below to fill in the gaps.*

When the Constitution was written in 1787, there were only 13 states. The ____ (1) of the Constitution saw that the future might bring a need for changes, they ____ (2) a method of adding amendments. Over the years 26 amendments have been added, but the ____ (3) has not been ____ (4). The pattern of government planned so long ago for 13 states today meets the needs of 50 states and more than 57 times as many people. The first 10 amendments to the Constitution, called ____ (5), assure individual ____ (6) and ____ (7). Added in 1791, they include provisions for freedom of ____ (8), of ____ (9) and of ____ (10); the right of citizens to meet ____ (11); the right to be ____ (12) in one's own home against ____ (13) searches and ____ (14) of person or property, and the right of any person charged with ____ (15) the law to have a ____ (16) trial by a ____ (17) of fellow citizens. The Constitution ____ (18) the powers of the government into three ____ (19) – the ____ (20), headed by the ____ (21) the ____ (22) which includes both houses of ____ (23) (the Senate and the House of Representatives); and the ____ (24), which is headed by the Supreme Court. The Constitution limits the role of each branch to ____ (25) any one branch from gaining undue ____ (26).

unreasonable	branches	provided
speedy	drafters	changed
legislative	breaking	secure
divides	rights	worship
Congress	prevent	basic document
power	freedoms	press
judicial	the Bill of Rights	president
jury	executive	speech
peacefully	seizures	

TEXT 4. The Bill of Rights

Task 1, 2. *Read the text. Pay special attention to translating the underlined words and word combinations and add them to your vocabulary list.*

These amendments **remain intact** today, as they were written two centuries ago. The first guarantees **freedom of worship, speech and press**, the **right of peaceful assembly**, and the **right to petition the government to correct wrongs**. The second guarantees **the right of citizens to bear arms**. The third provides that **troops may not be quartered** in private homes without the owner's consent. The fourth guards against **unreasonable searches**, arrests and seizures of property.

The next four amendments deal with the system of justice: The fifth forbids trial for a **major crime** except after **indictment by a grand jury**. It **prohibits repeated trials for the same offense**: forbids punishment without **due process of law** and provides that an accused person may not **be compelled to testify against himself**. The sixth guarantees a **speedy public trial** for criminal offenses. It requires **trial by an unbiased jury**, guarantees the **right to legal counsel for the accused**, and provides that **witnesses shall be compelled to attend the trial and testify in the presence of the accused**. The seventh assures **trial by jury** in civil cases involving anything valued at more than 20 U. S. dollars. The eighth forbids **excessive bail or fines**, and cruel or unusual punishment.

The last two of the 10 amendments contain very **broad statements of constitutional authority**: The ninth declares that the listing of individual rights is not meant to be comprehensive; that the people have other rights not specifically mentioned in the Constitution. The 10th provides that **powers not delegated by the Constitution to the federal government nor prohibited by it to the states are reserved to the states or the people**.

The genius of the Constitution in organizing the federal government has given the United States extraordinary stability over the course of two centuries. The Bill of Rights and subsequent constitutional amendments guarantee the American people the fullest possible opportunity **to enjoy fundamental human rights**.

In moments of national crisis, it is tempting for governments **to attempt to suspend these rights** in the interest of national security. In the United States, such steps have always been taken **reluctantly** and under the most scrupulous safeguards. During wartime, for example, it has been necessary **to censor mail** between the United States and foreign countries, and

especially from the battlefronts to families back home. But not even in wartime has the constitutional **right to a fair trial been abrogated**. Persons accused of crimes – and these include enemy nationals **accused of spying, subversion** and other dangerous activities – are given the right to defend themselves and, under the American system, are **presumed innocent until proven guilty**.

Task 3. *Speaking activity. Sum up the main 10 amendments to the constitution of the USA using the underlined words and word combinations.*

Task 4. *Translate the underlined words and word combinations in a written form, giving Ukrainian equivalents.*

Task 5. *Put 10 questions to the underlined words from the text, using each type twice (general, special, to the subject, disjunctive, alternative).*

Task 6. *Read the text. Give a suitable title to it.*

Life depends on it as much as on water and oxygen. Human beings and animals need salt for the proper functioning of their bodies. But it is strange to think that a mineral as cheap and commonplace as this has played such an exotic and dramatic role in history. Salt sparked off wars in 250 B. C.; it caused North American Indians to hand over land and furs to European settlers; and in Tibet, Ethiopia and Rome it was so highly valued that it became a form of money.

People weren't aware of how much they needed salt until they discovered that it had a very practical use. If meat or fish could be kept in a barrel of salt, or brine, the food could be stored for months without it going bad. So salt became very valuable, and demand began to exceed supply. For Julius Caesar, the news that there was salt in Britain provided a good reason for invading the country. And Roman soldiers were even paid in salt, so it is the origin of the word «salary».

It is hardly a great surprise, then, to find that salt – like gold – acquired magical properties, and stories and superstitions grew up around it. Primitive people put it on the head of the animal, which was about to be sacrificed to the gods; babies in medieval Europe were washed in salt water and children made to wear little bags of the stuff around their necks to keep them from harm. Even today in many countries, the accidental spilling of salt still makes people throw a pinch of the spilt salt over the shoulder or wash it off with the clean water to counteract bad luck – just in case there is some truth in it.

Task 7. *A reading – comprehension task: multiple choice:*

1. The main idea of the text is that ____:
 - a) salt was used as money;
 - b) people wasted salt;
 - c) salt has played an important role in the history of mankind;
 - d) there many superstitions about salt showing that it brings bad or good luck.

2. It was discovered that ____:
 - a) salt was useful for preservation of meat and fish;
 - b) salt s brings bad luck;
 - c) each country was reach in salt;
 - d) People have always valued salt.

3. Salt was used as _____ in _____.
 - a) medicine; ancient China;
 - b) payment; ancient Rome;
 - c) salary; ancient Egypt;
 - d) money; ancient Greece.

4. It's true that:
 - a) Salt became a cause of epidemics;
 - b) Salt was never valued by people;
 - c) Salt became a cause of conflicts and wars;
 - d) Salt never brought good luck.

5. It was _____ who attacked _____ to get deposits of salt.
 - a) Incas' tribe; Celts;
 - b) Aztecs' tribe; Indians;
 - c) Columbus; Indians;
 - d) Julius Caesar; Celts.

6. Salt was so much valued that _____.
 - a) it caused wars between North American Indians and European settlers;
 - b) North American Indians gave furs in exchange for it to European settlers;
 - c) European settlers mounted an expedition to explore North American Indians' land;
 - d) North American Indians used it while making sacrifice to gods.

7. Salt was put ___ while making sacrifice to gods in prehistoric period.
 - a) in a wooden barrel;
 - b) in a chalice;
 - c) on a person's head;
 - d) on the sacrificed animal's head.

8. Wore little bags of the stuff as lucky charms.
 - a) kids;
 - b) young mothers;
 - c) priests;
 - d) warriors.
9. According to the text _____.
 - a) you had better keep salt in a barrel;
 - b) you should eat a pack of salt with a friend;
 - c) you had better not spill salt;
 - d) you can spill salt for luck.
10. The origin of the word _____ is _____.
 - a) salary; salt;
 - b) salary; soldier;
 - c) salt; salary;
 - d) salary; to sell.

Task 8. *Decide, whether the statements below are true or false according to this text:*

1. The main idea of the text is that salt has played an important role in the history of mankind.
2. People have always valued salt.
3. Salt was one of the causes for wars and division of territories.
4. It was discovered that salt was useful for preservation of meat and fish.
5. Salt was used as a means of paying for goods.
6. Each country appeared to be reach in salt long ago.
7. The word «salary» comes from the word «to sell».
8. Salt was used as an award in military actions in ancient Rome.
9. All superstitions about salt show that it brings bad luck.
10. Salt was used while making sacrifice to the gods.

TEXT 5.

The Constitutional Amendments

Task 1, 2. *Read the text and insert the missing prepositions where necessary:*

Amendments to the Constitution **subsequent** _____ (1) the Bill of Rights cover **a wide range** _____ (2) subjects. One of the most far-reaching is the 14th, ratified in 1868, by which a clear and simple **definition** _____ (3) citizenship was established and a broadened **guarantee** _____ (4)

equal treatment ____ (5) **the law** was confirmed. In essence, the 14th Amendment **applied** the **protections** ____ (6) the Bill of Rights ____ (7) **the states** ____ (8) **other amendments**, the judicial **power** ____ (9) the national government was limited; **the method** ____ (10) electing the president was changed; slavery was forbidden; the **right** ____ (11) vote was **protected** ____ (12) denial **because** ____ (13) race, color, sex or previous **condition** ____ (14) servitude; the congressional power to levy taxes was **extended** ____ (15) incomes; and the election of U. S. senators ____ (16) **popular vote** was instituted.

The most recent amendments include the 22nd, **limiting the president** ____ (17) two terms in office; the 23rd, **granting citizens** ____ (18) the District of Columbia **the right** ____ (19) vote; the 24th giving citizens **the right** ____ (20) **vote regardless** ____ (21) failure to pay a poll tax; the 25th, **providing** ____ (22) filling the **office** ____ (23) vice president when it becomes vacant. **midterm**; and the 26th, **lowering the voting age** ____ (24) 18.

It is ____ (25) **significance** that a **majority** ____ (26) the 27 amendments **stem** ____ (27) continued efforts to expand individual civil or political liberties, while only a few are **concerned** ____ (28) amplifying the basic governmental structure **drafted** ____ (29) Philadelphia in 1787.

Task 3. *Translate the following propositional expressions from Ukrainian into English.*

Право на, більшість з, всенародним голосуванням, скоротити до (2 варіанти), за законом, захищати від, за умов чогось, послідовно до, занепокоєний чимось, це важливо, по середині строку (на посаді), широкий спектр чогось, забезпечити чимось, через певні фактори, розроблена у штаті, посада віце-президента.

Task 4. *Remember these prepositional expressions and use in situations of your own.*

UNIT 4.

Human Rights

TEXT 1.

Human Rights: Inalienable Rights

Task 1. *Read and translate the text, paying special attention to the underlined words and word combinations.*

HUMAN RIGHTS: Inalienable Rights

Thomas Jefferson set forth a fundamental principle upon which democratic government is founded. Governments in a democracy do not **grant the fundamental freedoms** enumerated by Jefferson; governments are created **to protect** those **freedoms** that every individual possesses **by virtue of** his or her **existence**.

In their formulation by the Enlightenment philosophers of the 17th and 18th centuries, **inalienable rights are God – given natural rights**. These rights are not destroyed when civil society is created, and neither society nor government can remove or «alienate» them.

Inalienable rights include **freedom of speech and press** and expression, freedom of religion (**religious worship**) and conscience, freedom of assembly and the **right to equal protection under the law**. Since they exist independently of government, these rights cannot be legislated away, nor are they subject to the momentary whim of an electoral majority. The First Amendment to the U. S. Constitution, for example, does not give freedom of religion or of the press to the people; it **prohibits the Congress from passing any law interfering with freedom** of speech, religion and **peaceful assembly**. A historian, Leonard Levy, has said, «Individuals may be free when their government is not».

Freedom of speech and press

Freedom of speech and expression is the **lifeblood of any democracy**. To debate and vote, to assemble and protest, to worship, to ensure justice for all – these all **rely upon** the **unrestricted flow of speech and information**.

Citizens of a democracy **live with the conviction** that through the open exchange of ideas and opinions, truth will eventually win out over falsehood, the values of others will be better understood, **areas of compromise** more clearly defined, and the path of progress opened. The greater the volume of such exchanges, the better.

The **corollary to freedom of speech** is the right of the people to assemble and peacefully demand that the government **hear their grievances**. Without this right to gather and be heard, freedom of speech would **be devalued**. For this reason, freedom of speech is considered closely linked to, if not **inseparable from**, the right to gather, protest and demand change. Democratic governments can legitimately regulate the time and place of **political rallies** and marches **to maintain the peace and public order**, but they cannot use that authority to suppress protest or to prevent dissident groups from making their voices heard.

Freedom and Faith

Freedom of religion, or more broadly **freedom of conscience**, means that no person should be required to profess any religion or other belief against his or her desires. Additionally, no one should be **punished or penalized** in any way because he or she chooses one religion over another or, indeed, opts for no religion at all. The democratic state recognizes that a person's religious faith is **a profoundly personal matter**.

Citizenship: Rights and Responsibilities

Democracies **rest upon the principle** that government exists to serve the people; the people do not exist to serve the government. In other words, the people are citizens of the democratic state, not its subjects. While the state protects the rights of its citizens, in return, the citizens give the state their loyalty.

But rights, like individuals, do not function in isolation. Rights are not the private possession of individuals, but exist only insofar as they are recognized by other citizens of the society. The electorate, as the American philosopher Sidney Hook expressed it, is «the ultimate custodian of its own freedom». From this perspective, democratic government, which is **elected by and accountable to its** citizens, is not the antagonist of individual rights, but their protector. It is to enhance their rights that citizens in a democracy undertake their civic obligations and responsibilities.

The essence of democratic action is the active, freely chosen participation of its citizens in the public life of their community and nation. Without this **broad, sustaining participation**, democracy will begin to wither and become the **preserve of a small, select number of groups** and organizations.

Democracy, Diane Ravitch writes, «is a process, a way of living and working together. It is evolutionary, not static. It **requires cooperation, compromise and tolerance** among all citizens. Making it work is hard, nor easy. Freedom means responsibility, not freedom from responsibility».

Democracy **embodies ideals of freedom** and self-expression, but it is also clear-eyed about human nature. It does not demand that citizens be universally virtuous, only that they will be responsible. As American theologian Reinhold Niebuhr said: «Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary».

Task 2. *Answer the following questions.*

1. What fundamental principle is democratic government founded upon?
2. What are inalienable rights?
3. Why can't these rights be legislated away?
4. Why is freedom of speech devalued without freedom of assembly?
5. What can democratic government do concerning freedom of assembly?
6. What does freedom of religion mean?
7. Is it to enhance their rights that citizens in a democracy undertake their civic obligations and responsibilities?
8. What is the essence of democratic action?
9. How does D. Ravich define democracy?
10. Do you agree that freedom means responsibility, not freedom from responsibility?

Task 3. *Find in the text the beginnings for the following endings.*

- 1) are God-given natural rights;
- 2) when their government is not;
- 3) is the lifeblood of any democracy;
- 4) freedom of speech would be devalued;
- 5) recognizes that a person's religious faith is a profoundly personal matter;
- 6) do not function in isolation;
- 7) is the ultimate custodian of its own freedom;
- 8) democracy will begin to wither;
- 9) cooperation, compromise and tolerance among all citizens;
- 10) but man's inclination to injustice makes democracy necessary.

Task 4. *Fill in the blanks with words from the text.*

1. Governments in a democracy do not. the fundamental freedoms.
2. Governments are created to. those freedoms.
3. Neither society nor government can. or. them.
4. The First Amendment of the U. S. Constitution. the Congress from passing any law interfering with freedom.
5. To debate and vote, to assemble and protest, to worship, to ensure justice. upon the unrestricted flow of speech and information.
6. The democratic state. that a person's religious faith is a profoundly personal matter.
7. Democracies. upon the principle that government exists to serve the people.
8. While the state protects the right of its citizens., , the citizens give the state their loyalty.
9. Democracy, cooperation, compromise and tolerance among all citizens.
10. Democracy. Ideas of freedom and self-expression.

Task 5. *Find the statements which are not true to the text.*

1. The fundamental freedoms are granted and protected by governments.
2. Every individual possesses these freedoms by virtue of his or her existence.
3. The US Constitution gives the fundamental freedoms to the people.
4. Freedom of speech is closely linked to the right to gather, protest and demand change.
5. Democratic governments have no right to regulate the time and place of political rallies.
6. The people do not exist to serve the government in a democratic state.
7. Rights, like individuals, do not function in isolation.
8. Democratic government is elected by and accountable to its citizens.
9. Democracy is a process, a way of living and working together.
10. Democracy is more static than evolutionary.

Task 6. *Translate the following sentences in writing, paying attention to the underlined words and emphatic constructions.*

1. Since they exist independently of Government, these rights cannot be legislated away, nor are they subject to the momentary whim of an electoral majority.
2. The idea of justice has been playing a part in religion and philosophy since high antiquity.

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3. Since the beginning of the century the American theatre has been experimenting with new forms and styles of production.
4. It is a difficult matter to argue with the belly since it has no ear.
5. Nor is it the matter of money.
6. The greater the volume of such exchanges, the better.
7. Everyone has to learn certain things, the younger, the easier.
8. The greater the risk, the greater the fun.
9. It is to enhance their rights that citizens in a democracy undertake their civic obligations and responsibilities.
10. It was T. Jefferson who founded the democratic party in the USA.

Task 7. *Arrange the following words in pairs of synonyms:*

To set forth	to increase
To enumerate	to acknowledge
By virtue of	to require
To remove	to rest upon
To prohibit	to argue
To debate	to forbid
To rely upon	to alienate
To demand	due to
Rally	to number
To recognize	to put forward
To enhance	meeting

Task 8. *Arrange the following words in pairs of antonyms:*

To create	vicious
Rights	easy
Equal	revolutionary
Dependent	dynamic
Majority	to decrease
to prohibit	to unite
truth	to devalue
to value	minority
to separate	falsehood
to enhance	independent
staticto	allow
hard	unequal
evolutionary	responsibilities
virtuous	to destroy

Task 9. *Comment on the following statements and find out, who are the authors of these words:*

1. Freedom means responsibility, not freedom from responsibility.
2. Man's capacity for justice makes democracy possible, but Man's inclination to justice makes democracy necessary.

TEXT 2. Human Rights Day

Task 1, 2. *Read the text and insert the missing words.*

Human Rights Day

December 10 is _____ (1) as Human Rights Day by most member countries of the United Nations. The celebrations _____ (2) the anniversary of the unanimous adoption of the Universal _____ (3) of Human Rights by the UN General Assembly on December 10, 1948.

The United Nations Commission on Human Rights was therefore called upon to prepare a statement of principles that could serve as a universal _____ (4) As that forth in 30 _____ (5), the enunciated principles became known as the Universal Declaration of Human Rights. Two of the _____ (6) chief authors were C. Malik, Lebanon's representative to the UN; and Eleanor Roosevelt, US _____ (7) to the UN, who was the first to chair the Commission on Human Rights. Only Saudi Arabia, the Union of South Africa, and six Soviet bloc nations abstained from the vote that _____ (8) in unanimous _____ (9) of the Universal Declaration of Human Rights by the General Assembly of the United Nations on December 10, 1948.

In addition to drafting the declaration, the Commission on Human Rights was _____ (10) with the task of preparing treaties – the Covenants on Human Rights, as they are known – by which member nations could undertake as a binding legal obligation the enforcement of the _____ (11) of the Universal Declaration.

Ratification of the two implementing covenants – one on the economic, social, and cultural rights – by the whole, huge roster of UN member nations has been slow; even today, the process is far from being complete. That fact notwithstanding, the _____ (12) accepted Universal Declaration of Human Rights remains a towering achievement as a statement of ideals and declaration of purpose – one that not only recognizes civil and political _____ (13) that had been set forth earlier in democratic constitutions, but also sets forth and defines as rights a number of economic, social, and

cultural _____ (14) As such, it is one of the _____ (15) documents of human dignity, and of the worth, equality, and rights of individuals.

Task 3. *Review the article using these word combinations taken from the text.*

Unanimous adoption; documents of human dignity; human rights and fundamental freedoms; to promote and encourage rights; to be charged with the task; drafting the declaration, to undertake as a binding legal obligation; to remain a towering achievement; a statement of ideals; to recognize civil and political rights.

TEXT 3.

The American First Lady Eleanor Roosevelt

Task 1. *The pre-text activity: Find some information about the American First Lady Eleanor Roosevelt and think about her contribution into the America's politics and wealth.*

Task 2. *Read, translate the text and draw a political portrait of the woman, the First Lady of the USA, Eleanor Roosevelt who changed the attitude to this post.*

ELEANOR ROOSEVELT

«Her Glow Warmed the World» Eleanor Roosevelt was America's First Lady during the long presidency of her husband Franklin D. Roosevelt, 1932–1945. Like no other President's wife before or since, she maintained an active career in public life; and she inspired both praise and criticism for her role championing social and political reform. Working within her role as wife, Eleanor Roosevelt carried her belief in personal service to the frontline of American government and the world at large. Upon her death Adlai Stevenson said of her, «Her glow warmed the world».

Though Eleanor Roosevelt distinguished herself nationally and internationally in the years that followed her husband's death, she is remembered primarily as an active, effective team member of the Roosevelt administration. Describing her political relationship with her husband, she once said that he had been «the politician», but she had been «the agitator». the activist behind the scenes, urging him to take positions on controversial matters.

The eyes and ears for a husband confined to wheelchair because of polio, Eleanor traveled widely, meeting people from all walks of life, learning of the problems of the underprivileged, and working to see that something would be done for them. She changed the White House from being merely the president's mansion into a rallying place for young people, women, farmers, labourers, and blacks.

Born in New York City, October 11, 1884, Eleanor Roosevelt had a lonely and unhappy childhood. Though her family was socially prominent, her uncle Theodore Roosevelt became the 26th president of the United States (1901–1909), she personally felt unacceptable and inadequate as a young child. An awkward and plain-looking girl, Eleanor once said that she was the «ugly duckling», «lacking pretty face», in a family of beautiful people.

Eleanor's mother died when Eleanor was eight years old, and she was sent to live with her maternal grandmother. Her father died at the sanitarium just a year later, leaving Eleanor alone and feeling entirely unloved.

Her grandmother's home was a place of rules and regulations. She was cared for by nurses and received private tutoring. Then at the age of 15, she was sent to England for further education.

When Eleanor returned to New York three years later, she taught for a short time in a settlement house. She also joined the Consumers League, a voluntary association dedicated to improving the working conditions of women and children employed in factories.

In 1903 Eleanor met Franklin Delano Roosevelt, a distant cousin, who was then studying at Harvard University. He was able to see beneath Eleanor's awkwardness and embarrassment and to recognize a sincerity and strength of character which most young women of her class lacked. Eleanor and Franklin married in 1905.

After receiving his law degree, Franklin chose to enter politics. In 1910 he was elected as a state senator for New York, and Eleanor and the family traveled with him to Albany where she became active in consumer affairs and various welfare and charitable programs. As life-mate, Eleanor supported Franklin as he rose within the Democratic Party, moving the family to Washington when Franklin was appointed assistant secretary to the navy on the eve of World War I.

When World War ended, Eleanor was active in relief service and became an outspoken critic of social wrongs she observed. When she traveled with Franklin to Europe for the Paris Peace talks in 1919, she was inspired by the hopes which many had for a lasting peace through the establishment of a world organization dedicated to improving the conditions of life everywhere.

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In 1921, while vacationing at Campobello, Franklin was stricken with polio. Eleanor provided the help and inspiration which he needed to return to public life despite a paralysis which totally immobilized his legs.

When Franklin was elected president in 1932, Eleanor became a personal link between the Roosevelt administration and the people. Traveling more than 40,000 miles around the country in 1933, Eleanor Roosevelt had direct contact with people whose lives had been torn by the Great Depression. She provided a channel for the complaints which these people expressed; and she was able to see something would be done about correcting the situation,

Feeling less bound by political considerations than the President, and driven by her personal concept of duty, Eleanor became a symbol of reform. She worked to improve the status of the American black in cooperation with the National Association for the Advancement of Coloured People.

When her activities brought forth criticism from some segments of society, Eleanor began writing a syndicated newspaper column, «My Day», in which she discussed what she had seen and heard in the course of her active day's program. In an effort to get the newspapers and wire services to employ more women, she instituted press conferences open to women reporters only. Though thoroughly aligned with the Democratic Party, Eleanor saw herself primarily as a private citizen working toward educating the public for social reform.

Following Franklin's death in 1945, Eleanor was appointed as US delegate to the United Nations. She chaired the Commission of Human Rights and helped to draft the Universal Declaration of Human Rights. Her effectiveness was in her ability to deal with people. She was able to reduce quarrels of doctrine to human differences which could be discussed on a personal level. She wrote:

«We must be able to disagree with people and to consider new ideas and not to be afraid. We must preserve our right to think and to differ».

Eleanor clearly exercised her right to think and to differ when administration changed in 1952 and the Republican Party took over the leadership of the national government. As a member of the loyal opposition, she continued to speak out on issues that concerned her.

Eleanor Roosevelt remained active until her death on November 7, 1962. Her years alone were active and productive. Not only in the United States, but in the countries around the world, she was a symbol for hope, compassion, and courage. Wife, mother, world figure, Eleanor Roosevelt was motivated by a trust in humanity and a faith in the value of one's own contributions. Her life embodied her words: «You have to accept whatever

comes, and the only important thing is that you meet it with courage and with the best that you have to give».

Task 3. *Find in the text the facts to prove that:*

1. Eleanor Roosevelt distinguished herself nationally and internationally.
2. She didn't use family ties to get promoted.
3. She became her husband's eyes and ears when he fell ill with polio.
4. Eleanor Roosevelt mastered journalist skills.
5. The atmosphere of her family of origin was hostile.
6. She was an active member of the president's administration.
7. Eleanor was an outspoken critic of social wrongs.
8. She was a symbol of reform.
9. She took part in drafting the Universal Declaration of Human Rights.
10. Eleanor Roosevelt remained active until her death.

Task 4. *Retell E. Roosevelt's life story.*

Task 5. *Ask your friend if... – questions to discuss it in dialogues of your own:*

- if he/she has read anything about E. Roosevelt before;
- why she is respected and honoured throughout the world;
- what features of character permitted Eleanor to become a political activist;
- if she was happy in her personal life;
- if it is difficult to be a president's wife;
- what especially astonishes him/her in her biography;
- what were the basic motives for her ardent activity;
- if she lived a difficult or happy life;
- what she/he thinks why she had no enemies in her life;
- whether Eleanor's life is a model for copying;
- if she led her life in the way anybody could envy.

Task 6, 7. *Reading comprehension: read the text «Marie Curie» and make multiple choice according to its content.*

Marie Curie was one of the most accomplished scientists in history. Together with her husband Pierre she discovered radium, an element, widely used for treating cancer and studied uranium and other radioactive substances. Pierre's and Marie's active and amicable collaboration later helped to discover the secrets of the atom.

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Marie was born 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age she displayed a brilliant mind and a blithe personality. Many of her friends described her as an easy-going, cheerful and amiable person. Her great exuberance for learning promoted her to continue with studies after high school. She became disgruntled however when she learned that the university in Warsaw was closed to women. Determined to receive higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured a heart-breaking anguish. Despondently she recalled their close relationship and the joy they had shared in scientific research. The fact she had two young daughters to raise up by herself, greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a professor of physics at the Sorbonne. She was the first woman to be given professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences she had dedicated herself to science and to revealing the mysteries of the physical world.

1. The main idea of the text is:
 - a) Marie Curie was a famous scientist;
 - b) Science isn't so important in people's life;
 - c) Marie Curie is a rare case of a brave and a cheerful woman, a loving wife and an outstanding scientist;
 - d) If it weren't for her husband, Marie wouldn't have become a famous scientist.

2. Marie's father was a _____.
 - a) a doctor;
 - b) a farmer in Poland;
 - c) a physician;
 - d) an outstanding physicist.

3. Marie Curie got her higher education in _____.
 - a) France;
 - b) Poland;
 - c) Germany;
 - d) Italy.

4. The reason for this was.
 - a) lack of money;
 - b) poor knowledge;
 - c) marriage and children;
 - d) gender inequality in education in Poland.

5. Their marriage with Pierre lasted for _____ years.
 - a) 12;
 - b) 10–11;
 - c) 5;
 - d) 6.

6. This was a _____ union of the beloved and outstanding scientists.
 - a) very short;
 - b) prolific;
 - c) poor;
 - d) wealthy.

7. Pierre died _____.
 - a) of an incurable illness;
 - b) during a laboratory experiment;
 - c) in a road accident;
 - d) as a result of a plane crash.

8. It happened _____ they discovered radium.
 - a) right after;
 - b) shortly before;
 - c) long after;
 - d) a long time before.

9. Marie Curie _____ after her husband's death 10. Marie was awarded with the Nobel Prize as _____.
 - a) lost her job; the first woman-professor;
 - b) became poor and homeless; the first woman-scientist;
 - c) took his position in the Sorbonne; an outstanding chemist;
 - d) was offered a place in a Polish university; her achievement in physics was great.

Task 8, 9. Reading-comprehension check: Read the text «British society» and choose the right word to complete the sentence:

British society is considered to be _____ (1) into three main groups of classes – the upper class, the middle class, and the lower or working class. This is known as the class _____ (2) and it is important to know something _____ (3) if you want to understand British people and society. Most British people grow up with a deep knowledge and understanding of the class system even if they are not very conscious of it. Most people know each class they belong to and are able to tell which class another person comes _____ (4) by the way they speak, their clothes, their interests or even the type of food they eat. Social class is not only about behaviour and attitudes. For example, although many upper class people are rich and may own a lot of land, having a lot of money does not _____ (5) a person upper class. It is also important to come from a particular kind of family, to have friends who are considered suitable, have been to a certain type _____ (6) private school and speak with the right kind of accent. There are people who are poor but who do not think of themselves like working class _____ (7) their family _____ (8), education, political opinions, etc. are different from those of most working class people. Many people do not like the class system but it's _____ (9) to pretend that these _____ (10) do not exist or that British people don't sometimes form opinions (in) this way.

