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PART I

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НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ МІЖНАРОДНИХ
ВІДНОСИН

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**ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ
ДЛЯ СТУДЕНТІВ-МІЖНАРОДНИКІВ**

ЧАСТИНА I

Навчальний посібник для вищих навчальних закладів

**За редакцією
проф. Рижкова М.М.**

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Посібник може також використовуватися в магістратурі та аспірантурі за відповідною спеціальністю, а також при підвищенні кваліфікації та самостійній підготовці.

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CONTENTS

| | |
|-------------------------------------|----------|
| ПЕРЕДМОВА..... | 4 |
| PART 1..... | 6 |
| SUMMARY TABLE (PART 1) | 9 |

ПЕРЕДМОВА

Пропонований Вашій увазі посібник розроблено для студентів, які проходять підготовку у галузі міжнародних відносин і здобувають освітньо-кваліфікаційний рівень вищої освіти «Бакалавр». Його мета – комплексне формування та розвиток англомовної професійно спрямованої компетентності у галузі міжнародних відносин.

Студенти-міжнародники протягом навчання набувають фундаментальних знань у галузі міжнародних відносин і зовнішньої політики, дипломатичної діяльності, міжнародних економічних відносин та міжнародного права, глибоко опановують іноземні мови.

Особлива увага при підготовці приділяється удосконаленню володіння іноземними мовами, англійською зокрема, практикою перекладу у процесі міжнародної взаємодії, налагодження ефективних політичних, економічних, соціокультурних зв'язків. Важливими навичками в роботі майбутніх фахівців є вміння вести ділові переговори, аналізувати тексти, резюмувати їх, робити огляди англомовних засобів масової інформації з поточних суспільно-політичних подій у світі.

Посібник містить автентичні тексти із сучасних зарубіжних та вітчизняних джерел з профільних дисциплін. Усі надані у посібнику матеріали та дані відповідають міжнародно-політичній ситуації станом на початок 2022 року. Тексти дозволяють активізувати основні лексико-граматичні конструкції англійської мови, накопичити і закріпити необхідний в сфері професійного спілкування лексичний мінімум, а також сформувані навички перекладу текстів широкого профілю фахових спеціальностей.

Запропоновані у посібнику тексти, завдання та самостійні творчі роботи мають на меті розвиток основних мовленнєвих навичок: читання, говоріння, письмо, аудіювання, переклад з метою формування, активізації та закріплення професійного лексичного мінімуму за запропонованими темами, забезпечуючи контроль якості отриманих знань та підготовку до підсумкового комплексного модуля.

Навчальний посібник за структурою побудований як курс, який складається із двох частин (Частинна I – перший рік навчання, Частина II – другий рік навчання). Структура кожної частини стереотипна і містить 6 Розділів (Units), які розкривають базові професійно-орієнтовані теми кожного з відділень (Міжнародні відносини, Міжнародні економічні відносини, Міжнародне право, Міжнародний бізнес, Міжнародні комунікації, Регіональні студії), причому більшу частину уваги приділено загальним темам спеціальності Міжнародні відносини. Усі запропоновані теми можуть вивчатись як системно, так і вибірково.

Частина 1 представлена такими Розділами: Unit I “Introduction to International Relations”, Unit II “Global Politics”, Unit III “Democracy and its Impact on International Relations”, Unit IV “Diplomacy and International Institutions”, Unit V “The System of Government and Foreign Relations of the UK”, Unit VI “The System of Government and Foreign Relations of the USA”. У Частині 2 розглянуто наступні теми: Unit VII “International Media and Communications”, Unit VIII “Advertising and Promotion”, Unit IX “Nature of International Law”, Unit X “Universal Human Rights”, Unit XI “World Economics”, Unit XII “International Business Activities”.

Для зручності користування усі дванадцять Розділів підпорядковані єдиній структурі: Section 1. Reading & Vocabulary, Section 2. Listening & Writing, Section 3. Speaking & Discussion, Supplementary. В кінці кожного Розділу подано підсумковий Глосарій (Glossary). Додатки до курсу (Appendices) містять рекомендації та зразки складання резюме

тексту, перелік онлайн словників, міжнародних організацій, структуру подачі новин, комунікативних фраз, необхідних для проведення дебатів та дискусій тощо.

Опанування комплексу завдань викладеного у посібнику забезпечить засвоєння фундаментальної суспільно-політичної термінології, оволодіння навичками сприйняття оригінальних текстів, ознайомить з лексико-граматичними особливостями текстів з фаху, мовними структурами, які забезпечують комунікацію у процесі міжнародної співпраці та співробітництва, значно розширить базу професійних знань з міжнародних відносин. Частина вправ потребує роботи з довідковою літературою англійською мовою та іншими інформаційними ресурсами (словниками, довідниками, енциклопедіями, мережею Інтернет тощо). Таким чином, робота із посібником сприяє формуванню не лише лінгвістичної, але й фахової ерудиції.

Посібник може також використовуватися в магістратурі та аспірантурі за відповідною спеціальністю, а також при підвищенні кваліфікації та самостійній підготовці.

Автори висловлюють щире подяку керівництву НН Інституту міжнародних відносин Київського національного університету імені Тараса Шевченка, завідувачу кафедри іноземних мов професору **Дайнеко Валентині Вікторівні** за ініціативу у створенні цього посібника, усіляку підтримку та допомогу, рецензентам, а також усім своїм колегам, без участі яких ця публікація була б неможливою.

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Автори

PART 1

| | |
|---------------|--|
| UNIT 1 | INTRODUCTION TO INTERNATIONAL RELATIONS |
| | Section 1. Reading & Vocabulary 11 |
| | Section 2. Listening & Writing38 |
| | Section 3. Speaking & Discussion42 |
| | Supplementary46 |
| | Glossary 149 |
| | References to UNIT 151 |
| UNIT 2 | GLOBAL POLITICS |
| | Section 1. Reading & Vocabulary53 |
| | Section 2. Listening & Writing78 |
| | Section 3. Speaking & Discussion82 |
| | Supplementary83 |
| | Glossary 286 |
| | References to UNIT 288 |
| UNIT 3 | DEMOCRACY AND ITS IMPACT ON INTERNATIONAL RELATIONS |
| | Section 1. Reading & Vocabulary90 |
| | Section 2. Listening & Writing114 |
| | Section 3. Speaking & Discussion119 |
| | Supplementary120 |
| | Glossary 3124 |
| | References to UNIT 3129 |

| | | |
|---------------|--|-----|
| UNIT 4 | DIPLOMACY AND INTERNATIONAL INSTITUTIONS | |
| | Section 1. Reading & Vocabulary | 133 |
| | Section 2. Listening & Writing | 158 |
| | Section 3. Speaking & Discussion | 162 |
| | Supplementary | 163 |
| | Glossary 4 | 167 |
| | References to UNIT 4 | 171 |
| UNIT 5 | THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE UK | |
| | Section 1. Reading & Vocabulary | 175 |
| | Section 2. Listening & Writing | 202 |
| | Section 3. Speaking & Discussion | 207 |
| | Supplementary | 208 |
| | Glossary 5 | 211 |
| | References to UNIT 5 | 214 |
| UNIT 6 | THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE USA | |
| | Section 1. Reading & Vocabulary | 220 |
| | Section 2. Listening & Writing | 251 |
| | Section 3. Speaking & Discussion | 256 |
| | Supplementary | 258 |
| | Glossary 6 | 261 |
| | References to UNIT 6 | 264 |

| | |
|--|-----|
| APPENDIX 1. Transcripts..... | 270 |
| APPENDIX 2. Guidelines for Summary Writing..... | 280 |
| APPENDIX 3. Pronunciation Guide..... | 282 |
| APPENDIX 4. List of Dictionaries | 286 |
| APPENDIX 5. Top International Organisations | 288 |
| APPENDIX 6. Guidelines for Academic Writing: Article / Letter / Essay..... | 290 |
| APPENDIX 7. News Presentation..... | 300 |
| APPENDIX 8. Communication Phrases..... | 306 |
| APPENDIX 9. Making a Presentation..... | 310 |
| APPENDIX 10. Countries and Nationalities Chart..... | 312 |

STUDY MATERIALS SUMMARY TABLE (PART 1)

| Unit Part 1 | Lexical Clinic | Grammar Clinic | Phrasal Verbs | Idioms | Poem | Personality |
|--------------------|---|----------------------------|----------------------|---|---|------------------------------|
| Unit 1 | <ul style="list-style-type: none"> ❖ INTERNATIONAL ❖ RELATIONS ❖ SYSTEM ❖ MILITARY ❖ ECONOMIC ❖ ESTABLISH ❖ GUIDE ❖ TERRITORY ❖ SECURITY ❖ STRATEGY | Articles with Proper Names | GO | ~ make headway; ~ come to terms; ~ off the record; ~ break the ice; ~ make common cause | “World peace!” by T.A. Ramesh | Ban Ki-moon |
| Unit 2 | <ul style="list-style-type: none"> ❖ POLITICS ❖ GLOBAL ❖ CONVENTIONAL ❖ SOVEREIGN ❖ NATIONAL ❖ GOVERN ❖ CLAIM ❖ THEORY ❖ ORGANIZE ❖ EFFECTIVE | Tenses in Active Voice | BRING | ~ think tank ~ common ground ~ stand (hold) one’s ground ~ spin ~ spin doctor | “Trade War & Globalization” by Mehta Hasmukh Amathalal | David William Donald Cameron |
| Unit 3 | <ul style="list-style-type: none"> ❖ ELECTION ❖ INCREASE ❖ POWER ❖ CITIZEN ❖ VOTE ❖ EMERGE ❖ CHALLENGE ❖ CORRUPTION | Tenses in Passive Voice | BREAK | ~ october surprise ~ workington man ~ filibuster ~ big government ~ hung parliament | “O Captain! My Captain!” by Walt Whitman | Abraham Lincoln |
| Unit 4 | <ul style="list-style-type: none"> ❖ ASSEMBLY | Indirect Speech, | COME | ~ good offices | “If” | Henry Alfred Kissinger |

| | | | | | | |
|---------------|--|--------------------|------|--|--------------------------------|--|
| | <ul style="list-style-type: none"> ❖ INTERPRET ❖ INSTRUMENT ❖ AMBASSADOR ❖ EMBASSY ❖ NEGOTIATE ❖ DIPLOMACY ❖ CREDENTIAL ❖ ALLIANCE | Sequence of Tenses | | <p>~ make political hay</p> <p>~ speak softly and</p> <p>~ carry a big stick</p> <p>~ seventh floor</p> <p>~ foggy bottom</p> | by Joseph Rudyard Kipling | |
| Unit 5 | <ul style="list-style-type: none"> ❖ CIVIL ❖ ADDRESS ❖ AUTHORITY ❖ LEGISLATION ❖ PUBLIC ❖ APPOINT ❖ APPROVE ❖ PURSUE ❖ COMMISSION ❖ DELIVER | Infinitive | GET | <p>~ to dot the i's and</p> <p>~ cross the t's</p> <p>~ to beat around the</p> <p>~ bush</p> <p>~ to bite off more</p> <p>~ than you can</p> <p>~ chew</p> <p>~ to be back to the</p> <p>~ drawing board</p> <p>~ an arm and a leg</p> | The National Anthem of the UK | Margaret Hilda Thatcher, Baroness Thatcher |
| Unit 6 | <ul style="list-style-type: none"> ❖ DELEGATE ❖ RESIDENT ❖ CONSTITUTION ❖ PRESIDENCY ❖ COMMERCE ❖ MANAGEMENT ❖ DISMISS ❖ ENFORCE ❖ DECLARE ❖ AMEND | Gerund | TAKE | <p>~ the last straw</p> <p>~ to cut corners</p> <p>~ a blessing in</p> <p>~ disguise</p> <p>~ the ball is in your</p> <p>~ court</p> <p>~ take with a grain</p> <p>~ of salt</p> | The National Anthem of the USA | George Washington |

UNIT 1 INTRODUCTION TO INTERNATIONAL RELATIONS

SECTION 1 READING & VOCABULARY

LEAD-IN:

I. Comment on the following:

1. “A lot of people think international relations is like a game of chess. But it's not a game of chess, where people sit quietly, thinking out their strategy, taking their time between moves. It's more like a game of billiards, with a bunch of balls clustered together.”– *Madeleine Albright (an American politician and diplomat, she was the first female secretary of state in U.S. history, born 1937).*
2. “It may be long before the law of love will be recognised in international affairs. The machineries of government stand between and hide the hearts of one people from those of another.” – *Mohandas K. Gandhi (an Indian lawyer, politician, social activist, and writer who became the leader of the nationalist movement against the British rule of India, 1869–1948).*
3. “The world must learn to work together, or finally it will not work at all.” – *Dwight Eisenhower (an American military officer and statesman who served as the 34th president of the United States, 1890 – 1969).*
4. “If the UN has not failed in maintaining world peace or bilateral relations between nations, it has definitely not succeeded either.” – *Sharad Vivek Sagar (a globally renowned social entrepreneur, noted thought leader, powerful orator and a widely followed Indian Youth Icon, born 1991).*
5. “In the realm of international relations, the dilemma with 'State Morality' is that the rich countries choose to be immoral to maintain their dominance, whereas the poor countries can't afford to be moral in order to just survive.” – *Mamur Mustapha (a Trinidadian playwright living in London, 1939–2019).*

II. Discuss the problem.

1. What distinguishes international relations from the study of history, law, economics or political science?
2. How has international relations changed over time? Why has it become one of the most popular 21st century social sciences?
3. What are the key concepts in international relations?
4. What theories of international relations do you know?
5. How does politics play on international relations?

I. Read and translate the text.

TEXT 1 INTERNATIONAL RELATIONS: MEANING, DEFINITION AND SCOPE

Meaning and Nature of International Relations.

In the very beginning of the civilized world the states were **1) mutually interlinked**. In modern times the world has greatly **2) shrunk** as a result of scientific and technological development. As a result, events in one part of the world **3) have an immediate impact on** the rest of the world. Therefore the states **4) maintain regular relations** with other states of the world. As an alone individual is nothing similarly, a state without **other** state is nothing and in the present complex life, a state without relations with other cannot survive. Materialistic needs, religion, economic requirements, industrialization, **5) security matters** and trade etc.¹ **6) brought** the states **together**. Interstates wars **7) yielded** post-war **8) treaties**, economic and friendly agreements and international organizations. All these things are studied by international relations.

International relations are an old subject and can **9) be traced** in the old tribes. It **10) was utilized** by the Greeks and Romans in their relations. As a regular subject, international relations took start in the World War-I era and specially because of the second World War, Cold War between the USA and the USSR, **11) disintegration** of the USSR, New World Order (NWO) of the USA, global role of **12) North Atlantic Treaty Organization (NATO)**² **13) emergence of** international organization and diplomatic relations etc. developed this subject **14) to great extent**.

International Relations is the study and practice of political relationships among the world's nations, especially their governments. International relations mean **15) interactions between** nongovernmental groups, such as multinational corporations or international organizations such as the Organisation of Islamic Cooperation (OIC) or **16) the United Nations (UN)**.

International relations is a broad and complex topic both for countries engaged in relationships with other nations, and for observers trying to understand those interactions. These relationships are influenced by many **17) variables**. They **18) are shaped by** the primary participants in international relations, including national leaders, politicians, and nongovernmental participants, such as **19) private citizens**, corporations, and **20) nongovernmental organizations**. They are also **21) affected by 22) domestic political events** and nonpolitical influences, including economics, geography, and culture. Despite all of these other influences, the primary focus of international relations is on the interactions between nations.

To understand these interactions, experts look at the world as a system of nations whose actions **23) are guided by** a well-defined set of rules. They call this system **24) the interstate system**. The interstate system has existed for less than 500 years and is based on a common understanding of what a nation is and how it should treat other nations. But recent changes in technology and international norms have caused some scholars to question whether this system will continue in the future, or be replaced by some other system of relationships that is not yet known.

From September 1814 to June 1815 representatives of the major European powers **25) convened** in Vienna, Austria, to reorganize Europe following **26) the defeat** of French emperor Napoleon I³. The

1. взаємопов'язані
2. зменшуватися
3. мати
4. безпосередній вплив на
5. підтримувати регулярні відносини
6. питання безпеки
7. об'єднуватися
8. поступатися
9. договори
10. простежуватися в
11. бути
12. використаним
13. розпад
14. Організація Північноатлантичного договору (НАТО)
15. поява
16. значною мірою
17. взаємодії між
18. Організація Об'єднаних Націй (ООН)
19. змінні
20. формуються
21. приватні громадяни
22. неурядові організації
23. зазнавати впливу
24. внутрішньополітичні події
25. керуються
26. міждержавна система
27. скликаний
28. поразка
29. зосереджено переважно на
30. безпека
31. ставитися до
32. альянси; союзи
33. Світовий банк
34. Міжнародний

Congress of Vienna⁴, as this conference became known, was a major event in the history of international relations.

Until the 1970s the study of international relations **27) centered mainly on international 28) security** studies i.e.⁵ questions of war and peace. Scholars believed a nation's military power was the most important characteristic in determining how that nation would **29) relate to** others. As a result, scholars focused on the relative military strength of one nation compared to others, **30) alliances** and diplomacy between nations, and the strategies nations used to protect their territories and further their own interests.

Since the 1970s the importance of economics in international relations has increased and the study of international political economy has received increased attention. The primary force driving the interaction between nations is economic, not military. There is trade and economic relations among nations, especially the political cooperation between nations to create and maintain international organizations such as the **31) World Bank** and **32) the International Monetary Fund**.

In both security studies and international political economy, experts **33) strive** to explain patterns of conflict and cooperation among nations. Conflicts among nations are expected since their political and economic aims and interests often **34) depart**. Cooperation does not refer to the absence of conflict but to the ability of nations **35) to peacefully resolve** their differences in a way that is acceptable to all **36) parties** involved. When cooperation fails, **37) conflicts** often **escalate into 38) coercion** and ultimately war.

The term "international" was used for the first time by Jermy Bentham⁶ in the later part of the 18th century with regard to the laws of nations. Consequently, the term "IR" was used to define the official relations between sovereign states.

In the economic, social, cultural, political and military relations amongst⁷ the state of the world may also be included in the preview of the subject. **39) Thus**, there are broadly two views regarding the meaning of international relations.

Narrow view: according to this view 'IR' includes only "the official relations conducted by **40) the authorized leaders** of the states." According to this view other relations do not **41) fall in the domain of IR**.

Broad view: Some scholars have taken a broad view of international relations, and included apart from the official relations between states, all **42) intercourse among** states and all movements of people, goods and ideas across **43) the national frontiers** within its preview.

Definitions of IR.

"International relations is the branch of political science that studies relations between countries of the world." (*Encarta*).

"It is not only the nations seek to regulate, varied types of groups-nations, states, governments, people, region, alliances, confederations, international organizations, cultural organizations, religious organizations must be dealt with in the study of international relations if the treatment is to be made realistic." (*Quincy Wright*).

"International relations is concerned with the factors and activities, that affect the external policies and the powers of the basic units into

- валютний фонд
- 33. прагнути
- 34. різнитися
- 35. вирішувати мирним шляхом
- 36. сторони
- 37. конфлікти переростають
- 38. насилля
- 39. таким чином
- 40. уповноважені керівники
- 41. потрапляти у сферу
- 42. відносини між
- 43. національні кордони
- 44. перетин державних кордонів
- 45. державний кордон
- 46. наддержави
- 47. біполярність
- 48. процвітати
- 49. миролюбні держави
- 50. Статут ООН
- 51. Війна в Перській затоці
- 52. прокласти шлях для
- 53. в результаті; призвело до
- 54. через те, що; завдяки
- 55. глобальне село
- 56. розсіяний

that the world is divided.” (*Hoffman*).

“International relations is⁸ the discipline, that tries to explain political activities across state boundaries.” (*Trevor Taylor*).

It embraces all kinds of relations **44) traversing state boundaries**, no matter whether they are of an economic, legal, political or any other character, whether they be private or official, and all human behaviour originating on one side of **45) a state boundary**.

International relations studies foreign relations, diplomacy, agreements and pacts, international law, international organizations, inter-state interaction, war and peace, international justice and alliances etc.

Scope of International Relations. International relations topic cover diplomacy, treaties, question of war and peace, global happenings, commercial, cultural, educational, social, religious, international alliances and international organizations etc. The scope of international relations can be discussed.

Establishment of the League of Nations. In modern time the field of the study was widened with the establishment of the League of Nations in 1920, after the First World War due to the sincere efforts of Woodrow Wilson⁹ of the USA. The establishment of the League of Nations contributed to the study of international relations.

Emergence of the USA and the USSR as a Super Powers. Emergence of the USA and the USSR as **46) superpowers** further widened the scope of international relations. After the second World War the world transformed into **47) bipolarity** from multipolarity with the USA and the USSR **48) flourishing** in international affairs. Both the superpowers conducted international relations according to their own interests.

Establishment of the United Nations. After the end of World War II various international conferences were held. Roosevelt, Churchill and Stalin¹⁰ met at Tehran and Yalta¹¹. They agreed in principle to form a worldwide international organization for **49) peace loving states**. Therefore, an acceptable **50) Charter** was signed on 26th June 1945. The United Nations is a global organization of independent and sovereign states and its main aim is “to maintain international peace and security.” The establishment of the UN also contributed to the study of international relations to great extent.

Emergence of the USA as a Superpower (New World Order). The end of the USSR as a superpower in Dec, 1990 changed the whole world and the USA emerged as a superpower that adopted international politics in such a way that majority of the nations of the world visualized themselves as the subjected mission of the single power. **51) The Gulf War**¹² of 1991 **52) paved the way for** the USA to emerge as a superpower that **53) resulted in** the USA’s N.W.O under that the USA became the master of the world politics. Emergence of the USA as a superpower also extended the scope of international relations.

Technological Development. Technology exercises profound influence on the power base of a state as well as the course of international relations. Technology at least in three spheres, industrial, communication and military, has greatly influenced the power of the state. **54) Due to** technological development the world has become

55) a global village. Technological development also extended the scope and value of international relations.

Globalization. Due to certain reasons the **56) scattered** world is going towards integration. The world is now a single village and states are incomplete with one another. This situation increased the scope of international relations.

Notes:

¹*etc.* abbreviation for Lat. *et cetera*: and other similar things. It is used to avoid giving a complete list.

²**NATO** also Nato is pronounced /'neɪtəʊ/.

³**Napoleon I** (Napoleon Bonaparte) Emperor of the French from 1804 until 1814 and again in 1815.

⁴**Congress of Vienna** assembly in 1814–15 that reorganized Europe after the Napoleonic Wars.

⁵*i.e.* abbreviation for Lat. *id est* "that is" used especially in writing before a piece of information that makes the meaning of something clearer or shows its true meaning.

⁶**Jeremy Bentham** an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism.

⁷**amongst**=among.

⁸**International relations** is (singular).

⁹**Thomas Woodrow Wilson** an American politician and academic who served as the 28th president of the United States from 1913 to 1921.

^{10, 11}President **Franklin D. Roosevelt** of the United States, Soviet Union Premier **Joseph Stalin**, and British Prime Minister **Winston Churchill** gathered in **Tehran** in 1943 to plan their strategy for winning World War II, then met near **Yalta** in Crimea in 1945, to discuss the post-World War II (WWII) world.

¹²**The Gulf War** was a war waged by coalition forces from 35 nations led by the United States against Iraq in response to Iraq's invasion and annexation of Kuwait arising from oil pricing and production disputes. Operation Desert Shield (2 August 1990 – 17 January 1991) and Operation Desert Storm (17 January 1991 – 28 February 1991).

READING COMPREHENSION

I. Answer the questions.

1. Can a state survive without relations with other states in the present complex life?
2. When did international relations take start as a regular subject?
3. For how long has the interstate system existed and what is it based on?
4. When and where did the representatives of the major European powers convene to reorganize Europe following the defeat of French emperor Napoleon I?
5. What did the study of international relations center mainly on until the 1970s?
6. What do experts strive to explain in both security studies and international political economy?
7. What does the *narrow view* of international relations include?
8. What are the definitions of international relations given in the text?
9. Who and when established the League of Nations? Did the establishment of the League of Nations contribute to the study of international relations?
10. What paved the way for the USA to emerge as a superpower that resulted in the USA's N.W.O under that the USA became the master of the world politics?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. International relations are an old subject and can be traced in the old tribes.
2. International relations mean interactions between nongovernmental groups, such as multinational corporations or international organizations such as the OIC or North Atlantic Treaty Organization (NATO).

3. The interstate system has existed for less than 500 years and is based on a common understanding of what a nation is and how it should treat other nations.
4. The Congress of Venice, as this conference became known, was a major event in the history of international relations.
5. Until the 1970s the study of international relations centered mainly on international security studies i.e. questions of war and peace.
6. There is trade and economic relations among nations, especially the political cooperation between nations to create and maintain international organizations such as the World Bank and the International Monetary Fund.
7. The term “international relations” was used for the first time by John Bertram in the later part of the 18th century with regard to the laws of nations.
8. In modern time the field of the study was widened with the establishment of the League of Nations in 1920, after the Second World War due to the sincere efforts of Woody Wilson of the USA.
9. The Cold War of 1990 paved the way for the USA to emerge as a superpower that resulted in the USA’s N.W.O under that the USA became the master of the world politics.
10. Due to technological development the world has become a global village.

III. Complete the following sentences using the required information from the text above.

1. Inter-states wars _____, economic and friendly agreements and international organizations.
2. International relations is _____ both for countries engaged in relationships with other nations, and for observers trying to understand those interactions.
3. From September 1814 to June 1815 _____ convened in Vienna, Austria, to reorganize Europe following the defeat of French emperor Napoleon I.
4. Since the 1970s the importance of _____ has increased and the study of international political economy has received increased attention.
5. Cooperation does not refer to the absence of conflict but to the ability of _____ their differences in a way that is acceptable to all parties involved.
6. “International relations is concerned with _____, that affect the external policies and the powers of the basic units into that the world is divided.” (*Hoffman*).
7. International relations topic cover _____, commercial, cultural, educational, social, religious, international alliances and international organizations etc.
8. After the second World War the world transformed into _____ with the USA and the USSR flourishing in international affairs.
9. The United Nations is _____ and its main aim is “to maintain international peace and security.”
10. The end of the USSR as a superpower in Dec, 1990 changed the whole world and _____ that adopted international politics in such a way that majority of the nations of the world visualized themselves as the subjected mission of the single power.

V. a. Make up a plan of the text.

b. Write a short summary from 200-250 words. Make use of the linking words (see APPENDIX 2).

ACTIVE VOCABULARY: TEXT 1

I. Transcribe the following. Consult APPENDIX 4 if necessary.

mutually, individual, yield, economic, utilize, disintegration, NATO, convene, Vienna, Austria, Europe, emperor, determine, alliance, economics, coercion, consequently, sovereign, legal educational, flourishing, contribute, subjected, globalization.

II. Define or explain the terms used in the text, consult English-English Dictionary (for reference see APPENDIX 4).

treaty, disintegration, North Atlantic Treaty Organization, variables, corporation, nongovernmental organization, to affect, scholar, alliance, diplomacy, political economy, to depart, coercion, domain, to traverse, bipolarity, multi-polarity, global village.

III. a. Find in the text equivalents of the following words.

pressure, to cross, breakdown, because of, hence, to bring about, to give in, to unite, to assemble, to pursue, to forward, partaker, borderline, to deviate, to pertain to, intercourses between, convention, virtual community

b. Find in the text opposites of the following words.

foreign political events, incivility, victory, governmental organizations, declining, to keep from harm, termination, hazard, to increase, to misapply, nonofficial leaders, disunion, fixed, client state, unipolarity, warring states

IV. Translate the following sentences, paying attention to the underlined parts/active vocabulary of the text.

1. North Korea has consistently wanted to sign a **treaty** with the U.S. to formally end the war as a step toward improved relations.
2. The question to be addressed is **interlinked** with the question of human rights.
3. Israel started welcoming tourists back to the country in January after temporarily closing its border due to the **emergence of** the omicron variant.
4. The UN has **convened** a meeting in Geneva between Australia, Norway and Indonesia to discuss the idea.
5. There followed a centuries-long period of **interaction between** the rulers of Sudan and Egypt.
6. According to him, this applies **to a great extent** to the German market, which is extremely volatile at the moment.
7. The **bipolarity** of the Cold War had gone, Russia should have been encouraged into the European structures and not structures like NATO built against it, and extended against it.
8. Amsterdam, the **flourishing** center of international maritime trade, was an ideal location for a collector of natural curios.
9. Third, Beijing is likely to emerge as an exporting **superpower**, aggravating America's trade deficit and fanning protectionist pressures in a slumping world economy.
10. Over the past decade, Beijing has perpetrated at least 150 instances of economic **coercion** against countries and firms, with more than half of these occurring over the past two years.
11. Valuable links developed with prestigious academic institutions, research centers, organizations and corporations of other countries, ensure a successful participation in the **global village**.

12. Last year we were consulted on more than 100 potential pay deals, many of which **resulted in** changes to company remuneration policies.
13. Our survey results **thus** confirm reports that civilians were often direct victims of the war in Angola.
14. Over the long run, however, there is no substitute for addressing the root causes of crime—bad education and lack of job opportunities and the **disintegration** of families.
15. In addition to honoring the elementary non-censorship rule and avoiding tyrannical double standards, universities should **strive to** root out institutional biases that suggest limitations on the scope of acceptable inquiry

V. Complete each sentence with the correct form of the following words. There is one word too many.

to be shaped by coercion pave the way for parties to be affected by security
 superpowers interactions between fall in the domain of to bring together defeat

1. Globalization of economies means _____ them on a much higher scale.
2. Consider its use of hostage diplomacy, its disregard for international law and treaties, and its use of economic _____ in a potential breach of global trade rules.
3. The partnership will _____ more domestic participants in the retail sector.
4. The Cold War is over: the strategic forces of the _____ are standing down while their nuclear arsenals are shrinking dramatically.
5. The murder rates of the U.S. and U.K. _____ also _____ differences in the way each counts homicides.
6. According to him however, Government has to guarantee _____ against international threats.
7. He wanted them _____ thinkers who could, collectively, change the way the networks collected and analyzed information.
8. Victory has a hundred fathers, but _____ is an orphan.
9. Frontiers have come in all shapes and historical moments, and childhood _____ always _____ a bramble of racial and ethnic diversity.
10. The warring _____ signed a ceasefire agreement on April 8 to would allow humanitarian agencies into the area.

VI. Translate into English using Active Vocabulary of Text 1.

1. Допомога стала можливою **завдяки** підписанню міжурядової угоди з Японією стосовно надання Україні на безоплатній основі захисного зняряддя для потреб Збройних Сил.
2. За даними моніторингу, танення льодовикового щита Гренландії **призвело до** зростання глобального рівня моря на 1,2 сантиметра менше ніж за 20 років", – ідеться у повідомленні.
3. Президент Рональд Рейган дав рішучий поштовх руйнації радянської "імперії зла" та **проклав шлях до** свободи та демократії її поневоленим народам на теренах колишнього СРСР.
4. У **війні в Перській затоці** загинуло 248 солдатів союзників і 457 було поранено. Офіційних даних про втрати Іраку немає, але вони оцінюються в 25 тис. загиблих і 75 тис. поранених серед військовослужбовців.
5. Голова ВР Руслан Стефанчук звернувся до Генеральної асамблеї ООН з пропозицією розірвати дипломатичні відносини з Росією і не визнавати її членом ООН. Адже в **Статуті ООН** йдеться виключно про **миролюбиві держави**, які виконують цей статут.

6. Концепція **Глобального села**, створена в 60-х роках Гербертом Маршаллом Маклюен, викладачем Школи комунікацій в Університеті Торонто, безпосередньо пов'язана з поняттям глобалізації і являє собою нове можливе бачення світу за рахунок розвитку сучасних інформаційних технологій і зв'язку, а також легкості і швидкості транспортних засобів.
7. 24 лютого о 4:00 ранку Росія напала на Україну. Російські війська атакували **державний кордон** України з півночі, зі сходу та Криму. Бої та атаки тривають майже на всьому периметрі **державного кордону** та в багатьох містах.
8. Поліцейські та **уповноважені керівники** мають відповідне програмне забезпечення для перевірки ковід-сертифікатів.
9. Заступник міністра поінформував про основні **внутрішньополітичні події**, що мали місце в Україні після виборів президента, також зупинився на пріоритетах нового керівництва в плані розвитку країни та реалізації її зовнішньої політики.
10. **Міжнародний валютний фонд** виділив Україні \$1,4 млрд термінової фінансової допомоги. Ця виплата допоможе задовольнити нагальні потреби платіжного балансу.

READING 2:

SUBTOPIC: INTRODUCTION TO NATO

1. Before you read TEXT 2 study the chart of NATO countries in 2022:

| | |
|--|---|
| 1. Belgium (1949 – foundation) | 16. Spain (1982 – third accession) |
| 2. Canada (1949 – foundation) | 17. Hungary (1999 – fourth accession) |
| 3. Denmark (1949 – foundation) | 18. Poland (1999 – fourth accession) |
| 4. United States (1949 – foundation) | 19. Czech Republic (1999 – fourth accession) |
| 5. France (1949 – foundation) | 20. Bulgaria (2004 – fifth accession) |
| 6. Iceland (1949 – foundation) | 21. Slovakia (2004 – fifth accession) |
| 7. Italy (1949 – foundation) | 22. Slovenia (2004 – fifth accession) |
| 8. Luxembourg (1949 – foundation) | 23. Estonia (2004 – fifth accession) |
| 9. Norway (1949 – foundation) | 24. Latvia (2004 – fifth accession) |
| 10. The Netherlands (1949 – foundation) | 25. Lithuania (2004 – fifth accession) |
| 11. Portugal (1949 – foundation) | 26. Romania (2004 – fifth accession) |
| 12. United Kingdom (1949 – foundation) | 27. Croatia (2009 – sixth accession) |
| 13. Greece (1952 – first accession) | 28. Albania (2009 – sixth accession) |
| 14. Turkey (1952 – first accession) | 29. Montenegro (2017 – seventh accession) |
| 15. Germany (1955 – second accession) | 30. North Macedonia (2020 – eight accession) |

2. Understand how and why NATO was created, its fundamental security tasks, the main policies and principles that guide the Organization, and how 30 countries work together through the principle of consensus decision-making by visiting NATO Homepage at <https://www.nato.int/>
3. Use the words and phrases below to complete the text. Read the text again and translate it. Underline or write out all useful expressions. Make a short presentation based on the theme of the article.