1. A) divided B) dissected C) shared D) separate
2. A) arrangement B) system C) structure D) frame
3. A) on B) in C) about D) with
4. A) after B) because C) before D) from
5. A) make B) do C) execute D) perform
6. A) from B) of C) since D) for
7. A) due to B) owing to C) because D) provide
8. A) foreground B) attitude C) stand D) background
9. A) impossible B) incredible C) unbelievable D) unrealizable
10. A) disparities B) differences C) dissimilarities D) mismatches

Task 10. Read the text: Dressing in Fashion

Fashions change so quickly that it's difficult to follow them. What was «in» yesterday appears to be out of it tomorrow and not so popular even today! Even people who don't take much interest in clothes can't but notice how radically people around change with each new swing of fashion. Let's briefly describe these changes in the 20th century.

At the turn of the century clothes were rather conservative and fashions didn't change too quickly. Men wore traditional dark suits with starched white or light-coloured shirts. Dinner jackets and tails with bow-ties were

for formal wear. A lot of men had moustaches and short hair-cuts. Women wore their hair long. A hat was a necessary accessory when a lady was going out. Dresses were long and under them were tools of torturing-corsets! They were stiff and uncomfortable, but fashion dictated this!

After the First World War the fashion changed greatly. Men started wearing the so-called Oxford bags-trousers with very wide legs. But it was women who surprised the world by wearing short hair-cuts and short dresses. A boy-like figure became the ideal of beauty.

The next two decades – 1930s and 1940s – brought more feminine styles. Skirts became longer and fuller and shoulder-length hair became popular. After the World War II, in the 1950s men young men got more interested in clothes. So-called teddy boys wore long jackets in bright colours and very tight trousers called «drain-pipes». The shoes of both men and women had pointed toes. Women's shoes had high stiletto heels. Wide skirts with short socks were in fashion.

In 1960s there was another revolution brought about by mini-skirts (conservative Britain was the Motherland of the new fashion!) and high boots for women. Men began to wear their hair long following the hair-cut of The Beatles. In the late 1960s-the beginning of 1970s hippy style came into being and brought about jeans and brightly coloured shirts and T-shirts for men, long, often dirty hair and beards. Women wore loose maxi-dresses and also wore their hair loose and long. In 1980s punks appeared with their swept-up hair-style in red, purple, blue and green, and bright make up. The 1990s brought about unisex fashion as well as rockers and bikers with leather jackets and trousers and a lot of metal decorations and accessories.

Task 11. *Do the reading-comprehension task: multiple choice according to the text:*

1. The main idea of the text is:
 - a) Fashion is rather stable phenomenon;
 - b) Fashion isn't so important in people's life;
 - c) Styles of dressing have been changing and have changed people's lives;
 - d) Great Britain brought about the greatest changes of fashion in the 20th century.

2. Clothes were the most conservative_____.
 - a) in the middle of the century;
 - b) at the beginning of the century;
 - c) at the end of the century;
 - d) in Russia.

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3. For a formal occasion at the turn of the century men wore _____.
 - a) shirts and trousers;
 - b) conservative suits, starched shirts and bow-ties;
 - c) whatever they liked;
 - d) brightly-coloured jackets and light-coloured shirts.
4. A _____ was a must when a woman was going out.
 - a) felt-hat;
 - b) walking stick;
 - c) hat;
 - d) hood.
5. Women could enjoy wearing _____ at this time.
 - a) long hair;
 - b) corsets;
 - c) short skirts;
 - d) stiletto shoes.
6. The fashion changed greatly _____ and these were the _____ who shocked the world.
 - a) just before the First World War; men;
 - b) during the First World War; women;
 - c) after the First World War; women;
 - d) long after the First World War; designers.
7. The role model in fashion of the 20s was _____ for women.
 - a) a fit, muscular figure;
 - b) a tender, feminine figure;
 - c) a conservative, snobbish image;
 - d) a boy-like figure with short dresses and hair-cut.
8. Drain-pipes were _____ popular in _____.
 - a) tight trousers; 1950s;
 - b) loose trousers; 1930s-1940s;
 - c) long jackets; 1950s;
 - d) tartan shorts; 1930s-1940s.
9. Oxford bags were _____, brought about by the _____ in the _____.
 - a) loose trousers; men; 1920s;
 - b) tight trousers; women; 1940s;
 - c) bright T-shirts; men; 1970s;
 - d) mini-skirts; women; 1920s.

10. Mini –skirts have come from _____ since _____.
- a) the USA; 1970s;
 - b) the UK; 1960s;
 - c) France; 1980s;
 - d) the hippies; 1960s.

UNIT 5.

Politics. PARTIES AND ELECTIONS

TEXT 1. Elections

Task 1. *Read and translate the text.*

Elections

Elections are the central institution of democratic representative governments. Why? Because, in a democracy, the authority of the government derives solely from the consent of the governed. The principal mechanism for translating that consent into governmental authority is the holding of free and fair elections.

What are Democratic Elections? Democratic elections are competitive. Opposition parties and candidates must enjoy the freedom of speech, assembly and movement necessary to voice their criticisms of the government openly, and to bring alternative policies and candidates to the voters. Simply permitting the opposition access to the ballot is not enough. Elections in which the opposition is barred from the airwaves, has its rallies harassed or its newspapers censored are not democratic. The party in power may enjoy the advantages of incumbency, but the rules and conduct of the election contest must be fair.

Democratic elections are periodic. Democracies do not elect dictator or president-for-life. Elected officials are accountable to the people, and they must return to the voters at prescribed intervals to seek their mandate to continue in office. This means that officials in a democracy must accept the

risk of being voted out of office. The one exception is judges who, to insulate them against popular pressure and help ensure their impartiality, may be appointed for life and removed only for serious improprieties.

Democratic elections are inclusive. The definition of citizen and voter must be large enough to include a large proportion of the adult population. A government chosen by a small, exclusive group is not a democracy no matter how democratic its internal workings may appear. One of the great dramas of democracy through history has been the struggle of excluded groups – whether racial, ethnic and religious minorities, or women – to win full citizenship, and with it, the right to vote and hold office. In the United States, for example, only white male property holders enjoyed the right to elect and be elected when the Constitution was signed in 1787. The property qualification disappeared by the early 19th century, and women won the right to vote in 1920. Black Americans, however, didn't enjoy full voting rights in the southern United States until the civil rights movement of the 1960s. And finally, in 1971, younger citizens were given the right to vote when the United States lowered the voting age from 21 to 18.

Democratic elections are definitive. They determine the leadership of the government. Subject to the laws and constitution of the country, popularly elected representatives hold the reins of power. They are not simply figureheads or symbolic leaders.

Finally, democratic elections are not limited to selecting candidates. Voters can also be asked to decide policy issues directly through referenda and initiatives that are placed on the ballot. In the United States, for example, state legislatures can decide to «refer», or place an issue directly before the voters. In the case of an initiative, citizens themselves can gather a prescribed number of signatures (usually a percentage of the number of registered voters in that state) and require that an issue be placed on the next ballot – even over the objections of the state legislature or governor. In a state such as California, voters confront dozens of legislative initiatives each time they vote – on issues ranging from environmental pollution to automobile insurance cost

When the election is over, the losers accept the judgement of the voters. If the incumbent party loses, it turns over power peacefully. No matter who wins, both sides agree to cooperate in solving the common problems of the society. No matter who wins, both sides agree to cooperate in solving the common problems of society.

In addition, a pluralistic society, one in which the reach of government is limited, tends to offer election losers alternatives for public service outside government.

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Task 2. *Answer the following questions.*

1. Why are elections the central institution of democratic representative governments?
2. What do the competitive elections mean?
3. Why must democratic elections be periodic?
4. Is it necessary for democratic elections to be inclusive? If yes, why?
5. How did excluded groups struggle for the right to vote?
6. What do democratic elections determine?
7. What are other ways of deciding policy issues by voters except the elections?
8. How must the losers behave after the election?
9. What are their opportunities?
10. How are democratic elections defined?

Task 3. *Find the beginning for the following endings.*

- 1) are competitive;
- 2) must enjoy freedom of speech and assembly;
- 3) are accountable to the people;
- 4) must accept the risk of being voted out of office;
- 5) who may be appointed for life;
- 6) must be large enough to include a large proportion of the adult population;
- 7) were given the right to vote when the USA lowered the voting age from 21 to 18;
- 8) the leadership of the government;
- 9) to decide policy issues directly through referenda and initiatives;
- 10) are not a fight for survival, but a competition to serve.

Task 4. *Fill in the blanks with words from the text.*

1. Opposition parties and candidates must _____ the freedom of speech, assembly and movement.
2. Simply permitting the opposition _____ to the ballot is not enough.
3. Elected officials are _____ to the people.
4. This means that officials in democracy must accept the risk of being _____ of office.
5. Women won _____ in 1920.
6. Democratic elections _____ the leadership of the government.
7. Voters can be asked _____ .
8. Finally, democratic elections are not limited to _____ .
9. In the case of an initiative, citizens themselves can gather a prescribed number of _____ .

10. Those defeated ___ may choose to continue as a formal opposition party.

Task 5. Find in the text the definitions of the meanings of the following terms, put into your vocabulary and translate them into Ukrainian in writing.

Democratic elections, competitive elections, periodic elections, inclusive elections, definitive elections, pluralistic society, excluded groups.

Task 6. Translate the following sentences in writing paying attention to the underlined words and constructions.

Elections in which the opposition is barred from the airwaves, has its rallies harassed or its newspapers censored are not democratic.

A government chosen by a small, exclusive group is not a democracy no matter how democratic its internal workings may appear.

Task 7. Find in the text passive constructions and translate them.

Task 8. Give related words to fill in the table:

Verb	Noun	Adjective
To compete		
		inclusive
	definition	
To oppose		
		accountable
	exclusion	
	constitution	
		legislative
To object		

Task 9. Find additional information about the parliament, its traditions, elections and party system in the UK and Ukraine to make a report.

Task 10. Make a comparative table about the three countries' systems and get ready to discuss in a brainstorm in your group.

TEXT 2.
Political Parties (Part I)

Task 1. *Read and translate the text.*

Political parties recruit, nominate and campaign to elect public officials; draw up policy programs for the government if they are in the majority; offer criticism and alternative policies if they are in opposition; mobilize support for common policies among different interest groups; educate the public about public issues; and provide structure and rules for the society's political debate. In some political systems, ideology may be an important factor in recruiting and motivating party members; elsewhere, similar economic interests or social outlook may be more important than ideological commitment.

Party organizations and procedures vary enormously. On one end of the spectrum, in multiparty parliamentary systems in Europe, political parties can be tightly disciplined organizations run almost exclusively by full-time professionals. At the other extreme is the United States, where rival Republican and Democratic parties are decentralized organizations functioning largely in Congress and at the state level. This situation changes every four years when national Republican and Democratic party organizations, relying heavily on volunteers, coalesce to mount presidential election campaigns.

Political parties are as varied as the societies in which they function. The election campaigns they conduct are often elaborate, usually time-consuming, sometimes silly. But the function is deadly serious: to provide a peaceful and fair method by which the citizens of a democracy can select their leaders and have a meaningful role in determining their own destiny.

Protest. In a democratic society, citizens have a – right to gather peacefully and protest the policies of their government or the actions of other groups with demonstrations, marches, petitions, boycotts, strikes and other forms of direct citizen action.

Direct action is open to everyone in a democracy, but it traditionally has been used by oppressed, disadvantaged or minority groups who feel excluded from other means of influencing government policies. Such protests have always been part of democratic society. Today, nonviolent protest, often designed to attract the attention of the news media, encompasses a wide array of issues, from environmental pollution to nuclear weapons, foreign policy issues, and racial and ethnic discrimination. One special form of direct action is the right of labor unions to conduct strikes against employers with whom they have disputes that have not been resolved at the bargaining table.

Protests are a testing ground for any democracy. The ideas of free expression and citizen participation are easy to defend when everyone remains polite and in agreement on basic issues. But protests and their targets do not agree on basic issues, and such disagreements may be passionate and angry. The challenge then is one of balance: to defend the right to freedom of speech order and countering attempts at intimidation or violence. To suppress peaceful protest in the name of order is to invite repression; to permit uncontrolled violent protest is to invite anarchy.

There is no magic formula for achieving this balance. In the end, it depends on the commitment of the majority to maintaining the institutions of democracy and the precepts of individual rights. Democratic societies are capable of enduring the bitterest disagreement among its citizens – except for disagreement about the legitimacy of democracy itself.

Task 2. *Answer the following questions.*

1. What are the functions of political parties?
2. What factors can help in recruiting and motivating party members?
3. How do party organizations and procedures vary in different parliamentary systems?
4. What is the most important function of the election campaigns?
5. How do citizens protest the policies of their government or the actions of other groups?
6. What are the goals of different groups of people in direct action?
7. Protests are testing ground for any democracy, aren't they?
8. Can one achieve any balance between freedom of speech and assembly and order?
9. What does this balance depend on?
10. When are democratic societies capable achieving this balance and when they aren't?

Task 3. *Complete the following sentences.*

1. Ideology may be an important factor in _____.
2. Party organizations and procedures _____.
3. Political parties are as varied _____.
4. The election campaigns are often _____.
5. In a democratic society citizens have _____.
6. Direct action traditionally has been used by _____.
7. Today, nonviolent protest, often designed to _____.
8. One special form of direct action is _____.
9. Protests are _____.
10. There is no magic formula for _____.

Task 4. *Insert the English equivalents used in the text and translate them in the word combinations:*

1. Political parties _____ policy programs for the government if they are in the majority.
2. _____ similar economic interests or social outlook may be more important than ideological commitment.
3. In a democratic society, citizens have _____ peacefully and protest the policies of the government.
4. Today, nonviolent protest encompasses _____.
5. One special form of direct action is the right of labour unions ____.
6. Protests are _____ for any democracy.
7. _____ peaceful protest in the name of order is to invite repression.
8. _____ it depends on the majority to maintaining the institutions of democracy and the precepts of individual rights.
9. Democratic societies are capable of enduring the bitterest disagreement among the citizens.
10. But the function is deadly serious: _____ a peaceful and fair method.

Task 5. *What do you think concerning:*

- 1) political parties;
- 2) forms of direct action;
- 3) the legitimacy of democracy itself in Ukraine.

Task 6. *Read the text and answer the following questions:*

1. What provisions for political parties does the American Constitution make?
2. What party system does the United States employ at the national level?
3. Why do the Republican and Democratic parties exist for so long?
4. Do other parties play any role in the political life of the country?

Task 7. *«A Colony in the Pacific». Reading-comprehension text.*

You've probably read one of those fiction stories when a colony is established in space to solve the overpopulation problem on earth. A Japanese expert has come up with a scheme that sounds similar but which is possible using existing technologies. This colony is going to be in the middle of the ocean.

One of Japan's biggest problems is, in fact, cramming its large population of something like 120 million people into a very limited amount of space. Only 18% of the 380 000 sq. km. of its land can be used for living space. Over $\frac{3}{4}$ of its land is mountainous and therefore is uninhabitable. But

now Kerohidi Telli who is Japan's leading expert in new technology has set up a study group with some of Japan's most prominent industries. These include companies like: Sony, Mizui, Neipan Steel, the TV and Publishing group. What they want to do is to build a vast steel metropolis 300 km. off shore in the Pacific Ocean. If it is a success, more identical cities could be built. Each of which would be a completely self-contained habitat for about 2 mln. people. There will be 4 levels, each 5 sq. km. with a distance of about 20 metres between each level. On the top level people would live and work. There would housing, offices, shops and entertainments, parks and an airport. On the next level down there would be transportation system for passengers which would be a computer-controlled driverless train system. Below that would be an industrial zone with many high-tech companies, electronics. On the lowest dock there would be services, the electric power plant and a distillation plant to convert the sea water into fresh one. The only thing that people would want would be food.

The whole thing would be built on 10 000 hollow steel cylinders. They would be 50 metres apart and put on the ocean floor. It would be floating. Each cylinder would contain water to balance the weight of the structure. The level of the water in each of the cylinders would be controlled by the computers to keep the whole city floating and stable. It wouldn't be influenced by typhoons and storms. It would require 60 mln. tons of steel to build it. It would replace Hong Kong as it would become an important financial centre for the Pacific. The weather there would be warm and pleasant and there would be no earthquakes.

Task 8. Variant – 1: *Decide, whether the statements, given below are true or false:*

1. The colony would be situated on the Pacific shore.
2. It would be half-metal, half-plastic construction.
3. It would have 7 levels.
4. This construction will be able to submerge under water.
5. The whole metropolis would be computer-controlled.
6. Fresh water would be brought from the shore of Japan.
7. Not all the high-tech Japanese companies supported the idea of Kerohidi Telli.
8. 5 mln. tons of steel would be required to build this structure.
9. Such a metropolis could replace Hong-Kong economically.
10. One construction would be enough to solve the overpopulation problem.

Task 9. Variant – 2: *Decide, whether the statements, given below are true or false:*

1. People would live on the lowest level.
2. Drivers would be hired to run the train system.
3. The inhabitants of the colony would suffer from the earthquakes.
4. The industrial zone would be on the second level.
5. The power-plant and the distillation plant would be on the top level.
6. The colony would be situated off the Pacific shore.
7. It would be half-metal, half-plastic construction.
8. It would have 5 levels.
9. The whole metropolis would be computer-controlled.
10. All the high-tech Japanese companies supported the idea of K. Telli.

TEXT 3.

Political Parties (Part II)

Task 1, 2. *Read and translate the text:*

Political parties are the basis of the American political system. Curiously, the Constitution makes no provisions for political parties nor for the role as the vehicle by which candidates for public office are proposed to the voters.

At the national level, the United States employs a two-party system that has remained remarkably durable throughout the nation's history, even though rival national parties have appeared and disappeared from the political scene.

The Federalists, for example, who rallied around President George Washington, disappeared slowly after 1800; and the Whig Party, which arose in the 1830s in opposition to President Andrew Jackson, a Democrat, collapsed two decades later. Today, the Democratic Party, which traces its origins back to the nation's third president, Thomas Jefferson, and the Republican Party, founded in 1854, continue to dominate politics at the federal, state and local levels.

One explanation for the longevity of the Republican and Democratic Parties is that they are not tight ideological organizations, but loose alliances of state and local parties that unite every four years for the presidential election. Both parties compete for the same broad center of the American electorate, and although Republicans are generally more conservative than Democrats, both parties contain relatively liberal and conservative wings that continually strive for influence.

Nevertheless, other parties are also active, and particularly at the state and local levels, they may succeed in electing candidates to office and in exercising considerable influence. During the early 20th century, for example, members of the Socialist Party were elected to the House of Representatives and as the mayors of over 50 towns and cities. The Progressive Party held the governorship of Wisconsin for a number of years and in 1974 an independent candidate became governor of Maine.

(from «An Outline of American Government»)

Task 3. Find the professional terms, related to the topic: «Parties and Elections» from the text and give definitions to them.

For example:

1. Liberal wing – _____.
2. Conservative wing – _____.
3. Republican wing – _____.
4. Democratic wing – _____.
5. a Governor – _____.
6. a Mayor – _____.
7. Governorship – _____ – continue the list from the text!

Task 4. Put 10 questions to the text using each type of questions twice!

Task 5. Give the main ideas to each of the paragraphs from the text. Discuss your opinion with the group!

Task 6. Read the text.

«Marinnation»

Japanese construction company plans to build a huge independent city-state, like the legendary Atlantis, in the middle of the Pacific Ocean. The city called «Marinnation» would have about one million inhabitants, two airports, and possibly even a spaceport. Marinnation if built would be a separate country but could serve as a home for international organizations such as the United Nations and the World Bank.

Aside from the many political and social problems that would have to be solved, the engineering task envisaged would be monumental. The initial stage requires the building of a circular dam 18 miles in diameter attached to the seabed in a relatively shallow place in international waters. Then several hundred pumps, operating for more than a year, would suck out the seawater from within the darn. When empty and dry, the area would have a

city constructed on it. The actual land would be 300 feet below sea level. According to designers, the hardest task from an engineering point of view would be to ensure that the dam is leak proof and earthquake proof. If all goes well, it is hoped that Marinnation could be ready for habitation at the end of the second decade of the 21-st century. Whether anyone would want to live in such an isolated and artificial community, however, will remain an open question until that time.

Task 7. *Decide if the following statements are true or false:*

1. The passage mainly discusses the uses of a city like Marinnation.
2. The construction of an independent city-state is discussed in the passage.
3. Marinnation would be an underground city.
4. Marinnation would be a marine city as it will be constructed in the sea.
5. The problems of Marinnation focused on here are mainly engineering.
6. The author mentions that Marinnation would be a circular city attached to the seabed.
7. Marinnation is to be completed by the end of the second decade of the 21-st century.
8. Marinnation would be a place where people will want to live.
9. In the last paragraph the author implies people don't believe Marinnation could ever be constructed.
10. According to the passage people ask many questions about how they can live in Marinnation.

TEXT 4.

Politics (by Gary Althen)

Task 1. *Read and translate the text: POLITICS (by Gary Althen).*

Americans are quite proud of their political system. Whether they are well informed about politics (most are not) or whether they participate actively in political matters (many do not), they believe their political system has advantages most other political systems lack. They believe it protects their individual freedom, which is a value of supreme importance to them. They believe their system is, or can be, responsive to their wishes in ways other systems cannot be.

Paradoxically, most Americans have a rather negative view of politics and politicians. The system might be very good, but the people who operate within it might not be. As a group, politicians are generally seen as relatively unintelligent, excessively talkative, and somewhat devious. Government employees, too, are suspect. Many Americans suppose that the government

has too many workers, and only a few who are diligent and productive enough to deserve the pay they get. Paradoxically, again, Americans generally expect and receive competent service from government employees.

Perhaps because they fear that a government can become «too strong» and thereby endanger citizens' freedom, Americans tolerate a political system that seems utterly inefficient to many people from other countries. The American system was, indeed, originally established in such a way as to prevent it from taking quick, concerted action in any but the most extreme circumstances. There is a «division of power» with various governmental responsibilities divided among the national, state, and local levels and, there is the «separation of powers» among the executive, legislative, and judicial branches – at both the national and state levels. There is the «two-party system», with two large and ideologically ambiguous parties competing for positions in the government.

Task 2. *Answer the following questions.*

1. Why are elections the central institution of democratic representative governments?
2. What do the competitive elections mean?
3. Why must democratic elections be periodic?
4. Is it necessary for democratic elections to be inclusive? If yes, why?
5. How did excluded groups struggle for the right to vote?
6. What do democratic elections determine?
7. What are other ways of deciding policy issues by voters except the elections?
8. How must the losers behave after the election?
9. What are their opportunities?
10. How are democratic elections defined?

Task 3. *Find the beginning for the following endings.*

- 1) are competitive;
- 2) must enjoy freedom of speech and assembly;
- 3) are accountable to the people;
- 4) must accept the risk of being voted out of office;
- 5) who may be appointed for life;
- 6) must be large enough to include a large proportion of the adult population;
- 7) were given the right to vote when the USA lowered the voting age from 21 to 18;
- 8) the leadership of the government;
- 9) to decide policy issues directly through referenda and initiatives;
- 10) are not a fight for survival, but a competition to serve.

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Task 4. *Fill in the blanks with words from the text.*

1. Opposition parties and candidates must _____ the freedom of speech, assembly and movement.
2. Simply permitting the opposition _____ to the ballot is not enough.
3. Elected officials are _____ to the people.
4. This means that officials in democracy must accept the risk of being _____ of office.
5. Women won _____ in 1920.
6. Democratic elections _____ the leadership of the government.
7. Voters can be asked _____
8. Finally, democratic elections are not limited to _____
9. In the case of an initiative, citizens themselves can gather a prescribed number of _____
10. Those defeated _____ may choose to continue as a formal opposition party.

Task 5. *Find in the text the definitions of the meanings of the following words, concerning parties and elections. Translate them into Ukrainian in writing.*

Competitive, periodic, inclusive, definitive.

Task 6. *Translate the following sentences in writing paying attention to the underlined words and constructions.*

Elections in which the opposition is barred from the airwaves, has its rallies harassed or its newspapers censored are not democratic.

A government chosen by a small, exclusive group is not a democracy no matter how democratic its internal workings may appear.

Revision Test-Quiz-1 on the Units I–V: Do the grammar-and-lexical check tasks (Multiple choice) – only one variant is possible!

1. None of the basic human rights can be _____ in a democratic country.
 - a) secured;
 - b) violate;
 - c) infringed;
 - d) guarantee.

2. Do you think M. Gorbachov deserves to be referred to as a _____ ?
 - a) statesman;
 - b) outgoing personality;
 - c) politician;
 - d) outstanding.

3. The new social security law was _____ at yesterday's parliamentary session.
 - a) designed;
 - b) projected;
 - c) shaped;
 - d) drafted.

4. The majority of the _____ supported the candidate's political platform.
 - a) voting;
 - b) electorate;
 - c) constituents;
 - d) electing.

5. This ambitious party leader suggested radical reforms, which helped him to gain a _____ victory.
 - a) marvelous;
 - b) landslide;
 - c) delightful;
 - d) unanimous.

6. Women and men are _____ represented in world governmental institutions.
 - a) disproportionately;
 - b) equally;
 - c) majority;
 - d) rationally.

7. A number of Americans were _____ the Peace Nobel Prize.
 - a) awarded of;
 - b) approved of;
 - c) awarded with;
 - d) nominated.

8. Both sides, the USA and Ukraine _____ the document concerning conversion of arms.
 - a) establish;
 - b) declare;
 - c) abandon;
 - d) ratified.

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9. Death penalty was ____ in the UK in 1969.
- dated;
 - confirmed;
 - prohibit;
 - abolished.
10. Ukraine is a _____ state according to the constitution.
- federal;
 - autonomous;
 - divisible;
 - unitary.
11. The territory and the borders of Ukraine are _____.
- indivisible;
 - vitals;
 - essentials;
 - comforting.
12. Judicial branch of power must be independent and the judges are to be fair and _____.
- venal;
 - probius;
 - probity;
 - sly.
13. The young man was _____ murder with violence.
- blamed in;
 - accused with;
 - accused of;
 - charged on.
14. Every person has the right. life.
- to;
 - on;
 - of;
 - with.
15. No person can be imprisoned without. process of law.
- absolute;
 - quick;
 - due;
 - speedy.

16. Numerous Ukrainian parties _____ the parliament in the last election campaign.
- stood in;
 - claimed on;
 - demande of;
 - ran for.
17. The Speaker only _____ during the parliamentary debates.
- sits down;
 - falls behind;
 - presides;
 - veto.
18. Besides, if there's no absolute majority in voting, the Speaker has the right of _____ vote.
- general;
 - casting;
 - important;
 - decisive.
19. The president can _____ the act of parliament if supported by its 2/3-ds.
- veto;
 - prove;
 - abolish;
 - accept.
20. The constitution of Ukraine was On June 28, 1996 by the Verkhovna Rada.
- signing;
 - adopted;
 - establishing;
 - declaring.
21. He is my boss, so I am _____ him.
- inferior in;
 - accounting of;
 - subordinate with;
 - accountable to.
22. She was accepted for this post, as the manager ____ her candidature.
- approved of;
 - signed to;
 - praised with;
 - exercised in.

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23. You should _____ your ministerial responsibilities with care for reason and impartially.
- bring out;
 - try on;
 - carry out;
 - aspire to.
24. The president can be elected in Ukraine not more than for two full _____.
- periods;
 - dates;
 - terms;
 - occasions.
25. There is citizenship in Ukraine, according to the constitution.
- allied;
 - single;
 - uniformed;
 - unitary.
26. The Ukrainian government _____ learning Ukrainian language to revive native culture and traditions.
- informs;
 - supplies;
 - avoids;
 - facilitates.
27. The government provides _____ use of the languages of all the national minorities living on the territory of Ukraine.
- unfettered;
 - freely;
 - liberated;
 - easily.
28. _____ Is prohibited in Ukraine.
- Census;
 - Censorship;
 - Critics;
 - Gossip.
29. _____ Bill of Rights was ratified in _____.
- the; 1789;
 - ; 1790;
 - the; 1791;
 - a; 1780.

30. There are the first 10 which comply this declaration.
- a) statements;
 - b) fringes;
 - c) positions;
 - d) amendments.

**Revision Test-Quiz-2 on the Units I–V:
Parliaments, parties and election systems.**

**A multiple choice task: fill in the gaps with the suitable words
or word combinations, using professional vocabulary
(only one variant is possible). Check yourself with the group.**

1. According to the idea of the parliamentary monarchy in Great Britain, the Queen «_____ , but doesn't rule».
- a) govern;
 - b) presides;
 - c) reigns;
 - d) control.
2. As it was reported, Britain _____ the European Convention on Human Rights before more often than any other country.
- a) violated;
 - b) have abolished;
 - c) had banned;
 - d) had infringed.
3. _____ Bill of Rights protects and secures individual liberties.
- a) the;
 - b) –;
 - c) a.
4. Parliament in Great Britain is divided into two _____.
- a) chambers;
 - b) houses;
 - c) palaces;
 - d) congresses.
5. The law had been drafted for three days before it received _____.
- a) the Royal Seal;
 - b) the Royal Assent;
 - c) Royal signet;
 - d) Royal approval.