TEXT 2: NATO'S PURPOSE

- *collective defence*
- *provides a forum*
- *laid down in*
- *stabilise post-conflict situations*
- *implementation of alliance policy*
- *to safeguard*
- *partnerships*
- *to secure*
- *the rule of law*
- *contributes to*

NATO's essential and enduring purpose is 1) _____ the freedom and security of all its members by political and military means. 2) _____ is at the heart of the Alliance and creates a spirit of solidarity and cohesion among its members.

NATO strives 3) _____ a lasting peace in Europe, based on common values of individual liberty, democracy, human rights and 4) _____. Seeing the outbreak of crises and conflicts beyond Allied borders can jeopardise this objective, the Alliance also contributes to peace and stability through crisis management operations and 5) _____. Essentially, NATO not only helps to defend the territory of its members, but also engages where possible and when necessary to project its values further afield, prevent and manage crises, 6) _____ and support reconstruction.

NATO also embodies the transatlantic link by which the security of North America is tied to that of Europe's. It is an intergovernmental organisation which 7) _____ where members can consult on any issue they may choose to raise and take decisions on political and military matters affecting their security. No single member country is forced to rely solely on its national capabilities to meet its essential national security objectives. The resulting sense of shared security among members 8) _____ stability in the Euro-Atlantic area.

NATO's fundamental security tasks are 9) _____ the Washington Treaty (also known as the North Atlantic Treaty). They are sufficiently general to withstand the test of time and are translated into more detail in the Organization's strategic concepts. Strategic concepts are the authoritative statement of the Alliance's objectives: they provide the highest level of guidance on the political and military means to be used to achieve these goals and remain the basis for the 10) _____ as a whole.

During the Cold War, NATO focused on collective defence and the protection of its members from potential threats emanating from the Soviet Union. With the collapse of the Soviet Union and the rise of non-state actors affecting international security, many new security threats emerged. NATO is countering these threats by utilising collective defence, managing crisis situations and encouraging cooperative security, as outlined in the 2010 Strategic Concept.

READING 3:

SUBTOPIC: THE UNITED NATIONS ORGANISATION

1. Before you read TEXT 3 study the chart of the top 20 international organisations (APPENDIX 5).
2. Fact file: prepare 10 facts about the UN, make sure to visit the official website at <http://www.un.org/en/>
3. The UN's 75th anniversary in 2020 arrived at a time of great upheaval and peril, for 1st time in 75 years, UN General Assembly annual meet went virtual due to the coronavirus pandemic. Read the text by Stephen F. Moseley, *UNA-NCA President on the UN's 75th anniversary*. Put the following prepositions in each space in the text below: *for, at, across, of, on, due to, in, across, over, upon, in the midst of*. Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the text.

TEXT 3: THE COMPLEXITY OF THE UN 75TH BIRTHDAY AND GLOBAL GRIEF

We had planned that this year, the 75th anniversary of the UN, 2020 would be an opportunity to review the organization's history and progress since its establishment in 1945 1) _____ the end of the Second World War. There is much to celebrate 2) _____ the UN's past 75 years: the maintenance 3) _____ peace and security, the promotion of social and economic development, the championing 4) _____ human rights, and now its ability to commune nations so that they may collectively address the challenge of climate change. 5) _____ the occasion of the UN's 75th anniversary, the UN Secretary General has called upon the world's citizens and leaders alike to review and recommend the ways to strengthen the UN between 2020 and 2050.

Amidst a year intended for reflection, planning, and celebration, the Covid-19 pandemic has upended our lives. 6) _____ almost every community, this pandemic has disproportionately attacked the most vulnerable — the elderly, the poor, and people of color suffering from chronic illnesses that are directly attributable to enduring generations of systemic discrimination. The actions and rhetoric from both our national leaders and local police departments 7) _____ the past week have crystalized just how much further we have to go before we achieve the UN's charter and mission of respecting the human rights of all people.

While we have witnessed significant progress by public health systems globally, regionally, and nationally 8) _____ response to epidemics such as HIV/AIDS, malaria, polio, SARS, and MERS, we now realize that these tools and capacities succeed only when leaders of countries bring to bear a spirit 9) _____ collaboration. Our leaders must recognize that the technical and scientific knowledge — developed and maintained by their own institutions — must be made available 10) _____ open and transparent exchange through and with UN agencies such as World Health Organization. As we have learned in past epidemics, when mistakes are made 11) _____ either political or self-interested actions, they must be admitted and addressed, for the benefit of all nations. During COVID-19, unfortunately, blunders, misunderstandings, and mistakes have undermined the benefits of multilateral collaboration. To date during this crisis, US decision-making has thwarted greater collaboration — the most clear evidence being the Trump administration's decision to withdraw from the World Health Organization, a dramatic and destructive course of action that will have profound impacts 12) _____ global public health. This, 13) _____ a pandemic, and without any thoughtful or open assessment.

UNA-NCA's mission is to champion the foundational values of the UN as a forum 14) _____ peacemaking and as an entity capable 15) _____ deploying peacekeeping forces around the globe, as well as to advocate 16) _____ the US to meet its financial obligations to the UN, including the World Health organization, Human Rights Council, and support of the Sustainable

Development Goals. Failure to act 17) _____ these interrelated needs, can bring about the greater susceptibility 18) _____ the most vulnerable people both here and abroad.

This year we proudly celebrate the UN's accomplishments while recommending improvements 19) _____ the future of the UN. The UN has great support among American citizens and unusually bipartisan support 20) _____ the Congress. The US has been, and can still be, one of the world's great nations by being a concerned and compassionate multilateral partner that works with others to address our global challenges.

© Stephen F. Moseley, UNA-NCA President. Abridged

TRANSLATION

I. Render the following text into English using some of the studied vocabulary.

УКРАЇНА СХВАЛЮЄ РІШЕННЯ РАДИ БЕЗПЕКИ ООН ЩОДО ПРОВЕДЕННЯ НАДЗВИЧАЙНОЇ СПЕЦСЕСІЇ ГЕНАСАМБЛЕЇ ООН

Україна схвалює рішення переважної більшості членів Ради Безпеки Організації Об'єднаних Націй, згідно з яким з 28 лютого 2022 року розпочинає свою роботу надзвичайна спеціальна сесія Генеральної Асамблеї ООН, присвячена вторгненню Росії в Україну.

"Цей інструмент, який застосовується у разі, коли Рада Безпеки неспроможна ефективно виконати свою основну функцію з підтримання міжнародного миру та безпеки через накладення вето постійним членом Радбезу, буде використаний в ООН лише в 11-й раз з 1950 року", - йдеться в офіційному коментарі МЗС України, оприлюдненому у понеділок.

Зазначається, що ухвалене рішення, проти якого очікувано проголосувала лише країна-агресор, підтвердило "принизливу та ганебну ізолюваність Росії у глобальних масштабах".

"Починаючи з 28 лютого, усі держави-члени ООН зможуть детально обговорити ситуацію навколо безпрецедентного для 21-го століття явища - повномасштабної війни, яку Російська Федерація розгорнула у центрі Європи. Першим результатом роботи цієї важливої для нашої держави сесії має стати ухвалення резолюції Генеральної Асамблеї ООН з чіткими сигналами щодо припинення російської агресії проти України та відновлення миру шляхом припинення вогню та виведення військ з території України у межах її міжнародно визнаних кордонів, а також низкою інших важливих сигналів, у тому числі у гуманітарній сфері", - наголошують у МЗС.

Там уточнюють, що цей крок уже не дасть Росії, яка роками безкарно зловживала своїм правом вето в Раді Безпеки, заблокувати ухвалення цього важливого для України міжнародного документа.

"Дякуємо за сильну підтримку України в Радбезі і сподіваємося на ще більшу підтримку нашої держави в Генеральній асамблеї. Також очікуємо на наступне засідання Ради Безпеки ООН 28 лютого для обговорення питання щодо гуманітарних потреб цивільного населення в Україні", - підсумували у відомстві.

@ <https://www.facebook.com/UkraineMFA/posts/328006362703169>

LEXICAL CLINIC

- ❖ INTERNATIONAL
- ❖ RELATIONS
- ❖ SYSTEM

- ❖ MILITARY
- ❖ ECONOMIC
- ❖ ESTABLISH
- ❖ GUIDE
- ❖ TERRITORY
- ❖ SECURITY
- ❖ STRATEGY

1. international (*adj*) /,ɪn.təˈnæʃ.ən.əl/ 1. of, concerning, or involving two or more nations or nationalities (*e.g. The government has signed an international arms-control agreement*) 2. established by, controlling, or legislating for several nations (*e.g. an international court, international fishing rights*) 3. available for use by all nations (*e.g. international waters*).

Collocations:

international relations
international diplomacy
international politics
international affairs
international acquisition
international treaty
international organization /institution/agency
international trade

international (*n*) /,ɪn.təˈnæʃ.ən.əl/ *sport* 1. a sports event involving more than one country, or a person who competes in it (*e.g. a one-day international*) 2. any of several international socialist or communist organizations formed in the 19th and 20th centuries (*e.g. First International, Second International, Third International, Fourth International, Labor and Socialist International*).

internationally (*adv*) /,ɪn.tərˈnæʃ.ə.nəl.i/ (*e.g. an internationally acclaimed scientist*).

internationalism (*n*) /,ɪntəˈnæʃnəlɪzəm/ 1. the state of being international, or happening in and between many countries (*e.g. The Internet's internationalism puts professionals with language skills at a premium*) 2. *politics* the belief that countries can achieve more by working together and trying to understand each other than by arguing and fighting wars (*e.g. Traditional internationalism favors alliances and pacts with concrete goals and specific obligations.*).

internationalist (*n*) /,ɪntəˈnæʃnəlɪst/ someone who believes that countries should work together and try to understand each other (*e.g. He is a fair-minded man with an internationalist outlook.*).

2. relations (*n*) /rɪˈleɪʃn/ *plural* 1. the various connections between peoples, countries, etc. (*e.g. foreign relations*) 2. the various connections in which persons are brought together (*e.g. business and social relations*) 3. family or relatives.

Collocations:

diplomatic relations
international relations
foreign relations
industrial relations
public relations
race relations

relation (*n*) /rɪˈleɪʃn/ 1. the connection or similarity between two things (*e.g. There was little relation between the book and the movie.*) 2. a member of your family (*e.g. She's a relation by marriage because she married my cousin.*)

Phrases:

in relation to *They fixed their policy in relation to that of the home market and home government.*

relate (v) /rɪˈleɪt/ (**related; relating**) 1. show or make a connection between two or more things (e.g. *I found it difficult to relate the two ideas in my mind.*) 2. (formal) to give a spoken or written report of something; to tell a story (e.g. *She relates her childhood experiences in the first chapters.*)

Phrases:

relate something to somebody *He related the facts of the case to journalists.*

relate how, what, etc... *She related how he had run away from home as a boy.*

relate that... *The story relates that an angel appeared and told him to sing.*

relate to *The second paragraph relates to the situation in Scotland.*

relationship (n) /rɪˈleɪʃnʃɪp/ 1. the way in which two people, groups or countries behave towards each other or deal with each other (e.g. *the bilateral relationship between the US and China*) 2. the way in which two or more people or things are connected with or involve each other between (e.g. *There is a close relationship between poverty and crime.*) 3. the family connection between people (e.g. *They have a very healthy father-son relationship.*)

3. system (n) /ˈsɪstɪm/ 1. an organized set of ideas or theories or a particular way of doing something (e.g. *reform of the country's education system*) 2. a set of connected things or devices that operate together 3. a set of computer equipment and programs used together for a particular purpose 4. a set of organs or structures in the body that have a particular purpose (e.g. *the immune system; the nervous system*) 5. a group of organizations that work together for a particular purpose, or have similar activities (e.g. *the criminal justice system; the legal/financial system*).

Phrases:

system for *They are introducing a very sophisticated system for delivering information.*

system of *a democratic system of government*

system to *There is simply no system to the way Joshua works.*

systematic* (adj) /ˌsɪstɪˈmætɪk/ **one according to a careful plan and in a thorough way;** methodical (e.g. *the systematic study of social policy*).

Collocations:

systematic analysis

systematic approach

systematic bias

systematic campaign

systematic error

systematic destruction

systematically (adv) /ˌsɪstəˈmætɪkli/ *We know that human rights are being systematically violated.*

systemic (adj) /sɪˈstiːmɪk/ 1. affecting all of something, not just part of it (e.g. *The committee will try to make the case for systemic reform*) 2. physiology affecting your whole body (e.g. *systemic illness*).

* mind the difference **systematic** vs **systemic**

Collocations:**systemic crisis****systemic corruption****systemic breakdown****systemic administration****systemic availability**

systemically (*adv*) /sɪˈsti:mɪkli/ in a way that affects the whole of something, especially the human body (*e.g. substances that are absorbed systemically*).

4. military (*n*) /ˈmɪlɪt(ə)ri/ *plural* **militaries** **the armed forces of a country** (*e.g. most militaries remain subordinate to civilian authorities*).

military (*adj*) /ˈmɪlɪt(ə)ri/ **relating to or belonging to the armed forces** (*e.g. foreign military intervention; military targets/forces; military uniform*).

militant (*n*) /ˈmɪlɪtənt/ someone who is militant (*e.g. 85 suspected militants were arrested*).

militant (*adj*) /ˈmɪlɪtənt/ favouring confrontational or violent methods in support of a political or social cause (*e.g. militant extremists*).

5. economic (*adj*) /,i:kəˈnɒmɪk/ or /,ekəˈnɒmɪk/ 1. relating to economics or the economy (*e.g. the government's economic policy*) 2. justified in terms of profitability (*e.g. many organizations must become larger if they are to remain economic*).

Collocations:**economic activity****economic crisis****economic development****economic downturn****economic growth****economic policy****economic recovery****economic reform**

economical* (*adj*) /,i:kəˈnɒmɪk/or /,ekəˈnɒmɪk/ 1. not using a lot of fuel, money, space, etc. (*e.g. a small, economical car*) 2. (of a person or lifestyle) careful not to waste money or resources (*e.g. He was economical in all areas of life*).

Phrases:

be economical with the truth (*euphemistic*) to lie or deliberately withhold information (*e.g. The government spokesman was often economical with the truth*).

economy (*n*) /ɪˈkɒnəmi/ 1. the system by which a country's trade, industry, and money are organized (*e.g. he favours tax cuts to stimulate the economy*) 2. a particular system or stage of an economy (*e.g. a market/capitalist/planned economy*).

economies (*n*) *plural* ways of saving money.

Phrases:

make economies *I'm sure, if we make a few economies, we'll be able to afford it.*

* mind the difference **economic** vs **economical**

economics (n) /,i:kə'nɒmɪks/ or /,ekə'nɒmɪks/ 1. the study of the way that goods and services are produced and sold and the way money is managed (e.g. *Dillon studied economics at Manchester University*) 2. *only before noun* relating to economics (e.g. *an economics teacher/student/class*) 3. *plural* the conditions that affect the economic success or failure of a product, company, country etc. (e.g. *The simple economics of the case are easy to explain*).

economise (also **economize**) (v) /ɪ'kɒnəmaɪz/ spend less; reduce one's expenses (e.g. *I have to economize where I can*).

6. establish (v) /ɪ'stæblɪʃ/ 1. to make something start to exist or start to happen (e.g. *A proper procedure for complaints should be established*) 2. to start an organization or company (e.g. *The company was established in 1860*) 3. to discover, prove, or decide that something is true (e.g. *The cause of death has not yet been established*) 4. to achieve success, so that people recognize your skill, qualities, or power (e.g. *Within six months, Caesar had established his authority over Gaul*).

Phrases:

establish (that) *We have established that you were present that afternoon.*

establish whether/how/who etc *I was never able to establish whether she was telling the truth.*

establish a link/connection *Townsend's work firmly established the links between unemployment and poverty.*

establish a reputation *The Institute has established a reputation for the exploration of new art in Britain.*

establishment (n) /ɪ'stæblɪʃmənt/ 1. an organization, a large institution or a hotel (e.g. *She's now running a small government research establishment*) 2. (usually **the Establishment**) the people in a society or a profession who have influence and power and who usually do not support change (e.g. *the medical/military/political, etc. establishment*) 3. the act of starting or creating something that is meant to last for a long time (e.g. *His visit facilitated the establishment of diplomatic relations between the countries*).

Phrases:

the Establishment or the Church Establishment the Church of England or of Scotland.

establishmentarian (n) /ɪ,stablɪʃm(ə)n'tɛ:rɪən/ a person adhering to or advocating the principle of an established Church.

establishmentarian (adj) /ɪ,stablɪʃm(ə)n'tɛ:rɪən/ adhering to, advocating, or relating to the principle of an established Church (e.g. *establishmentarian views*).

7. guide (v) /gaɪd/ 1. show or indicate the way to (someone) (e.g. *He guided her to the front row and sat beside her*) 2. direct or influence the behaviour or development of (e.g. *His life was guided by his religious beliefs*).

guide (n) /gaɪd/ 1. a person who shows the way to others, especially one employed to show tourists around places of interest (e.g. *a tour guide*) 2. a person who advises others, especially in matters of behaviour or belief (e.g. *his spiritual guide*) 3. a book, document, or display providing information on a subject or about a place (e.g. *travel guide*) 3. structure or marking which directs the motion or positioning of something 4. structure or marking which directs the motion or positioning of something

guided (*adj*) /'gaɪdɪd/ 1. conducted by a guide (*e.g. a guided tour of the castle*) 2. directed by remote control or by internal equipment (*e.g. a guided missile*)

guidance (*n*) /'gaɪdn̩s/ 1. advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority (*e.g. He looked to his father for inspiration and guidance*) 2. The directing of the motion or position of something, especially an aircraft, spacecraft, or missile (*e.g. a laser guidance system*).

8. territory (*n*) /'terətəri/ 1. an area of land under the jurisdiction of a ruler or state 2. (also **Territory**) (especially in the US, Canada, or Australia) an organized division of a country that is not yet admitted to the full rights of a state (*e.g. I'd only been home for five months, having been living in the hills of the Northern Territories in Canada before this trip*) 3. mass noun an area of knowledge, activity, or experience (*e.g. Now this was unknown territory for our modest music scene*).

Phrases:

go/come with the territory: be an unavoidable result of a particular situation (*e.g. Criticism goes with the territory in politics*).

territorial (*adj*) /,terə'tɔ:riəl/ 1. relating to the ownership of an area of land or sea (*e.g. territorial disputes*) 2. relating to a particular territory, district, or locality 3. relating to a Territory, especially in the US or Canada.

territorial (*n*) /,terə'tɔ:riəl/ (*also Territorial*) (in the UK) a member of the Territorial Army (*e.g. The Engineer officer summoned all available Territorials (a reserve force) to assist in repairs*).

territoriality (*n*) /,terə'tɔ:ri'æləti/ 1. the state or rank of being a territory 2. the use of laws to protect someone's economic interests in different parts of the world.

9. security (*n*) /sɪ'kjʊərəti/ 1. the state of being free from danger or threat 2. the safety of a state or organization against criminal activity such as terrorism, theft, or espionage (*e.g. a matter of national security*) 3. procedures followed or measures taken to ensure the security of a state or organization 4. (*often securities*) a certificate attesting credit, the ownership of stocks or bonds, or the right to ownership connected with tradable derivatives.

Collocations:

security analyst

security bond

security check

Security Council

security deposit

security guard

security hole

secure (*adj*) /sɪ'kjʊə(r)/ 1. safe from attack, harm, or damage 2. fixed or fastened so as not to give way, become loose, or be lost (*e.g. Make sure the pictures are secure*) 3. feeling confident and safe (*e.g. The important thing is that children feel secure about being loved*) 4. protected against attack or other criminal activity (*e.g. no airport is totally secure*).

Phrases:

secure against *No shop can be completely secure against theft.*

secure from *The computer system is secure from intruders.*

secure (v) /sɪ'kjʊə(r)/ 1. to make an area or building safe (e.g. *A police escort secured the route of the American president*) 2. to get or achieve something important (e.g. *He secured widespread support among the party's senior members*) 3. to hold something firmly in place by tying or fastening it (e.g. *a pile of letters secured with a piece of string*) 4. *business* to get money from a bank or from a person by agreeing to give them goods or property if you cannot return the money (e.g. *The loan is secured by a mortgage on our house*).

10. strategy (n) /'strætədʒi/ 1. a plan of action designed to achieve a long-term or overall aim (e.g. *time to develop a coherent economic strategy*) 2. the art of planning and directing overall military operations and movements in a war or battle. Often contrasted with "tactics" (e.g. *military strategy*).

Collocations:

adopt strategy

develop/evolve strategy

devise strategy

implement strategy

pursue strategy

strategic (adj) /strə'ti:dʒɪk/ 1. relating to the identification of long-term or overall aims and interests and the means of achieving them 2. relating to the gaining of overall or long-term military advantage 3. (of human or material resources) essential in fighting a war (e.g. *a large strategic air force*) 4. (of bombing or weapons) done or for use against industrial areas and communication centres of enemy territory as a long-term military objective. Often contrasted with *tactical* (e.g. *strategic nuclear missiles*).

strategical (adj) see **strategic**

strategically (adv) /strə'ti:dʒɪkli/ 1. in a way that relates to the achievement of long-term or overall aims and interests (e.g. *to think strategically*) 2. in a way that relates to the gaining of a military advantage (e.g. *violence was deployed strategically*).

EXERCISES

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. **Global** aid organizations are appealing for donations from western governments. 2. The **organisation of socialist and labour parties (formed on 14 July 1889)** continued the work of the dissolved First International, though excluding the powerful anarcho-syndicalist movement. 3. Philip began **to narrate** the horrors of his childhood. 4. We shall discuss the problem as it **corresponds** our specific case. 5. All our friends and **relatives** came to our wedding. 6. Since the withdrawal, there have been regular communications between US officials and the Taliban, but the trajectory of the **interconnection** remains unclear. 7. They had not found any evidence of a/an **organized** attempt to rig the ballot. 8. The economy is locked in a **total** crisis. 9. Countries with better banking **structures** should have easier access to money at lower interest rates than those that do not. 10. The banks have been **completely** corrupted. 11. Although the coup was unsuccessful, it led to the assumption of power by the **armed forces**. 12. The newspaper found that the three teenagers were not members of any **radical** organisation, nor was one of the older men. 13. Spain was an important **belligerent** power in the 16th century. 14. There are different views about the importance of regulating global **financial** processes. 15. At best, voters think the government **was avoiding stating the true facts about a situation**, at worst they believe it deliberately lied. 16. We

need to make substantial **savings**. 17. Research firmly **proves** a link between a country's increased trade and economic well-being. 18. Beginning in the 1950s, David was to claim a place among the postwar **authorities** that ran America and much of the world. 19. They are still refusing to withdraw troops from the occupied **land controlled by enemy soldiers**. 20. They expect protests, **it is unavoidable result**, it's part of democracy. 21. The government would be **directed** by the needs of first home buyers as well as the interests of existing home owners seeking to safeguard their investment. 22. Central government circulars also contain advice and **instruction** to local authorities. 23. For those with an interest in individual **investments**, there are stocks and bonds to meet every need. 24. Subsequently, the other side also deployed nuclear weapons in quantity and made them relatively **protected against** attack. 25. Stalin felt that the key to victory was as much political and economic **plan of action** as military.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

1. international (adj) – international (n) – internationally – internationalism – internationalism

1. _____ agreed standards on the treatment of refugees have been given due regard. 2. Michael Cunningham is a former swimming _____ 3. The embassy seeks an understanding with the government on acceptable actions under _____ agreements. 4. She was a committed _____ and had first-hand experience of UN missions. 5. He visited the France-Scotland rugby _____ last year. 6. No one knew its direction: Bolshevism, _____, nationalism.

2. relations – relation – in relation to – relate – relate to – relationship

1. Diplomatic _____ with neighbouring countries are under strain at present. 2. The course investigates how language _____ particular cultural codes. 3. Then he _____ about his days working in a research laboratory. 4. When the decision was made to compete for China in 2019, the context of the _____ between the two countries was different. 5. Table 1 reports this significant _____ by regressing the absolute value of returns on volume data for observed as well as simulated data. 6. It is the provision _____ danger to the public safety or to the peace which was relied on in both cases.

3. system – systematic – systematically – systemic – systemically

1. The born-frees are motivated by a litany of grievances: poor education, _____ corruption, high levels of unemployment and the lack of basic services in the country's townships and rural areas. 2. The army has _____ violated human rights. 3. We need a _____ approach to sort out whether you have benefited from these adjustments. 4. The legal _____ operates very differently in the US and Britain. 5. We live in a _____ racist and sexist society.

4. military (adj) – military (n) – militaries – militant (n) – militant (adj)

1. The general made some bellicose statements about his country's _____ strength. 2. The regime itself used _____ to achieve power and has long been aware of the danger it poses. 3. Israel and the United States train their _____ together to prepare against possible ballistic missile attacks, as well as allowing the armies to learn to better work together. 4. Security forces made it impossible for _____ to carry out their threats.

5. economic – economical – economy – economics – economise

1. Negotiations have been complicated by court rulings over _____ policy. 2. On more _____ cars like yours the fuel savings are less attractive, although a London driver would no doubt be particularly attracted by the congestion charge exemption. 3. He studied politics and _____ at Yale. 4. It's a starting point, but if it's all you can earn, then you should expect to _____ and reduce your expenses while you look for a way to earn a better income. 5. If you take the long view, the commodity _____ passes through three stages.

6. establish – establishment – establishmentarian (n) – establishmentarians (adj)

1. The Council recommended _____ of an independent tribunal, plus further rights of appeal. 2. 'He concluded that entanglements between religion and the civil state lead to the very corruption that _____ argued was countered by an ecclesiastical establishment. 3. Beatrice, a former director of a market research company, had just _____ her own firm. 4. Because of its roots in the established Church of England, the Episcopal Church has long sought to play an _____ role in the United States.

7. guide (n) – guide (v) – guided – guidance

1. Solicitors recognise that many buyers are baffled by a lack of clear and comprehensive information and _____ to talk them through the procedure. 2. It is a miserable, defensive and petty attitude for a minister for finance to have in the current climate, and it says volumes about the thinking which _____ this Government. 3. His love of Islam as a philosophy of life and his own adherence to the simple yet profound principles of their lives make him an excellent teacher, a counsellor and a spiritual _____. 4. Waging war at long distance, it is argued, using computers and remotely _____ missiles, detaches policy-makers from the death and the suffering for which they are responsible. 5. The newer system uses a much smaller missile with an infrared terminal _____ system.

8. territory – territorial (adj) – territorial (n) – territoriality

1. We shall respect the independence, sovereignty and _____ integrity of all our neighbours. 2. The Blackfoot never coveted a territorially bound nation-state, yet their nationalism was intrinsically tied to their territory and to Blackfoot conceptualisations of _____. 3. In general, it was assumed in the early development of international law that control of natural resources depended on the acquisition of sovereignty over land _____ and _____ seas. 4. The Second World War started on 3 September, 1939, by which time I was eighteen and as a member of _____ I thought I would be called up into the army almost immediately.

9. security – securities – secure (adj) – secure (v)

1. These are pooled investment funds which give access to a wide spread of shares and other _____ such as bonds. 2. We have done our best _____ the embassy against terrorist attacks. 3. According to him however, Government has to guarantee _____ against international threats. 4. Unionists need to be reassured that their right to maintain a meaningful British identity and allegiance will remain _____.

10. strategy – strategic – strategical – strategically

1. This was to measure the effect an e-business package might have on the company's structure, _____ planning and overall way of doing business. 2. The national leadership was not prepared to run the political and military risks necessary to achieve a _____ conclusive victory. 3. I hope China will improve on their _____ combination,' he said. 4. The government need to come up with short term and long term _____ to resolve the issues.

III. Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

e.g. "On Sunday, news began to circulate that INTERNATIONAL airlines would cease flying to Ukraine, as insurance companies were refusing to cover flights in and out of the country."
 – Joshua Yaffa, The New Yorker, Article published on 14 February 2022.

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

e.g. THE INTERNATIONAL COMMUNITY

IDIOMS

An idiom is a phrase, saying, or a group of words with a metaphorical (not literal) meaning, which has become accepted in common usage. An idiom's symbolic sense is quite different from the literal meaning or definition of the words of which it is made. There are estimated to be at least 25,000 idiomatic expressions in the English language.

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

| | |
|--|---|
| <p>make headway: <i>e.g. They have made some headway towards resolving the dispute.</i></p> | <p>1. unofficially; given or made in confidence and not for publication</p> |
| <p>come to terms (with sb): <i>e.g. The warring factions have at last come to terms.</i></p> | <p>2. to ease tension; to succeed initially</p> |
| <p>off the record: <i>e.g. The President's comment was strictly off the record.</i></p> | <p>3. to participate or assist in a joint effort to accomplish an end</p> |
| <p>break the ice: <i>e.g. The chairman broke the ice with his warm and very amusing remarks.</i></p> | <p>4. to make an agreement, or to end an argument with someone</p> |
| <p>make common cause (with sb): <i>e.g. They made common cause with</i></p> | <p>5. to make progress or move forwards, especially</p> |

| | |
|---|----------------------|
| <i>neighboring countries and succeeded in reducing tariffs.</i> | when it is difficult |
|---|----------------------|

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

make headway come to terms off the record break the ice make common cause

1. Once the two sides _____, a written agreement was drawn up for their signatures.
2. A spokesman said the two sides have agreed on a timetable for the rest of the talks and have also _____ on some security issues.
3. The managers attempted _____ between their departments to get the project done quickly and efficiently.
4. At the end of the lunch, I said I had some _____ comments.
5. _____ with tea or coffee and get to know your client a little better.

PHRASAL VERBS

A phrasal verb is a combination of a verb + particle(s). The particle(s) changes the meaning of the verb. Phrasal verbs are used to make speech less formal.

PHRASAL VERB

GO

I. Match the phrasal verbs with their definitions:

| | |
|-------------------------------|---|
| 1. go ahead (with sth) | a. examine, discuss or think about sth carefully or in detail |
| 2. go back on | b. increase, become higher or greater than before |
| 3. go over | c. belong together with sth else |
| 4. go up | d. break a promise |
| 5. go with | e. start doing sth after planning it or asking permission for it |

II. Make up a short story using as many phrasal verbs GO as possible. Use the Model below.

Model: _____

I knew Sheila never **goes back on** her word as we **go back** a long way. All I can do now is **go about** routine business and wait. Sheila, my boss, **went down with** the flu two weeks ago when everything was ready to open a new office with me as the manager! We expected the sales would **go up** by the end of the month but they **went down** instead. They say time **goes by** quickly. They are wrong. At times it just crawls like a snail. I admire Sheila's business acumen and I can't **go against** her if she says to wait. After all, she always knows what she wants and **goes after** it like a pit-bull. But I wish she were back and said "**Go ahead!**"

III. Fill in the gaps.

1. The government have _____ their promise not to raise taxes.
2. Before you get started, _____ this little checklist to make sure you have everything you will need to complete the job.
3. The district board will vote today on whether _____ with the plan
4. I know he'll enjoy all the responsibility and work that _____ being captain.
5. Prices _____ 61 percent since deregulation.