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6. Many outstanding people nowadays _____ the title of a life lord or a peer.
- can award;
 - are received;
 - are awarded with;
 - award with.
7. The principal of the electoral system in USA is indirect, i.e. « ____ ».
- voting for voters;
 - electing for voters;
 - selecting voters;
 - electing electors.
8. Death penalty _____ in the UK in 1969.
- abolished;
 - had banned;
 - has prohibited;
 - was abolished.
9. As there is no written constitution in the UK, the Court bases its decisions on _____.
- trials;
 - experience;
 - cases;
 - precedent.
10. There are _____ types of lords in the British parliament.
- 3;
 - 4;
 - 6;
 - 5.
11. The principle of compromise between the branches of power in USA is called _____.
- consensus;
 - balance;
 - reason;
 - checks and balances.
12. There are _____. Amendments to the USA constitution.
- 26;
 - 27;
 - 28;
 - 10.

13. First-past-the-post electoral system in the UK led to a substantial _____ of the democratic will of the people.
- a) drawback;
 - b) difference;
 - c) distortion;
 - d) defect.
14. Princess Diana was referred to as the _____ in the words of Tony Blair.
- a) iron lady;
 - b) people's princess;
 - c) first lady;
 - d) lady D.
15. The members of the Royal Family carry out 2000 _____ annually.
- a) merciful deeds;
 - b) charities;
 - c) charitable engagements;
 - d) favourable actions.
16. The title «Gentleman of the Black Rod Mission» _____ since 1350.
- a) was used;
 - b) is used;
 - c) has been used;
 - d) had been used.
17. The Speaker presides in the House of _____.
- a) Commons;
 - b) Lords.
18. The Speaker _____ take part in the debates during the parliamentary session.
- a) oughtn't;
 - b) needn't;
 - c) hasn't;
 - d) mustn't.
19. The Speaker has the right of _____ vote.
- a) final;
 - b) casting;
 - c) national;
 - d) decisive.

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20. The president in USA can _____ the act of parliament if supported by its 2/3 in both Houses.
- veto;
 - postpone;
 - abandon;
 - annihilate.
21. The same great monopolies sponsor the main political parties in USA. This phenomenon is called _____.
- monopolistic government;
 - government by the few;
 - Ku Klux Klan;
 - corrupted authority.
22. Discrimination of the black people in the USA Courts was called _____.
- segregation;
 - southern truth;
 - racist law;
 - Jim Crow Justice.
23. As a rule, the president _____ through press-conferences in USA.
- delivers policy;
 - makes up policy;
 - fills in credibility gap;
 - proves reputation.
24. The power of the Queen in the UK is limited by the parliament, which is known as _____ Crown in Parliament.
- the;
 - a;
 - .
25. Modern parties _____ recently _____ their values from political-economic (in)to the global ones.
- changed;
 - are changing;
 - have changed;
 - had changed.
26. Question Time in the UK is an opportunity for the _____ to check the work of the government.
- Queen;
 - opposition;
 - Speaker;
 - Prime-minister.

27. The «back-benchers» are the representatives of the _____.
a) party whip;
b) opposition;
c) House of Lords;
d) common party members.
28. To avoid conflicts and fights during the debates of the parliamentary session, the _____ was drawn.
a) red line;
b) woolen sack;
c) circle;
d) fine.
29. The middle class, which is the basis of each society is referred to as the «_____» in the UK.
a) white-collar workers;
b) blue-collar workers;
c) elite;
d) D- middle-of-the-road.
30. The document has just been signed and _____ during the talks.
a) certified;
b) ratified;
c) assorted;
d) sealed.

UNIT 6.

LAW AND ORDER. CRIME AND JUSTICE

TEXT 1. Crime

Task 1. *A lexical-grammar task: fill in the following missing words in their proper space:*

- punishmentscivilclasses community;
- bigamy crimes criminal law felony;
- countries forgery laws life imprisonment;
- fine offences penaltyperson;
- misdemeanour state term treason;
- prison offends.

Crime

Crime violates the laws of a community, ____ (1) or nation. It is punishable in accordance with these ____ (2). The definition of crime varies according to time and place, but the laws of most ____ (3) consider as crimes such ____ (4) as arson, ____ (5), burglary, ____ (6), murder and ____ (7).

Not all offences against the law are ____ (8). The laws that set down the ____ (9) for crimes form the ____ (10) That law defines as crimes those offences considered most harmful to the ____ (11). On the other hand, a ____ (12) may wrong someone else in some other way that ____ (13) the law.

The common law recognizes three ____ (14) of crime: treason, ____ (15), and misdemeanour. Death or ____ (16) is the usual ____ (17)

for treason. Laws in the US, for example, define a felony as a crime that is punishable by a _____ (18). Of one year in a state or federal _____ (19). A person who commits a _____ (20) may be punished by a _____ (21) or a jail term of less than one year.

Task 2. *A lexical task: find the synonym which best suits the underlined word from the sentence:*

1. A smiling face often disguises the heart and the mind of a villain.
 - a) a foolish man;
 - b) a lying man;
 - c) an unhappy man;
 - d) a wicked man.
2. At first the accident seemed to be trivial.
 - a) critical;
 - b) momentous;
 - c) significant;
 - d) unimportant.
3. There was no trace of poison in the coffee as the chemist analyzed.
 - a) colour;
 - b) indication;
 - c) smell;
 - d) taste.
4. The frown on the judge's face showed that he was displeased.
 - a) look of anger;
 - b) look of delight;
 - c) look of fear;
 - d) look of surprise.
5. The night was so foggy the murderer was easily able to escape his pursuers.
 - a) messy;
 - b) mild;
 - c) misty;
 - d) moist.
6. The driver tried to avert the accident by bringing the car to a sudden stop.
 - a) cause;
 - b) control;
 - c) minimize;
 - d) prevent.

7. The indecisive man was readily persuaded to change his mind again.
- a) abruptly;
 - b) easily;
 - c) hardly;
 - d) subtly.
8. The officer compelled the prisoner to do exactly as he wished.
- a) allowed;
 - b) beseeched;
 - c) forced;
 - d) hired.

TEXT 2.

Trial by Jury

Work with the text to cope with the task

Task 1. *A lexical-grammar task: fill in the following missing words in their proper space:*

Accused acquit civil suits guilty
Court cross-examination faultlegal disputes
Judgejurors jury officer
Legislature list counsel testimony
Panel sentencemoney
Trial witnesses swear

Trial by Jury

A jury is a selected group of laymen that hears the _____ (1) in _____ (2) and decides the facts. A courtroom trial in which a _____ (3) decides the facts is called a _____ (4) jury.

Before each _____ (5) term, a jury commissioner or another public _____ (6) prepares a panel, or large initial _____ (7) of qualified jurors. For each trial, _____ (8) are selected by lot from this _____ (9).

Before the trial begins, the jurors _____ (10) to decide the facts fairly. They hear the _____ (11) given by witnesses for both sides, including _____ (12). Then _____ (13) for each side sum up, or summarize the case, and the _____ (14) explains the applicable law in his instructions to the jury.

In _____ (15) for financial damages, the jury must decide who is at _____ (16) and must determine the amount of _____ (17) to be paid. In criminal cases, the jury must decide whether or not the _____ (18) is guilty «beyond a reasonable doubt», and then either return a verdict of guilty, or

_____ (19) the defendant by a verdict of not guilty. If the verdict is _____ (20) the judge imposes the _____ (21), or punishment, within limits that have been fixed by the _____ (22).

Task 2. *A lexical task: find the synonym which best suits the underlined word from the sentence:*

1. The criminal insinuated that he had been roughly treated by the arresting officer.

- a) argued convincingly;
- b) denied positively;
- c) stated flatly;
- d) suggested indirectly.

2. The boy felt disgraced because he knew that he had been wrong to steal.

- a) ashamed;
- b) phony;
- c) tempted;
- d) worried.

3. The judge sentenced the convicted man.

- a) gave a pardon to;
- b) gave high praise to;
- c) passed judgement upon;
- d) sympathized with.

4. It is useless to attempt to flee from every danger. Some risk must be taken.

- a) hide oneself;
- b) protect oneself;
- c) run away;
- d) stay away.

5. We all make mistakes. No-one is infallible.

- a) without doubt;
- b) without a sin;
- c) unjust;
- d) impartial.

6. They discarded the chance of a foul play.

- a) fair;
- b) prolonged;
- c) dishonest;
- d) fancy.

7. The riot police was sent to calm down the unruly mob.

- a) strike;
- b) criminal;
- c) mess;
- d) crowd.

8. These community members are involved in the neighbourhood watch as a part of a grass-root effort program.

- a) volunteer;
- b) state-run;
- c) spring;
- d) persistent.

Task 3. *A professional lexical task. Match the terms with their definitions and translate them:*

- | | |
|---------------------|--|
| 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 a usual customer; |
| 6. a burglar | f) kills someone; |
| 7. a murderer | g) deliberately causes damage to property; |
| 8. a kidnapper | h) steals things from someone'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 plane or ship to get a free journey; |
| 16. a stowaway | p) takes control of a plane and makes the pilot change its 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; |

Task 4. Reading-comprehension: *Read the text «Androcles and the Lion» and decide if the statements below are true or false.*

Once in ancient Rome there was a slave named Androcles, whose master was very cruel. Androcles decided to run away from him and one day he secretly left his master's house and hid himself in the forest, some miles away from the city. After walking for a long time, Androcles came to a large cave, hungry and tired to death. He lay down and fell asleep. Suddenly he was awoken by a roar of a wild beast and, running out of the cave, he was met by a great lion. The lion was standing on his way and it was impossible to escape him. Androcles expected to be eaten or torn into pieces, but to his greatest surprise, the lion came calmly towards him. It looked as if the lion needed somebody's assistance. Androcles noticed that one of the animal's feet had been wounded. Androcles went up to the lion and examined it. In the ball of the foot Androcles saw a large thorn. The slave extracted the thorn. The lion began to express his gratitude and licked the hands of his savior. From that time on Androcles became the animal's guest. The slave lived there for several months. One day, when he was in the wood, he was seized by a company of soldiers, who had been sent to search him. Androcles was taken back to Rome and sentenced to death. He had to be torn by lions in a public arena. When the time of the execution came, Androcles was standing in the middle of the arena, waiting for his fate. A horrible roar was heard, which made the audience tremble. A huge lion appeared on the arena. What was a surprise of the public, when the lion lay at his feet, like a dog! The governor of the city ordered Androcles to explain how the wild beast could become so humble. The man told the story of his adventures in the wood. The spectators liked the story and asked to free the slave. Their request was satisfied.

1. Androcles lived in ancient Greece.
2. He was a slave of a violent man.
3. He didn't dare run away.
4. A lion's cave became his hiding place.
5. He managed to escape meeting the lion.
6. The lion was wounded.
7. The lion was furious and attacked the slave.
8. Androcles was taken back to Rome by a group of soldiers.
9. The slave was executed in public.
10. The lion didn't tear him into pieces, as Androcles had helped the animal.

TEXT 3.

**The USA: Charles Augustus Lindbergh's
Kidnapping Case**

Task 1. *Read the text and pay special attention to the underlined words.*

Kidnapping means taking people hostage and asking for a sum of money, a ransom, in return, threatening otherwise to use violence or kill a victim of this crime. Sometimes this person is a child, taken by force, from his friends and family, and an adult could be taken from his employees. Ransom, the money, paid for his release, has not always been a guarantee of the captive's safety, as it turned out in the serious crime case with Charles Augustus Lindbergh. It has become one of the best known, notorious kidnapping cases of modern time.

The crime took place in March 1932, when the nineteen-months old son of American aviator Colonel Charles Augustus Lindbergh was taken from his New Jersey home while he was asleep in the nursery. Charles Augustus Lindbergh was the first man to fly the Atlantic non-stop singlehanded in 1927 and a great American hero. A large sum of money – \$50 000 – was demanded by the kidnapper and this was eventually paid over by Lindbergh in April. However the poor boy was already murdered and his body buried under the leaves and twigs in the wood jnly four miles from the Lindbergh home.

As a result of the Lindbergh case the crime of kidnapping acquired a status of a Federal instead of just a State offence with the passing of the «Lindbergh Act» (Federal Kidnapping Act) in 1933. This allowed the FBI to become involved in the search for kidnappers and their victims making an arrest so much more likely.

The kidnapper of Lindbergh's child, Bruno Hauptman, a carpenter from New York, was finally arrested in September 1934 after a massive search, and executed in 1936. The publicity, which followed the kidnapping, was so great, that the Lindberghs eventually left America to live in England and continued to do so until 1939!

Task 2. *Fill in the gaps with the underlined words from the text in their proper places:*

1. There were many of the earthquake.
2. The criminal was charged with minor/serious.
3. The act of keeping people is a crime, severely punished by law.
4. He was for murdering his wife.
5. The family had to pay a big for the freeing of a child, who had been kidnapped.

Task 3. Reading-comprehension: decide, true or false according to the text.

1. In case of kidnapping, the judge asks for a bail.
2. The first kidnapping case happened in the USA and the victim survived.
3. The famous pilot had to pay a ransom to the kidnapper.
4. Finally, Lindberg rejected to pay the money.
5. Though the money was paid it was too late.
6. The kidnapped child was found alive in the vicinity of Lindbergs' home.
7. The crime was so infamous that it achieved a much higher status in USA.
8. The criminal was a coroner from New York.
9. Only the district police was involved in investigating the crime.
10. It took the police 2 years to reveal the crime.
11. Before the kidnapper was executed, 4 years passed.
12. The crime achieved the new status a long time after it was committed.
13. After the trial Lindbergs continued to live in their native country.
14. There was a great wave of social outcry as soon as the major offence was revealed.
15. The family came back to the USA in ten years after the violent crime was committed.

TEXT 4. The Truth Wins Out

Task 1. A pre-reading task: match the professional terms with their definitions (one of the terms has two definitions):

1. to testify	a) a person who saw or heard something and can give a firsthand account of it;
2. a lawsuit	b) a place where trials and official investigations take place;
3. a defendant	c) a group of judges or jurors appointed by law to give legal decisions;
4. to sue	d) to give evidence in front of a judge or jury;
5. a regulation	e) a person trained in the law to advise and represent people with legal problems;
6. damages	f) a case against someone presented to a judge or jury;
7. to discriminate against	g) forbid, prevent;
8. a lawyer	h) the killing of another person due to carelessness, unintentionally, or be cause of poor judgment;
9. a manslaughter	i) to treat a person unfairly or badly for the reason of origin, race, background, etc
10. to prohibit	j) injury or harm caused to a person or property resulting in a loss;
11. a witness	k) a person accused of something before the law;
12. a court	l) rule or law that controls people's actions; m) to accuse smb of a crime so as to cause smb to pay a fine or to be put to jail/

Reading-comprehension task 2:

**fill in each blank with the missing 12 professional terms
in their proper places and forms from the task I:**

Testify, lawsuit, defendant, sue, regulation, damages, discriminate against, lawyer, manslaughter, prohibit, witness, court.

The Truth Wins Out

The old lady was an eye- _____ (1) of the accident because she had seen and heard everything from her window in the nursing home. She was a very sharp old lady, and she knew that the tall man would _____ (2) the frightened young girl in the green car for the _____ (3) to his motor cycle. She also knew he had been going the wrong way on a one-way street and that the girl hadn't noticed!

She was right. The next week she read that the case was coming to _____ (4) soon. She telephoned the _____ (5) for the _____ (6) and told him: «your client is innocent. I can give evidence to show that this whole _____ (7) is unfair». «But, madam», he countered, «You are a ninety-eight years old woman in a wheel-chair». «So, what?» responded the old lady. «You have no right to _____ (8) against me because I am old and sick. There is no _____ (9) against elderly people testifying at trials. Besides, if you _____ (10) me from helping that poor young girl, I shall probably have a heart attack. Then my relatives will accuse you of _____ (11)!» – «Ok, Ok, take it easy», – he replied. Special arrangements were made for the old lady to _____ (12) through the use of a videotape. Because of her the young girl was declared innocent.

TEXT 5.

The Next Threat: Weapon of Mass Destruction

Task 1. *Read and translate the article: THE NEXT THREAT: WEAPON OF MASS DESTRUCTION (by George F. Will).*

Terrorist attacks have usually been against single targets – individuals, crowds, buildings. But today's net-worked world of complexity and interconnectedness has vast new vulnerabilities with a radius larger than that of any imaginable bomb blast. Terrorists using computers might be able to disrupt information and communication systems and, by doing so, attack banking and financial systems, energy (electricity, oil, gas) and the systems for the physical distribution of economic output.

Hijacked aircraft and powered anthrax such terrorist tools are crude and scarce compared with computers, which are everywhere and inexpensive. Wielded with sufficient cunning, they can spread the demoralizing helplessness that is terrorism's most important intended byproduct. Computers as weapons, even more than intercontinental ballistic missiles, render irrelevant physical geography the two broad oceans and two peaceful neighbours that once was the basis of America's sense of safety.

In a software-driven world, an enemy need not invade the territory, or the air over the territory, of a country in order to control or damage that country's resources.

The attack tools are on sale everywhere: computers, modems, software, telephones. The attacks can shut down services or deliver harmful instructions to systems. And a cyber-attack may not be promptly discovered. Computer intrusions do not announce their presence the way a bomb does.

Already «subnational» groups – terrorists, organized crime – are taking advantage of legal and widely available strong software that makes their communications invulnerable to surveillance. If all the personal computers in the world were put to work on a single message, it would still take an estimated 12 million times the age of the universe to break a single message.

Now suppose a state or group or state-supported group used similar cyber-marvels to attack, say, US banking and financial systems, or the production and distribution of electric power.

Task 2. *Find and translate the following expressions from the text and comment on the situations connected with them.*

Cyber-marvels, invulnerable to surveillance, the attack tools, to invade the territory, to spread the demoralizing helplessness, an intended byproduct, crude and scarce tools, single targets, to disrupt information.

Task 3. *Write an essay to comment on the title of the text.*

Task 4. *Read the following item and give the main idea of it in 1–2 sentences:*

The Microsoft Monopoly

Is Bill Gates's Windows the best thing that ever happened to its millions of users? Without even knowing American antitrust laws, one can tell that 90 percent of all users make up Gates's captive customer base. It's the same with Microsoft Office. All other US business giants – cars, telecommunications, banking, finance and mass media – have competition. Even

the Mafia has to compete. Many giants go global in order to remain competitive. Microsoft alone has no competition – those who were likely to pop up got clobbered and buried. This is a monopoly in its most sinister form. While others fight the courts for survival, Gates fights to perpetuate this monopoly.

(from «NEWSWEEK» 2010)

Task 5. *Write an essay to comment on the main idea of the texts: «Multimedia and global violence».*

TEXT 6.

The Forbidden Fruit

Task 1. *Read the text. Some parents ban TV; others strictly limit it. But when is too little of something too much?*

More and more parents are listening to research on the long-term benefits of setting strict limits on pastimes that can be bad for kids, such as watching TV or eating junk food. But when do bans on popular activities do more harm than good? Some parents worry that their children will be outcasts if they haven't watched the latest South Park. Others say that kids who grow up in a candy-free house will just scarf Snickers bars at the neighbours. The answers depend on the age of the child and the community environment.

If rules are too strict – in opposition to everyone else on the block – kids may indeed become pariahs. «When it's a norm, they're risking social isolation from their peers» warns Barbara Howard, a developmental professor. And that increases the risk that they'll grow up defiant, she says. «They're more likely to do things like sneak, steal, lie to you about it». That can mean anything from putting on makeup in the girls' room at school to spending lunch money on candy bars. Howard's advice: don't ban everything. «Pick one that you think is really important», she says.

Television is a major battleground. Research shows children glued to the set for more than 10 hours each week are more likely to be overweight, aggressive and slower to learn in school. For that reason, the American Academy of Pediatrics discourages «screen time» for children under 12 and says parents should limit exposure to videogames, computers and TV to a maximum of two hours a day for older kids. Interacting with people rather than listening to TV characters helps children learn language and become

creative, independent learners. To help kids develop their own internal limits on TV, offer healthy alternatives.

When setting limits on anything, experts say, it's always important to take a positive, approach. Otherwise, kids may see bans as punishment.

Task 2. *Decide, which of the given below statements are true (T) or false (F).*

1. The author means watching too much TV by the children as one of the forbidden fruits.
2. It is not so important to set strict limits for TV viewing time.
3. Too intensive viewing TV promotes social isolation.
4. A «pariah» means that a person is a social outcast.
5. The main idea of the text is the problem of watching TV.
6. The main issue of the text is the importance of imposing certain limitations on the children's TV viewing.
7. If there are too many bans for the teens or kids, they will do them more harm than good.
8. A child watching more than 2 hours of TV a week register serious malfunctions.
9. Nothing but live communication can help a child to be active and creative in learning different things.
10. It's impossible and useless to develop personal restrictions for a child in viewing TV.

TEXT 7.

Henry Ford

Task 1. *Read the text.*

Henry Ford

Henry Ford didn't invent the automobile, but he certainly made it accessible through assembly-line production. His aim was to produce a light, speedy, reliable car at a low price to appeal to the mass market. When his partners in the Detroit Automobile Company wanted only to produce cars to order, Ford formed his own company, where he could carry out his own ideas. The Ford Motor Company mass-produced the Model T through assembly-line production, where one car could be constructed in 93 minutes. Using this process, 15 million cars were produced between 1908 and 1927.

Ford also had independent and innovative ideas concerning the management of his business. He distrusted Bankers and Wall Street, which

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led him to put back an unheard-of percentage of profits into the expansion of his business while avoiding outside control.

Ford also sidestepped the middle man in procuring raw materials by acquiring iron mines, forest, steelworks, rubber and glass factories. These practices enabled him to pay his factory workers a minimum wage of 5\$ for an eight-hour day, which was double the going rate. His workers also took part in a profit-sharing scheme, another business innovation, all the while reducing the price of the Model T from \$909 in 1909 to \$295 in 1922.

Task 2. *Do the reading-comprehension task, multiple choice:*

1. Ford's assembly-line production enabled cars _____.
 - a) to be made to order;
 - b) to become an obtainable consumer product;
 - c) to be sold for greater profit;
 - d) to be reduced in size.

2. Why wouldn't the assembly-line production work at the Detroit Automobile Company?
 - a) _____ as Henry Ford couldn't personally oversee it;
 - b) _____ as they didn't want to produce Model T;
 - c) _____ as they only wanted to produce cars as they were requested;
 - d) _____ as they didn't want to reduce the cost of the cars.

3. According to the passage, Ford used his own profits to expand his business as he.
 - a) wanted to pay his workers less;
 - b) didn't want anyone else to have a say in his business;
 - c) wanted to increase the price of the Model T;
 - d) was interested in investing in Wall Street.

4. Henry Ford saved money by _____.
 - a) controlling the entire manufacturing process;
 - b) sharing the profits with his workers;
 - c) leaving the Detroit Automobile Company;
 - d) making cars for the rich.

5. An incentive for Ford workers to be productive was _____.
 - a) a discount on the new cars;
 - b) the continuing demand for the new cars;
 - c) Ford's strict hiring practices;
 - d) Ford's plan to split the proceeds.

TEXT 8.
On Forensic Medicine

Task 1. *Read and translate the article: On Forensic Medicine.*

Ukraine's Madmen are no Worse off than Britain's

At the Serbsky Center for Psychiatry, most patients admitted are murderers. But British insane criminals cause no fewer problems. A Ukrainian-British conference on the problems of forensic medicine has been held at the Serbsky State 'Scientific Center for Social and Forensic Psychiatry, and revealed that insane criminals cause England's doctors just as many problems as Russia's. British patients are not just sick people, they are aggressive criminals. The British doctors try to cure them, but nobody cares about this. All people are only interested in the details of the crimes that they have committed and the punishments that they will receive.

According to statistics from the Serbsky Center, only one third of Ukraine's criminals are completely mentally normal. One in every 10 is insane, and most of them suffer from some sort of mental disorders and live very much on the borderline of insanity. Unfortunately, very often it is only after a forensic psychiatric examination that the person himself and his relatives realize that he is sick. That is, after he has committed a crime.

The very contingent of people accused or under investigation, who are brought to the Serbsky Center for examination, has also changed considerably of late. According to the Center's statistics, nowadays 80 percent of them are murderers, whereas 20 years ago the center received far more hooligans and vagrants. And while in the past the patients' eccentricities were largely harmless to the rest of society, now they are becoming the matter of life and death for potential victims.

An examination in forensic psychiatry largely determines the amount of time that the person will spend in the overcrowded detention center. Many people under investigation spend months waiting for their turn. The center's clinic is designed for only 250 beds, but, oddly, even they are 'sometimes empty. The detention centers have no money to conduct preliminary tests, and without this, the center cannot admit patients. Sometimes the detention center's staff simply don't have the means to deliver the prisoners to the place where the examinations are conducted.

Britain's psychiatrists, with whom the Serbsky Center has kept in touch for the past seven years, also experience problems that have nothing to do with medicine. The English authorities have long been fighting to raise the age at which a person is deemed criminally responsible – currently 10 years of age.

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And just like Ukrainian doctors, they are concerned about the conditions in which the mentally-disturbed patients are kept. In some cases, Britain's mad patients live in worse conditions than Ukraine's. Here, mad criminals are held in special clinics, whereas on the British Isles, even insane women criminals are locked in jail cells.

Task 2. *Insert the missing words, putting them into the required grammar forms, and professional terms from the given list into 10 sentences:*

To keeping, a stepparent, for writing, to mention, survival, relationships, to divorce, to grow tired of, to be very angry, to transgress, to test, frustration, to violate, nonverbal behavior, to solve

1. Children typically _____ at their parents for _____ and can't work it out emotionally.
2. _____ is often at a disadvantage in disciplining a child. He may _____ being the enforcer.
3. _____ silence has its own price: _____, anger, even madness.
4. Some taboos cannot _____ without paying an awful price.
5. Their _____ this taboo may lead to tense _____.
6. His having misinterpreted their _____ led to complete misunderstanding and to a quarrel.
7. He heard of her having been given a theme of freedom _____ an essay.
8. The subjects _____ individually by being given simple problems _____.
9. Knowing and understanding may play an important role in _____.
10. Without trying to determine the direction of the discussion we _____ the problems touched upon in the papers presented.

Task 3. *Write your recommendations to improve the conditions in which the mentally-disturbed patients-criminals are kept. Consult modern internet sites for more professional information.*

Task 4. *Tell your group about the information you've acquired on the urgent issue. Discuss in group advantages and disadvantages of keeping such kind of criminals in different countries.*

Task 5. *Read the text and fill in the appropriate tense forms of the verbs (multiple choice):*

Technology has made such dramatic advances in the past decade that by the year 2015 who knows what changes lplace. It is quite likely that by

2015 we 2 most of the earth's natural resources and so we 3 on wind power and hydropower for our energy needs. As a result of this shortage of energy, it is quite probable that scientists 4 a way for us to live outside the earth. By the next century it's possible that people 5 in cities on the moon or perhaps in cities on the seabed. It is to be hoped that scientists 6 cures for fatal diseases such as AIDS and, due to the advancement of genetic engineering, hereditary diseases passed down from generation to generation 7 no longer. It is quite possible that by 2015 life expectancy 8 to 100 and that we 9 enjoy a healthier existence than it is possible. Another area likely to 10 further affected by technology in the year 2015 is education. In schools computers 11 teachers and many students 12 at home to complete their education. We 13 changes in the workplace too. The two main areas of employment 14 the so-called creative and caring professions and the disappearance of jobs in manufacturing 15 in massive employment.

- | | | | |
|-----|--------------------------|--------------------------|------------------------------|
| 1. | a) will take | b) will have taken | c) will be taking |
| 2. | a) will have used up | b) will use up | c) will be going to use up |
| 3. | a) will rely | b) will be relying | c) will have been relying |
| 4. | a) will be able to find | b) will find | c) will have found |
| 5. | a) will be going to live | b) will have lived | c) will be living |
| 6. | a) will have discovered | b) will discover | c) will be discovering |
| 7. | a) will be existing | b) will have existed | c) will exist |
| 8. | a) will have increased | b) will be increasing | c) will have been increasing |
| 9. | a) will enjoy | b) will be able to enjoy | c) will have been enjoying |
| 10. | a) be | b) have been | c) being |
| 11. | a) will replace | b) will have replaced | c) will be going to replace |
| 12. | a) will stay | b) will be staying | c) will have stayed |
| 13. | a) will have seen | b) will see | c) will be able to see |
| 14. | a) will have been | b) will be | c) will be going to be |
| 15. | a) will result | b) will have resulted | c) will be resulting |

Task 7. Reading-comprehension task. The power of music

Nowadays it is almost impossible to escape from music, even if we want to. It thunders out of every shop, hisses horribly through other people's stereos on public transport, lulls you in restaurants, and blasts out of car windows.

But although we all can have music wherever we go very few of us have any real idea of the effect music has on the human system. For many years it has been thought that musical tastes are subjective, so that one person will like jazz while another prefers classical music.

But recent research in America and Australia has shown that appreciation of music is not a matter of individual taste. Certain types of

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music have a particular effect on us, regardless of whether we like them or not. For instance, some music will help us feel relaxed and peaceful, whereas Other types may be stimulating to the brain, encouraging creativity and curiosity. Some music promotes loving feelings while other sounds call for violence.