IV. Complete the following sentences.

1. The budget crisis has forced the President to go _____ his word.
a) over b) ahead c) back on
2. Interest rates have really gone _____ this month.
a) up b) over c) with
3. A fair amount of stress seems to go _____ jobs like this.
a) back on b) with c) up
4. The Greek government will go _____ with its plans for five major road schemes in the summer.
a) with b) ahead c) back on
5. I won't know how successful it is until an accountant has gone _____ the books.
a) ahead b) up c) over

GRAMMAR CLINIC

- ❖ The use of Articles with counties, states, provinces, regions
- ❖ The use of Articles with cities, towns, villages
- ❖ The use of Articles with islands

I. GRAMMAR: THE BASICS









1. Study and revise grammar material.

| COUNTRIES, REGIONS, ISLANDS | |
|-----------------------------|--------------|
| no article: | article the: |

| | |
|---|--|
| <p>America, Argentina, Australia, Belgium, Brazil, Britain (Great Britain), England, Canada, Chile, China, Denmark, Egypt, France, Germany, Greece, Holland, Hungary, India, Iran, Ireland, Israel, Italy, Japan, Lebanon, Luxembourg, Mexico, Mongolia, Morocco, Mozambique, New Zealand, Norway, Poland, Russia, Spain, Saudi Arabia, Sudan, Switzerland, Ukraine, Turkey</p> | <p>the Congo, the United States (the U.S.), the United Kingdom (the UK), the Russian Federation (Russia), the Federal Republic of Germany, the Republic of Cuba, the Kingdom of Denmark, the Kingdom of Spain, the Commonwealth of Australia, the Czech Republic, the People's Republic of China, the Republic of Ireland, the United Arab Emirates, the Central African Republic, the Republic of Korea (South Korea), the Roman Empire (Rome), the Democratic People's Republic of Korea, the Islamic Republic of Iran</p> <p>the Philippines (= the full name is The Republic of the Philippines), the Bahamas (= the full name is The Republic of the Bahamas), the Netherlands, the Republic of the Sudan</p> <p>the Maldives, the Marshall Islands, the Philippine Islands</p> |
| STATES, PROVINCES | |
| no article: | article the: |
| <p>Arkansas, California, Delaware, Georgia, Illinois, Kentucky, Texas, New York, Louisiana, Massachusetts, Oklahoma, Pennsylvania, Rhode Island, Washington, Utah</p> | <p>the state of California, the state of New York, the state of Texas, the state of Washington, the province of Ontario, the province of Quebec</p> |
| CITIES, TOWNS | |
| no article: | article the: |
| <p>Amsterdam, Athens, Barcelona, Berlin, Brussels, Cairo, Delhi, Havana, Kyiv, Lisbon, London, Los Angeles, Madrid, Montreal, Moscow, Munich, New York, Oslo, Paris, Philadelphia, Prague, Rio de Janeiro, Rome, Saint Petersburg, Stockholm, Sydney, Tokyo, Toronto, Vienna, Warsaw, Washington (Washington, D.C.), Atlantic City, Kansas City, New York City (NYC), Oklahoma City, Quebec City, Mexico City, Panama City, Cape Town/Capetown, Fort Knox</p> | <p>The Hague, The Bronx, The Plains (Virginia), The Dalles (Oregon), the city of Athens, the city of Moscow, the city of New York, the city of Oslo, the city of Rome, the city of Tokyo, the city of Washington, the town of Bedford</p> |

2. Have a look at the flags of some major countries of the world, use 0 / the articles with the names of the countries.

| | |
|---|--|
|  <p>0 / <u>The</u> Ukraine</p> |  <p>0 / <u>The</u> Spain</p> |
|  <p>0 / <u>The</u> Philippines</p> |  <p>0 / <u>The</u> Dominican Republic</p> |
|  <p>0 / <u>The</u> Japan</p> |  <p>0 / <u>The</u> Kazakhstan</p> |
|  <p>0 / <u>The</u> Netherlands</p> |  <p>0 / <u>The</u> Greece</p> |
|  <p>0 / <u>The</u> Ivory Coast</p> |  <p>0 / <u>The</u> United Arab Emirates</p> |
|  <p>0 / <u>The</u> Canada</p> |  <p>0 / <u>The</u> Islamic Republic of Iran</p> |

| | |
|--|--|
|  <p>0 / <u>The</u> Cook Islands</p> |  <p>0 / <u>The</u> Djibouti</p> |
|  <p>0 / <u>The</u> <u>Republic of</u> France</p> |  <p>0 / <u>The</u> Mexico</p> |
|  <p>0 / <u>The</u> Brazil</p> |  <p>0 / <u>The</u> <u>Republic of</u> China</p> |
|  <p>0 / <u>The</u> Republic of Korea (South)</p> |  <p>0 / <u>The</u> Democratic People's Republic of Korea (North)</p> |

3. Fill in the gaps with a/an, the or 0 articles. Translate the sentences into Ukrainian.

- () **China's** ambassador to the UN has called on () **United States** to be more flexible in its dealings with () **North Korea**, as () **Beijing** joined others in refusing to sign () **US-**drafted security council joint statement condemning () **Pyongyang's** missile launches.
- In the last one on 20 January, eight council members – () **Albania**, () **Brazil**, () **Britain**, () **France**, () **Ireland**, () **Norway**, () **United Arab Emirates** and () **United States** – along with () **Japan** released a joint statement condemning the North's tests. The other seven members – () **China**, () **Gabon**, () **Ghana**, () **India**, () **Kenya**, () **Mexico** and () **Russia** – refused to sign.
- The discovery of a soundproofed torture chamber believed to have been used by a narcotics gang should remind recreational cocaine users of the consequences of their habits, () **Dutch** public prosecutor has said.
- Koos Plooij told a court in () **Amsterdam** that the violence of the drug trade was a “repulsive, but apparently unavoidable” result of the widespread use of illegal drugs in () **Netherlands** and its neighbouring countries.
- () **US Centers for Disease Control and Prevention** (CDC) on Monday advised against travel to six countries including () **Japan**, () **Cuba**, () **Libya**, () **Armenia**, () **Oman** and () **Democratic Republic of Congo** over Covid cases.

6. () **Philippines** has vaccinated about half of its 110-million population, but many areas outside urban centres are still lagging far behind, complicating efforts to suppress fresh outbreaks of the novel coronavirus.
7. **The prime minister of () Papua New Guinea** tested positive for Covid **arriving in () Beijing last week for the opening ceremony of the Winter Olympics.**
8. () **Nigeria** has received 2m doses of the Johnson & Johnson Covid-19 vaccine from () **Finland, () Greece** and () **Slovenia**, with more () **EU** donations set to arrive in the coming weeks, government officials said on Monday.
9. On Monday, () **UK** recorded a further 57,623 coronavirus cases and 45 deaths within 28 days of a positive test. () **Russia** has reported 171,905 new coronavirus cases in the past 24 hours, and a further 609 deaths.
10. The prosecutor of the International Criminal Court (ICC) in () **Hague** has announced that he will launch an investigation into possible war crimes or crimes against humanity in () **Ukraine.**

II. TEST YOURSELF

1. Translate into English.

1. Чиновники **Люксембурга і Швейцарії** заявили, що їхні країни погодилися на приведення банківських законів у відповідність з вимогами Організації економічного співробітництва і розвитку (ОЕСР).
2. У "білий" список увійшло 40 країн, які уклали з ОЕСР угоду про співпрацю і внесли в своє законодавство поправки щодо банківської прозорості. Серед них **Аргентина, Барбадос, Китай, Фінляндія, Німеччина, Ірландія, Ісландія, Нова Зеландія, Росія, Швеція** та ін.
3. До "податкового раю" ОЕСР зарахувала 32 держави, серед яких **Андора, Антігуа і Барбуду, Багами, британські Віргінські острови, Сан-Маріно, Панама** та ін. У другу частину потрапили вісім країн: **Австрія, Бельгія, Чилі, Люксембург, Сингапур, Швейцарія, Бруней і Гватемала.**
4. У "чорний" список включено держави, які відмовилися від співпраці, - це **Коста-Рика, Малайзія, Філіпіни і Уругвай.** На саміті (G20) вже обговорювалося питання можливого введення жорстких економічних санкцій стосовно країн "чорного" списку.
5. Деякі європейські держави вирішили уникнути попадання в список ОЕСР. Їх уряди протягом двох днів оголосили про готовність співпрацювати з організацією, а також переглянути своє банківське законодавство у бік більшої прозорості. Цими державами стали **Люксембург, Андора, Ліхтенштейн, Швейцарія і Бельгія.** Влада **Австрії** заявила, що не переглядатиме закони, проте, судячи з того, що країна потрапила в "сірий" список, пізніше все ж таки погодилася на поступки.

SECTION 2

LISTENING & WRITING

Before listening:

1. Answer the questions.

1. What is NATO and what does it do?
2. Why was it founded and how has it grown?
3. What are the obligations of NATO members toward one another?
4. Do you think that NATO is still a reliable, deterrent and sustainable organization after the Cold War?
5. What is the impact of NATO on IR actors?

2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian.

adversary (*n*) a person that somebody is opposed to and competing with in an argument or a battle

blur (*v*) to make or become unclear or less distinct

resilience (*n*) the ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc.

reconvene (*v*) to meet again after a break

harness (*v*) to control and use the force or strength of something to produce power or to achieve something

reinforcement (*n*) the act of making something stronger, especially a feeling or an idea

awareness (*n*) knowing something; knowing that something exists and is important

deter (*v*) to make somebody decide not to do something or continue doing something, especially by making them understand the difficulties and unpleasant results of their actions

implementation (*n*) the act of making something that has been officially decided start to happen or be used

weaponisation (*n*) the act of making something suitable for use as a weapon

3. Practise the word pronouncing.

coerce /kəʊ'ɜ:s/

hybrid /'haɪbrɪd/

unprecedented /ʌn'presɪdentɪd/

cohesion /kəʊ'hi:ʒn/

unison /'ju:nɪsn/

consequences /'kɒnsɪkwənsɪz/

acknowledge /ək'nɒlɪdʒ/

maritime /'mærɪtaɪm/

strategic /strə'ti:dʒɪk/

distribute *BrE* /dɪ'strɪbjʊ:t/ or /'dɪstrɪbjʊ:t/ *AmE* /dɪ'strɪbjʊ:t/

ultimately /'ʌltɪmətli/

acutely /ə'kju:tli/

Listening:

4. Listen to Admiral Rob Bauer, Chair of the NATO Military Committee at the Press conference, following the Military Committee in Chiefs of Defence Session on 13 January 2022, available at: <https://www.natomultimedia.tv/app/asset/660195>

5. Fill in the gaps.

a. Watch the video and fill in the gaps with the missing words or word-combinations:

**VIRTUAL PRESS CONFERENCE BY THE CHAIR OF THE NATO
MILITARY COMMITTEE (opening remarks)**

(1:10 – 2:18)

For almost 73 years, NATO has remained the strongest 1) _____ in the world through its ability to adapt, expect the unexpected and prepare for it. In today's security climate, NATO is facing the most complex 2) _____ in a generation. Russia is more aggressive abroad and more oppressive at home. Yesterday, the NATO Secretary General hosted a NATO-Russia Council for the first time since 2019. I attended the meeting 3) _____. As the Secretary General stated in his press conference, this was not an easy discussion but all the more important. There are significant differences between NATO Allies and Russia. While our differences will not be easy 4) _____, it is a positive sign that all NATO Allies and Russia sat down around the same table, and engaged on 5) _____.

(2:18 – 3:21)

This is an opportunity for 1) _____, which should not be missed, in the interest of security in Europe. Meanwhile, across the world, China is using its economic and 2) _____ to control its own people, 3) _____ other countries, assert control over global supply chains, critical infrastructure, and other assets. We face more frequent and sophisticated cyber and hybrid attacks, targeting crucial infrastructures, like hospitals or 4) _____. Terrorism threatens the safety of our Nations and citizens. Adversaries are developing and testing 5) _____ and intercontinental ballistic missiles. We are seeing 6) _____ of emerging and disruptive technologies and the instrumentalisation of migration. The security impact of climate change also looms over us.

(3:24 – 4:59)

These are truly 1) _____ and the distinct phases of peace, crisis and war are becoming increasingly blurred. All of this has consequences for 2) _____. Consequences that no nation, no continent, can face alone, but in NATO we are not alone. Together we represent 3) _____, with half of the world's military might, protecting almost 4) _____ citizens. We are also witnessing an unprecedented level 5) _____ in our Alliance, on both the political and military sides. 30 NATO Chiefs of Defence speaking in unison and 6) _____ for NATO to be better prepared. NATO has been constantly adapting to be able to fulfil its three core tasks: cooperative Security, collective defence, crisis management across all domains, land, air, maritime, space and cyber. Over the past years, we 7) _____ our biggest adaptation in a generation. We have also taken decisive action to strengthen our 8) _____. Now, we must look to the future, by further protecting our values. Reinforcing our military power, strengthening our societies, taking 9) _____.

b. Watch the video and fill in the gaps with the prepositions:

(11.04:11.53)

We will continue to improve the readiness _____ our forces and to strengthen and modernise the NATO Force Structure to meet current and future needs. We also met _____ our Georgian and Ukrainian Partners, respectively, to discuss the security situation in their Nations as well _____ the ongoing progress with defence-related reforms. In our session _____ the Ukrainian Chief of Defence, the Allied Chiefs of Defence acknowledged the significant advances in reforms made _____ the Ukrainian Armed Forces, despite facing significant challenges. Alongside ensuring their own security, the Ukrainian military have been able to improve the capabilities _____ their Special Operations Forces, set _____ a Logistic Forces Command and continue to implement NATO standards.

(11.57:12.43)

We encouraged them to remain fully committed _____ the wide-ranging reforms _____ their Armed Forces, which will allow them to further build security and development _____ all Ukrainians. And they will continue to have NATO's full support _____ this ambitious reform programme, as well as our assistance to strengthen their capabilities and resilience to cyber and hybrid attacks. _____ similar security challenges, Georgia has also carried _____ impressive reforms while enhancing its defence capabilities through the Substantial NATO-Georgia Package. This package was enhanced to improve the interaction _____ Georgia and the different parts _____ its command structure.

After Listening:

6. Write five good questions to this talk. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____
5. _____

FREE WRITING

7. Write about NATO's operations and missions in recent years for 5-10 minutes. Comment on your group mate's paper.

8. LETTER: Write a letter to Admiral Rob Bauer on the postulate that "NATO is a threat to Russia." Ask him three critical questions and give him three of your opinions on the issue.

ACADEMIC WRITING

9. Write an essay (for Guidelines see APPENDIX 6) on one of the following topics.

1. International Relations - why do people choose to study them?
2. International Relations in colonial times.
3. International Relations and ethics.
4. International Relations and gender.
5. International Relations and globalization.
6. International Relations and human nature.
7. The three theories of International Relations.

8. Darwin's evolutionary theory and International Relations.
9. Geopolitical issues and International Relations during COVID-19
10. Global Politics and International Relations.

WRITE A PIECE OF POETRY

10. The UN Poetry for Peace contest was held in 2011. The winners were announced at a ceremony at UN headquarters in New York. Below is one of the contest entries. First, read it out loud in class.

WORLD PEACE!

*Nuclear arms race has started with the end of World War II;
Nagasaki, Hiroshima showed devastation power of N bombs
And then on Stock piling of Nuclear weapons go on nonstop
NPT and CTBT talks of world nations have achieved nothing!*

*Communism and capitalism continued competition in all fields;
The world was divided into two power blocs supporting them;
Tradition and modernity divided many everywhere in the world;
Like Nazism and fascism communism and socialism played then!*

*From each according to his capacity, to each according to need
And dictatorship of the proletariat of Communist slogans failed!
Communism failed and capitalism won everywhere in the world;
Rich-poor divide increased the gap between many nations then!*

*Creation of new society and new world of Socialism too failed!
Due to rivalries the fight is between democracy and dictatorship;
Due to lack of reforms, backwardness of some religions is there
That provokes war between terrorism and civilization here now!*

*World War on Terrorism continues like a protracted guerilla war
That is doing great havocs as in Vietnam, Iraq and Afghanistan
In some form or other in a multiplied manner in many countries
Like Pakistan, Kashmir, India, Sri Lanka, Sudan and Africa ever!*

*Not only Communism and capitalism and tradition and modernity
But also democracy and dictatorship and terrorism and civilisation
Perpetuate wars in the world making world peace a distant dream
Due to sharing of natural resources and distribution of land for all!*

*Right, might, status quo, supremacy are the causes of wars;
Poverty, inequality, ignorance are also the causes for wars;
Droughts, lack of natural resources also lead to many wars;
Rivalry due to religions, regions and races also lead to wars!*

*Socio-economic progress with world class education is needed
In South America, Africa, India, Asia and the Middle East world.
Infrastructural developments to provide connectivity is a must
That provides facilities to invest in on agro or fishing industries.*

*Preserving ecology, empowering women and self help facilities
In some nations have transformed social security towards peace.
Settlements of disputes through negotiations brought peace
Among nations too by the mediation of peace loving leaders!*

*Peace, unity, brotherhood and love help maintain coexistence;
International culture develops thereby based on friendship too!
By such developments one world too can be created for peace
Adopting one language, one currency and common laws for all!*

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- **What message does the poet try to convey in his poem? Did you like the poem?**
- **Prepare (literary) translation of the poem into Ukrainian.**
- **Compose the poem of your own on the topic of the Unit using the Active Vocabulary.**

SECTION 3 SPEAKING & DISCUSSION

1. Present current news (see APPENDIX 7). Prepare and deliver a piece of current news related to the topic of UNIT 1 (a five-minute speech).

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
 2. Give references to the following information:
 - ~ an author of the article/video report/programme;
 - ~ a source (a newspaper/a magazine/a programme, etc.);
 - ~ the date of the publication.
 3. In order to be audience-oriented provide key words/word-combinations with the translation into Ukrainian that may be unfamiliar to your groupmates.
- Be ready to maintain a discussion on the topic of the current news.