As a result music is being used in hospitals and doctors have found that 20 minutes of soothing music is often far more effective than tranquilizers or sleeping pills.

Psychologists believe that all music can be divided into three types, and each of them has different effect on the body and mind. The first is low-energy music, the sort that makes you feel bad. Most rock music falls into this category. In fact it has been discovered that rock music makes people feel hate instead of love. The work of some classical composers, such as Debussy, has also been found to have a negative effect.

The next category is high-energy music. This makes you feel better and it can help to normalize the heart rate. J. S. Bach's music has exceptionally high energy.

The third category is prayerful music. This is the most healing of all. Much of the classical music written before 1600 falls into this category.

It seems that most Jazz, Country and Western music is simply neutral, having neither healing nor harmful effect.

Scientific work on the healing power of music started with plant research in 1970s. Many types of classical music speeded plant growth, whereas heavy metal caused plants to draw away from the speakers and die.

Music can also help us in our daily life. For example, you can prepare yourself for important occasions such as an exam or a job interview by humming an appropriate tune. It can also act as a pain reliever when you go to the dentist, or it can simply give expression to your mood. Listening to music gives your brain a break and helps you get through the day.

Task 8. *Reading-comprehension task: decide whether the statements below are true or false.*

1. Nowadays music accompanies you everywhere.
2. All types of music are positive for a person's health.
3. No kind of music is more effective than medicine.
4. Our appreciation of music doesn't depend on the personal taste.
5. The most healing music was written at the beginning of the seventeenth century.
6. Rock music can be emotionally harmful.
7. J. S. Bach's music is particularly high-energy one.
8. Music can affect us physically.

9. Debussy's music appears to be one of the low-energy, negative ones.
10. Surprisingly, heavy metal music can help you grow different plants.

Task 9. *Make the grammar-and-lexical-check task (Law and order). Each of the words in bold is in the wrong sentence. Write the correct word on the line.*

1. All twelve members of the **witness** were convinced of Davidson's guilt.
_____.

2. I don't think, I'd ever **break** a serious crime. If the school **laws** aren't written down, how are we supposed to know what they are?
_____.

3. A psychiatrist was called as an expert **judge** during the trial.
_____.

4. If a parent smacks a child, that's an example of **commit** punishment.
_____.

5. Everyone should have the **jury** to a fair trial.
_____.

6. If you **sentenced** the law, you deserve to be punished.
_____.

7. Governments must be allowed to introduce change and scrap **bystanders**.
_____.

8. Can you imagine, what it's like being **justice** for years in a cell?
_____.

9. It's very important that **capital** is seen to be done.
_____.

10. Another phrase for «**right** punishment» is the «death sentence».
_____.

11. The spy was **imprisoned** to life imprisonment.
_____.

12. A number of **rules** watched the robbers speed off in a getaway car.
_____.

13. «Silence in court!» – shouted the **corporal** angrily.
_____.

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Task 10. *Make the grammar-and-lexical-check task (Law and Order). Each of the words in bold is in the wrong form. Write the correct word derivation on the line.*

1. I'm not sure that sending young **offence** to prison is such a good idea.
_____.
2. There's absolutely no solid **prove** that he was near the scene of the crime.
_____.
3. I'm not saying another word until I've spoken to my **law**.
_____.
4. You shouldn't make **accuse** like that without evidence.
_____.
5. When she left the police force, she woked as a private **investigate** for a while.
_____.
6. «I hope that your **prison** has shown you the error of your ways», – said the prison governor.
_____.
7. He was initially sent to a maximum **secure** prison.
_____.
8. Lying and stealing are both forms of **honest**.
_____.
9. The police are looking carefully at the forensic **evident**.
_____.
10. There is no doubt this painting is a **forge**.
_____.
11. Drug **addict** is no excuse – no one should hold up a petrol station.
_____.
12. The **rob** took place at half past ten in the morning.
_____.
13. No one is born a **theft**, and no one has to remain one their whole life.
_____.
14. The **convict** of a number of senior executives has left the whole business community in the shock.
_____.

15. The problem with prisons is that they are full of **crime** who can teach new inmates all their tricks and skills!

16. Should a **murder** be given the death penalty? ...

Task 11. Reading-comprehension: Read the text and decide if the statements are true or false:

A Laconic Answer

In ancient Greece there was a country that people called Laconia. People who lived there were brave and fearless. They were good hunters, builders and workmen. But they didn't like to talk much. They tried to use as few words as possible because they thought that it was enough to say one word or a very short sentence and other people would certainly understand them. Since that time we still call a very short answer «a laconic « one.

The people of Laconia lived peacefully when one day a king of Macedonia, Philip by name, gathered a big powerful army and decided to make war against Laconia. He planned to take all the riches of the country and become the master of that land. But he did not want to destroy the beautiful city of Laconia. Therefore Philip stopped his army at the walls of the city and wrote a letter to Laconians. «Open the gates of your city!», he wrote in it.

«If you open the gates, my army will not destroy your houses and we won't hurt anyone but if you don't open the gates yourselves, my army will do it. Then my soldiers will burn your houses, kill your wives and children and will level your city to the ground. If you don't open the gates, you will become our slaves. «The king sent the letter with his messenger and he did not have to wait long to get the answer. It was short and laconic, as usual. There was only one word written in it. This word was: «If».

1. In ancient Greece there was a land called Laconia.
2. Laconians liked to talk much.
3. One day Laconia was captured by the army of Macedonia.
4. The king of Macedonia at first wanted to preserve the beautiful city of Laconia.
5. King Philip got a letter of ultimatum from Laconians.
6. In this letter the king threatened Laconians.
7. The king of Macedonia wanted Laconians to keep their gates closed.
8. Laconians broke their rule of being brief.
9. Finally, Laconians taught Macedonians a lesson.
10. Today the word «laconic» means 'brief».

UNIT 7.

THE CONGRESS AND THE CABINET POWERS

TEXT 1.

Congressional Powers

Task 1. Read the text, paying special attention to the meaning of the underlined words:

The Congress, by a two-thirds vote in each house, may (1) initiate an amendment. Alternatively, the legislatures of two-thirds of the states may ask Congress (2) to call a national convention to discuss and draft amendments. In either case, amendments must (3) have the approval of three-fourths of the states before they (4) enter into force.

Aside from the direct process of changing the Constitution itself, the effect of its provisions may be changed by judicial interpretation. Early in the history of the republic, in the 1803 landmark case of Marbury versus Madison, the Supreme Court established (5) the doctrine of (6) judicial review, which is the power of the Court to interpret acts of Congress and decide their constitutionality. The doctrine also (7) embraces the power of the Court to explain the meaning of various sections of the Constitution as they (8) apply to changing legal, political, economic and social conditions. Over the years, a series of Court decisions, on (9) issues ranging from governmental regulation of radio and television to the rights of (10) the accused in criminal cases, has had the effect of altering the thrust of constitutional law, with no (11) substantive change in the Constitution itself.

Congressional legislation, passed (12) to implement provisions of (13) the basic law or to adapt it to changing conditions, also broadens and, (14) in subtle ways, changes the meaning of the Constitution. up to a point, the

rules and regulations of the many agencies of the federal government may have a similar effect. (15) **The acid test in** both cases is whether, in the opinion of the courts, such legislation and rules (16) **conform with the intent** of the Constitution itself.

The Constitution has been amended 27 times since 1789, and it is likely to be further revised in the future. The most sweeping changes were made within two years of its (17) **adoption**. In that period, the first 10 amendments, known collectively as the Bill of Rights, were added. They were approved as a block by the Congress in September 1789, and (18) **ratified** by 13 states by the end of 1791.

Task 2. Match the underlined 18 words with their equivalent following meanings:

a) comply with the desire	1) незначною мірою
b) to implement laws	2) мати законну силу
c) to conform with intention	3) перегляд справи у суді
d) signed and ratified	4) базовий документ
e) to summon	5) винний/-і
f) introduce change	6) вводити в дію закони
g) in minor ways	7) співпадати з наміром
h) the acid test	8) підписано та узгоджено сторонами
i) establishment	9) постанова про можливість перегляду справи у суді
j) the main legal document	10) значна зміна
k) adoption	11) скликати, збирати
l) the guilty	12) законна сила
m) amendment	13) співпадати із бажанням
n) substantive change	14) заснування, затвердження
o) to become valid	15) ввести, запровадити зміни
p) court reconsideration	16) лакмусовий папір
q) the doctrine of judicial review	17) підписання, затвердження закону
r) legal force	18) поправка

Task 3. Make the grammar-and-lexical-check task (Law and Order): Circle the right word.

1. I don't know, why you are **putting/ taking the blame on** me!
2. Shelley has no **intention/purpose of admitting** she lied.
3. It **doesn't/isn't necessary** to set a burglar alarm.
4. The judge **made/gave** us **permission** to call a surprise witness.
5. We don't know who **was at fault/damage** yet, but we'll find out!
6. Sorry, I **mistook** you **for/with** someone else!

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7. Should judges **take** children **into reason/account** when sentencing their parents?
8. The plan **had/went wrong**, didn't it?
9. We need prisons **in solution/order** to keep society safe from dangerous criminals.
10. Many people are **making/taking advantage of** the change in the tax law.

TEXT 2.

The powers of the Cabinet

Task 1. *Study and compare the state departments in Ukraine and in USA their names and functions. Speak up on the topic and make a presentation.*

*(All departments are headed by a secretary, except the Justice Department, which is headed by **the Attorney General**.)*

Task 2. *Read the text, paying attention to the outlined words and word combinations.*

The powers of the Cabinet

Formerly the Veterans Administration, now **elevated to** Cabinet level. In addition to 14 departments, there are a number of staff organizations grouped into the Executive Office of the President. These include the White House staff, the National Security Council, the Office of Management and Budget, the Council of Economic Advisers, the Office of the U. S. Trade Representative, and the Office of Science and Technology.

The Constitution **makes no provision for** a presidential Cabinet. It does provide that the president may ask opinions, in writing, from the principal officer in each of the executive departments on any subject in their area of responsibility, but it does not name the departments nor describe their duties. Similarly, there are no specific constitutional qualifications for service in the Cabinet.

The Cabinet developed outside the Constitution as a matter of practical necessity, for even in George Washington's day it was an absolute impossibility for the president **to discharge his duties** without advice and assistance. Cabinets are what any particular president makes them. Some presidents have **relied heavily on** them for advice, others lightly, and some few have largely ignored them. Whether or not Cabinet members act as

advisers, they **retain the responsibility for** directing the activities of the government **in specific areas of concern**.

Each department has thousands of employees, with offices throughout the country as well as in Washington. The departments are **divided into divisions, bureaus, offices and services**, each with specific duties.

Each house of Congress has the power **to introduce legislation** on any subject except revenue bills, which must originate in the House of Representatives. The large states may thus appear to have more influence over the public purse than the small states. In practice, however, each house can vote against legislation passed by the other house. The Senate may **disapprove of** a House **revenue bill** – or any bill, for that matter – or **add amendments** which change its nature. In that event, a conference committee made up of members from both houses must work out a compromise acceptable to both sides before the bill becomes law.

The Senate also has certain powers especially reserved to that body, including the authority **to confirm presidential appointments** of high officials and ambassadors of the federal government as well as authority **to ratify all treaties** by a two-thirds vote. Unfavorable action in either instance nullifies executive action.

In the case of impeachment of federal officials, the House has **the sole right to bring charges of misconduct** that can lead to **an impeachment trial**. The Senate has the sole power **to try impeachment cases** and to find officials **guilty** or not guilty. A finding of guilt results in the **removal of the federal official** from public office.

Task 3. Match the words with their equivalent translation:

- | | |
|--|---|
| 1) to be elevated to | a) підтвердити призначення президента |
| 2) to make no provision for | b) підписати угоди |
| 3) to discharge duties | c) надати вищий статус |
| 4) to rely heavily on | d) усунення представника штату з посади |
| 5) to retain the responsibility for | e) єдине право на |
| 6) in specific areas of concern | f) не забезпечити |
| 7) revenue bill | g) судовий процес з імпічменту |
| 8) to introduce legislation | h) винний |
| 9) to disapprove of | i) значно покладатися на |
| 10) to add amendments | j) виконувати обов'язки |
| 11) to confirm presidential appointments | k) обвинувачення у неправомірній дії |
| 12) to ratify treaties | l) у особливих галузях |
| 13) the sole right to | m) закріпити відповідальність за |
| 14) charges of misconduct | n) проводити суд з імпічменту |
| 15) an impeachment trial | o) проект податкового закону |
| 16) to try impeachment cases | p) відхилити, не схвалити |
| 17) guilty | q) додати поправку |
| 18) removal of the federal official | r) вводити законодавчі акти |

TEXT 3.

Passing a Bill Through the Congress (Part I)

Task 1. *Study the following extract and revise the main oversight powers of Congress:*

The broad powers of the whole Congress are spelled out in the eighth section of the first article of the Constitution:

- to levy and collect taxes;
- to borrow money for the public treasury;
- to make rules and regulations governing commerce among the states and with foreign countries;
- to make uniform rules for the naturalization of foreign citizens;
- to coin money, state its value, and provide for the punishment of counterfeiters;
- to set the standards for weights and measures;
- to establish bankruptcy laws for the country as a whole;
- to establish post offices and post roads;
- to issue patents and copyrights;
- to set up a system of federal courts;
- to punish piracy;
- to declare war;
- to raise and support armies;
- to provide for a navy;
- to call out the militia to enforce federal laws, suppress lawlessness or repel invasions by foreign powers;
- to make all laws for the District of Columbia;
- to make all laws necessary to enforce the Constitution.
- suspend the writ of Habeas Corpus, unless necessary in time of rebellion or invasion;
- pass laws which condemn persons for crimes or unlawful acts without a trial;
- pass any law which retroactively makes a specific act a crime;
- levy direct taxes on citizens, except on the basis of a census already taken;
- tax exports from any one state;
- give specially favorable treatment in commerce or taxation to the seaports of any state or to the vessels using them;
- authorize any titles of nobility.

Task 2. Translate each verb from the list above to describe the functions of the Congress in USA and put them into your vocabulary list.

Task 3. Make the grammar-and-lexical-check task (Law and Order):

Complete using the correct form of the following phrasal verbs: **break out, bring in, chase after, come forward, go off, hold up, look into, make off.**

1. So many witnesses have _____ that it will take days to interview them all.
2. The two robbers _____ on a motorbike.
3. Police are _____ allegations of corruption in the mayor's office.
4. The government are thinking of _____ a law to allow on-the-spot fines for hooligans.
5. A robber has _____ three banks in town in the last week.
6. They spent two years planning their escape before they finally _____ Of prison.
7. The policewoman _____ the pickpocket, brought him to the ground and finally arrested him!
8. Luckily, the bomb disposal squad defused the bomb before it _____.

TEXT 4.

The Congressional power to investigate (Part II)

Task 1. Read the text.

Passing a Bill through the Congress (Part I)

One virtue of the committee system is that it permits members of Congress and their staffs to amass a considerable degree of expertise in various legislative fields. In the early days of the republic, when the population was small and the duties of the federal government narrowly circumscribed, such expertise was not as important. Each congressman was a generalist and dealt knowledgeably with all fields of interest. The complexity of national life today calls for special knowledge, which means that elected representatives often acquire expertise in one or two areas of public policy.

When a committee has acted favorably on a bill, the proposed legislation is then sent to the floor for open debate. In the Senate, the rules permit virtually unlimited debate. In the House, because of the large number of members, the Rules Committee usually sets limits. When debate is ended,

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members vote either to approve the bill, defeat it, table it – which means setting it aside and is tantamount to defeat – or return it to committee. A bill passed by one house is sent to the other for action. If the bill is amended by the second house, a conference committee composed of members of both houses attempts to reconcile the differences.

Once passed by both houses, the bill is sent to the president, for constitutionally the president must act on a bill for it to become law. The president has the option of signing the bill -by which it becomes law – or vetoing it. A bill vetoed by the president must be reapproved by a two-thirds vote of both houses to become law.

The president may also refuse either to sign or veto a bill. In that case, the bill becomes law without his signature 10 days after it reaches him (not counting Sundays). The single exception to this rule is when Congress adjourns after sending a bill to the president and before the 10-day period has expired; his refusal to take any action then negates the bill a process known as the «pocket veto».

Task 2. *Match the underlined words with their Ukrainian translation.*

Task 3. *Put all types of questions to the text, using each type twice.*

Task 4. *Make the grammar-and-lexical-check task (Law and Order). Fill in the missing words, using the knowledge of phrasal verbs (to take, to hand, to back, to get, to to let):*

You've been framed!

The most incredible thing happened to me yesterday. I was working home from school when I saw a wallet on the ground full of money. I picked it up and was about to take it to the police station to _____ (1) it in, when a police officer jumped out of the car and told me I was under arrest for stealing. I tried to explain the situation, but he wouldn't _____ (2) down. «I won't let you get _____ (3) with this», he said. «You are a thief and thieves have to be punished!» He handcuffed me and drove me to the police station, where he took _____ (4) my name and address. I started crying and begged him to _____ (5) me off, again trying to explain that I wasn't going to keep the money. Suddenly my best friend Adrian and a TV presenter came in and the police officer started laughing. It was a practical joke for a TV show, and I'd been completely _____ (6) in!

TEXT 5.

Oversight Powers of Congress

Task 1. *Read and translate the text. The Congressional Power to Investigate (Part II).*

One of the most important nonlegislative functions of the Congress is the power to investigate. This power is usually delegated to committees – either the standing committees, special committees set up for a specific purpose, or joint committees composed of members of both houses. Investigations are conducted to gather information on the need for future legislation, to test the effectiveness of laws already passed, to inquire into the qualifications and performance of members and officials of the other branches, and on rare occasions, to lay the groundwork for impeachment proceedings. Frequently, committees call on outside experts to assist in conducting investigative hearings and to make detailed studies of issues.

There are important corollaries to the investigative power. One is the power to publicize investigations and their results. Most committee hearings are open to the public and are widely reported in the mass media. Congressional investigations thus represent one important tool available to lawmakers to inform the citizenry and arouse public interest in national issues. Congressional committees also have the power to compel testimony from unwilling witnesses, and to cite for contempt of Congress witnesses who refuse to testify and for perjury those who give false testimony.

In contrast to European parliamentary systems, the selection and behavior of U. S. legislators has little to do with central party discipline. Each of the major American political parties is basically a coalition of local and state organizations which join together as a functioning national party, Republican or Democratic, during the presidential elections at four- year intervals. Thus the members of Congress owe their positions to their local or state electorate, not to the national party leadership nor to their congressional colleagues. As a result, the legislative behavior of representatives and senators tends to be individualistic and idiosyncratic, reflecting the great variety of electorates represented and the freedom that comes from having built a loyal personal constituency.

Congress is thus a collegial and not a hierarchical body. Power does not flow from the top down, as in a corporation, but in practically every direction. There is only minimal centralized authority, since the power to punish or reward is slight. Congressional policies are made by shifting coalitions which may vary from issue to issue. Sometimes, where there are conflicting pressures from the White House and from important economic or ethnic groups, legislators will use the rules of procedure to delay a

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decision so as to avoid alienating an influential sector. A matter may be postponed on the grounds that the relevant committee held insufficient public hearings. Or Congress may direct an agency to prepare a detailed report before an issue is considered. Or a measure may be put aside («tabled») by either house, thus effectively defeating it without rendering a judgment on its substance.

There are informal or unwritten norms of behavior that often determine the assignments and influence of a particular member. «Insiders», representatives and senators who concentrate on their legislative duties, may be more powerful within the halls of Congress than «outsiders», who gain recognition by speaking out on national issues. Members are expected to show courtesy toward their colleagues and to avoid personal attacks, no matter how extreme or unpalatable their opponents' policies may be. Members are also expected to specialize in a few policy areas rather than claim expertise in the whole range of legislative concerns. Those who conform to these informal rules are more likely to be appointed to prestigious committees or at least to committees that affect the interests of a significant portion of their constituents.

Task 2. *What can be done to a bill? Continue the list of the verbs: to table, to pass, to veto, to sign, ... – translate them.*

Task 3. *Translate all the underlined words and word combinations from the text and add to your vocabulary list. Comment on their meaning.*

Task 4. *Answer the following questions from the text:*

1. How can you prove that the power is not so much centralized in the Congress?
2. Is the national party influence so great in the USA Congress?
3. What are the informal or unwritten norms of behavior that often determine the assignments and influence of a particular member of Congress?
4. At which historical period was each congressman a generalist? What did it involve?
5. Who is an «insider» and who is an «outsider» within the halls of Congress?
6. What is the difference between the European parliamentary systems and the selection and behavior of U. S. legislators?
7. Can you dwell on one of the main nonlegislative functions of the Congress?

8. May the president refuse either to sign or veto a bill? Describe such a case!
9. Is there a single exception to this rule? What is «pocket veto»?
10. In the Senate, the rules permit virtually unlimited debate, don't they?
11. In the House, because of the large number of members, the Rules Committee usually sets limits on debate, doesn't it?
12. What are the important corollaries to the investigative power?

Task 5. *Make the grammar-and-lexical-check task. Fill in the missing words:*

You've let us down, Owen!

Owen Davis used to be my hero. One of the greatest athletes of his generation, Owen made us think that everything was possible. I had so much respect _____ (1) him, particularly in terms of his «no drugs in sport» campaign. And now there's no doubt that all the time Davis was claiming _____ (2) drugs were damaging sport, he himself was taking them. Last week, the International Athletics Association found Davis guilty _____ (3) taking banned body-enhancing substances. Davis has been banned _____ (4) taking part in national and international events for the next five years. The IAA are threatening _____ (5) Banfuture drug-takers for life. I hope they do. I refuse _____ (6) accept that we should show sympathy _____ (7) Davis at a time like this. I should never forgive people like Owen Davis _____ (8) bringing sport into disrepute.

TEXT 6.

Oversight Powers Of Congress

Task 1. *Read the text.*

The numerous techniques that Congress has adopted to influence the executive branch, one of the most effective is the oversight function. Congressional oversight prevents waste and fraud; protects civil liberties and individual rights; ensures executive compliance with the law; gathers information for making laws and educating the public; and evaluates executive performance. It applies to Cabinet departments, executive agencies, regulatory commissions and the presidency.

Congress'oversight function takes many forms:

- committee inquiries and hearings;
- formal consultations with and reports from the executive;
- Senate advice and consent for executive nominations and treaties;

- House impeachment proceedings and subsequent Senate trials;

House and Senate proceedings under the 25th Amendment in the event that the president becomes disabled, or the office of the vice president falls vacant; informal meetings between legislators and executive officials; congressional membership on governmental commissions; and studies by congressional committees and support agencies such as the Congressional Budget Office, the General Accounting Office or the Office of Technology Assessment – all arms of Congress.

The oversight power of Congress has helped to force officials out of office, change policies and provide new statutory controls over the executive. In 1949, for example, probes by special Senate investigating subcommittees revealed corruption among high officials in the Truman administration. This resulted in the reorganization of certain agencies and the formation of a special White House commission to study corruption in the government.

The Senate Foreign Relations Committee's televised hearings in the late 1960s helped to mobilize opposition to the Vietnam War. Congress' 1973 Watergate investigation exposed White House officials who illegally used their positions for political advantage, and the House Judiciary Committee's impeachment proceedings against President Richard Nixon the following year ended his presidency. Select committee inquiries in 1975 and 1976 identified serious abuses by intelligence agencies and initiated new legislation to control certain intelligence activities.

In 1983, congressional inquiry into a proposal to consolidate border inspection operations of the U. S. Customs Service and the U. S. Immigration and Naturalization Service raised questions about the executive's authority to make such a change without new legislation. In 1987, oversight efforts disclosed statutory violations in the executive branch's secret arms sales to Iran and the diversion of arms profits to anti-government forces in Nicaragua, known as «the contras». Congressional findings resulted in proposed legislation to prevent similar occurrences.

Oversight power is an essential check in monitoring the presidency and controlling public policy.

Task 2. *Find in the text the equivalent meanings of the following words and expressions.*

Повноваження зовнішнього контролю роботи уряду, розкрити справи про порушення державних норм, незаконна передача прибутків з торгівлі зброєю, розслідування Конгресом справи, встановлювати, запобігає розтратам, серйозні порушення, служба розвідки, додаткові відділи підтримки, порушення кодексу, послідуочі засідання Сенату, звільнити з держпосади, договори, забезпечувати дотримання законів

виконавчою гілкою, розслідування відкрило імена держслужбовців, вказати на серйозні порушення з боку секретних служб, запобігти розкраданню коштів та махінаціям, забезпечити виконавчу підтримку закону/-ів, «контрас» (визначення), президент втрачає повноваження, звільняється посада президента, дати оцінку роботи уряду, позбавляти посад представників влади.

Task 3. *Sum up the oversight powers of the Congress, using the following list of verbs with word combinations.*

Adopted to influence, prevents waste and fraud, protects civil liberties, ensures executive compliance with the law, gathers information for making laws and educating the public; evaluates executive performance, applies to Cabinet departments, executive agencies, regulatory commissions and the presidency, committee inquiries and hearings, consultations with and reports from the executive, Senate advice and consent for executive nominations and treaties, House impeachment proceedings and subsequent Senate trials, helped to force officials out of office, to study corruption in the government.

Task 4. *Make situations of your own using the vocabulary on the content.*

Task 5. *Give titles to each of the paragraphs from the text to express the main ideas, discussed in them.*

Task 6. *Prove that oversight power is an essential check in monitoring the presidency and controlling public policy.*

Task 7. *Study the word patterns from grammar, using them with «Law and Order» expressions. Match to make sentences.*

1	They accused me	A	for shoplifting
2	Our next-door neighbour was arrested	B	she's guilty
3	Three people have been charged	C	someone to steal something from a shop
4	She denied	D	of someone shoplifting
5	I doubt whether	E	stealing the clothes
6	I caught a glimpse	F	to steal something from the shop
7	My friends made me	G	steal something from the shop
8	She says she was made	H	with theft
9	It's illegal for	I	of shoplifting

The GRAMMAR-CHECK Tasks

Make the grammar-check task. Multiple choice: Variant 1.

1. He _____ works at 600 every day.
 - a) finish;
 - b) to finish;
 - c) finishes;
 - d) is finishing.
2. Where is Tom? – He _____ under the car.
 - a) lie;
 - b) is lying;
 - c) lies;
 - d) to lie.
3. He _____ from the university last year.
 - a) to graduate
 - b) is graduating;
 - c) graduated;
 - d) will graduate.
4. The car had nobody in it but the engine _____.
 - a) runs;
 - b) to run;
 - c) run;
 - d) ran.
5. Would you like some coffee? I just _____ some.
 - a) make;
 - b) have made;
 - c) had made;
 - d) is making.

6. It _____ for two days now. There'll be a flood soon.
a) rain;
b) is raining;
c) has been raining;
d) rains.
7. When I got to the car park I realized that I _____ my keys.
a) lose;
b) lost;
c) had lost;
d) has lost.
8. I _____ the result in a week.
a) know;
b) to know;
c) will know;
d) knew.
9. I _____ this book by tomorrow evening.
a) finish;
b) to finish;
c) will have finished;
d) will finish.
10. If I see him I _____ him a lift.
a) to give;
b) give;
c) will give;
d) gives.
11. English _____ all over the world.
a) speaks;
b) is speaking;
c) is spoken;
d) will speak.
12. This house _____ in 1486 by John Latton.
a) was building;
b) built;
c) was built;
d) build.

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13. He said that Pete _____ his job.
a) give up;
b) gives up;
c) will give up;
d) had given up.
14. The doctor told me _____ in bed for a few days.
a) to stay;
b) stay;
c) will stay;
d) stayed.
15. Thousand pounds _____ stolen in the robbery.
a) was;
b) were.
c) will be
d) would be.
16. My grandfather was a very clever man. He _____ speak five languages.
a) can;
b) could;
c) is be able;
d) will be able.
17. Why didn't Ann apply for the job? She _____ it.
a) could get;
b) was be able to get;
c) could have got.
18. Notice in a picture gallery: «Cameras, sticks and umbrellas _____ be left at the desk».
a) can;
b) may;
c) could;
d) must.
19. We've got plenty of time. We _____ hurry.
a) can't;
b) couldn't;
c) needn't;
d) shall be able to.

20. You look tired. You _____ go to bed.
a) can;
b) could;
c) should;
d) have to.
21. If I _____ a wallet I'll take it to the police.
a) found;
b) will found;
c) find;
d) am finding.
22. If you took more exercise, you _____ better.
a) feel;
b) will feel;
c) would feel;
d) felt.
23. If I had known you were ill, I _____ to visit you.
a) went;
b) would have gone;
c) have gone;
d) would go.
24. A dog is _____ animal.
a) a;
b) an;
c) -;
d) the.
25. Ann works in _____ city centre.
a) the;
b) a;
c) an;
d) -.
26. He gave up _____.
a) to smoke;
b) smoking;
c) smoke;
d) smokes.

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27. Would you like _____ now?
a) going;
b) to go;
c) go;
d) goes.
28. London is situated _____ the river Thames.
a) in;
b) at;
c) on;
d) by.
29. When did they arrive _____ London?
a) to;
b) on;
c) in;
d) at.
30. We didn't spend _____ money.
a) many;
b) much;
c) few;
d) a few.
- .

**Make the grammar-check task. Multiple choice:
Variant 2.**

1. He _____ home at 8.30 every day.
 - a) to leave;
 - b) leave;
 - c) leaves;
 - d) is leaving.

2. Who makes that terrible noise? The children _____ by the road.
 - a) play;
 - b) plays;
 - c) is playing;
 - d) are playing.

4. He _____ slowly when he was a child.
 - a) speaks;
 - b) spoke;
 - c) will speak;
 - d) to speak.

5. When the President arrived at the meeting the speaker had just finished speaking and the audience _____.
 - a) clap;
 - b) clapped;
 - c) was clapping;
 - d) had clapped.

6. Do you know, that the cat _____ the fish.
 - a) to steal;
 - b) stole;
 - c) is stealing;
 - d) has stolen.

6. He _____ for an hour now. I expect he'll soon finish.
 - a) speaks;
 - b) has been speaking;
 - c) spoke;
 - d) is speaking.

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7. She was upset because Andrew _____.
a) doesn't telephone;
b) hadn't telephoned;
c) didn't telephone;
d) hasn't telephoned.
8. You _____ in Rome tonight.
a) were;
b) will be;
c) was;
d) has been.
9. By this time next year I _____ £ 250.
a) save;
b) to save;
c) will have saved;
d) will save.
10. If he _____ all that he will be ill.
a) eat;
b) eats;
c) will eat;
d) to eat.
11. Spanish _____ by people in Chile.
a) speaks;
b) is speaking;
c) is spoken;
d) will spoke.
12. «Hamlet» _____ by Shakespeare.
a) to write;
b) was written;
c) wrote;
d) was writing.
13. She said that she _____ school.
a) finish;
b) finished;
c) will finish;
d) had finished.

14. The teacher told us _____ this exercise at home.
a) to do;
b) do;
c) will do;
d) did.
15. What time _____ the news on TV?
a) are;
b) is.
16. My brother was a very good athlete. He _____ jump very high.
a) can;
b) could;
c) is be able;
d) will be able.
17. Why didn't Pete apply for this job? He _____ it.
a) could get;
b) was be able to get;
c) could have got.
18. You _____ read this book. It's really excellent.
a) can;
b) may;
c) must;
d) have to.
19. The windows are clean. You _____ wash them.
a) can't;
b) couldn't;
c) needn't;
d) will be able to.
20. Why is he at home? He _____ be at school.
a) can;
b) could;
c) should;
d) may.
21. If the weather _____ fine we'll go to the country.
a) will be;
b) is;
c) was;
d) has been.

22. If I were offered the job, I think I _____ it.
a) take;
b) will take;
c) would take;
d) took.
23. If I had known his phone number, I _____ him.
a) called;
b) would have called;
c) have called;
d) would call.
24. I'm _____ optimist.
a) an;
b) a;
c) -;
d) the.
25. My brother is in _____ army.
a) a;
b) the;
c) an;
d) -.
26. He finished _____ and sat down.
a) to speak;
b) speaking;
c) spoke;
d) speaks.
27. Who taught you _____ ?
a) driving;
b) to drive;
c) drive;
d) drives.
28. Kyiv is situated _____ the river Dnieper.
a) in;
b) at;
c) on;
d) by.

29. When did they arrive _____ Kyiv?
a) to;
b) on;
c) in;
d) at.
30. We've got _____ time before the train leaves.
a) a little;
b) a few;
c) few;
d) less.

**Make the grammar-check task. Multiple choice:
Variant 3.**

1. They _____ apples in October.
a) pick;
b) to pick;
c) picks;
d) are picking.
2. It's a lovely day. The sun _____ and the birds are singing.
a) is shining;
b) shines;
c) to shine;
d) shining.
3. Bob _____ Japanese when he lived in Tokyo.
a) teach;
b) is teaching;
c) taught;
d) to teach.
4. He had a bad fall while he _____ his roof.
a) repaired;
b) was repairing;
c) repairs;
d) to repair.
5. How long _____. You _____ Mr. Pitt?
a) did know;
b) do know;
c) have known;
d) knew.
6. We _____ about this for two hours now. Perhaps we should stop!
a) argue;
b) are arguing;
c) argued;
d) have been arguing.
7. She told me she _____ in France and Germany.
a) to work;
b) worked;
c) had worked;
d) has worked.

8. I hope I _____ it.
a) find;
b) found;
c) will find;
d) has found.
9. By the end of next year I _____ here 25 years.
a) be;
b) to be;
c) will have been;
d) have been.
10. If he _____ in bad light he will ruin his eyes.
a) reads;
b) read;
c) will read;
d) to read.
11. Japanese _____ in Japan.
a) speaks;
b) is speaking;
c) is spoken;
d) will speak.
12. The thief _____ by the police two weeks ago.
a) catch;
b) caught;
c) was caught;
d) was catching;.
13. They said Tom _____ to Spain.
a) went;
b) goes;
c) will go;
d) had gone.
14. His mother told him _____ lunch every day.
a) to have;
b) have;
c) will have;
d) had.

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15. The police _____ arrested the thief.
a) have;
b) has.
16. Her sister was a clever girl. She _____ read English and German books.
a) can;
b) could;
c) is be able;
d) will be able.
17. Why didn't Bob apply for the new job? He _____ it.
a) could get;
b) was be able to get;
c) could have got.
18. Tell her that she _____ be here by six. I insist on it.
a) can;
b) could;
c) must;
d) may.
19. You wash those apples. They've already been washed.
a) can't;
b) couldn't;
c) needn't;
d) will be able to.
20. You look tired. I think you _____ work so hard.
a) can't;
b) couldn't;
c) shouldn't;
d) don't have to.
21. If we _____ tickets we'll go to the theater.
a) got;
b) will get;
c) gets;
d) get.
22. If I sold my car, I _____ much more money for it.
a) don't get;
b) will not get;
c) wouldn't get;
d) didn't get.

23. If I had known her address. I _____ her a letter.
a) wrote;
b) would have written;
c) have written;
d) would write.
24. Are you _____ good driver?
a) a;
b) an;
c) –;
d) the.
25. He was dancing in _____ middle of the room.
a) a;
b) an;
c) –;
d) the.
26. I don't enjoy _____ to the dentist.
a) to go;
b) going;
c) go;
d) goes.
27. He promised not _____ late.
a) being;
b) was;
c) to be;
d) were.
28. Moscow is situated _____ the river Moskva.
a) in;
b) at;
c) on;
d) by.
29. What time did they arrive _____ the hotel?
a) in;
d) on;
c) to;
d) at.
30. He spoke _____ English, so we were able to communicate with him.
a) a few;
b) few;
c) a little;
d) less.

**Make the grammar-check task. Multiple choice:
Variant 4.**

1. This film _____ me of my childhood.
a) remind;
b) reminds;
c) is reminding.
2. The universe, and has been expanding since its beginning.
a) is expanding;
b) expands;
c) have expanded.
3. The three men who ____ into prison yesterday, were later recaptured.
a) had broken;
b) broke;
c) have broken.
4. While he _____ the tea she _____ him.
a) was making; was watching;
b) were making; were watching;
c) made; was watching.
5. Several gambling clubs _____ recently for breaking regulations.
a) have been shut;
b) have shut;
c) are shut.
6. Excuse me for my dirty clothes. I _____ out the cellar.
a) am cleaning;
b) have been cleaning;
c) cleaned.
7. After I ___ with John for a few weeks, I felt I knew him pretty well.
a) have worked;
b) had worked;
c) works.
8. He is only 35, but he has started losing his hair. He _____ it all by the time he's 50.
a) will lose;
b) will be losing;
c) will have lost.

9. She doesn't know what _____ at 5 o'clock tomorrow.
a) will she be doing;
b) will she do;
c) she will be doing;
d) she will do.
10. I don't want anyone to overhear us, but I'll tell you what happened when we _____ alone.
a) are;
b) 'll be;
c) be.
11. We shall have time tomorrow, when my packing _____ finished.
a) is;
b) was;
c) will be.
12. He got into the accident. His right arm _____ in many places.
a) was broke;
b) broke;
c) was broken.
13. He said he _____ lend me money whenever I _____ it.
a) would, needed;
b) will, need;
c) would, would need.
14. I was asked if I _____ the tyres before I took the car out.
a) checked;
b) had checked;
c) have checked.
15. If you've already had _____, you can't get _____ again.
a) measle, it;
b) measles, them;
c) measles, it.
16. The heat was awful. I _____ sit in the shade every afternoon.
a) must;
b) had to;
c) could.
17. You _____ be so careless with your things.
a) shouldn't;
b) should;
c) wouldn't.

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18. It _____ cold. People are dressed in warm clothes.
a) mustn't be;
b) must be;
c) can have been.
19. Where did she get this book? She _____ it at the library.
a) may take;
b) may have taken;
c) must take.
20. He said that the meeting _____ take place in August
a) is;
b) was;
c) is to;
d) was to.
21. I wish she _____ me.
a) understood;
b) understands;
c) will understand.
22. If you _____ the speed, the accident wouldn't have happened.
a) didn't exceed;
b) wouldn't exceed;
c) hadn't exceed;
d) hadn't exceeded.
23. I would forgive if I _____.
a) can;
b) could;
c) be able.
24. Have you had _____ appendicitis?
a) a;
b) be;
c) the.
25. _____ Philippines is a predominantly agricultural country
a) the;
b) b;
c) a;
d) -.
26. She enjoyed _____ how to look after young animals.
a) learning;
b) to learn;
c) to be learnt.

27. She lets her children _____ up very late.
a) to stay;
b) staying;
c) stay.
28. I'm ashamed _____ your behaviour.
a) at;
b) of;
c) for;
d) with.
29. Is it possible to find a solution _____ this problem?
a) of;
b) for;
c) to.
30. I have got _____ energy than I used to have before.
a) fewer;
b) less;
c) little.

**Make the grammar-check task. Multiple choice:
Variant 5.**

1. If the police arrive, say nothing, until your lawyer _____ there.
 - a) is getting;
 - b) gets;
 - c) got;
 - d) get.

2. He died of heart attack last Tuesday. His wife _____ from shock.
 - a) still suffers;
 - b) is still suffering;
 - c) is suffering still.

3. He _____ much sleep last night, because his neighbours next door were having a noisy party.
 - a) didn't get;
 - b) haven't got;
 - c) hadn't got.

4. He broke into the conversation to remind us it _____ late.
 - a) is getting;
 - b) was getting;
 - c) has got.

5. The windows _____ for weeks.
 - a) hasn't been cleaned;
 - b) were not cleaned;
 - c) haven't been cleaned.

6. I _____ housework all day today. I've cleaned every room in the house.
 - a) have been doing;
 - b) have done;
 - c) has doing.

7. He kept looking at her, wondering where he _____ her before.
 - a) saw;
 - b) has seen;
 - c) had seen.

8. I wonder if she _____ any job this week.
 - a) finds;
 - b) will find.

9. We _____ the walls by the time you come.
a) 'll have papered;
b) 'll paper;
c) 'll be papering.
10. You'll have to stay in bed until your temperature _____ down.
a) go;
b) doesn't go;
c) goes;
d) 'll go.
11. Every time I come, I _____ not to disturb.
a) am asked;
b) be asked;
c) am being asked.
12. In 1986, he _____ for twelve months for drink-driving.
a) is disqualified;
b) has been disqualified;
c) was disqualified.
13. She asked the burglars who they _____ and who _____ them in.
a) are, has let;
b) were, let;
c) were, had let.
14. He wanted to know if I _____ going to dance and suggested that we _____ make up a party and go together.
a) was, should;
b) am, shall;
c) was, shall.
15. Too _____ usually taught in schools.
a) much mathematics is;
b) many mathematics are;
c) much mathematics are.
16. He said that he _____ deliver a speech at the last meeting.
a) must;
b) had to;
c) was.
17. This coat was clean. Why did you wash it? You _____ it.
a) needn't have washed;
b) didn't need wash.

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18. I did something – something I _____ then.
a) shouldn't do;
b) shouldn't have done;
c) must have done.
19. My house was damaged by floods, so I _____ find another place to live.
a) had to;
b) was to.
20. In a few years, computers _____ think better than we do.
a) can;
b) will be able to.
21. I wish trains _____ cleaner and more punctual.
a) are;
b) were;
c) were not.
22. If the precautionary measures had been taken in time, this infection _____ all over the town.
a) wouldn't spread;
b) won't spread;
c) wouldn't have spread.
23. I think she wouldn't get offended if you _____ the truth.
a) told;
b) tell;
c) will tell;
d) said.
24. She studied oboe at _____ Royal Academy of Music.
a) –;
b) the;
c) a.
25. You've made _____ much progress in English.
a) a;
b) –;
c) the.
26. I hate _____ at.
a) being laughed;
b) to be laughed;
c) to laugh.

27. You can take a horse to the water but you cannot make it _____.
a) to drink;
b) drinking;
c) drink.
28. He accused me _____ selling secret information _____ the enemy.
a) of, to;
b) with, for;
c) in, to.
29. At first driving on the left is confusing, but you'll soon get used _____ it.
a) to;
b) with
c) for.
30. You've got _____ determination of anyone I know.
a) less;
b) the least;
c) fewer;
d) the fewest.

**Make the grammar-check task. Multiple choice:
Variant 6.**

1. Neither of us _____ to be told what to do.
 - a) like;
 - b) likes;
 - c) doesn't like;
 - d) is liking.

2. I _____ my children to the zoo tomorrow to see a baby polar bear.
 - a) am taking;
 - b) take;
 - c) took;
 - d) was taking.

3. When _____ you _____ your driving test?
 - a) did, pass;
 - b) have, passed;
 - c) had, passed.

4. He escaped while they _____ him from one prison to another.
 - a) moved;
 - b) had been moving;
 - c) were moving.

5. This ring I wear isn't valuable but it _____ in my family for over 200 years.
 - a) was;
 - b) is;
 - c) has been.

6. Can I tell you about a problem I have? It _____ me for a while now.
 - a) has been bothering;
 - b) bothered;
 - c) is bothered.

7. He said he would remind me what mistakes _____ and how to avoid them.
 - a) have been made;
 - b) had been made;
 - c) were done;
 - d) had been done.

8. She _____ for your call all morning.
a) waits;
b) will be waiting;
c) will wait.
9. A hundred people have died of starvation. By the end of the next week two hundred _____.
a) will die;
b) will have died;
c) had died.
10. If it _____ tonight, the roads _____ slippery tomorrow.
a) freezes, will be;
b) freezes, would be;
c) will freeze, will be.
11. A lot of oil tankers _____ recently.
a) are built;
b) have been built;
c) has been built;
d) have built.
12. Yesterday John _____ supposed to take a drive from London to Paris.
a) is;
b) was;
c) had been.
13. He asked what the weather _____ during my holidays.
a) was;
b) had been;
c) has been.
14. I forgot that the cheque _____ a week before.
a) had been sent;
b) was sent;
c) had sent;
d) has been sent.
15. I finally got a room, but it was on the _____ of the city.
a) outskirts;
b) outskirts.
16. He insisted that the contract _____ aloud.
a) should be read;
b) must be read;
c) is to be read.

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17. Passengers _____ lean out of the windows.
a) don't have to;
b) must not;
c) do not need to.
18. He _____ all his money. I gave him £ 10 only yesterday.
a) should have spent;
b) can't have spent;
c) can't spend.
19. We _____ yesterday, but the flight was cancelled because of fog.
a) were to start;
b) were to have started;
c) must have started.
20. You _____ supper for me. I am not hungry.
a) didn't need to cook;
b) needn't have cooked.
21. That man has brought us nothing but trouble. I wish I _____ acquainted with him then.
a) didn't get;
b) haven't got;
c) hadn't got.
22. You should consult a doctor. If you _____ your coat you wouldn't have caught a cold.
a) had taken;
b) have taken;
c) took.
23. If I _____ him, I _____ follow his every step.
a) were, would;
b) am, 'll;
c) would be, would follow.
24. He owns _____ big chemical factory and he runs _____ massive oil business in the USA.
a) -, -;
b) a, a;
c) the, the.

25. _____ highest waterfall in the world is _____ Angel Falls in _____ Venezuela with a drop of 979 m.
a) the, -, -;
b) -, the, -;
c) the, the, -.
26. He suggested _____ council tenants to buy their houses.
a) to allow;
b) allowing;
c) allow.
27. He was made _____ her plan.
a) to accept;
b) accept;
c) accepting.
28. I object _____ being kept waiting.
a) to;
b) for;
c) -.
29. Thanks for looking _____ me when I was ill.
a) for;
b) at;
c) after.
30. Now I eat _____ meat and _____ vegetables than before.
a) little, much;
b) little, many;
c) few, many;
d) less, more.

**Make the grammar-check task. Multiple choice:
Variant 7.**

1. Nurses _____ after patients in hospitals.
 - a) look;
 - b) looks;
 - c) be looking.
2. You _____ hard today.
 - a) are working;
 - b) is working;
 - c) works.
3. When I _____ in London, I worked in a bank.
 - a) live;
 - b) am living;
 - c) lived.
4. It _____ when I got up.
 - a) was raining;
 - b) is raining;
 - c) rain.
5. Yesterday John was playing football. Now he can't walk. He _____ his leg.
 - a) break;
 - b) has broken;
 - c) broken.
6. Ann's hands are very dirty. She _____ the ceiling.
 - a) have been painting;
 - b) has been painting;
 - c) have painting.
7. The house was dirty. We _____ it for years.
 - a) hadn't cleaned;
 - b) hasn't cleaned;
 - c) haven't cleaned.
8. I expect she _____ to London.
 - a) will go;
 - b) go;
 - c) going.

9. Steve came to France from Britain nearly five years ago. Next Tuesday it will be exactly five years since he arrived. Next Tuesday he _____ here exactly five years.
- a) will has been;
 - b) will have been;
 - c) will have be.
10. I'm going away for a few days. I'll phone you _____ get back.
- a) if I'll;
 - b) when I;
 - c) when I'll.
11. Many accidents _____ by dangerous driving.
- a) cause;
 - b) are caused;
 - c) is caused.
12. Jim didn't know about the day-off. He _____.
- a) didn't told;
 - b) hadn't been told;
 - c) hadn't told.
13. Tom said: «I didn't like Brian». Tom said he _____ Brian.
- a) hadn't liked;
 - b) didn't like;
 - c) doesn't like.
14. The patient said: «The nurse has just given me a powder». The patient said that the nurse _____ a powder.
- a) has given him;
 - b) had given me;
 - c) had given him.
15. What time _____ on TV?
- a) is the news;
 - b) are the news;
 - c) is the newses.
16. Tom _____ to drive but he hasn't got a car.
- a) can;
 - b) could;
 - c) is able.

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17. You _____ smoke here, if you like.
 - a) can to;
 - b) can;
 - c) able.
18. Jack _____ to go away next week.
 - a) have;
 - b) has;
 - c) must.
19. The train is at 7. 00. You _____ hurry.
 - a) needn't;
 - b) needn't to;
 - c) don't need.
20. John is too tired. He _____ drive.
 - a) ought not to;
 - b) ought not;
 - c) should not to.
21. What would you do if your car _____ ?
 - a) were stolen;
 - b) is stolen;
 - c) has been stolen.
22. If I _____ you, I wouldn't buy that coat.
 - a) be;
 - b) am;
 - c) were.
23. He's going to take a map in case he _____ his way.
 - a) loses;
 - b) will lose;
 - c) lose.
24. Tom's father is _____ doctor.
 - a) a;
 - b) an;
 - c) -.
25. A friend of mine used to work as a reporter in _____ Middle East.
 - a) -;
 - b) the;
 - c) a.

26. He showed no sign of _____ them.
a) know;
b) to know;
c) knowing.
27. Father _____ his car yesterday.
a) lets me to drive;
b) let me to drive;
c) let me drive.
28. Jazz became popular in the United States _____ 1920 s
a) at;
b) in the;
c) on.
29. When we were in Italy we spent a few days _____ Venice.
a) in;
b) at;
c) on.
30. He's got so _____ money, he doesn't know what to do with it.
a) much;
b) many;
c) a lot of.

**Make the grammar-check task. Multiple choice:
Variant 8.**

1. The sun _____ in the east.
 - a) rise;
 - b) rises;
 - c) are rising.
2. These days food _____ more and more expensive.
 - a) get;
 - b) got;
 - c) is getting.
3. Yesterday I _____ to London to see a friend of mine.
 - a) go;
 - b) went;
 - c) gone.
4. This time last year I _____ in Japan.
 - a) am living;
 - b) were living;
 - c) was living.
5. My hair was dirty. Now it is clean. I _____ it.
 - a) have washed;
 - b) wash;
 - c) has been washing.
6. They _____ here for 2 hours.
 - a) have been waiting;
 - b) has been waiting;
 - c) is waiting.
7. When I arrived at the party, my brother wasn't there. He _____ home.
 - a) had gone;
 - b) will go;
 - c) went.
8. When you return, you _____ a lot of changes.
 - a) noticed;
 - b) will notice;
 - c) notices.

9. Jim always goes to bed at 10 o'clock. Bob is going to visit him at 10.30 this evening. When Bob arrives, Jim _____ to bed.
- will have gone;
 - will be gone;
 - will has gone.
10. _____ this evening, I won't come to you.
- if it rains;
 - if it rain;
 - when it rains.
11. Three men _____ by the police.
- have been arrested;
 - has been arrested;
 - have arrested.
12. The room _____ when I arrived.
- was cleaning;
 - is being cleaned;
 - was being cleaned.
13. My mother told me: «I will come soon». My mother told me that she _____ soon.
- will come;
 - would come;
 - comes.
14. The monitor of the group said: «I have spoken with this student». The monitor of the group said that she _____.
- has spoken with this student;
 - had spoken with this student;
 - had spoken with that student.
15. I'm going to buy _____.
- a bread;
 - some bread;
 - bread.
16. I can't understand Martin. I've never _____ to understand him.
- can;
 - could;
 - been able.
17. You _____ drive for a year in Britain with your license.
- can;

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- b) could to;
c) can to.
18. Many children in Britain _____ wear uniform when they go to school.
- a) have to;
b) must to;
c) had to.
19. You _____ come if you don't want to.
- a) needn't;
b) needn't to;
c) don't need.
20. It's a nice film. You _____ go and see it.
- a) should;
b) should to;
c) ought.
21. What would you do if you _____ your passport in a foreign country?
- a) loses;
b) lose;
c) lost.
22. If I _____ want to go, I wouldn't.
- a) didn't;
b) don't;
c) doesn't.
23. He's going to take some chocolate in case he _____.
- a) will get hungry;
b) get hungry;
c) gets hungry.
24. I'm really tired and I'm going to _____ bed.
- a) a;
b) an;
c) -.
25. Which country lies between Mexico and Canada? _____ United States.
- a) the;
b) an;
c) a.

26. This is _____ the blame at the wrong door.
a) to lay;
b) laying;
c) lay.
27. Cold weather _____ uncomfortable.
a) makes me feel;
b) makes me to feel;
c) make me feel.
28. Mozart was born in Salzburg _____ 1756.
a) in;
b) at;
c) on.
29. John's parents live _____ Lviv.
a) at;
b) in;
c) on.
30. Have you got _____ friends?
a) much;
b) many;
c) plenty.

**Make the grammar-check task. Multiple choice:
Variant 9.**

1. Cats _____ mice.
a) catch;
b) catches;
c) catching.
2. George _____ his new house.
a) build;
b) is building;
c) are building.
3. I was very angry, because Bob _____ late.
a) were;
b) was;
c) are.
4. We saw an accident when we _____ for the bus.
a) was waiting;
b) were waiting;
c) are waiting.
5. Ann is looking for her book. She can't find it. She _____ it.
a) has lost;
b) is lost;
c) has lose.
6. You _____ too much recently. You should smoke less.
a) has been smoking;
b) is smoking;
c) have been smoking.
7. The cinema was no longer open. It _____ down.
a) had closed;
b) closes;
c) close.
8. When _____ you _____ your examination results?
a) will know;
b) is know;
c) knew.

9. Betty is on holiday. She has very little money and she is spending too much too quickly. Before the end of her holiday, she _____ all her money.
- a) spent;
 - b) will spent;
 - c) will have spent.
10. I'll send you my photo _____ on holiday.
- a) if I be;
 - b) when I am;
 - c) when I will be.
11. You _____ your examination results as soon as they are ready.
- a) are send;
 - b) will sent;
 - c) will be sent.
12. Was there any trouble at the demonstration?- Yes, about 50 people _____.
- a) was arrested;
 - b) were arrested;
 - c) is being arrested.
13. «Eat more fruit», – the doctor said. The doctor said _____.
- a) eat more fruit;
 - b) to eat more fruit;
 - c) ate more fruit.
14. The passenger whom we found in the compartment said: «This place is not vacant». The passenger whom we found in the compartment said that _____.
- a) this place is not vacant;
 - b) this place was not vacant;
 - c) that place was not vacant.
15. I always need your _____.
- a) advice;
 - b) advices;
 - c) advise.
16. Ask Mary about your problem. She should _____ help you.
- a) be able to;
 - b) could;
 - c) can.

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17. I _____ get you a cup of coffee.
a) can;
b) can to;
c) am able.
18. When you come to Moscow again, you _____ come and see us.
a) must;
b) must to;
c) have.
19. «Do you want me to wait for you?» – No, you _____ do it. It's okay.
a) needn't to;
b) needn't;
c) don't need.
20. It was a great party. You _____ have come.
a) ought;
b) ought to c;
c) should to.
21. What would you do if somebody _____ you a lot of money?
a) gave;
b) give;
c) to give.
22. If I _____ her number, I would telephone her.
a) knew;
b) know;
c) known.
23. He's going to take an umbrella in case it _____.
a) will rain;
b) rains;
c) rain.
24. _____ Africa is much larger than _____ Europe.
a) a; the;
b) an; -;
c) -; -.
25. _____ Hague is situated in the Netherlands.
a) -;
b) the;
c) a.

26. The idea is worth _____.
a) considering;
b) consider;
c) to considering.
27. Do you want _____ early?
a) me to come;
b) that I come;
c) me come.
28. I usually leave work _____ 5 o'clock.
a) at;
b) on;
c) in.
29. I'm going home _____ the end of June.
a) at;
b) in;
c) on.
30. He doesn't speak much French. Only _____ words.
a) a little;
b) little;
c) a few.

**Make the grammar-check task. Multiple choice:
Variant 10.**

1. Whenever I _____ her we try to discuss our problems.
 - a) will meet;
 - b) met;
 - c) meet;
 - d) am meeting.

2. He always _____ of hard life. It's so boring.
 - a) to complain;
 - b) is complaining;
 - c) complains;
 - d) complaining.

3. My friend _____ to smoke. But she doesn't smoke any longer. She has quit.
 - a) used;
 - b) likes;
 - c) could;
 - d) is used.

4. When I _____ at the window, it _____ outdoors.
 - a) was looking; was snowing
 - b) looked; snowed;
 - c) had looked; snowed;
 - d) looked; was snowing.

5. Exciting news! Scientists _____ a new planet. It's half the size of Earth and is as bright as the Sun.
 - a) discovered;
 - b) has discovered;
 - c) have discovered;
 - d) had to discover.

6. Someone must _____ my spade. It's dirty.
 - a) used;
 - b) be using;
 - c) have been using;
 - d) has been using.

7. It turned out the performance already _____ before we entered the hall.
 - a) had begun;
 - b) began;
 - c) was begun;
 - d) was beginning.
8. I _____ you a helping hand whenever you _____ in trouble.
 - a) gave; are;
 - b) am giving; were;
 - c) will give; are;
 - d) shall give; will be.
9. By the year 2001 the population of the Earth _____.
 - a) will be twice;
 - b) doubled;
 - c) is twice;
 - d) will have doubled.
10. She _____ to the theatre with us yesterday, if she _____ opera.
 - a) went; liked;
 - b) would go; has liked;
 - c) would have gone; liked;
 - d) had gone; would like.
11. The fog is so dense. Nothing _____ in a distance of 2 metres.
 - a) can see;
 - b) could to be seen;
 - c) was seen;
 - d) can be seen.
12. The research _____ some days ago, just before the deadline.
 - a) was finished;
 - b) ended;
 - c) completed;
 - d) finishes.
13. Our guide _____ if we _____ the sights of the city during the journey.
 - a) interests; saw;
 - b) wondered; would see;
 - c) interested; would like to see;
 - d) is interesting; have seen.
14. My friend _____ they _____ with the task a week before.
 - a) speaks; have finished;
 - b) told; coped;
 - c) told; had coped;
 - d) tells; will cope.

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15. _____ are those who don't eat _____.
- a) vegetarians; fruit;
 - b) a vegetarian; meat;
 - c) vegetarians; meats;
 - d) vegetarians; meat.
16. There's so much noise in the room. I _____ nothing.
- a) am hearing;
 - b) can hear;
 - c) listen;
 - d) am listening.
17. Ann has run 2 kilometers. She _____ tired.
- a) must be;
 - b) has;
 - c) is being;
 - d) was to be.
18. I tried my best to open the door but it _____.
- a) couldn't opened;
 - b) can't open;
 - c) wouldn't (open);
 - d) won't opened.
19. You _____ visit your sick granny as soon as possible.
- a) should to;
 - b) must;
 - c) can to;
 - d) ought to.
20. How could you have been so careless while driving. You _____ into an accident.
- a) could got;
 - b) can have got;
 - c) might have got;
 - d) would got.
21. If I were you, I _____ for her. She is always late.
- a) should wait;
 - b) wouldn't wait;
 - c) can't wait;
 - d) didn't wait.