2. Round-table discussion. Get ready to discuss the problem of *Root causes of disputes between states* at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson.

| | |
|---------------|--|
| Role A | Borders. You think borders are the biggest potential source for disputes between countries. Tell the others three reasons why. Tell them why their things aren't as likely to cause anger. Also, tell the others which is the least likely of these (and why): water, religion or pollution. |
| Role B | Water. You think water is the biggest potential source for disputes between countries. Tell the others three reasons why. Tell them why their things aren't as likely to cause anger. Also, tell the others which is the least likely of these (and why): borders, religion or pollution. |
| Role C | Religion. You think religion is the biggest potential source for disputes between countries. Tell the others three reasons why. Tell them why their things aren't as likely to cause anger. Also, tell the others which is the least likely of these (and why): water, borders or pollution. |
| Role D | Pollution. You think pollution is the biggest potential source for disputes between countries. Tell the others three reasons why. Tell them why their things aren't as likely to cause anger. Also, tell the others which is the least likely of these (and why): water, religion or borders. |

3. Have a debate:

INDEPENDENCE

Students A strongly believe all colonies around the world should be given independence; **Students B** strongly believe otherwise. Change partners and talk about your conversations.

SOVEREIGNTY

Before you start:

- a. Answer the question: What do you know about the sovereignty of these places?
- b. Complete this table, share what you wrote with your fellow students.

| | Problems | What will change in future |
|-------------------------|----------|----------------------------|
| Gibraltar | | |
| Golan Heights | | |
| Falkland Islands | | |
| Spratly Islands | | |
| Kashmir | | |
| Crimea | | |

4. Make up dialogues using the given words or word-combinations.

1. NATO

tensions / border / general / armed conflict / invasion / worrying / memory / Cold War NATO / allies / military activity / Eastern Europe / missiles / Latvia / the West / panic

2. Sovereignty

United Kingdom / colony / political / document / controversy / solution / family / exit / territory / war / treaty / agreements / proposals / sovereignty / referendum / respect

3. Humanitarian crisis

appeal / humanitarian / crisis / war / malnutrition / starvation / suffering / memory / access / warehouses / food / heavy fighting / rotting / horrific / millions / education

4. Migration

caravan / migrants / border / a better life / violence / job opportunities / hot weather / the law / asylum / zero tolerance / public outcry / military / criminals / foreign aid

5. Questions for discussion.

1. What do you understand by International Relations (IR)? Are International Relations a form of a moral compass?
2. What does IR contribute to the sum of human knowledge?
3. What are the main issues of international relations? Define the different IR theories (Classical Realism, Neorealism, Liberalism, Cognitive Theories, and Constructivism).
4. What actors are involved in International Relations?
5. What are the skills required in International Relations? How many languages should you know to work in the Department of International Relationship?
6. What are the impacts as of gender, race and ethnicity on International Relations?
7. What are the practices that countries should follow to ensure security?
8. Is the security dilemma always with us, or can it be mitigated? Explain your answer, referring to at least two international relations theories of your choice. Also, are relative gains more important than absolute gains in the security field? Why?
9. Why the study of political science is so much important for International Relations? What do you know about your country's role in foreign policy initiatives?
10. What are the different types of treaties present between different countries?
11. What is trade alliance? Why is it done?
12. What is the role of International Law?
13. What major factors have contributed in the rise of modern international law in the last two centuries and how do the four major theories of international relations explain the importance of international law?
14. Describe the history of international law. Why is it important? Which IR theory is the most compelling in its account of international law? Why?
15. What does the term sovereignty mean in International Law?
16. How and why do institutionalists argue that institutions change the behavior of states? Do the realists agree with this arguments? Why or why not?
17. What are the strengths and the major weaknesses of the European Union?
18. Does Germany's foreign policy influence the rest of Europe?
19. What factors contributed to the UK deciding to leave the EU (Brexit)?
20. What are the pros and cons of Brexit for the United Kingdom as well as for the European Union?

21. Would this set up a bad example for the rest of the EU with countries like Greece which has already threatened EU leaders of pulling out?
22. Do you think European Union will be a potential superpower in upcoming years? Why? Why not?
23. What is G-20? When and why was it formed?
24. What are the benefits and the limitations of G-20?
25. Was the regulation of cryptocurrency on the agenda of G-20 meeting? Discuss the history of Bitcoin and other cryptocurrencies. Are other cryptocurrencies such as Ethereum, Ripple, Litecoin etc. giving tough competition to Bitcoin?
26. Several investors including John Paulson, Jeff Schumacher are predicting that the value of Bitcoin will eventually become zero. But many others are of the opinion that it is impossible, they do believe that the value of a Bitcoin will only increase in the coming days. What do you think? Give your reasons.
27. When and why was the United Nations established and what is its mission? What is the current role of United Nations?
28. What are the UN bodies? What are they responsible for? What is the most powerful organ of the United Nations? Is it relevant for the present times? Why? Why not?
29. What is the role of the UN in peacekeeping in the contemporary world?
30. Is the United Nations still relevant in the 21st century? Prove your point of view.
31. Has the UN failed in preventing the COVID-19 pandemic? Can it work effectively to prevent future pandemics? Would it be too idealistic to expect any institution to succeed all the time?
32. Do we have any alternative to the United Nations as of now for global solutions of global challenges like terrorism, food crisis, water scarcity etc.?
33. Is there a dire need for reforms in UN? Should new UN bodies be created to tackle global challenges like pandemics, climate change etc to make it more relevant?
34. Is war the way to solve international disputes? Is it sometimes inevitable due to multiple reasons? What are the possible reasons? Do wars symbolize backwardness?
35. Even though war is widely condemned, is it sometimes the only way to restore peace and eliminate terrorism which is an evil operated by quasi-states in some cases? Can negotiations solve this problem?
36. Imagining a war in present scenarios of ultra-advanced weapons which is brutally destructive and also against morality, is it the last option when countries fail to solve an issue through diplomatic or economic arrangements?
37. How did the 'Cold War' start? What were its most significant influences on international relations? How did the effects of the 'Cold War' spread so quickly? How was it resolved? Has the Cold War ever really stopped?

38. What is the ill-effect of the two iconic wars that have been fought? What have they taught humans of? If Third World War happens, what will be the possible reason behind it? What should all nations do to avoid this from happening?
39. When and why was NATO established? What was the response of the Soviet Union?
40. Does NATO have its own army? How many member nations were initially in the organization, how many are there now? Name them.
41. What is NATO partner countries (also referred to as 'partners across the globe')? How many are there?
42. What do you know about such trilateral security partnership as AUKUS? What is AUKUS?
43. Is AUKUS beneficial for upholding democracy in the Indo-Pacific region? Can it complement Quad in countering China's growing economic, political, and military influence in the Indo-pacific region?
44. In what way has the COVID-19 pandemic affected international relations? Has it caused any diplomatic tensions?
45. What will be the future of International relations? Can you predict the course of its development?

SUPPLEMENTARY

I. Take the quiz and compare your answers.

QUIZ: INTERNATIONAL RELATIONS (IR)

Q1: International Relations is the study of:

- A. Relations among states
- B. Relations among individuals
- C. Relations among citizens of a state

Q2: International Relations was branch of which discipline?

- A. Sociology
- B. International Law
- C. Political Science

Q3: Two mainstream theories of IR include:

- A. Professionalism and Individualism
- B. Realism and Idealism
- C. Rule of Law and Equality

Q4: Whose name is associated with Realism Theory:

- A. Karl Marx
- B. Hans Morgenthau
- C. Woodrow Wilson

Q5: Woodrow Wilson was proponent of:

- A. Realism
- B. Constructivism
- C. Idealism

Q6: International Relations is comparatively _____ discipline:

- A. New

- B. Ancient
- C. Old

Q7: War is considered as:

- A. Diplomacy by other means
- B. Unwanted
- C. Both (A) & (B)

Q8: World War II was won by which alliance:

- A. Allies
- B. Axis
- C. Nazis

Q9: Diplomacy means:

- A. Ways to start international business
- B. Method of international relations
- C. Means of waging war

Q10: President of the US who helped in founding the League of Nations was:

- A. George Washington
- B. Abraham Lincoln
- C. Woodrow Wilson

Q11: Who was President of USSR when the Cold War began:

- A. Vladimir Lenin
- B. Joseph Stalin
- C. Nikita Khrushchev

Q12: Alliance founded to counter NATO was:

- A. SEATO
- B. Warsaw Pact
- C. CENTO

Q13: Who was the last President of USSR:

- A. Stalin
- B. Khrushchev
- C. Gorbachev

Q14: World War 1 resulted in defeat of:

- A. France
- B. USA
- C. Ottoman Empire

Q15: Which defines relations among states the most:

- A. Interests
- B. People to People relations
- C. Both (A) & (B)

Q16: Which is not studied under IR:

- A. War and Peace
- B. Diplomacy
- C. Political Cultures

Q17: Primary topic of IR is:

- A. States
- B. Individuals
- C. Organizations

Q18: International Relations is a _____ discipline:

- A. Narrow
- B. Vast
- C. None of These

Q19: Which one of the following is not a determinant of foreign policy:

- A. Economic Interests
- B. Strategic Interests
- C. None of These

Q20: Foreign Policy is rarely guided by ____ in a world led by realism:

- A. Ideology
- B. Interests
- C. Warfare

II. PERSONALITY FILE.

1. Read the biography of Ban Ki-moon* and be ready for the test.



Born:

13 June 1944, in the small farming village of Haengchi, Wonnam Township, Chunchongbuk-do Umsong, Republic of Korea.

A South Korean politician and diplomat who served as the eighth Secretary-General of the United Nations from January 2007 to December 2016.

***Ban Ki-moon** the name is pronounced /ban.gi.mun/ *Bahn Gi-moon*, with the K uttered as a hard "g". У цьому корейському імені прізвище (Пан) стоїть перед особовим ім'ям (кор. 반기문, 潘基文, укр. Пан Гімун).

GLOSSARY 1

adopt strategy
affected
alliance(s)
an adversary
authorized leaders
awareness
be economical with the truth
be guided by
be shaped by
be utilized
bipolarity
blur
break the ice
bring together
centered mainly on
Charter
collective defence
come to terms
conflicts escalate into
contributes to
convene
defeat
depart
deter
develop/evolve strategy
devise strategy
diplomatic relations
disintegration
domestic political events
due to
economic
economic activity
economic crisis
economic development
economic downturn
economic growth
economic policy
economic recovery
economic reform
economical
economics
economies
economise
economy
emergence of
establish
establish (that)
establish a link/connection
establish a reputation
establish whether/how/who etc
establishment
establishmentarian *adj, n*
fall in the domain of
flourishing
foreign relations
global village
go ahead (with sth)
go back on
go over
go up
go with
go/come with the territory
guidance
guide *n, v*
guided
harness
have an immediate impact on
implement strategy
implementation
implementation of alliance policy
in relation to
industrial relations
interactions between
intercourse among
international acquisition
international affairs
international diplomacy
international *n, v*
international organization
/institution/agency
international politics
international relations
international relations
international trade
international treaty
internationalism
internationalist
internationally
interstate system
laid down in
maintain regular relations
make common cause

make economies
make headway
militant *adj, n*
military *adj, n*
mutually interlinked
national frontiers
nongovernmental organizations
North Atlantic Treaty Organization
(NATO)
off the record
partnerships
party
pave the way for
peace loving states
peacefully resolve
private citizens
provides a forum
public relations
pursue strategy
race relations
reconvene
reinforcement
relate
relate how, what, etc
relate something to somebody
relate that
relate to
relate to
relation
relations
relationship
resilience
result in
safeguard
scattered
secure *adj, v*
secure against
secure from
security
security
security analyst
security bond
security check
Security Council
security deposit
security guard

security hole
security matters
shrink
stabilise post-conflict situations
state boundary
strategic
strategical
strategically
strategy
superpower(s)
system
system for
system of
system to
systematic
systematic analysis
systematic approach
systematic bias
systematic campaign
systematic destruction
systematic error
systematically
systemic
systemic administration
systemic availability
systemic breakdown
systemic corruption
systemic crisis
systemically
territorial *adj, n*
territoriality
territory
the Establishment
The Gulf W
the International Monetary Fund
the rule of law
the United Nations (UN)
thus
to great extent
traversing state boundaries
treaty
variables
weaponisation
World Bank
yield

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UNIT 2 GLOBAL POLITICS

SECTION 1 READING & VOCABULARY

LEAD-IN:

I. Comment on the following:

1. “Quite obviously power will continue to play a central role in global politics as it always does. But usually there is something else.” – *Samuel P. Huntington (an American political scientist, adviser and academic, 1927 – 2008)*.
2. “In a world where global politics is no longer a zero-sum game, it is - or should be - counterintuitive to pursue one's interests without considering the interests of others.” – *Hassan Rouhani (an Iranian politician who served as the seventh president of Iran, born 1948)*.
3. “Globalization presumes sustained economic growth. Otherwise, the process loses its economic benefits and political support.” – *Paul Samuelson (an American economist, the first American to win the Nobel Memorial Prize in Economic Sciences, 1915 – 2009)*.
4. “Global warming, like Marxism, is a political theory of actions, demanding compliance with its rules.” – *Paul Johnson (is an English journalist, popular historian, speechwriter, and author, born 1928)*.
5. “The Egyptian Revolution makes it clear, if anybody was in doubt, that digital technologies are going to play a powerful role in the future of global politics.” – *Rebecca MacKinnon (an author, researcher, Internet freedom advocate, and co-founder of the citizen media network Global Voices, born 1969)*.

II. Discuss the problem.

1. What is meant by ‘global politics’?
2. How has international politics been transformed into global politics?
3. What have been the implications of globalization for world politics?
4. How do mainstream approaches to global politics differ from critical approaches?
5. How has global politics changed in recent years in relation to the issues of power, security and justice?

I. Read and translate the text.

TEXT 1 WHAT IS GLOBAL POLITICS?

| | |
|--|--|
| <p>The term ‘global’ has two meanings, and these have quite different 1) implications as far as global politics is concerned. In the first, global means 2) worldwide, having planetary (not merely regional or national) 3) significance. The globe is, 4) in effect, the world. <i>Global politics</i>, in this sense, refers to politics that is conducted at a global rather than a national or regional level. There is no doubt that the global or worldwide dimension of politics has, in recent decades, become more significant. There has been a growth of international organizations¹, some of which, like the United Nations, come close to having a universal membership.</p> | <ol style="list-style-type: none">1. наслідки; значення підтекст2. всесвітній; по всьому світу3. значущість; значення4. фактично; по суті |
|--|--|

A growing number of political issues have also **5) acquired** a ‘global’ character, in that they **6) affect**, actually or potentially, all parts of the world and so all people on the planet. This particularly applies in the case of the environment, often seen as the paradigm² example of a ‘global’ issue, because nature **7) operates** as an interconnected whole, in which everything affects everything else. The same, we are often told, applies to the economy, where it is **8) commonplace** to refer to the ‘global economy’ or ‘global capitalism’, in that fewer and fewer countries now remain outside the international trading system and are unaffected by **9) external investment** and the integration of financial markets. For theorists of globalization, this trend towards global **10) interconnectedness** is not only perhaps the defining feature of modern existence, but also requires that traditional approaches to learning need to be rethought, in this case by adopting a ‘borderless’ or ‘transplanetary’ approach to politics.

However, the notion that politics – and, for that matter, everything else – has been caught up **11) in a swirl of** interconnectedness that effectively absorbs all of its parts, or ‘units’, into an indivisible, global whole, is very difficult **12) to sustain**. **13) The claim** that we live in a ‘borderless world’, or the **14) assertion** that the state is dead and sovereignty is irrelevant, remain distinctly **15) fanciful ideas**. In no **16) meaningful sense** has politics at the global level **17) transcended** politics at the national, local or, for that matter, any other level. This is why the notion of global politics **18) draws on** the second meaning of ‘global’. In this view, global means **19) comprehensive**; it refers to all elements within a system, not just to the system as a whole. Global politics thus takes place not just at a global level, but at and, **20) crucially**, across, all levels – worldwide, regional, national, sub-national and so on. From this perspective, the **21) advent** of global politics does not imply that international politics should be **22) consigned to** the dustbin of history. Rather, ‘the global’ and ‘the international’ coexist: they complement one another and should not be seen as rival or **23) incompatible modes** of understanding.

This approach **24) acknowledges** that it is as absurd to **25) dismiss** states and national governments as **26) irrelevant** as it is to deny that, over a significant range of issues, states now operate in a context of global interdependence. The choice of Global Politics as its title reflects the fact both that what goes on within states and what goes on between states impact on one another to a greater degree than ever before, and that an increased proportion of politics no longer takes place simply in and through the state. As such, it moves beyond the **27) confines** of what has traditionally been studied under International Relations and allows for the adoption of an **28) interdisciplinary approach** that takes account of issues and themes from across the social sciences, in the process bringing a wider range of debates and perspectives into focus. At the same time, however, particular attention is given to International Relations, as this is the field in which most of

5. набувати; здобувати
6. впливати; діяти на
7. діяти; працювати
8. звичайний
9. зовнішні інвестиції
10. взаємозв'язок
11. у вихорі
12. підтримувати
13. твердження; заява
14. твердження
15. химерні ідеї
16. осмислений сенс
17. переходити; переступати межі
18. використовувати; покладатися на
19. всебічний; вичерпний; комплексний
20. який має вирішальне значення
21. поява
22. відправляти
23. несумісні поняття
24. усвідомлювати; визнавати; припускати
25. відмовлятися від
26. недоречний; що не стосується справи
27. межі; обмеження
28. міждисциплінарний підхід
29. традиційно
30. творити нові слова
31. справді; дійсно
32. прагнути;

the relevant research and theorizing has been done, especially in view of theoretical developments in the discipline in recent decades.