22. I wish, she _____ the exam. It was so important for her further education.
- a) passed;
 - b) would pass;
 - c) would have passed;
 - d) had passed.
23. I'd rather you _____ the window. It's getting so cold in here.
- a) opened;
 - b) had to open;
 - c) didn't open;
 - d) hadn't opened.
24. Such _____ miserable weather. It's chilly & drizzling.
- a) -;
 - b) a;
 - c) an;
 - d) the.
25. Nick finished _____ school at _____ age of 17.
- a) -; an;
 - b) -; the;
 - c) a; -;
 - d) -; -.
26. Try _____ her flowers. It could put you up.
- a) sending;
 - b) to present;
 - c) to send;
 - d) presented.
27. His coach says he _____ him _____ hard to keep fit before the coming competition.
- a) wants; trains;
 - b) wanted; to train;
 - c) want; to train;
 - d) wants; to train.
28. We arrived _____ the city late at night.
- a) in;
 - b) at;
 - c) to;
 - d) -.

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29. He is apt _____ drawing. His pictures are so bright.
- a) at;
 - b) of;
 - c) in;
 - d) about.
30. _____ we study _____ we know.
- a) as much; as many;
 - b) the much; the less;
 - c) the more; the more;
 - d) more; more.

Make the grammar-check task. Multiple choice.
Variant 11.

1. The train _____ at 5 o'clock p. m.
 - a) is coming;
 - b) arrive;
 - c) is arriving;
 - d) arrives.

2. Don't interfere with me. I _____ over the important problem.
 - a) thought;
 - b) am thinking;
 - c) will think;
 - d) can think.

3. She _____ fond of languages when she _____ at school.
 - a) had been; was
 - b) was; is studying;
 - c) was, studied;
 - d) has been, was studying.

4. He just _____ TV when the door bell _____ .
 - a) watches, rang;
 - b) watching, ringing;
 - c) has watched, rang;
 - d) was watching, rang.

5. Andy, _____ from London recently. Now he _____ everyone about the journey.
 - a) has returned, tells;
 - b) returned, is telling;
 - c) had returned, told;
 - d) is returning, will tell.

6. How long _____ you _____ this book? It's time you finished with it.
 - a) did read;
 - b) were reading;
 - c) have been reading;
 - d) are reading.

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7. By the end of the fiscal year we _____ all the debts.
a) had paid;
b) paid;
c) will have paid;
d) have paid.
8. I _____ you, if you _____ my advice.
a) phone, needed;
b) will phone, need;
c) phoned, would need;
d) shall phone, needed.
9. All the staff _____ already to the office by the beginning of the next week.
a) will return;
b) returned;
c) are returning;
d) will have returned.
10. If my friends _____ the vouchers, we'll go to the youth hostel.
a) got;
b) get;
c) will get;
d) are getting.
11. This film _____ much about.
a) is spoken;
b) speaking;
c) spoke;
d) speaks.
12. The inhabitants of the village: _____ of danger long ago.
a) warn;
b) will warn;
c) was warned;
d) were warned.
13. Our teacher informed us that the Indians _____ in the North America before Columbus _____ there.
a) settle, comes;
b) had settled, came;
c) will settle, comes;
d) have settled, came.

14. The conductor _____ the tourist group that they _____ very careful while climbing.
- a) tells, was;
 - b) told, would been;
 - c) is telling, are being;
 - d) told, had to be.
15. Two kilos _____ pretty small for a newborn baby.
- a) is;
 - b) are;
 - c) there is;
 - d) there are.
16. _____ I put a suit for this party?
- a) Do have;
 - b) have;
 - c) must;
 - d) shall to.
17. You _____ use my pen. I don't need it just now.
- a) could;
 - b) may;
 - c) can to;
 - d) must.
18. All the young men in our country _____ serve in the Army.
- a) have to;
 - b) must to;
 - c) can be;
 - d) may.
19. Who _____ taken my files, I wonder.
- a) have;
 - b) must;
 - c) could have;
 - d) may.
20. It's so dark in the hall. I _____ see nothing.
- a) may;
 - b) can;
 - c) could;
 - d) might.

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21. If I _____ good health I _____ a famous sportsman.
a) had, could become;
b) have, became;
c) had, will become;
d) has, became.
22. If I were you, I _____ him a letter. He's missing you badly.
a) sent;
b) had sent;
c) would have sent;
d) would send.
23. I wish, they _____ a bit the design of the ship. It's so easy.
a) changed;
b) would change;
c) had changed;
d) change.
24. He is not _____ university teacher.
a) an;
b) -;
c) the;
d) a.
25. _____ People are different and their tastes are _____ different.
a) the, the;
b) -, -;
c) all the, the;
d) all, the.
26. The driver suggested _____ faster otherwise we could be late.
a) to go;
b) going;
c) went;
d) to going.
27. I wonder how they managed _____ .
a) to survive;
b) surviving;
c) survival;
d) could survive.

28. Will you go _____ foot or _____ taxi?
a) on, by;
b) by, on;
c) on, in;
d) in, on.
29. Don't interfere _____ me. I am busy now.
a) with;
b) –;
c) about;
d) to.
30. I need _____ books to make a report for the coming seminar.
a) little;
b) a few;
c) a little;
d) much.

**Make the grammar-check task. Multiple choice:
Variant 12.**

1. I never _____ pork. It makes me feel sick.
 - a) ate;
 - b) eat;
 - c) have eaten;
 - d) am eating.
2. Look! Somebody _____ the street – it's an old friend of mine.
 - a) is crossing;
 - b) shall cross;
 - c) crossed;
 - d) has been crossing.
3. They _____ talking when I _____ the room.
 - a) stopped, entered;
 - b) had stopped, to enter;
 - c) stop, was entering;
 - d) were stopping, enter.
4. My friends _____ while I _____ the bicycle.
 - a) came, had repaired;
 - b) come, repair;
 - c) came, was repairing.
5. _____ you _____ with the bathroom yet? We'll be late for the party.
 - a) did finish;
 - b) haven't finished;
 - c) have finish;
 - d) have finished.
6. Moscow _____ a lot since we _____ here first.
 - a) has changed, came;
 - b) changed, came;
 - c) has been changing, came;
 - d) had changed, come.
7. It was time he _____ up his mind concerning the future profession.
 - a) made;
 - b) to make;
 - c) can make;
 - d) had made.

8. They _____ the car if they _____ enough money.
a) would buy; have
b) will buy, have;
c) bought, had;
d) will buy, had.
9. In two weeks they _____. Don't forget to buy the present.
a) got married;
b) marry;
c) will have got married;
d) are marry.
10. I _____ a doctor when I _____ from the university.
a) can become, graduated;
b) will become, graduate;
c) became, graduated;
d) would be, finish.
11. This author _____ all over the world.
a) knows;
b) knew;
c) are known;
d) is known.
12. His letter _____ by air mail yesterday.
a) is sent;
b) sends;
c) was sent;
d) sent.
13. Nick explained that he _____ his watch at home and _____ the time.
a) has left, couldn't tell;
b) had left, couldn't tell;
c) leaves, can't tell;
d) to leave, can to tell.
14. Mother insists that we _____ the exhibition of this famous sculptor.
a) shall see;
b) must to see;
c) have seen;
d) should see.

15. _____ bacon and eggs what you usually eat for breakfast?
a) is it;
b) it is;
c) are;
d) are there.
16. I _____ quit smoking. I promise.
a) will;
b) can;
c) may;
d) shall.
17. Crime _____ be revealed.
a) can;
b) will;
c) could;
d) might.
18. He said, he _____ finish the work in time.
a) must;
b) will;
c) shall;
d) had to.
19. Young people _____ take care of their elderly parents.
a) must;
b) ought to;
c) has to;
d) need.
20. You _____ come so early. The shop is still closed at that time.
a) need to;
b) must;
c) needn't;
d) have to.
21. It was for the first time, he _____ a military uniform.
a) has put (on);
b) put;
c) puts;
d) had put (on).

22. I'd rather you _____ another profession. This job isn't for a novice.
a) took;
b) would take;
c) take;
d) have took.
23. I wish she _____ complaining of hard life.
a) stopped;
b) has stop;
c) to stop;
d) would stop.
24. This task is not for _____ man to complete.
a) –;
b) a;
c) the;
d) those.
25. These are _____ chairs you may take for the conference.
a) –;
b) any;
c) that;
d) the.
26. Stop _____ ! – the teacher ordered.
a) to talk;
b) talk;
c) talking;
d) talks.
27. He pretended _____ her mistake.
a) noticing;
b) not notice;
c) to noticing;
d) not to notice.
28. The criminal was accused _____ murder.
a) in;
b) of;
c) at;
d) –.

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29. The patient was operated _____ appendicitis.
a) on for;
b) -;
c) in;
d) for.
30. There is so _____ milk in the fridge & I need some.
a) many;
b) much;
c) few;
d) little.

**Make the grammar-check task. Multiple choice:
Variant 13.**

1. Every morning my mother _____ me up.
a) wake;
b) wakes;
c) is waking.
2. Please don't make so much noise! I _____.
a) study;
b) am studying;
c) studies.
3. The police _____ me on my way home last night.
a) stopped;
b) stops;
c) is stopping.
4. Jane _____ for me when I arrived.
a) waits;
b) waited;
c) was waiting.
5. I _____ ten cigarettes today.
a) have smoked;
b) smoked;
c) has smoked.
6. Ann is hot and tired. She _____ tennis.
a) has been playing;
b) have been playing;
c) play.
7. The house was very quiet when I got home. Everybody _____ to bed.
a) has gone;
b) had gone;
c) went.
8. I'm too tired now. I think I _____ a cup of coffee.
a) shall have;
b) have;
c) shall to have.

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9. Before he telephones us, he _____ back home from holidays.
 - a) will have come;
 - b) comes;
 - c) came.
10. When the alarm-clock _____ me up he will be back.
 - a) will wake;
 - b) wakes;
 - c) wake.
11. George _____ to New-York next month.
 - a) will send;
 - b) will be sent;
 - c) send.
12. My bicycle _____ yesterday.
 - a) stole;
 - b) was stolen;
 - c) is stolen.
13. John says: «I will help Ann». John says that he _____ Ann.
 - a) will help;
 - b) would help;
 - c) helps.
14. My father told me he _____ the pen.
 - a) didn't buy;
 - b) hadn't bought;
 - c) hasn't bought.
15. Money _____ his aim in life.
 - a) is;
 - b) are.
16. You _____ see the park from our bedroom in window every day.
 - a) can;
 - b) can to;
 - c) could.
17. You _____ tell anyone what I said.
 - a) mustn't;
 - b) don't have to;
 - c) mustn't to.

18. I _____ go, so I didn't go.
a) didn't need to;
b) needn't;
c) didn't need.
19. I _____ do it, it's my duty and I can't argue.
a) can;
b) must;
c) must to.
20. The government _____ do something about this problem.
a) should;
b) should to;
c) ought.
21. My parents would be angry if I _____ them about it.
a) didn't tell;
b) wouldn't tell;
c) doesn't tell.
22. I wish I _____ do it.
a) can;
b) could;
c) can to.
23. If I _____ do it, I would have never asked you about help.
a) had been able to;
b) could;
c) can.
24. John sat down on _____ chair.
a) a;
b) -;
c) an.
25. Who is _____ heaviest person in the world?
a) the;
b) a;
c) -.
26. Go, on _____ it, don't stop!
a) to do;
b) do;
c) doing.

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27. I'm so lucky, I managed _____ the exam!
a) to pass;
b) pass;
c) passing.
28. My brother came home _____ 7 p. m.
a) in;
b) on;
c) at.
29. Days become warmer _____ April.
a) on;
b) at;
c) in.
30. There are so _____ people in our small room today!
a) much;
b) many;
c) a lot of.

**Make the grammar-check task. Multiple choice:
Variant 14.**

1. Water _____ at 100 degrees Celsius.
a) is boiling;
b) boil;
c) boils.
2. The kettle _____. Can you turn it off, please?
a) boils;
b) boil;
c) is boiling.
3. We needed some money, so we _____ our car.
a) sell;
b) sold;
c) are selling.
4. John cut his hand when he _____ dinner.
a) cooked;
b) cook;
c) was cooking.
5. I _____ never _____ a car.
a) have driven;
b) has driven;
c) have drove.
6. I _____ since I was sixteen.
a) smoked;
b) have been smoking;
c) smoke.
7. That boy was a complete stranger to me: I _____ him before.
a) haven't seen;
b) hadn't seen;
c) didn't see.
8. I _____ him what you said. I promise.
a) won't tell;
b) don't tell;
c) doesn't tell.

The Time for Learning English

9. The secretary ___ through all the papers by the time the director comes.
a) will have looked;
b) will look;
c) looked.
10. If you _____ me her photo, I won't recognize her.
a) won't give;
b) don't give;
c) doesn't give.
11. This room _____ every day.
a) cleans;
b) is cleaned;
c) clean.
12. This hotel _____ by my grandfather.
a) was built;
b) built;
c) build.
13. My mother said: «I've never seen you». My mother said that she _____ him/her.
a) has never seen;
b) had never seen;
c) have never seen.
14. Helen told her father: «I can't believe it». Helen told her father that ____.
a) she can't believe it;
b) she couldn't believe that;
c) she didn't believe that.
15. The trousers _____ fit me.
a) don't;
b) doesn't.
16. I _____ to sleep recently.
a) can't;
b) couldn't;
c) haven't been able.
17. Ann thinks we _____ go now.
a) must;
b) must to;
c) have.

18. You _____ do it now you can do it this afternoon.
a) needn't to;
b) needn't;
c) don't need.
19. Oh, it's later than I thought. I _____ go now.
a) have;
b) must to;
c) have to.
20. It was a great day. You _____ have come.
a) ought to;
b) should;
c) ought.
21. If the door-bell _____, I would be very frightened.
a) would ring;
b) rang;
c) rings.
22. I wish I _____ you.
a) were;
b) am;
c) is.
23. If I _____ you, I would have never made such a mistake.
a) knew;
b) had known;
c) would know.
24. For breakfast I had _____ cup of coffee and _____ piece of pie.
a) a; a;
b) -; -.
25. Which animal is _____ smallest in the world?
a) a;
b) -;
c) the.
26. When are you going to give up _____ ?
a) smoking;
b) smoke;
c) to smoke.

The Time for Learning English

27. How old were you when you learnt _____ ?
a) drive;
b) to drive;
c) driving.
28. I usually get up _____ 7. 30.
a) at;
b) in;
c) on.
29. I was born _____ September.
a) at;
b) on;
c) in.
30. We spent _____ money.
a) a lot of;
b) many;
c) much.

**Make the grammar-check task. Multiple choice:
Variant 15.**

1. If she _____ from Rome, she must be Italian, I suppose.
a) comes;
b) come;
c) is coming.
2. The number of people without jobs _____ at the moment.
a) is increasing;
b) increase;
c) increases.
3. Yesterday I _____ to Rome to see my friend.
a) went;
b) gone;
c) go.
4. It _____ when I came home.
a) snows;
b) was snowing;
c) snow.
5. I _____ never _____ English books.
a) has read;
b) have read;
c) had read.
6. It _____ for two hours.
a) has been raining;
b) have been raining;
c) rained.
7. They were not eating when I came up to them. They _____.
a) have finished;
b) has finished;
c) had finished.
8. Your bag looks heavy. _____ I _____ you with it?
a) shall help;
b) help;
c) am helping.

The Time for Learning English

9. By the time you get into contact with them they _____ for London.
 - a) leave;
 - b) will have left;
 - c) left.
10. We will remain with you, if the weather _____ bad.
 - a) is;
 - b) will be;
 - c) are.
11. My mother says that less money should _____.
 - a) spend;
 - b) be spent;
 - c) spent.
12. The vase _____ by my younger brother on Friday.
 - a) broke;
 - b) was broken;
 - c) breaks.
13. Robert told me: «I love you». Robert told me that he _____.
 - a) loves me;
 - b) loved me;
 - c) love me.
14. Alice said: «I saw you in London». Alice said that she ___ in London.
 - a) saw me;
 - b) has seen me;
 - c) had seen me.
15. Jeans _____ my favourite clothes.
 - a) is;
 - b) are.
16. Tim has traveled a lot. He _____ to speak four foreign languages.
 - a) can;
 - b) is able;
 - c) may.
17. Late at night the nurse rang me up. I _____ go to the hospital.
 - a) had to;
 - b) must;
 - c) must to.

18. You have got plenty of time. You _____ hurry.

- a) needn't;
- b) don't need;
- c) needn't to.

19. After graduating from the University everyone _____ choose his way in life.

- a) must;
- b) must to.

20. Bob _____ drive now. He is tired.

- a) shouldn't;
- b) shouldn't to;
- c) ought not.

21. I would be surprised if she _____ you money.

- a) didn't lend;
- b) doesn't lend;
- c) wouldn't lend.

22. I wish I _____ so much time with you.

- a) spent;
- b) spend.

23. If I _____ you last year, I would have never married him.

- a) met;
- b) had met;
- c) meet.

24. My boy-friend is _____ doctor.

- a) a;
- b) -;
- c) the.

25. What is _____ best place for you in the world?

- a) a;
- b) -;
- c) the.

26. Do you mind my _____ the window ?

- a) open;
- b) to open;
- c) opening.

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27. The new teacher seemed _____ our group.
a) liking;
b) like;
c) to like.
28. Robert entered the room _____ 8 o'clock.
a) on;
b) at;
c) by.
29. New school-year begins _____ September.
a) on;
b) at;
c) in.
30. I hate the very fact that I spent so _____ time with him.
a) many;
b) much;
c) a number of.

**Make the grammar-check task. Multiple choice:
Variant 16.**

- Noise pollution generally receives less attention than ___ air pollution.
 - does;
 - it does;
 - did;
 - it does over.
- I don't think your brother _____ the party.
 - enjoys;
 - is enjoying;
 - is being enjoyed;
 - is enjoyed.
- I _____ in a hotel until I find a flat.
 - am staying;
 - stay;
 - have stayed;
 - stayed.
- When I lived in London, I _____ every day.
 - was walking;
 - walked;
 - had walked;
 - had been walking.
- When Jane was at school, she _____ things.
 - always lost;
 - was always losing;
 - had always lost;
 - had been always lost.
- I can't believe that you _____ three pizzas already.
 - eat;
 - had eaten;
 - have been eating;
 - have eaten.
- I feel really tired. I _____ the garden for the last three hours.
 - weeded;
 - have weeded;
 - had weeded;
 - have been weeding.

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8. By the time I got to the station, the train _____.
a) left;
b) has been left;
c) had left;
d) had been left.
9. Come on, get a move on, or we _____ the train.
a) will miss;
b) are going to miss;
c) will have missed;
d) will be missing.
10. By the end of the week we _____ what to do.
a) decide;
b) will decide;
c) will have decided;
d) will be deciding.
11. If you _____ too hot during the night, turn down the central heating.
a) are feeling;
b) have been feeling;
c) feel;
d) are being felt.
12. There is nothing more annoying than _____ when you are speaking.
a) been interrupted;
b) been interrupting;
c) being interrupted;
d) being interrupting.
13. Bicycles _____ in the city instead of public transport.
a) are being used;
b) be used;
c) are used;
d) use.
14. He said that if I _____ the front door locked I was to go round to the back.
a) would find;
b) had found;
c) found;
d) find.

15. She gave me _____ on how to study for the exam.
a) an advice;
b) some advice;
c) the advice;
d) some advices.
16. Mr Pitt _____ cook his own food. His wife is away.
a) may;
b) can;
c) must;
d) has to.
17. Railway notice: Passengers _____ cross the line by the footbridge.
a) can;
b) have to;
c) may;
d) must.
18. You _____ ring the bell: I've got a key.
a) mustn't;
b) shouldn't;
c) can't;
d) needn't.
19. I left my bicycle here and now it's gone. – Someone __ borrowed it.
a) should have;
b) could have;
c) has to;
d) must have
20. He returned home with a tiger cub. – His wife _____ very pleased about it.
a) needn't have been;
b) mustn't have been;
c) shouldn't have been;
d) can't have been.
21. The carpet was made entirely by hand. – It _____ a long time.
a) should have taken;
b) must have taken;
c) could have taken;
d) may have taken.

The Time for Learning English

22. Someone will steal your car if you _____ it unlocked.
a) will leave;
b) left;
c) are leaving;
d) leave.
23. I _____ to help if I thought I'd be of any use.
a) offered;
b) will offer;
c) would offer;
d) would have offered.
24. He was sent to _____ prison for six months for shoplifting.
a) -;
b) a;
c) the;
d) some.
25. I see that the house is built of _____ wood.
a) a;
b) the;
c) some;
d) -.
26. The hostages were rescued without a shot _____ .
a) fired;
b) being fired;
c) to be fired;
d) to fire.
27. I want the boy _____ up hating violence but his father keeps buying him guns and swords.
a) growing;
b) to grow;
c) grow;
d) being grown.
28. Children get presents _____ Christmas.
a) at;
b) on/for;
c) by;
d) in.

29. When you have lunch in a restaurant, who pays _____ the bill?
- a) at;
 - b) by;
 - c) for;
 - d) –.
30. I would like _____ salt on my vegetables.
- a) few;
 - b) a few;
 - c) a little;
 - d) little.

**Make the grammar-check task. Multiple choice:
Variant 17.**

1. He _____ to what you say.
 - a) is never listening;
 - b) is never listened;
 - c) never listens;
 - d) never listen.

2. I think it is a pity you don't take more exercise. You _____ fat.
 - a) got;
 - b) are getting;
 - c) have been getting;
 - d) had got.

3. She _____ me because the dog was barking very loudly, so she got back to her room and telephoned the police.
 - a) didn't hear;
 - b) had not heard;
 - c) haven't;
 - d) doesn't hear.

4. When he _____ the fuse he got a very bad shock.
 - a) was mended;
 - b) had mended;
 - c) mended;
 - d) was mending.

5. I _____ the letter but I can't find a stamp.
 - a) wrote;
 - b) write;
 - c) have written;
 - d) have been writing.

6. We _____ about this for two hours. Perhaps we should stop!
 - a) argue;
 - b) have been arguing;
 - c) argued;
 - d) are arguing.

7. A woman came in with a baby, who she said _____ a safety pin.
a) has just swallowed;
b) had just swallowed;
c) swallowed;
d) had been swallowing.
8. I _____ you a lift to work tomorrow if you like.
a) am giving;
b) will give;
c) give;
d) will be giving.
9. His father left him 400 000 dollars, but he lives so extravagantly that he _____ it all before he is 30.
a) spent;
b) spends;
c) had spent;
d) will have spent.
10. You _____ the sound of the explosion till after you have seen the flash.
a) have not hear;
b) don't hear;
c) will not have hear;
d) won't hear.
11. It is now 6 a. m. and at most of the hospitals in the country patients _____ with cups of tea.
a) are wakened;
b) are being wakened;
c) have been wakened;
d) woke.
12. Last year a profit of two million pounds _____ in the first six months.
a) were made;
b) had been made;
c) made;
d) was made.
13. She told me to look where I _____ as the road was full of holes and was very badly lit.
a) went;
b) had gone;
c) go;
d) was going.

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14. The raiders _____ the bank clerk to open the safe.
a) said;
b) told;
c) ordered;
d) asked.
15. There _____ of programmes on TV about Japan.
a) was a series;
b) were series;
c) was series;
d) was the series.
16. If what you say is true I _____ go to the police.
a) must;
b) should;
c) have to;
d) ought to.
17. English children _____ stay at school till the age of 16.
a) should;
b) must;
c) have to;
d) ought to.
18. There is only one set of footprints, so the kidnapper _____ his prisoner out.
a) could carry;
b) can't have carried;
c) should have carried;
d) must have carried.
19. Look at this beautiful painting! Only a very great artist ___ such a picture!
a) could painted;
b) must have painted;
c) could have painted;
d) should paint.
20. They _____ a two-storey house, but money ran out so they built a bungalow instead.
a) were to have built;
b) should have built;
c) must build;
d) could have built.

21. Why don't you get a cat? If you _____ a cat the mice would not run about everywhere.
- a) were keeping;
 - b) had kept;
 - c) kept;
 - d) keep.
22. It was the drug, not the disease that killed him. He would still be alive today if he _____ that drug.
- a) didn't take;
 - b) hadn't taken;
 - c) wouldn't take;
 - d) wouldn't have taken.
23. No one bathes here. The water is heavily polluted. If you bathed in it you _____ ill for a week.
- a) would have been;
 - b) will be;
 - c) would be;
 - d) were.
24. I would like _____ typing paper.
- a) a;
 - b) the;
 - c) -;
 - d) some.
25. Do you know _____ time?
- a) the;
 - b) a;
 - c) -;
 - d) what.
26. Would you mind _____ your address on the back of the cheque?
- a) to write;
 - b) writing;
 - c) write;
 - d) being written.
27. I'm delighted _____ that you can come on Saturday.
- a) hearing;
 - b) have heard;
 - c) to have heard;
 - d) to hear.

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28. I thought you'd be late _____ dinner, so I ordered some sandwiches for you.
- a) for;
 - b) till;
 - c) to;
 - d) –.
29. The film reminds me _____ my childhood.
- a) about;
 - b) of;
 - c) –;
 - d) for.
30. I feel very lonely. The trouble is that I've got _____ friends.
- a) a few;
 - b) less;
 - c) not much;
 - d) few.

**Make the grammar-check task. Multiple choice:
Variant 18.**

1. These potatoes _____ a bit funny.
 - a) tastes;
 - b) taste;
 - c) are tasting;
 - d) are being tasted.

2. I don't think your brother _____ the party.
 - a) enjoys;
 - b) is enjoying;
 - c) is being enjoyed;
 - d) is enjoyed.

3. When I first _____ to this house, it was a quiet area.
 - a) have come;
 - b) had come;
 - c) came;
 - d) was coming.

4. The murderer _____ the corpse down the stairs when he heard a knock on the door.
 - a) carried;
 - b) was carrying;
 - c) have been carrying;
 - d) had carried.

5. Since he became Mayor, my brother reckons that he ____ 30 official lunches and 22 official dinners.
 - a) eat;
 - b) had eaten;
 - c) have eaten;
 - d) has eaten.

6. George _____ matchboxes ever since he left school.
 - a) was collecting;
 - b) has been collecting;
 - c) has collected;
 - d) collected.

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7. He kept looking at her, wondering where he _____ her before.
 - a) saw;
 - b) was seeing;
 - c) had seen;
 - d) has seen.

8. I'll cook any fish you catch, but I _____ them.
 - a) don't clean;
 - b) won't clean;
 - c) won't be cleaning
 - d) will not have cleaned.

9. I hope I _____ my driving test by the end of the month.
 - a) will pass;
 - b) pass;
 - c) will have passed;
 - d) have passed.

10. If you _____ me a song I'll sing it at the school concert.
 - a) will write;
 - b) write;
 - c) have been written;
 - d) will be writing.

11. The hall _____ at the moment, so it doesn't look its best.
 - a) is painted;
 - b) was painted;
 - c) is being painted;
 - d) has been painted.

12. The damaged ship _____ into the harbour when the towline broke.
 - a) was being towed;
 - b) was towed;
 - c) had been towed;
 - d) had being towed.

13. Mother _____ her child not to put sticky things into his pockets.
 - a) told;
 - b) ordered;
 - c) advised;
 - d) said.

14. I asked them when _____ back.
a) did they come;
b) were they coming;
c) they were coming;
d) would they come.
15. The military authorities _____ their headquarters in the old Town Hall.
a) has established;
b) have established;
c) are established;
d) were established.
16. You _____ look both ways before crossing the road.
a) must;
b) have to;
c) are to;
d) can.
17. It _____ rain, you'd better take a coat.
a) can;
b) must;
c) may;
d) has to.
18. He was found unconscious at the foot of the cliff. He _____ 200 metres.
a) must have fallen;
b) should have fallen;
c) ought to have fallen;
d) must fall.
19. I saw a rattlesnake near the river yesterday – You _____ a rattlesnake.
a) shouldn't have seen;
b) can't have seen;
c) mustn't have seen;
d) needn't have seen.
20. I bought two bottles of milk. – You _____ milk; we have heaps in the house.
a) shouldn't have bought;
b) needn't have bought;
c) can't have bought;
d) needn't buy.

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21. If I lend you 20 dollars when you _____ me?
a) will repay;
b) will have repaid;
c) repay;
d) repaid.
22. What would you do if the lift _____ stuck between two floors?
a) will get;
b) had got;
c) would get;
d) got.
23. If I realized that the traffic lights were red I _____.
a) would stop;
b) would have stopped;
c) stopped;
d) must have stopped.
24. Do you take _____ sugar in coffee?
a) a;
b) -;
c) the;
d) some.
25. I went to _____ school to talk to the headmistress.
a) a;
b) -;
c) this;
d) the.
26. I disapprove of people who make all sorts of promises which they have no intention _____.
a) of keeping;
b) to keep;
c) of being kept;
d) to have been kept.
27. He offered _____ me money but I refused.
a) to lend;
b) lending;
c) having lent;
d) lend.

28. She made a point ____ coming late so that everyone would look at her.
a) in;
b) about;
c) of;
d) –.
29. There is no point ____ going by car if we can't park near the theatre.
a) in;
b) of;
c) –;
d) for.
30. ____ can say that they always tell the truth.
a) Few peoples;
b) A few peoples;
c) Few people;
d) Little people.

**Make the grammar-check task. Multiple choice:
Variant 19.**

1. I always _____ on duty until six o'clock.
 - a) stays;
 - b) am staying;
 - c) stay;
 - d) am being stayed.

2. Linda is away on holiday so Jane _____ her work.
 - a) handles;
 - b) is handled;
 - c) handled;
 - d) is handling.

3. Pay no attention to Den's remark. He _____ that.
 - a) wasn't meaning;
 - d) hadn't meant;
 - c) isn't meaning;
 - d) didn't mean.

4. I _____ to get in touch with you all day yesterday. Where were you?
 - a) tried;
 - b) had been trying;
 - c) was trying;
 - d) had tried.

5. I _____ in the same house for years.
 - a) have lived;
 - b) am living;
 - c) live;
 - d) has been living.

6. It's a long time since I saw your brother Paul. What _____ lately?
 - a) did he do;
 - b) does he do;
 - c) was he doing;
 - d) has he been doing.

7. Nobody bothered to tell me that the school _____ to have special holiday that Friday.
 - a) decided;
 - b) was decided;
 - c) was deciding;
 - d) had decided.

8. Do you think that he _____ me?
a) is recognizing;
b) is going to recognize;
c) will recognize;
d) will be recognizing.
9. By the end of this week my illness _____ me 100 pounds.
a) will cost;
b) will be costing;
c) will have cost;
d) costs.
10. I'll buy this house when I _____ enough money.
a) will have;
b) had;
c) will be having;
d) have.
11. Those pyramids _____ around 400 AD.
a) are built;
b) were built;
c) had been built;
d) have been built.
12. The positive hydrogen atoms _____ to the negative oxygen atoms.
a) are attracted;
b) were attracted;
c) have been attracted;
d) are being attracted.
13. «What happened to Mr Budd?» _____ one of the men.
a) advised;
b) spoke;
c) said;
d) said to.
14. Clare wanted to know what time _____.
a) were the banks closed;
b) did the banks close;
c) had closing;
d) the banks closed;
e) closed the banks.

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15. Have you _____ idea who could have borrowed your bicycle?
a) the;
b) a;
c) an;
d) some;
e) any.
16. The contents of her house _____ sold after her death.
a) were sold;
b) was sold;
c) is sold;
d) has been sold.
17. He walked from London to Cambridge in three hours. – He _____ in that time! Someone must have given him a lift.
a) must not have done;
b) needn't have done;
c) shouldn't have done;
d) couldn't have done.
18. You _____ read the book. It's really excellent.
a) can;
b) may;
c) might;
d) must.
19. In my district there is no gas laid on. People ____ use the electricity for everything.
a) must;
b) have to;
c) can;
d) may.
20. He _____ on the next train, we may as well wait.
a) have to be;
b) must be;
c) should be;
d) may be.
21. If we _____ a lift, we'll be in time.
a) will get;
b) got;
c) get;
d) have got.

22. Of course I'm not going to give her a diamond ring. If I _____ her a ring she would sell it.
- a) would give;
 - b) give;
 - c) gave;
 - d) had given.
23. If I had known that you couldn't eat octopus I _____ it.
- a) didn't buy;
 - b) wouldn't buy;
 - c) hadn't bought;
 - d) wouldn't have bought.
24. I wonder how the fire started? – Oh, someone ____ a lighted sigarette.
- a) might dropped;
 - b) must have dropped;
 - c) could drop;
 - d) might drop.
25. Have you rung _____ hospital to ask how Peter is?
- a) a;
 - b) –;
 - c) the;
 - d) some.
26. Imagine _____ with someone who never stops talking.
- a) to live;
 - b) living;
 - c) having lived;
 - d) being lived.
27. He postponed making a decision till it was too late _____ anything.
- a) to do;
 - b) do;
 - c) doing;
 - d) having done.
28. I've lived _____ this street for ten years.
- a) in;
 - b) at;
 - c) on;
 - d) –.

29. He was wounded _____ the shoulder.
a) on;
b) at;
c) in;
d) –.
30. I would like _____ salt on my vegetables.
a) a few;
b) a little;
c) a;
d) the salt.

**Make the grammar-check task. Multiple choice:
Variant 20.**

1. This bag _____ a ton!
a) weighs;
b) is weighing;
c) is weighed;
d) is being weighed.
2. My car has broken down, so I _____ to work these days.
a) has walked;
b) has been walking;
c) am walking;
d) walked.
3. Excuse me, but this seat is mine. – I'm sorry, I _____ that you were sitting here.
a) don't realize;
b) didn't realize;
c) am not realizing;
d) hadn't realize.
4. When I phoned Helen last night she _____ her hair.
a) washed;
b) had washed;
c) had been washing;
d) was washing.
5. I _____ an interesting film lately.
a) saw;
b) has seen;
c) have seen;
d) had seen.
6. Someone _____ my umbrella. It's all wet.
a) used;
b) was using;
c) had been using;
d) was used.

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7. By the time I recovered from the shock he _____ round the corner.
a) disappeared;
b) had disappeared;
c) was disappearing;
d) has disappeared.
8. I _____ this day all my life.
a) will remember;
b) am remembering;
c) am going to remember;
d) remember.
9. By this time next year I _____ 250 pounds.
a) save;
b) will save;
c) saved;
d) will have saved.
10. When the Queen _____ the audience will stand up.
a) will arrive;
b) arrived;
c) arrives;
d) would arrive.
11. The runways _____ at all the main airports now.
a) are being lengthened;
b) are lengthened;
c) are lengthening;
d) have lengthening.
12. The car that _____ over the cliff yesterday is to be salvaged today.
a) had been blown;
b) was blowing;
c) was blown;
d) blew.
13. «Sticks and umbrellas must be left at the desk». _____ the notice in the museum.
a) said;
b) told;
c) offered;
d) proposed.

14. She _____ if he would like to go to the concert.
a) offered;
b) proposed;
c) said;
d) asked.
15. She has done _____ on marine life.
a) some researches;
b) a research;
c) the researches;
d) some research.
16. The park notice said that the dogs _____ be on a lead.
a) must;
b) have to;
c) had to;
d) should.
17. _____ you stand on your head?
a) may;
b) can;
c) might;
d) should.
18. _____ speak to Mr Pitt, please?
a) could;
b) should;
c) will;
d) shall.
19. He said that we _____ use his office whenever we liked.
a) may;
b) can;
c) must;
d) are able to.
20. You _____ him that the ice was dangerous.
a) must have warned;
b) ought have warned;
c) may have warned;
d) should have warned.

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21. If you would like some ice I _____ some from the fridge.

- a) got;
- b) get;
- c) will get;
- d) would get.

22. If we _____ all night we would finish in time: but we have no intention of working all night.

- a) would work;
- b) had worked;
- c) had work;
- d) worked.

23. If you had told me that he never paid his debts I _____ him the money.

- a) would not lend;
- b) had not lent;
- c) would not have lent;
- d) didn't lent.

24. When he was charged with murder he said he had _____ alibi.

- a) an;
- b) the;
- c) some;
- d) –.

25. _____ youngest boy has just started going to school.

- a) a;
- b) the;
- c) and) –.

26. They escaped _____ down the rope.

- a) sliding;
- b) by sliding;
- c) having slid;
- d) by having slid.

27. I regret _____ you that your application has been refused.

- a) informing;
- b) having informed;
- c) to have informed;
- d) to inform.

28. We had tea and _____ went for a walk.
a) then;
b) than;
c) after;
d) –.
29. I object _____ being kept waiting.
a) for;
b) –;
c) to;
d) by.
30. I have _____ little money left. Let's have dinner in a restaurant.
a) the;
b) a;
c) –;
d) some.

**Make the grammar-check task. Multiple choice:
Variant 21.**

1. Reports are coming in that a train _____ near London.
 - a) crashed;
 - b) is crashing;
 - c) has crashed;
 - d) had crashed.

2. I _____ housework every day.
 - a) do;
 - b) am doing;
 - c) have been doing;
 - d) did.

3. When I _____ home everyone _____ TV.
 - a) get; is watching;
 - b) got; was watching;
 - c) gets; watch;
 - d) have got; was watching.

4. This is the first time I _____ this film.
 - a) saw;
 - b) see;
 - c) have seen;
 - d) am seeing.

5. I _____ the storm last night.
 - a) heard;
 - b) had heard;
 - c) was hearing;
 - d) have heard.

6. When I _____ breakfast I _____ for the bill.
 - a) finish; called;
 - b) had finished; called;
 - c) am finishing; calling;
 - d) have finish; called.

7. He told he never _____ to ski.
 - a) learned;
 - b) learns;
 - c) had learned;
 - d) learn.

8. My sister _____ three times.
a) had married;
b) married;
c) will married;
d) has been married.
9. The old cross ____ on top of the hill as long as anyone can remember.
a) stood;
b) has stood;
c) has been standing;
d) had stood.
10. The train _____ in 5 minutes.
a) arrives;
b) arrived;
c) will arrive;
d) is arriving.
11. How long _____ you _____ English?
a) did; learn;
b) are; learning
c) have been; learning;
d) had; learned.
12. I _____ a lot of football recently.
a) have been playing;
b) have played;
c) am playing;
d) was playing.
13. London _____ a lot since the beginning of the century.
a) changed;
b) has changed;
c) is changing;
d) will changed.
14. They promised to come _____ time.
a) in;
b) at;
c) after;
d) out of.

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15. I _____ her for ages.
a) hadn't seen;
b) haven't seen;
c) don't see;
d) didn't see.
16. She _____ this job by next Friday.
a) will finish;
b) will have finished;
c) should finish;
d) should have finish.
17. They suggested _____ to the theatre.
a) go;
b) to go;
c) going;
d) will go.
18. She objects _____ knowing the truth.
a) to;
b) at;
c) in;
d) -.
19. _____ «Times» is his favorite newspaper.
a) -;
b) the;
c) a;
d) an.
20. _____ Great Lakes are very picturesque.
a) the;
b) -.
21. Hardly she _____ the room when rain _____.
a) to enter; to begin;
b) entered; began;
c) had entered; began;
d) enters; begins.
22. Ted graduated _____ the university last year.
a) at;
b) in;
c) out of;
d) from.

23. I often _____ where she _____ her money.
a) wondered; gets;
b) have wondered; got;
c) have wondered; gets;
d) am wondering; is getting.
24. She always _____.
a) grumbles;
b) is grumbling;
c) grumbled;
d) was grumbled.
25. Who _____ America?
a) to discover;
b) has discovered;
c) had finished;
d) discovered.
26. He _____ near the cinema in an hour.
a) appears;
b) appeared;
c) is appearing;
d) has appeared.
27. Don't interfere _____ me. I'm working.
a) at;
b) in;
c) with;
d) about.
28. Where _____ you _____ my wig?
a) did; put;
b) had; put;
c) have; put;
d) are; put.
29. All the students of our group _____ to the city by Monday.
a) returned;
b) will return;
c) had returned;
d) have returned.

30. _____ arriving to the station he caught a taxi.
- a) on;
 - b) at;
 - c) in;
 - d) of.

**Do the grammar multiple choice-task.
Variant 22.**

1. The airplane _____ in an hour.
a) is landing;
b) lands;
c) landed;
d) had landed.
2. I _____ the car next month but I'm not sure.
a) will buy;
b) shall buy;
c) can buy;
d) could buy.
3. She _____ see anything. It's too dark in the room.
a) don't;
b) doesn't;
c) can't;
d) couldn't.
4. I _____ in Scotland until I _____ eighteen.
a) was living; was;
b) lived; was;
c) had lived; was;
d) had been living; was.
5. _____ you _____ with the bathroom yet?
a) Did finish;
b) have finished;
c) haven't finished;
d) do finish.
6. When she _____ him he _____ as a waiter for a year or so.
a) met; had been working;
b) meets; is working;
c) is meeting; works;
d) meets; works.
7. She hard life but she always _____.
a) has; smiles;
b) has had; is smiling;
c) had; smiles;
d) has' has smiled.

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8. Why are you looking _____ me like this?
a) on;
b) at;
c) over;
d) up.
9. He _____ smoke some time ago.
a) likes;
b) liked to;
c) used to;
d) is used to.
10. When I _____ in Oxford I _____ your brother well.
a) was; knew;
b) was; was knowing;
c) had been; knew;
d) am; know.
11. Let me _____ introduce myself.
a) to;
b) -;
c) do;
d) did.
12. Who _____ you about it?
a) had told;
b) tells;
c) told;
d) has told.
13. _____ she _____ Mr. Thompson recently?
a) Did see;
b) has seen;
c) have seen;
d) is seeing.
14. Look out! A beautiful melody _____.
a) plays;
b) is playing;
c) have been played;
d) is being played.

15. A lot of new houses _____ in our town every year.
a) are built;
b) are being built;
c) build;
d) are building.
16. The doctor _____ just _____ for.
a) is; sent;
b) have been; sent;
c) has been; sent;
d) was; sent.
17. This book is worth _____.
a) reading;
b) being read;
c) to be read;
d) to read.
18. He _____ about it all his life.
a) is dreaming;
b) dreamed;
c) was dreaming;
d) has been dreaming.
19. She made a break and then went _____ _____ about the news.
a) –; spoke;
b) on; to speak;
c) on; speaking;
d) –; speak.
20. Jack _____ smoking. It's his bad habit.
a) used to;
b) is used;
c) used;
d) is used to.
21. Ted is a good student and _____ a lot this year.
a) has learnt;
b) had learnt;
c) has been learning;
d) is learning.

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22. Stop _____ ! Exam is on.
a) to talk;
b) talking;
c) talk;
d) to talking.
23. _____ books lie on the table. Just enough to get prepared for a seminar.
a) A few;
b) Few;
c) Little;
d) A little.
24. The President arrived _____ the country at 9 p.m.
a) at;
b) off;
c) in;
d) from.
25. While he _____ a car the children _____ some instrument.
a) was repairing; broke;
b) repaired; broke;
c) had repaired; broke;
d) was repairing; were breaking.
26. She always _____ somebody's name.
a) forgets;
b) forgot;
c) is forgetting;
d) was forgetting.
27. The teacher told us the water _____ at a hundred degrees.
a) boiled;
b) boils;
c) is boiling;
d) was boiling.
28. Pay attention _____ your pronunciation. It's not correct.
a) for;
b) on;
c) to;
d) at.

29. English _____ all over the world.
- a) speaks;
 - b) is speaking;
 - c) is being spoken;
 - d) is spoken.
30. I'd rather _____ careful. It's dangerous in the streets.
- a) be;
 - b) was;
 - c) to be;
 - d) will be.

**Make the grammar-check task. Multiple choice:
Variant 23.**

1. Many people never _____ snow.
a) see;
b) saw;
c) have seen;
d) had seen.
2. _____ news _____ on TV.
a) Much; is reported;
b) Many; are reported;
c) A few; report;
d) Few; reported.
3. I'm afraid you _____ a mistake.
a) to make;
b) made;
c) have made;
d) making.
4. What _____ he _____ about? He looks puzzled.
a) does think;
b) are thinking;
c) do think;
d) is thinking.
5. Since 1900, women's fashion _____ a lot.
a) changed;
b) has changed;
c) is changing;
d) has been changed.
6. Books _____ be brought and returned to the library in time.
a) should;
b) must;
c) can;
d) might.
7. You _____ to visit your ill friend at the hospital.
a) ought;
b) must;
c) need;
d) could.

8. They were driving too fast. A car crash _____.
 - a) must happen;
 - b) had to happen;
 - c) could have happened;
 - d) should happen.

9. When they _____ talking, they shook hands and went away.
 - a) to finish;
 - b) finished;
 - c) had finished;
 - d) have finished.

10. In his teens he liked _____ stamps.
 - a) to collect;
 - b) collecting.

11. I told her that I never _____ such a thing before.
 - a) did;
 - b) have done;
 - c) would do;
 - d) had done.

12. The report _____ by the deadline.
 - a) was finished;
 - b) had been finished;
 - c) has finished;
 - d) was finishing.

13. _____ the colours he began to paint.
 - a) On mixing;
 - b) At mixing;
 - c) On to mix;
 - d) In mixing.

14. This program is worth _____.
 - a) reporting;
 - b) being reported;
 - c) to reported;
 - d) for report.

15. Try _____ her flowers. It could put you up.
 - a) to send;
 - b) send;
 - c) sending;
 - d) to be sent.

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16. I saw him the very moment he _____.
a) entered;
b) was entering;
c) had entered;
d) had been entering.
17. She _____ too busy recently to spare some time for leisure.
a) has been;
b) was;
c) have been;
d) is.
18. Police _____ care of order in the country.
a) takes;
b) take;
c) is taking;
d) was taken.
19. Two kilos _____ pretty small for a new born baby.
a) are;
b) is;
c) was;
d) were.
20. _____ Carpathians are _____ highest mountains in _____ Ukraine.
a) -; -; -;
b) -; the; the;
c) the; the; -;
d) the; the; the.
21. What _____ to you?
a) has happened;
b) has been happened;
c) happened;
d) was happen.
22. They made _____ mistakes.
a) a few;
b) little;
c) a little;
d) much.

23. _____ Knowledge is _____ dangerous thing.
a) Few; –;
b) Little; –;
c) many; a;
d) A little; a.
24. Such _____ fine weather!
a) an;
b) –;
c) a;
d) the.
25. The house _____ of gas for several days now.
a) has been smelling;
b) has smell;
c) has smelled;
d) had been smelling.
26. I _____ you're wrong.
a) think;
b) am thinking;
c) was thinking;
d) have been thinking.
27. _____ more you learn _____ more you know.
a) –; –;
b) the; –;
c) a; a;
d) the; the.
28. Hardly I _____ an umbrella when the rain _____.
a) had I opened; began;
b) opened; began;
c) was opening; began;
d) opened; were beginning.
29. _____ I come at 7 a.m.? – No you _____. It's a day off.
a) do; don't;
b) need; needn't;
c) am; aren't;
d) must; haven't.
30. You'd better _____ the TV _____ it's getting on my nerves.
a) to switch on;
b) to switch off;
c) switch out;
d) switch off.

**Make the grammar-check task. Multiple choice:
Variant 24.**

1. I _____ win but I don't think there's much chance.
a) may;
b) might;
c) need;
d) should.
2. The bus _____ in 10 minutes on the schedule.
a) arrived;
b) is arriving;
c) arrives;
d) will arrive.
3. Since her husband _____ she _____ all alone.
a) is died; was;
b) died; is;
c) died; has been;
d) was died; has been.
4. There _____ much change in my life lately.
a) hasn't been;
b) isn't;
c) wasn't;
d) weren't.
5. One day everybody _____ say what they like.
a) can;
b) might;
c) will can;
d) will be able to.
6. You should _____ work harder.
a) to;
b) -;
c) for;
d) for to.
7. When I was eighteen, I _____ two years in the army.
a) were to serve;
b) must serve;
c) had to serve;
d) must have served.

8. I don't know why she's not there. She _____ have got my message.
a) may not;
b) can't;
c) needn't;
d) could.
9. He returned as he _____ to turn the gas off.
a) forgot;
b) had forgot (ten);
c) did forget;
d) has forgot (ten).
10. I _____ her for many years.
a) know;
b) knew;
c) have known;
d) am knowing.
11. She _____ just _____ the door is closed.
a) can leave;
b) must have left;
c) could have left;
d) might leave.
12. When he _____ on the phone, a doorbell
a) spoke; rang;
b) was spoken; rang;
c) has spoken; ring;
d) was speaking; rang.
13. I _____ in Glasgow when I was a child.
a) lived;
b) was living;
c) have lived;
d) have been living.
14. John _____ in Moscow. His job is there.
a) is living;
b) lives;
c) has lived;
d) has been living.
15. After I _____ for some hours I heard a knock at the door.
a) have worked;
b) had worked;
c) had been working;
d) am working.

16. _____ you _____ your medicine yet?
a) are having;
b) were having;
c) haven't had;
d) have had.
17. When he _____ the lion, he placed one foot on it triumphantly.
a) shot;
b) has shot;
c) had shot;
d) have shot.
18. When I looked out, I found it _____ all night.
a) has been snowing;
b) was snowing;
c) had snowed;
d) had been snowing.
19. She _____ very quietly – I didn't hear her go.
a) had to leave;
b) should leave;
c) must have left;
d) will have left.
20. _____ I come in? – Yes, you _____. Come in please.
a) can; can;
b) may; may;
c) should; should;
d) am; are.
21. For three hours he _____ worried and then told me why.
a) has seemed;
b) has been seeming;
c) had seemed;
d) was seemed.
22. «Where have you been?» – «I ...».
a) have been swimming;
b) was swimming;
c) swam;
d) had swum.

23. He _____ always _____.
- a) lies;
 - b) is telling lies;
 - c) has lied;
 - d) has been telling lies.
24. _____ you _____ to the movies yesterday?
- a) Have been;
 - b) Did go;
 - c) were;
 - d) had gone.
25. She started getting toothache. She _____ too many sweets.
- a) had been eating;
 - b) has eaten;
 - c) was eating;
 - d) has been eating.
26. I _____ work last Sunday.
- a) must to;
 - b) must;
 - c) had to;
 - d) will have to.
27. What are you looking _____ ? I've lost my wallet.
- a) at;
 - b) from;
 - c) in;
 - d) for.
28. The weather influences _____ her mood too much.
- a) on;
 - b) -;
 - c) at;
 - d) in.
29. You _____ not say that again.
- a) had better;
 - b) would rather;
 - c) can;
 - d) could.
30. He is keen _____ computers.
- a) about;
 - b) on;
 - c) after;
 - d) to.

**Make the grammar-check task. Multiple choice:
Variant 25.**

1. Studies _____ on the 1 st of September.
a) are beginning;
b) begin;
c) begins;
d) will begin.
2. He admitted that he _____ in Inverness at various times.
a) lived;
b) have lived;
c) had lived;
d) has been living.
3. What _____ you _____ at? – A strange picture.
a) do look;
b) are looking;
c) did looked;
d) have looked.
4. I _____ a manager next Thursday. We've got an appoint.
a) see;
b) am seeing;
c) will see;
d) will have seen.
5. He _____ a composition from 3 to 5 p.m. yesterday.
a) wrote;
b) had been writing;
c) had written;
d) was writing.
6. No sooner _____ she _____ the house when it poured.
a) has; reached;
b) had; reached;
c) was; reaching;
d) –; reached.
7. What _____ nasty weather!
a) –;
b) a;
c) the;
d) an.

8. _____ Dnieper is one of the longest rivers in Europe.
a) –;
b) the;
c) a;
d) an.
9. _____ you _____ to me? You seem to be indifferent.
a) Do listen;
b) Did listen;
c) were listening;
d) are listening.
10. Who _____ Mykolaiv?
a) has found;
b) finds;
c) founded;
d) has founded.
11. I _____ George a couple of minutes ago.
a) saw;
b) to see;
c) have seen;
d) had seen.
12. I _____ a doctor, when I _____ .
a) will become; grow up;
b) will become; will grow up;
c) am; grew up;
d) be; grow up.
13. He _____ asleep for 3 hours now.
a) was;
b) has been;
c) is;
d) had been.
14. I would like _____ join you in your trip to _____ Crimea.
a) –; –;
b) to; the;
c) –; a;
d) to; an.
15. Wait a minute! I _____ not yet _____ my meal.
a) am finished;
b) did finished;
c) have finished;
d) am finishing.

The Time for Learning English

16. The kettle _____ I'll switch the gas off.
a) is boiling;
b) has boiled;
c) had boiled;
d) has been boiling.
17. Henry _____ in Kyiv until he was 16.
a) has lived; was;
b) had lived;
c) had been living;
d) has been living.
18. He _____ me _____ laugh then.
a) made; -;
b) made; to;
c) makes; -;
d) is making; to.
19. Climate on Earth _____ warmer and warmer.
a) gets;
b) has got;
c) got;
d) is getting.
20. _____ Ontario is one of _____ Great Lakes.
a) -; -;
b) -; the;
c) an; the;
d) the; the.
21. John said he _____ to work _____.
a) had; today;
b) has; that day;
c) had; that day;
d) has; today.
22. Jane hopes he _____ back _____.
a) will come; tomorrow;
b) comes; next day;
c) come; next day;
d) is come; next day.

23. My brother is _____ doctor.
a) an;
b) –;
c) the;
d) a.
24. She graduated _____ university a month ago.
a) off; a;
b) from; the;
c) from; a;
d) at; –.
25. _____ Black Sea coast adds to the beauty of _____ Crimea.
a) –; –;
b) the; the;
c) a; the;
d) the; –.
26. The shop _____ by some red-haired man, according to the eyewitnesses.
a) has robbed;
b) had been robbed;
c) was robbed;
d) has been robbed.
27. The salesman wondered if I _____ the hat.
a) liked;
b) was liking;
c) likes;
d) like.
28. Bob begged us _____ send the money immediately.
a) –;
b) to;
c) on;
d) of to.
29. He _____ always _____ everyone of something without proper reason.
a) –; accuses;
b) is; accusing;
c) to; accuse;
d) was; accused.
30. She is such _____ bore.
a) –;
b) an;
c) a;
d) the.

**Make the grammar-check task. Multiple choice:
Variant 26.**

1. I like _____ small animals.
 - a) all;
 - b) every;
 - c) each;
 - d) the.

2. Their neighbours often _____.
 - a) complains;
 - b) will complain;
 - c) complain;
 - d) has complain.

3. What _____ Tom _____ now?
 - a) are doing;
 - b) is doing;
 - c) am doing;
 - d) was doing.

4. They _____ school two years ago.
 - a) leave;
 - b) left;
 - c) has left;
 - d) leaving.

5. The car had nobody in but the engine _____.
 - a) run;
 - b) ran;
 - c) is running;
 - d) was running.

6. How long _____ you here?
 - a) lived;
 - b) lives;
 - c) live;
 - d) have lived.

7. How long _____ you this girl?
 - a) have known;
 - b) know;
 - c) knows;
 - d) knew.

8. My uncle _____ a speech on Friday.
a) make;
b) makes;
c) is making;
d) has been making.
9. I _____ the result in a week.
a) know;
b) knows;
c) will know;
d) is going to know.
10. When he _____ I'll give him the key.
a) return;
b) returns;
c) is returning;
d) will return.
11. No, he _____ to London before.
a) has been never;
b) has never been;
c) never wasn't;
d) never weren't.
12. Who _____ you all that?
a) said;
b) told;
c) did tell;
d) did say.
13. What _____ ?
a) does he wants;
b) does he want;
c) he wants;
d) do he wants.
14. I'll see you _____ Tuesday after noon.
a) at;
b) an;
c) in;
d) about.

The Time for Learning English

15. We are going _____ the opera tonight.
a) at;
b) -;
c) in;
d) to.
16. Greenland _____ by Eric the Red.
a) is named;
b) was named;
c) named;
d) was been named.
17. She said she _____ to work in Spain next year.
a) was going;
b) will be going;
c) will go;
d) is going.
18. Can you recognize me _____ this photo?
a) in;
b) on;
c) at;
d) over.
19. The plumber promised that he ____ the next day and finish the wok.
a) would;
b) come;
c) came;
d) had come.
20. Bad news _____ people happy.
a) don't make;
b) doesn't make;
c) not make;
d) no make.
21. I'm hungry. I think _____ something to eat.
a) will have;
b) am going to have;
c) am having;
d) have.

22. Can you look _____ my son for an hour when I go to the dentist?
a) out;
b) to;
c) for;
d) after.
23. Are you sure Ann _____ use your camera?
a) knows to;
b) knows how to;
c) know how;
d) knows how.
24. His father told _____ sit down on the chair.
a) him to;
b) him;
c) he to;
d) he.
25. I've never seen _____ beautiful scenery.
a) so a;
b) such;
c) such a;
d) so as.
26. Who were you talking _____ ?
a) of;
b) -;
c) over;
d) about.
27. Your trousers _____ torn. What happened to you?
a) are;
b) isn't;
c) is;
d) aren't.
28. I don't like those girls. They are _____ silly!
a) such;
b) so;
c) such a;
d) so much.

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29. _____ you do this for me, please?
a) will;
b) do;
c) shall;
d) does.
30. The plane _____ 2 hours late.
a) comes with;
b) is;
c) is with;
d) has.

**Make the grammar-check task. Multiple choice:
Variant 27.**

1. I like _____ detective stories.
 - a) every;
 - b) the;
 - c) each;
 - d) all.
2. They usually _____ 8.10 bus.
 - a) catches;
 - b) catch;
 - c) caught;
 - d) has caught.
3. What _____ you _____ now?
 - a) are reading;
 - b) is reading;
 - c) am reading;
 - d) read.
4. Her brother _____ from the university a month ago.
 - a) graduates;
 - b) graduating;
 - c) has graduated;
 - d) graduated.
5. Who _____ you _____ to on the phone when I came in?
 - a) is talking;
 - b) are talk;
 - c) were talking;
 - d) talk.
6. Where is Tom? – I _____ him today.
 - a) didn't see;
 - b) haven't seen;
 - c) don't see;
 - d) will see.
7. How long _____ you English?
 - a) learn;
 - b) learnt;
 - c) have been learning;
 - d) are learning.