The State and New Global Actors.

World politics has **29) conventionally** been understood in international terms. Although the larger phenomenon of patterns of conflict and co-operation between and among territorially-based political units has existed throughout history, the term ‘international relations’ **30) was not coined** until the UK philosopher and legal reformer, *Jeremy Bentham*³ (1748–1832), used it in his *Principles of Morals and Legislation* ([1789] 1968). Bentham’s use of the term acknowledged a significant shift: that, by the late eighteenth century, territorially-based political units were coming to have a more clearly national character, making relations between them appear **31) genuinely** ‘inter-national’. However, although most modern states are either nation-states or **32) aspire to** be nationstates, it is their possession of **33) statehood** rather than **34) nationhood** that allows them to act effectively on the world stage. ‘International’ politics should thus, more properly, be described as ‘inter-state’ politics. But what is a state? As defined by the 1933 *Montevideo Convention on the Rights and Duties of States*⁴, a state must possess four qualifying properties: a defined territory, a permanent population, an effective government, and the ‘capacity to enter into relations with other states’. In this view, states, or countries (the terms can be used **35) interchangeably** in this context), are taken to be the key **36) actors** on the world stage, and perhaps the only ones that **37) warrant serious consideration**. This is why the conventional approach to world politics is seen as state-centric, and why the international system is often portrayed as a state-system. The origins of this view of international politics are usually **38) traced back to the Peace of Westphalia**⁵ (1648), which established sovereignty as the distinguishing feature of the state. State sovereignty thus became the primary organizing principle of international politics.

However, the state-centric approach to world politics has become increasingly difficult to sustain. This has happened, in part, because it is no longer possible to treat states as the only significant actors on the world stage.

39) Transnational corporations (TNCs), 40) non-governmental organizations (NGOs) and a host of other non-state bodies have come **41) to exert influence**. In different ways and to different degrees groups and organizations ranging from al-Qaeda⁶, the anti-capitalist movement and Greenpeace to Google, General Motors and the Papacy **42) contribute to** shaping world politics. Since the 1970s, indeed, pluralist theorists have **43) advocated** a mixed-actor model⁷ of world politics. However, although it is widely accepted that states and national governments are merely one category of actor **44) amongst**⁸ many on the world stage, they may still remain the most important actors. No TNC or NGOs, for instance, can rival the state’s **45) coercive power**,

домагатися
(чогось)

33. державність

34. державність;

статус держав;

статус нації

35. взаємозамінно

36. суб'єкт дії

(діяння);

учасник

37. потребують

серйозного

розгляду

38. простежується;

бере витоки

39. транснаціональ-

ні корпорації

40. неурядові

організації

41. мати вплив;

впливати

42. сприяти; робити

внесок

43. підтримувати;

виступати на

захист

44. серед

45. право на примус

46. забезпечувати

дотримання,

виконання

47. застосовувати

військову силу

| | |
|--|--|
| either its capacity 46) to enforce order within its borders or its ability 47) to deal militarily with other states. | |
|--|--|

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Notes:

¹ also **organisation**, but with *z* being the preferred according to the dictionaries in both the UK & US.

² **paradigm** – a model or example. In the case of international relations theory, the term is a rough synonym for ‘academic perspective.’ A paradigm provides the basis for a theory, describing what is real and significant in a given area.

³ **Jeremy Bentham** was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism.

⁴ **Montevideo Convention on the Rights and Duties of States** is a treaty signed at Montevideo, Uruguay, on **December 26, 1933**, during the Seventh International Conference of American States. The Convention codifies the declarative theory of statehood as accepted as part of customary international law.

⁵ **The Peace of Westphalia** is the collective name for two peace treaties signed in October 1648 in the Westphalian cities of Osnabrück and Münster. They ended the Thirty Years' War (1618–1648) and Eighty Years' War (1568–1648), and brought peace to the Holy Roman Empire, closing a calamitous period of European history that killed approximately eight million people.

⁶ **al-Qaeda** – a militant Sunni Islamist multi-national organization, which is widely regarded as a terrorist group. It was founded in 1988 by Osama bin Laden, Abdullah Azzam, and several other Arab volunteers during the Soviet–Afghan War.

⁷ **Mixed-actor model** – the theory that, while not ignoring the role of states and national governments, international politics is shaped by a much broader range of interests and group.

⁸ **amongst** = among

READING COMPREHENSION

II. Answer the questions.

1. What is the first meaning of the term ‘global’?
2. What is the second meaning of the term ‘global’?
3. Does the second perspective imply that international politics should be consigned to the dustbin of history?
4. What is the relation between Global Politics and International Relations?
5. When was the term ‘international relations’ coined? Who was it coined by?
6. What is a state? What are its four qualifying properties?
7. Who are the key actors on the world stage?
8. What is the implication of conventional state-centric approach to world politics?
9. Who are the other significant actors on the world stage?
10. What model of world politics has been advocated since 1970s?

III. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. The term ‘global’ has two meanings, and these have quite different implications as far as global politics is concerned.
2. There is no doubt that the global or worldwide dimension of politics has, in recent century, become more significant.
3. There has been a growth of international organizations, some of which, like the UNESCO, come close to having a universal membership.

4. However, the notion that politics – and, for that matter, everything else – has been caught up in a swirl of interconnectedness that effectively absorbs all of its parts, or ‘units’, into an indivisible, global whole, is very difficult to sustain.
5. From this perspective, the advent of global politics implies that international politics should be consigned to the dustbin of history.
6. At the same time, however, particular attention is given to International Relations, as this is the field in which most of the relevant research and theorizing has been done, especially in view of theoretical developments in the discipline in recent decades.
7. World politics has conventionally been understood in international terms.
8. This is why the conventional approach to world politics is seen as state-centric, and why the international system is often portrayed as a state-system.
9. The origins of this view of international politics are usually traced back to *the Peace of Westphalia* (1968), which established sovereignty as the distinguishing feature of the state.
10. Transnational corporations (TNCs), non-governmental organizations (NGOs) and a host of other state bodies have come to exert influence.

IV. Complete the following sentences using the required information from the text above.

1. A growing number of political issues _____, all parts of the world and so all people on the planet.
2. For theorists of globalization, this trend _____, but also requires that traditional approaches to learning need to be rethought, in this case by adopting a ‘borderless’ or ‘transplanetary’ approach to politics.
3. The claim _____, or the assertion that the state is dead and sovereignty is irrelevant, remain distinctly fanciful ideas.
4. Rather, ‘the global’ and ‘the international’ coexist: they complement one another and should not be seen as _____.
5. This approach acknowledges that _____ as it is to deny that, over a significant range of issues, states now operate in a context of global interdependence
6. As such, it moves beyond the confines of what has traditionally been studied under International Relations and allows for _____, in the process bringing a wider range of debates and perspectives into focus.
7. Although the larger phenomenon of patterns of conflict and co-operation between and among territorially-based political units has existed throughout history, the term ‘international relations’ was not coined until _____, used it in his *Principles of Morals and Legislation* ([1789] 1968).
8. However, although most modern states are either nation-states or aspire to be nationstates, _____ that allows them to act effectively on the world stage.
9. As defined by the 1933 *Montevideo Convention on the Rights and Duties of States*, a state must possess four qualifying properties: _____, and the ‘capacity to enter into relations with other states’.
10. No TNC or NGOs, for instance, _____, either its capacity to enforce order within its borders or its ability to deal militarily with other states.

V. a. Make up a plan of the text.

b. Write a short summary from 200-250 words. Make use of the linking words (see APPENDIX 2).

ACRIVE VOCABULARY: TEXT 1

I. Transcribe the following. Consult APPENDIX 2 if necessary.

merely, dimension, decade, organization, issue, interdisciplinary, to acquire, particularly, advent, globalization, towards, sovereignty, to consign, to acknowledge, genuinely, interchangeably, to contribute, to exert, rival, although, coercive.

II. Define or explain the terms used in the text, consult English-English Dictionary (for reference see APPENDIX 4).

politics, membership, environment, paradigm, economy, capitalism, investment, financial markets, globalization, sovereignty, perspective, rival, state, national government, political unit, statehood, nationhood, actor, transnational corporation (TNC), non-governmental organization (NGO).

III. a. Find in the text equivalents of the following words.

to implement, traditionally, to recognize, player, importance, vitally, to desire eagerly, to influence, to act, repercussions, to limit, private ownership, supreme power, to maintain, external financing, ordinary, unreal ideas.

b. Find in the text opposites of the following words.

narrow, continental, to lose, uncommon, to oppose, partner, departure, supposedly, to accept, governmental organization, to reduce influence, atypical model, planetary, affected by, relevant, irreplaceable.

IV. Translate the following sentences, paying attention to the underlined parts/active vocabulary of the text.

1. This was a very serious attack on Saudi Arabia and the oil installations and it has **implications** for global oil markets and supply, it's a very serious, an outrageous act, and we need to have a clear and as united as possible international response to it.
2. We know the big contribution Great Britain made towards building Kosovo's **statehood** and it will be difficult for another country to fill this vacuum.
3. Beijing's claim to the vast majority of South China has no basis in international law. That **assertion** treads on the sovereignty of states in the region.
4. Before World War Two speaking in foreign languages was **commonplace**. You spoke in a different language with a Hungarian horse trader, a Jewish innkeeper or a Ukrainian peasant, that changed radically after the war.
5. Saudi Arabia is a very important market for us and a good customer, how Sweden handles this can **affect** us.
6. No matter where you go or what you do, you live your entire life within the **confines** of your head.
7. Even the Republicans admit that the sanctions on Iran were well done, and that was a major achievement, to get Russia and China to agree to sign off on these sanctions and **enforce** them.
8. Always **acknowledge** a fault. This will throw those in authority off their guard and give you an opportunity to commit more.
9. The whole point of Tesla is to accelerate the **advent** of electric vehicles and sustainable transport, we're trying to help the environment, we think it's the most serious problem that humanity faces.
10. As you know, we have recently met at the World Energy Forum. The forum was highly effective, in particular in the context of our contacts. Cooperation between Russia and Turkey is of special **significance**.
11. But we're not at the endpoint. The basic points need to be translated into a **comprehensive** negotiating text and that's not easy as negotiating in detail has created a

few hindrances, we must hope that the Iranians move on decisive points and that we come to a close.

12. The international community has made it harder than ever for terrorists to **acquire** nuclear weapons, and that has made us all more secure.
13. We love services. There's revenue, often times there's profitability. To change the healthcare system, there's change management, you need customer support, you need to teach people how to **operate** in a different environment.
14. General Austin experience in fighting insurgents and terrorists in Iraq and Afghanistan is largely **irrelevant** to deterring and, if necessary, defeating a near-peer competitor.
15. GOA will continue to fight the issue in the court system, as the case now returns to the lower courts. We remain convinced that the courts will **consign** this unlawful, unconstitutional ban to the trash bin of history, where it belongs.

V. Complete each sentence with the correct form of the following words. There is one word too many.

| |
|--|
| implications crucially to acknowledge to sustain assertion to advocate worldwide statehood significance confines to deal military |
|--|

1. The people on the other side of the Prut river in Romania are our blood brothers, so I think their help is sincere, but ... the overwhelming majority of the population support the continuing _____ of Moldova.
2. The Islamic Republic is proud to be the target of the rage of the world's greatest Satan in response to George W. Bush's _____ of Iran as part of an axis of evil.
3. What we're doing today is voting to deny women complete information on what an abortion means, its consequences, its _____, its alternatives and the time to consider this life-ending decision, maybe one of the most important decision that they ever make.
4. Our recent review of operating performance indicates it will take many years for Masters to become profitable, we have determined we cannot continue _____ ongoing losses from this business.
5. I don't think the Catholic bishops should be intimidating parishioners _____ for any particular candidate.
6. The future belongs to those who can rise above the _____ of the earth.
7. We _____ the seriousness of the moment and we are committed to helping and already engaged in joint coordination.
8. I want people to understand the _____ of January 6, i want people to understand that thousands of rioters came to the Capitol hell-bent on violence and destruction and murder.
9. This is a big deal, this medicine can literally save tens of thousands, perhaps hundreds of thousands of American lives and maybe millions of people _____.
10. We need to protect our strategic interests and there's a lot of suspicion lingering around, it's _____ urgent to block any public deals, contracts, tenders with the Chinese company.

VI. Translate into English using Active Vocabulary of Text 1.

1. День Незалежності України - це не просто дата. Це пам'ять про цілі покоління наших предків, що творили націю і боролися за **державність**.
2. Оскарження верховенства права ЄС ставить під загрозу не тільки довгострокове майбутнє Польщі в Євросоюзі, а й стабільність самого блоку. У відповідь польська влада назвала **твердження** про вихід країни з ЄС популізмом.

3. Pandora Papers – **глобальний** витік документів 14 фірм, які реєстрували та обслуговували офшорні компанії.
4. Конгломерати в Японській імперії створили ще у XIX столітті, а після Другої світової війни їх перетворили на **транснаціональні корпорації**, що продавали свої вироби **по всьому світу**.
5. Для відновлення контактів "нормандської четвірки", Україна, Німеччина, Франція, Росія, необхідно **забезпечити виконання** попередніх рішень, прийнятих в цьому форматі.
6. Ми хочемо, щоб новий німецький уряд підтримував Україну на шляху євроінтеграції, вступу до Північноатлантичного альянсу. Саме Меркель 2008-го заблокувала надання Україні Плану дій щодо членства в НАТО, але ми не повинні **відмовлятися від** своїх планів.
7. Судова реформа **має вирішальне значення** для майбутнього країни, вона викликає дуже великі очікування в українському суспільстві.
8. Угорсько-російська газова угода має суттєвий вплив на енергетичну безпеку України та Європи, створює нові обставини, які вимагають **всебічного** аналізу ризиків і загроз, узгоджених дій країн регіону, щоб мінімізувати її негативні наслідки.
9. Міністр закордонних справ України **Дмитро Кулеба** вважає що, Україна дійшла до розуміння, що може **покладатися** лише на себе - армію, дипломатію і народ. У коротко- і середньотерміновій перспективі це означає перетворитися на гнучку військову державу, подібну до Ізраїлю.
10. Дія постанови Кабміну від 14 травня 2021 р. поширюється на автомобільні бензини та дизельне паливо, що мають істотну соціальну **значущість**, йдеться у роз'ясненні на сайті Мінекономіки.

READING 2

SUBTOPIC: GLOBAL GOVERNANCE

I. Use the words and phrases below to complete the text. Read the text again and translate it. Underline or write out all useful expressions. Make a short presentation based on the theme of the article.

TEXT 2 GLOBAL GOVERNANCE

- *a world government*
- *the global community*
- *voluntarily*
- *absence of a central government*
- *at the global level*
- *horizontal and vertical interactions*
- *identifiable actors*
- *collective action*
- *global hegemony*
- *governmental and non-governmental bodies*

Global governance is a broad, dynamic and complex process of interactive decision-making 1) _____ that involves formal and informal mechanisms as well as 2) _____. States and governments remain the primary institution for articulating public interests and those of 3) _____ as a whole, but global governance also involves intergovernmental and, sometimes, supranational bodies. Global policy is made by a system of 4) _____ in which officials in different branches of government work with counterparts in other countries as well as with activists,

scientists, bankers and others outside government. The term global governance is sometimes used more narrowly to refer to the institutions through which these interactions take place.

Global governance is more a field than an object of study: although it can be associated with particular institutions and 5) _____, it is essentially a process or a complex of processes. Simply put, global governance is the management of global policies in the 6) _____. As such, it differs from international anarchy in that it involves a level of sustained cooperation and a preference for 7) _____ which is impossible in a self-help system. States in a global governance system cooperate 8) _____, recognizing that it is in their interest to do so. Global governance has therefore emerged out of an acceptance by states that in a growing number of policy areas the problems they confront cannot be effectively addressed by individual states acting alone. Global governance differs from 9) _____ and world government in that each of the latter presupposed the existence of a supranational authority. Global governance thus implies that international anarchy can be overcome without founding 10) _____ or having to endure a world hegemonic order.

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READING 3

SUBTOPIC: EXPLAINING GLOBALIZATION

II. Put the following prepositions in each space in the text below: *to, about, in, between, with, of, at, as, through, by, into*. Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the text.