The Time for Learning English

8. He _____ a lecture tonight.
a) is not giving;
b) didn't give;
c) doesn't give;
d) hadn't given.
9. _____ you _____ time to help me tomorrow?
a) have;
b) has;
c) will have;
d) would.
10. He will wash up before he _____ to bed.
a) go;
b) will go
c) goes;
d) went.
11. No they _____ to Japan before.
a) have been never;
b) never were;
c) have never been;
d) never was.
12. Who _____ the test-paper?
a) has finished;
b) did finish;
c) have finished;
d) does finish.
13. Where _____ ?
a) does she lives;
b) she lives;
c) does she live;
d) she is live.
14. He'll come _____ Monday.
a) at;
b) in;
c) on;
d) till.
15. We are going _____ the cinema tomorrow night.
a) at;
b) to;
c) in;
d) -.

16. The Pyramids _____ by the Ancient Egyptians.
a) was built;
b) is built;
c) were built;
d) were build.
17. She said she _____ school.
a) finished;
b) had finished;
c) finish;
d) finishes.
18. He is standing _____ the corner of the room.
a) at;
b) on;
c) in;
d) under.
19. The secretary said that she _____ the next day and finish the work.
a) will come;
b) came;
c) would come;
d) comes.
20. My mother always gives me _____ useful advice.
a) many;
b) few;
c) a few;
d) some.
21. What time _____ you this evening? About 7.30?
a) am I phoning;
b) shall I phone;
c) will I phone;
d) won't I phone.
22. Stop! _____ crazy to drive so fast!
a) It is;
b) It isn't a;
c) There's;
d) There isn't.

The Time for Learning English

23. We would like _____ you a present.
a) give;
b) giving;
c) to give;
d) to giving.
24. Our teacher told _____ do this test.
a) us to;
b) us;
c) we to;
d) we.
25. I've never seen _____ beautiful girl.
a) such a;
b) so a;
c) such;
d) so as.
26. What are you talking _____ ?
a) about;
b) at;
c) on;
d) -.
27. His jeans _____ torn. What happened to him?
a) isn't;
b) is;
c) are;
d) aren't.
28. Look at him! He is _____ interesting!
a) such;
b) as;
c) so;
d) such a.
29. _____ I open the window?
a) Shall;
b) Will;
c) Do;
d) Does.
30. The Carters have had that old car _____ .
a) 20 years ago;
b) for 20 years;
c) since 20 years;
d) during 20 years.

**Make the grammar-check task. Multiple choice:
Variant 28.**

1. I like _____ oranges.
 - a) the;
 - b) an;
 - c) -;
 - d) every.
2. Does he _____ foiled eggs?
 - a) likes;
 - b) like;
 - c) liking;
 - d) will like.
3. What _____ you _____ now?
 - a) is writing;
 - b) am writing;
 - c) are writing;
 - d) was writing.
4. Her sister _____ the test an hour ago.
 - a) finishing;
 - b) finishes;
 - c) finish;
 - d) finished.
5. When I first met him he _____ at a restaurant.
 - a) worked;
 - b) had worked;
 - c) was working;
 - d) works.
6. I never _____ whisky.
 - a) drunk;
 - b) drinks;
 - c) drink;
 - d) have drunk/ drink.
7. I _____ for mushrooms for 2 hours.
 - a) have been looking;
 - b) has looked;
 - c) has been looking;
 - d) looked.

8. I _____ my sister to the library tomorrow.
a) is taking;
b) am taking;
c) are taking;
d) took.
9. I hope I _____ it.
a) 'll find;
b) find;
c) found;
d) finds.
10. I'll give him his dinner before he _____ home.
a) came;
b) come;
c) comes;
d) will come.
11. No, Ann _____ snails before.
a) have never eaten;
b) has never eaten;
c) never eaten;
d) wasn't never eating.
12. Who _____ the window?
a) open;
b) opened;
c) did open;
d) did opened.
13. What _____?
a) does Bob want;
b) does Bob wants;
c) Bob wants;
d) Bob want.
14. Lora will phone _____ Sunday.
a) at;
b) on;
c) in;
d) until.
15. My friends are going _____ the theatre tonight.

- a) –;
b) at;
c) to;
d) in.
16. The Statue of Liberty _____ by Gustave Eiffel.
a) was designed;
b) designed;
c) is designed;
d) was design.
17. He said he _____ that article.
a) translated;
b) translates;
c) had translated;
d) translate.
18. I'm sure I saw a face _____ the window.
a) at;
b) on;
c) in;
d) behind.
19. The teacher said that she _____ everything the next day.
a) would explain;
b) will explain;
c) explained;
d) explains.
20. What _____ beautiful _____ !
a) a _____ view;
b) an scenery;
c) a scenery;
d) the scenery.
21. Mary phoned while you where out. –
Ok. I _____ her back.
a) phone;
b) will phone;
c) am going to phone;
d) phoned.
22. Ann's health is _____ better now.
a) more;
b) much;
c) many;
d) less.

The Time for Learning English

23. My hair _____ very dirty, I must wash _____.
- a) is; it;
 - b) are; them;
 - c) isn't; it;
 - d) aren't; them.
24. My mother told _____ sit down on the sofa.
- a) me;
 - b) me to;
 - c) I to;
 - d) I.
25. She has never seen _____ interesting film.
- a) so;
 - b) such;
 - c) so as;
 - d) such an.
26. What are you looking _____ ?
- a) on;
 - b) of;
 - c) at;
 - d) in.
27. Her tights _____ torn. What has happened to her?
- a) aren't;
 - b) is;
 - c) isn't;
 - d) are.
28. Look at this girl. She is _____ beautiful!
- a) so;
 - b) such a;
 - c) such;
 - d) so as.
29. _____ I read this text just now?
- a) Do;
 - b) Does;
 - c) Will;
 - d) Shall.
30. The whole house was filled _____ smoke.
- a) with;
 - b) by;
 - c) of;
 - d) the.

**Make the grammar-check task. Multiple choice:
Variant 29.**

1. He likes _____ small birds.
 - a) every;
 - b) each;
 - c) all;
 - d) the.
2. She doesn't _____ very well.
 - a) looks;
 - b) is looking;
 - c) look;
 - d) has looked.
3. Why _____ you _____ so fast?
 - a) is typing;
 - b) am typing;
 - c) are typing;
 - d) type.
4. Peter _____ at the station at 6 o'clock yesterday.
 - a) arrives;
 - b) arrived;
 - c) was arriving;
 - d) arrives;.
5. He had a bad fall while he _____ his roof.
 - a) repair;
 - b) repaired;
 - c) was repairing;
 - d) repairs.
6. I _____ him for 3 years. I wonder where he is.
 - a) don't see;
 - b) saw;
 - c) haven't seen;
 - d) hadn't seen.
7. I _____ to finish this letter for the last half-hour.
 - a) try;
 - b) trying;
 - c) have been trying;
 - d) has been trying.

The Time for Learning English

8. He _____ at Wimbledon next summer.
a) is playing;
b) will play;
c) will be playing;
d) plays.
9. I _____ this day all my life.
a) remember;
b) remembered;
c) will remember;
d) has remembered.
10. I'll buy that house when I _____ enough money.
a) has;
b) have;
c) will have;
d) had.
11. No, Peter _____ long letters before.
a) has never written;
b) have never written;
c) never wrote;
d) never write.
12. Who _____ the door?
a) close;
b) closed;
c) did close;
d) did closed
13. What _____ ?
a) does Ann want;
b) does Ann wants;
c) Ann wants;
d) Ann does want.
14. My friend will come _____ Saturday.
a) in;
b) at;
c) on;
d) near.
15. Ann is going _____ Kyiv tomorrow.
a) at;
b) -;
c) to;
d) till.

16. The Structure of DNA _____ by Crick and Watson.
a) is discovered;
b) was discover;
c) was discovered;
d) discovered.
17. He said he _____ his mother.
a) phoned;
b) phone;
c) phones;
d) had phoned.
18. Did you see Grace _____ the dance?
a) at;
b) in;
c) on;
d) near.
19. Her brother said that he _____ the next day.
a) will phone;
b) phoned;
c) would phone;
d) had phoned.
20. I'm looking for _____ now.
a) works;
b) a work;
c) a job;
d) working.
21. Bob _____ probably write a poem for you tomorrow.
a) is going;
b) are going to;
c) will;
d) is going to.
22. I like these dishes, but _____ is a little small.
a) the cup of tea;
b) the tea's cup;
c) the tea cup;
d) the cup of the tea.
23. We have very _____ money left.
a) few;
b) little;
c) a few;
d) a little.

The Time for Learning English

24. Her brother told _____ open the window.
a) me;
b) I to;
c) me to;
d) I.
25. We have never seen _____ beautiful view!
a) such as;
b) so;
c) such;
d) so as.
26. Who are you looking _____ ?
a) at;
b) on;
c) in;
d) behind.
27. Her glasses _____ broken. What happened to her?
a) are;
b) is;
c) isn't;
d) aren't.
28. I like this girl. She is _____ clever!
a) such a;
b) such;
c) so as;
d) so.
29. _____ you do this test yesterday?
a) Do;
b) Shall;
c) Did;
d) Will.
30. _____ your father?
a) How high is;
b) How tall is;
c) What tall has;
d) What high is

**Make the grammar-check task. Multiple choice:
Variant 30.**

1. She likes _____ big dogs.
 - a) all;
 - b) every;
 - c) the;
 - d) each.
2. His sons _____ to the local school.
 - a) goes;
 - b) go;
 - c) going;
 - d) had gone.
3. What _____ that terrible noise now?
 - a) are making;
 - b) am making;
 - c) made;
 - d) is making.
4. Ann _____ a very long letter to her mother last month.
 - a) write;
 - b) was writing\$
 - c) wrote;
 - d) has written.
5. Where he _____ when you saw him last?
 - a) living;
 - b) lived;
 - c) was living;
 - d) has lived.
6. Here are your shoes. I just _____ them.
 - a) clean;
 - b) have cleaned;
 - c) cleaned;
 - d) cleans.
7. He _____ in this school for five years.
 - a) is teaching;
 - b) was teaching;
 - c) has been teaching;
 - d) taught.

The Time for Learning English

8. I _____ her at the station at 10.
a) am meeting;
b) are meeting;
c) meets;
d) is meeting.
9. Perhaps he _____ in time for lunch.
a) will arrive;
b) was arriving;
c) shall arrive;
d) has arrived.
10. When it _____ cold I'll light the fire.
a) get;
b) will get;
c) got;
d) gets.
11. No, this student _____ in time.
a) never has come;
b) hasn't never come;
c) has never come;
d) never came.
12. Who _____ this book?
a) bring;
b) did bring;
c) brought;
d) did brought.
13. What _____ ?
a) does Sue wants;
b) does Sue want;
c) Sue wants;
d) do Sue wants.
14. We'll bring this book _____ Friday.
a) at;
b) till;
c) on;
d) in.
15. Ted is going _____ the library this evening.
a) at;
b) -;
c) in;
d) to.

16. «Animal Farm» _____ by George Orwell.
a) is written;
b) wrote;
c) was written;
d) has written.
17. Pete said his friend _____ home.
a) left;
b) had left;
c) leave;
d) leaves.
18. I saw him _____ the bus yesterday.
a) in;
b) on;
c) at;
d) to.
19. Betty said that she _____ a letter the next day.
a) wrote;
b) will write;
c) had written;
d) would write.
20. These men are unemployed, they are looking for _____.
a) a job;
b) a work;
c) work;
d) works.
21. I expect Carol _____ me this evening.
a) is going to phone;
b) is going phone;
c) will phone;
d) was going phone.
22. I came here _____ to your parents.
a) speak;
b) speaking;
c) to speak;
d) to speaking.
23. No one could find Nick _____.
a) somewhere;
b) nowhere;
c) anywhere;
d) everywhere.

The Time for Learning English

24. They told _____ close the door.
a) us;
b) we;
c) we to;
d) us to.
25. Ann has never seen _____ good-looking boy.
a) so a;
b) so as;
c) such;
d) such a.
26. What is Pete talking _____ ?
a) at;
b) about;
c) on;
d) in.
27. Bob's shorts _____ torn. What's happened to him?
a) aren't;
b) isn't;
c) is;
d) are.
28. I don't like him. He is _____ selfish!
a) such;
b) so as;
c) so;
d) such a.
29. _____ he go to the library every day?
a) Do;
b) Does;
c) Has;
d) Have.
30. Tom's mother's brother is Tom's _____.
a) uncle;
b) cousin;
c) nephew;
d) grandpa

Glossary – 1

Юридичний / політологічний / історичний словник посібника:

English	Українська	Русский
Abdicate	Незаконно захопити трон	Незаконно захватить трон
Abolish	Відмінити, забороняти	Отменять
Adopt	Встановлювати	устанавливать
Agenda	Порядок денний	Повестка дня
Appraisal	Політика невтручання, нейтралітету	Политика нейтралитета
Ardent supporter	Палкий прихильник	Рьяный сторонник
Archaeological find	Археологічна знахідка	Археологическая находка
Alienation from	Відчуження від	Отчуждение
Alliance	Союз/Альянс	Союз
Allocate	Розташовувати	Располагать
Ambassador	Посол	Посол
Amend	Вносити зміни	Вносит изменения
Ancestor	Пращур	Предок
Anthem	Національний гімн	Национальный гимн
Authority	Влада, повноваження	Власть, полномочия
Barbed wire	Колючий дріт	Колючая проволока
Bias	Упередження	Предвзвешенность
Ban	Забороняти	Запрещать
Brain drain	«Витік мізків»	Утечка мозгов
Braggart	Перебіжчик, зрадник	Перебежчик, предатель
Blare from	Спалахнути від	Вспыхнуть
Blasphemy	Богохульство	Богохульство
Casualty	Жертва, нещасний випадок	Жертва
Chamber	Палата парламенту	Палата парламента
Chalice	Чаша, Потир	Чаша, Потир
Charity	Доброчинність,	Благотворительность
Convert	Навернений у релігію	Обращенный в религию
Commitment (to make a...)	Давати клятву вірності	Приносит клятву верности
Constituency	Виборчий округ	Избирательный округ

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Common law	Мораль, неписаний закон	Мораль, неписанный закон
Core issue	Центральне питання	Главный вопрос, проблема
Cohesive policy	Відповідна, змінена політика	Соответственно измененная политика
Ceded control	Зменшений контроль	Ослабленный контроль
Concubine	Наложниця	Наложница
Coterie of	Блискуча команда, об'єднання	Блестящая команда, объединение
Clash of wills	Зіткнення думок	Конфликт мнений
Consorts	Королівське подружжя	Царственные супруги
Deprive of	Позбавляти права на	Лишать права на
Divine	Божественний	Божественный
Defeat enemy power	Розбити війська противника	Нанести поражение войскам противника
Discard	Відняти, виключати	Исключать, обезоружить
Domain	Головна колонія	Доминион
Domestic policy	Внутрішня політика	Внутренняя политика
Disciple	Учень, вихованець	Подмастерье, ученик
Defy	Уникати, виключати	Избегать, улизнуть
Doctrine	Доктрина	Доктрина
Descent	Походження	Происхождение
Disruptive raids	Руйнівні, несподівані напади	Разрозненные, разрушительные набеги
Divert forces	Об'єднані військові сили	Объединенные войска
Electorate	Виборці	Избиратели
Eliminate	Знищувати	Уничтожать противника
Enlightenment	Просвітництво	Просвещение
Establish	Встановлювати	Устанавливать, утверждать
Executive	Виконавчий	Исполнительный
Expansion	Розповсюдження	Распространение
Ensure naval war	Розпочати війну на морі	Начать военные действия на море
Equity	Законодавство	Законодательство
Faith	Віросповідання	Вероисповедание
Foe	Лихо, біда, випробування	Несчастье, испытание
Forge one's way	Прокладати шлях	Прокладывать путь к ...
Focal point	Кульмінаційний момент	Кульминация
Font	Купель	Купель
Freelancer	Вільнонайманий	Вольнонаемный
Fervent prayer	Щира, палка молитва	Пламенная молитва
Hostility	Ворожнеча	Вражда
Hasten war	Прискорити хід війни	Ускорить ход войны
Hymn	Церковна пісня	Церковные гимны, песнопения
Humility	Милосердя, божя милість	Божья милость, прощение
Inevitable	Неминучий	Неизбежный
Infringe	Порушувати	Нарушать

Intelligence service	Розвідувальна служба	Разведовательная служба
Invade	Окупувати територію	Оккупировать территорию
Issue Writs	Видавати письмові свідчення, документи	Издавать письменные свидетельства, документы
Infamous crime	Славнозвісний злочин	Вопиющее преступление
Impose embargo on	Призначити ембарго на торгівлю з	Наложить ембарго на торговлю с ...
Inflict severe defeat	Завдати жорсткого удару	Нанести серьезный удар на поражение
Invade	Вести війська	Захватить территорию, ввести войска
Illustrious lineage	Видатне походження	Выдающееся происхождение
Jeopardy of life	Небезпека для життя	Подвергать опасности здоровье и жизнь
Jim Crow Justice	Расова дискримінацій в судочинстві	Расовая дискриминация в судействе
Kingship	Спорідненість	Родство в происхождении
Legislative	Законодавчий	Законодательный
Levy war	Вести довготривалу війну	Вести многолетнюю войну
Living by the pen	Людина пера	Человек пера
Loyalty to the king	Відданість королю	Верность королю
Medieval	Середньовічний	Средневековый
Milestone	Віха	Веха
Moment of peril	Час небезпеки, випробувань	Час испытаний
Match wits on	Дійти згоди у...	Прийти к соглашению
Negotiation	Переговори	Переговоры
Notion	Поняття	Понятие
Nomad	Кочівник	Кочевник
Next of kin/akin	Рідний, споріднений	Родственный
Oath	Клятва вірності	Клятва верности
Orthodox	Православний	Православный
Orb	Держава (символ влади)	Держава (символ власти)
Pagan	Язичницький	Языческий
Pejorative	Принизливий	Уничижительный
Perpetual	Одвічний	Вечный
Preacher	Священик, проповідник	Священник, проповедник
Priest	Священик, пастор	Священник, пастор
Predict future	Передбачати майбутнє	Предсказывать будущее
Proclaim	Проголосити	Официально объявить
Prohibit	Заборонити	Запретить
Proliferation	Розвиток, розповсюдження	Распространение
Party whip	Керівник партії	Авангард партии
Plunge into war	Заглибитись у військові події	Ринуться в военные действия
Prolific father	Плодючий батько	Плодовитый отец
Prosperity	Процвітання	Процветание
Posterity	Покоління нащадків	Поколение потомков

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Pride and defiance	Гордість і нарікання	Гордость и пренебрежение
Penal rules	Методи покарання	Методы назначения наказания
5 Pillars of Islam	5 Стовпів ісламу	5 Столпов, постулатов ислама
Parish/parishioners	Парафія	Приход, прихожане
Pew	Церковна лава	Церковная скамья со спинкой
Pulpit	Кафедра проповідника	Кафедра проповедника
Plague/ Black Death	Чума	Чума
Plead guilty	Визнати провину	Признавать свою вину
Reign but not to rule	Управляти, а не правити	Управлять, а не править
Renaissance	Ренесанс	Ренессанс
Representative	Представник	Представитель
Rite	Церковний ритуал	Церковный ритуал
Riot	Напад, повстання	Налет, восстание, бунт, мятеж
Rivalry	Суперництво	Соперничество
Rod	Палиця	Жезл
Reformation	Реформація	Реформация
Royal Assent	Королівський підпис про згоду	Королевкая печать-подтверждение
Regent	Неповнолітній правитель	Несовершеннолетний правитель-регент
Resurrection	Воскресіння	Воскрешение
Rule of law	Верховенство закону	Верховенство закона
Sacred	Священний	Священный
Sacrifice	Приносити в жертву	Принести в жертву
Sermon	Церковна служба	Церковная служба
Social constraint	Суспільне занепокоєння	Обеспокоенность общества
Secular society	Світське суспільство	Светское общество
Sovereign	Суверен	Суверен
Tenet	Церковний постулат	Церковный постулат
Titular head	Одноосібний правитель	Единовластный правитель

Glossary – 2

Соціологічний / юридичний словник:

1	Absolute number of crimes	Загальна кількість злочинів / общее количество преступлений
2	Achieved status	Досягнений статус / достигнутый статус
3	Acting crowd	Активний натовп / активная толпа
4	Adaptation model	Адаптаційна модель / адаптационная модель
5	Affirmative action	Погоджувальна дія / согласующее действие
6	Ageism	Стереотипна, дискримінаційна поведінка, що до старіння / стереотипное, дискриминирующее поведение в отношении старения
7	Age discrimination	Дискримінація за віком / возрастная дискриминация
8	Age grading	градація за віком / возрастная градация
9	Agencies of socialization	Агенції по соціалізації / представительные органы по социальным связям
10	Age structure	Структура за віком / структура по возрасту
11	Aggregate	Агрегат
12	Aging	Старіння / старение
13	AIDS	СНІД / СПИД
14	Altruistic suicide	Альтруїстичний суїцид / альтруистическое самоубийство
15	Animism	Анімизм / анимизм
16	Anomic suicide	Аномічне самогубство / аномический суицид
17	Anomie	Аномія
18	Anticipatory socialization	Очікуване спілкування / ожидаемое общение
19	Ascribed status	Зареєстрований статус / предписанный статус
20	Assimilation	Асиміляція / ассимиляция
21	Authority	Повноваження, влада / право, власть
22	Automation	Автоматизація / автоматизация
23	Bilateral discent	Двустороння взаємна угода / двустороннее соглашение
24	Birth rate	Рівень народжуваності / уровень рождаемости
25	Blended families	Зведені сім'ї / смешанные семьи
26	Bourgeoisie	Буржуазія / буржуазия
27	Bureaucracy	Бюрократія / бюрократия
28	Capital punishment	Вища міра покарання / смертная казнь
29	Capacity	Здатність / способность

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30	Caste system	Кастова система / система каст
31	Caste wars	Кастові війни / кастовые войны
32	Casual crowd	Випадковий натовп / случайная толпа
33	Census	Перепис населення / цenz
34	Charismatic leader	Харизматичний лідер
35	Church	Церква / церковь
36	City council	Місцева рада / городской совет
37	Civil religion	Загальні релігійні принципи, поєднуючі американців / основные религиозные принципы американцев
38	Class consciousness	Класова свідомість / классовое сознание
39	Closed stratification system	Система закритої стратифікації / Система закрытой стратификации
40	Cohabitation	Цивільний шлюб / гражданский брак
41	Collective action	Спільні дії / совместные усилия
42	Collective goods	Спільні речі, майно / общие вещи
43	Common sense	Здоровий глузд / здравый смысл
44	Commune	Комуна / коммуна
45	Community	Спільнота / национальная община
46	Comprehensive education	Загальнонаціональна, обов'язкова освіта
47	Compulsory education	Общонациональная, обязательная система образования
48	Consensus	Взаєморозуміння / взаимопонимание
49	Concentric zones	Концентричні зони / концентрические зоны
50	Conflict issues	Спірні питання / спорные вопросы
51	Conflict theory	Теорія конфлікту / Теория конфликтного развития общества
52	Conformity	Конформізм / конформизм
53	Crucial point	Вирішальний момент / поворотная точка
54	Content analysis	Аналіз змісту / анализ содержания
55	Conventional crowd	Група населення на зібранні / группа на собрании
56	Cooperation	Співпраця / сотрудничество
57	Core nations	Основні, головні нації / основные нации
58	Corporate class	Клас найбільших монополій / класс крупных монополистов
59	Corporate education	Спонсорська освіта від корпорацій / получение образования со спонсорством от корпораций
60	Corporal education	Вечірня освіта для різних за віком груп / вечернее образование для разных возрастов
61	Corruption	Псування, корупція / коррупция
62	Correlation coefficient	Коефіцієнт співвідношення / коэффициент соотношения
63	Counterrioters	Ті, хто заспокоює натовп / те, кто успокаивает ярость толпы
64	Countermovement	Суміжний рух / смежное, ответное движение
65	Converted into religion	Той, хто прийняв релігію / тот, кто принял религию
66	Cripple	Непрацездатний, інвалід / инвалид
67	Crime-prevention programs	Програми боротьби зі злочинністю / программы борьбы с преступностью
68	Critical thinking	Критичне мислення / критическое мышление
69	Cross-cultural research	Крос-культурне дослідження / кросс-культурное исследование
70	Crowd violence	Жорстокість натовпу / ярость толпы
71	Cult fiction films	Культове кіно / культовые фильмы
72	Cultural gatekeepers	Чинники культури / показатели культуры

73	Cultural integration	Культурна інтеграція / культурная интеграция
74	Cultural relativism	Тенденція переносити власні культурні чинники на інші народи / культурный релятивизм
75	Cultural lag	Ситуація, коли культурний розвиток поступається за швидкістю технічному / отставание ультуного развития от технического
76	Cultural trait	Культурна риса / черты культуры
77	Data	Дані / данные
78	Death rate	Рівень смертності / уровень смертности
79	De facto segregation	Прихована дискримінація / скрытая дискриминация
80	De jure segregation	Сегрегація за законом / сегрегация по закону
81	Denomination	Релігійне угруповання / религиозная группа
82	Demarkation	Демаркація / демаркация
83	Demography	Демографія / демография
84	Dependency theory	Теорія залежності розвитку країн 3-го світу від розвинених, не враховуючи соц. / культ. можливостей перших / теория неравноправного развития стран 3-го мира
85	Desocialization	Десоціалізація / десоциализация
86	Deviance	Девіантна поведінка / поведение, отклоняющееся от соц. норм
87	Disease	Хвороба / недуг
88	Dominant culture	Домінуюча культура / доминирующая культура
89	Dual-career family	Сім'я, в якій подружжя обіймає посади з перспективою кар'єрного росту / семья с перспективой карьерного роста
90	Homophobia	Уникнення спілкування з людьми / гомофобия
91	Hospice	Медичний добровільний заклад для підтримки хворих та їх сімей
92	Identity	Єдність / единство
93	Ill-mannered	Невихований / невоспитанный
94	Immigration	Іміграція / въезд в нову страну, иммиграция
95	In-group	Група соц. приналежності / группа соцпринадлежности
96	Integration	Інтеграція / интеграция
97	Interactionism	Взаємодія / взаимодействие
98	Interest groups	Групи соц. / політ. орієнтації / группы соц. / полит. ориентации
99	Invisible religion	
100	Juvenile delinquent	Малолітній правопорушник / малолетний правонарушитель
101	Jim Crow justice	Дискримінаційна система суду / расистская система суда
102	Labeling theory	
103	Life expectancy	Середній показник тривалості життя / средняя продолжительность жизни
104	Life span	тривалість життя / продолжительность жизни
105	Matrimonial	Подружній, шлюбний / супружеский
106	Peripheral nations	Дискриміновані нації / нации периферии
107	Polyandry	Сім'я, де кілька чоловіків / семья, где несколько мужей
108	Polygamy	полігамія / многоженство
109	Polygyny	Сім'я, де дві чи більше дружин / Семья, де несколько жен
110	Prejudice	Упередження / предубеждение
111	Prestige	Престиж

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112	Primary deviance	Первісна девіантність / первоначальная девиантность
113	Primary group	Первісна група / первоначальная группа
114	Profess religion	Сповідувати релігію / исповедовать религию
115	Qualitative research	Якісне дослідження /
116	Quantitative research	Кількісне дослідження /
117	Reference group	Піддослідна група / исследуемая группа
118	Relative deprivation	Несоответствие между ожидаем и реальными возможностями
119	Reliability	Покладання, довіра / доверие
120	Religious revival	Відродження релігії / возрождение религии
121	Rite/ Ritual	Ритуал
122	Secondary deviance	Визнання у себе девіантності через суспільну думку / вторичная девиантность(из-за общественного мнения)
123	Secondary group	Вторинна за соціалізацією група / вторичная по общению группа
124	Sexism	Дискримінація за статтєвого ознакою / дискриминация женщин
125	Social group	Соціальні угруповання / социальная группа
126	Social institutions	Соціальні заклади / социальные заведения
127	Social interaction	Соціальна взаємодія / социальное взаимодействие
128	Social marker	Соціальний показник / социальный показатель
129	Social mobility	Соціальна активність / социальная активность
130	Standard deviation	Похибка від стандартного показника / средняя погрешность
131	Status groups	Групи за статусом / грппы по статусу
132	Status set	Набір статусів / набор статусов
133	Suffragettes	Жінки-представниці феміністичного руху / феминистки
134	Survey	Дослідження суспільної думки / опрос общественного мнения
135	Total institutions	Організації з жорстким контролем,ізолювані від суспільства: в'язниці, притулки для душевно хворих, виправні колонії / тюрьмы, приюты для душевно больных, исправительные колонии
136	Underdevelopment	Низький рівень розвитку країн третього світу / Низкий уровень развитиястран третьего мира
137	Women's lib	Феміністичний рух / феминистическое движение
138	Welfare state	Країна з високим рівнем добробуту / экономически развитая страна
139	White-collar crime	Злочин вископосадової особи / преступление высшего должностного лица
140	Zero Population Growth(ZPG)	Нульовий приріст населення / Нулевой прирост населения

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