TEXT 3 EXPLAINING GLOBALIZATION

Globalization is a complex, elusive and controversial term. It has been used to refer 1) _____ a process, a policy, a marketing strategy, a predicament or even an ideology. Some have tried to bring greater clarity to the debate 2) _____ the nature of globalization by distinguishing 3) _____ globalization as a process or set of processes (highlighting the dynamics of transformation or change, in common 4) _____ other words that end in the suffix ‘-ization’, such 5) _____ modernization) and globality as a condition (indicating the set of circumstances that globalization has brought 6) _____, just as modernization has created a condition of modernity). Others have used the term globalism to refer to the ideology 7) _____ globalization, the theories, values and assumptions that have guided or driven the process. The problem with globalization is that it is not so much an ‘it’ as a ‘them’: it is not a single process but a complex of processes, sometimes overlapping and interlocking but also, 8) _____ times, contradictory and oppositional ones. It is therefore difficult to reduce globalization 9) _____ a single theme. Nevertheless, the various developments and manifestations that are associated with globalization, or indeed globality, can be traced back 10) _____ the underlying phenomenon of interconnectedness. Globalization, regardless 11) _____ its forms or impact, forges connections 12) _____ previously unconnected people, communities, institutions and societies.

Held and McGrew thus defined globalization as ‘the widening, intensifying, speeding up, and growing impact of world-wide interconnectedness’. The interconnectedness that globalization has spawned is multidimensional and operates 13) _____ distinctive economic, cultural and political processes. In other words, globalization has a number of dimensions or ‘faces’. Although globalization theorists have championed particular interpretations of globalization, these are 14) _____ no means mutually exclusive. Instead, they capture different aspects 15) _____ a complex and multifaceted phenomenon.

Globalization has been interpreted 16) _____ three main ways: *Economic globalization* is the process 17) _____ which national economies have, to a greater or lesser extent, been absorbed

18) _____ a single global economy. *Cultural globalization* is the process whereby information, commodities and images that have been produced 19) _____ one part of the world enter 20) _____ a global flow that tends to ‘flatten out’ cultural differences between nations, regions and individuals. *Political globalization* is the process through which policymaking responsibilities have been passed from national governments to international organizations.

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TRANSLATION

I. Render the following text into English using some of the studied vocabulary.

УКРАЇНА І ГЛОБАЛЬНА ПОЛІТИКА ДЕКАРБОНІЗАЦІЇ

Глобальне потепління визнано однією із основних проблем людства, і перебуває на порядку денному вже більше 40 років. За цей час кліматична політика еволюціонувала, пройшовши 5 етапів: усвідомлення проблематики науковим співтовариством; перехід наукової проблеми в політичну площину; створення інституційної платформи; перший період Кіотського протоколу; Парижська угода.

На сьогоднішній день, людство застосовує комплекс заходів, які мають на меті обмежити темпи глобального потепління. Цей процес називається декарбонізація. Більшість світових країн (74 із 190 сторін) – підписантів Паризької угоди, встановили свої кліматичні цілі та зобов’язання по скороченню емісії парникових газів на міжнародному рівні. Поряд із цим, більше 30 держав публічно заявили про досягнення вуглецевої нейтральності, тобто балансування викидів та поглинання. Також були створені альянси «Climate Ambition Alliance: Net Zero 2050» та «Race to Zero», які об’єднали більше 1000 корпорацій, інвесторів та університетів із 120 держав світу.

Однак, незважаючи на численні заходи та ініціативи, середня температура у 2020 р. була вища на 1,20 С за показники доіндустріального періоду. Аналіз відкритих даних показує, якщо навіть усі зобов’язання в рамках Паризької угоди будуть виконані, середня температура наприкінці поточного століття зросте на 30 С. Примітно, що в умовах зменшення бізнес-активності у період коронакризи, викиди парникових газів продовжують зростати. При цьому переважна більшість джерел (70%), зосереджена в енергетичній галузі, тобто в сегменті видобутку вуглеводнів і викопних видів палива, а також їх споживання. Найбільшими емітентами залишаються Китай, США, ЄС, Індія, РФ та Японія. У порівнянні із 1990 р., сукупна частка цих держав у загальному обсязі емісії парникових газів практично не змінилась, і на сьогоднішній день складає 62%. Це відбулось за рахунок того, що Китай та Індія у цей період суттєво збільшили емісію у 3,5 та 2,6 рази відповідно. Зростання забрудненості атмосферного повітря у цих країнах відображається і на суспільно-політичних настроях населення. Цілком очевидно, що поточні цілі та зобов’язання держав є недостатньо амбітними, саме тому ООН визначив питання «встановлення миру із природою» одним із пріоритетів діяльності організації у 2021 р. З огляду на це, актуальним є дослідження світових трендів кліматичної політики, а також розробка рекомендацій з метою вдосконалення державної політики України в частині декарбонізації.

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LEXICAL CLINIC

- ❖ POLITICS
- ❖ GLOBAL
- ❖ CONVENTIONAL
- ❖ SOVEREIGN

- ❖ NATIONAL
- ❖ GOVERN
- ❖ CLAIM
- ❖ THEORY
- ❖ ORGANIZE
- ❖ EFFECTIVE

1. politics (n) /'pɒlətɪks/ plural in form but singular or plural in construction 1. (*uncountable + singular or plural verb*) the activities involved in getting and using power in public life, and being able to influence decisions that affect a country or a society (*e.g. world/international politics; domestic/national/local politics; progressive/radical politics*) 2. (*uncountable + singular or plural verb*) matters connected with getting or using power within a particular group or organization *racial/gender/sexual politics* (= connected with relationships of power between different groups in society) *I don't want to get involved in office politics.* 3. (*plural*) a person's political views or beliefs (*e.g. His politics are extreme.*) 4. *also* political science (*uncountable*) the study of government and politics (*a degree in Politics*) 5. (*singular*) a system of political beliefs; a state of political affairs (*e.g. A politics of the future has to engage with new ideas.*)

Phrases:

play politics Act for political or personal gain rather than from principle (*e.g. He railed against them for playing politics with the police department.*)

partisan politics *This issue is beyond partisan politics* (= when people strongly support one party or another)

in politics (*e.g. She is aiming for a career in politics; a major figure in British politics.*)

go into politics *Have you considered going into politics* (= trying to become a Member of Parliament, Congress, etc.)

often the politics of The principles relating to or inherent in a sphere or activity, especially when concerned with power and status (*e.g. the politics of gender*)

policy (n) /'pɒləsi/ (*plural policies*) 1. a plan of action agreed or chosen by a political party, a business, etc. (*The company has adopted a firm policy on shoplifting*) 2. a principle that you believe in that influences how you behave; a way in which you usually behave (*e.g. She is following her usual policy of ignoring all offers of help.*)

political (adj) (*political correctness*)

politically (adv) (*politically correct*) conforming to a belief that language and practices which could offend political sensibilities (as in matters of sex or race) should be eliminated (*e.g. He later realized that his response was not politically correct.*)

politic (adj) /'pɒlətɪk/ 1. political 2. characterized by shrewdness in managing, contriving, or dealing 3. sagacious in promoting a policy 4. shrewdly tactful (*e.g. It would not be politic to ignore them.*)

politicise (*also AmE politicize*) (v) to give a political tone or character to smth. (*e.g. They have politicized the budget process.*)

politisation (n) /pəˌlɪtɪsaɪˈzeɪʃn/ (*also AmE politization*) the act of making something a political issue (*e.g. the politicization of education*)

politician (n) /ˌpɒləˈtɪʃn/ 1. a person whose job involves politics, especially as an elected member of parliament, etc. (*democratically elected politicians; prominent/senior/leading politicians; opposition politicians; a local politician* (= one who works in local government) *a career politician* (= one who has spent most of their life in politics); 2. (*disapproving*) a person who is good at using different situations in an organization to try to get power or advantage for himself or herself (*e.g. Marcos was a consummate politician: energetic and ruthless.*)

politico (n) /pəˈlɪtɪkəʊ/ (*plural politicos*) (*informal, disapproving*) a politician; a person who is active in politics.

2. global (*adj*) /'gləʊbl/ 1. relating to the whole world; worldwide (*e.g. English is becoming a global language.*) 2. Relating to or encompassing the whole of something, or of a group of things, comprehensive (*global study of; global picture*) 3. *computing* operating or applying through the whole of a file, program, etc. (*global searches*).

Phrases:

to go global to start operating in countries all over the world (*e.g. The firm made its bid to go global by taking over a leading American electronics distributor.*).

a global system of communication

global economic problems

global warfare

global village

global warming

globally (*adv*) /'gləʊb(ə)li/ 1. in a way that relates to the whole world (*e.g. firms that can compete globally.*) 2. in a way that relates to the whole of something. 3. *computing* in a way that operates or applies through the whole of a file, program, etc.

globalisation or **globalization** (*n*) /gləʊb(ə)laɪ'zeɪʃ(ə)n/ (**AmE globalization**) *mass noun* the process by which businesses or other organizations develop international influence or start operating on an international scale.

globalise or **globalize** /'gləʊbəlaɪz/ (*v*) (*AmE globalize*) to begin operating internationally;

globalism (*n*) /'gləʊbəlaɪzəm/ *uncountable* the belief that events in one country affect those in all other countries, and that economic and foreign policy should benefit the world as a whole instead of individual countries

globalist (*n*) /'gləʊbəlaɪst/ a person who supports the belief that events in one country affect those in all other countries, and that economic and foreign policy should benefit the world as a whole instead of individual countries **globalist** (*adj*) based on or supporting the belief that events in one country affect those in all other countries, and that economic and foreign policy should benefit the world as a whole instead of individual countries (*a globalist attitude to business*).

3. national (*adj*) /'næʃ(ə)n(ə)l/ relating to or characteristic of a nation; common to a whole nation (*national character*) **national** (*n*) *countable noun* 1. a citizen of a particular country (*a German national*) 2. *usually nationals* a national newspaper as opposed to a local one (*e.g. The inability of the local press to compete with the nationals for news.*) 3 *usually nationals* a nationwide competition or tournament.

Phrases:

National Assembly

national bank

national character

national origin

national policy/politics

national register

national sovereignty

national standard

nationally (*adv*) /'næʃnəli/ in a way that relates to a whole nation (*broadcast nationally*).

nationhood (*n*) /'neɪʃnhʊd/ *uncountable* the fact or feeling of being a nation, national identity or independence (*e.g. Citizenship is about the sense of nationhood.*)

nationalism (n) /'næʃnəlaɪzəm/ 1. identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations. 2. advocacy of or support for the political independence of a particular nation or people (*Scottish nationalism*).

nationalist (n) /'næʃnəlaɪst/ 1. a person who strongly identifies with their own nation and vigorously supports its interests, especially to the exclusion or detriment of the interests of other nations. 2. a person who advocates or supports the political independence of a particular nation or people (*a Basque nationalist*) **nationalist** (adj) relating to nationalists or nationalism (*a nationalist movement*).

nationalise or **nationalize** usually in *AmE* (v) /'næʃnəlaɪz/ to put an industry or a company under the control of the government, which becomes its owner (*e.g. The Bank of England was nationalized in the winter of 1946–7*).

nationalisation or **nationalization** usually in *AmE* (n) /,næʃnəlaɪ'zeɪʃn/ the transfer of a major branch of industry or commerce from private to state ownership or control

nation-state (n) a sovereign state of which most of the citizens or subjects are united also by factors which define a nation, such as language or common descent. (*e.g. Nepal emerged as a nation state in the eighteenth century*)

5. conventional (adj) /kən'venʃənl/ 1. *often disapproving* tending to follow what is done or considered acceptable by society in general; normal and ordinary, and perhaps not very interesting (*conventional behaviour/morality*) 2. following what is traditional or the way something has been done for a long time (*conventional methods/approaches*) 2.1 (of a person) greatly or overly concerned with what is generally held to be socially acceptable 2.2 (of a work of art or literature) following traditional forms and genres 2.3 (of weapons or power) non-nuclear 2.4 (of medical treatment) using the usual scientific methods of Western medicine such as artificial drugs and operations 3. of or relating to a convention or assembly 4. *law* based upon the agreement or consent of parties.

Phrases:

conventional engine

conventional farming

conventional forces

conventional fuel

conventional loan

conventional method

conventional theory

conventional therapy

conventional thinking

conventional vehicle

conventional warfare

conventional wisdom

conventionally (adv) /kən'venʃənəli/ in a way that is based on what is traditionally done or believed.

convention (n) a way in which something is usually done. 2. an agreement between states covering particular matters, especially one less formal than a treaty (*The convention, signed by the six states bordering on the Black Sea, aims to prevent further pollution*) 3. a large meeting or conference, especially of members of a political party or a particular profession or group (*e.g. The party held its biennial convention*) 4. *North American* an assembly of the delegates of a political party to select candidates for office. (*e.g. Utah nominates candidates for federal office at a state convention of approximately 1,500 delegates per congressional district.*) 5. a body set up by agreement to deal

with a particular issue. (e.g. *The convention is a UN body responsible for the regulation of sea dumping*).

convene (v) /kən'vi:n/ to come or bring together for a meeting or activity; assemble (to *convene a meeting*).

4. sovereign (n) /'sɒvrɪn/ 1. a supreme ruler, especially a monarch 2. a former British gold coin worth one pound sterling, that was in use in Britain from 1817 to 1914, now only minted for commemorative purposes **sovereign** (adj) 1. possessing supreme or ultimate power 2. (of a nation or its affairs) acting or done independently and without outside interference (*sovereign republic; sovereign nation-state; sovereign territory*) 3. *archaic, literary* possessing royal power and status (e.g. *Proclaim him as the sovereign Lord over all of creation.*) 4. *dated* very good or effective. (e.g. *'A sovereign remedy for all ills'*).

sovereignty (n) /'sɒvrənti/ *uncountable, formal* 1. supreme power or authority. 2. the authority of a state to govern itself or another state. 3. *countable* a self-governing state (e.g. *Fifteen sovereignties cannot a foreign or military policy make, even though, were they to federate into one sovereignty, they could exert power equal to that of the United States.*).

6. government (n) /'gʌvənmənt/ 1. the group of people with the authority to govern a country or state; a particular ministry in office (to *lead a government; form a government*) 2. the system by which a state or community is governed (a *democratic form of government*)

Phrases:

government officials/ministers/employees

a government spokesman

a government department/agency

government policies/regulations

government spending/funding

government grants

government imposes

government institution

government interference

government mandate

govern (v) /'gʌvn/ 1. to legally control a country or its people and be responsible for introducing new laws, organizing public services, etc. (*The country is governed by elected representatives of the people*) 2. to control or influence somebody/something or how something happens, functions, etc. (e.g. *Prices are governed by market demand*).

governor (n) /'gʌvənə(r)/ 1. an official appointed to govern a town or region. 2. The elected executive head of a state of the US. 3. The representative of the British Crown in a colony or in a Commonwealth state that regards the monarch as head of state (*Governor-General*) 4. the head of a public institution (*the governor of the Bank of England*) 5. *British informal* the person in authority; one's employer.

governance (n) 1. the action or manner of governing a state, organization, etc. 2. *archaic* rule; control (e.g. *What, shall King Henry be a pupil still, under the surly Gloucester's governance?*)

7. claim (v) /kleɪm/ 1. state or assert that something is the case, typically without providing evidence or proof (*The Prime Minister claimed that he was concerned about Third World debt*) 2. assert that one has gained or achieved (something) (*His supporters claimed victory in the presidential elections*) 3. formally request or demand; say that one owns or has earned (something) (*The laws apply to anyone who claims asylum once in Britain*) 4. make a demand for (money) under the terms of an insurance policy (e.g. *If it ever breaks down, call your local computer geek, or set fire to it and claim the insurance money!*) 5. call for (someone's notice and thought) (*a most unwelcome event claimed his attention*).

Phrases:

claim back

claim compensation

claim credit

claim publicly

claim superiority

claim territory

claim the mantle of

claim victory

claim (n) /kleɪm/ 1. an assertion that something is true 2. A demand or request for something considered one's due 3. an application for compensation under the terms of an insurance policy.

Phrases:

legal claim

bold claim

no claims

claim to fame

to lay claim to something

to stake a claim

claimable (adj) /'kleɪməbl/ adjective form of claim; able to be claimed.

claimant (n) /'kleɪmənt/ 1. a person who claims something because they believe they have a right to it (e.g. *a claimant to an estate; a claimant to the throne*) 2. a person who brings a civil action in a court of law *formerly called: plaintiff.*

7. theory (n) /'θiəri/ 1. a formal set of ideas that is intended to explain why something happens or exists (e.g. *Darwin's theory of evolution*) 2. the principles on which a particular subject is based (e.g. *the theory and practice of language teaching*) 3. an opinion or idea that somebody believes is true but that is not proved (e.g. *My theory would be that the place has been seriously mismanaged*) 4. *Mathematics* a collection of propositions to illustrate the principles of a subject (e.g. *Bolzano's theories of mathematical infinity anticipated Georg Cantor's theory of infinite sets*).

Phrases:

in theory

according to a theory

theory of something

theory on something

theory behind something

theorise or theorize (v) /'θiəriʌɪz/ 1. to form a theory or theories about something (*theorize about something; theorize on something; theorize that...*) 2. *with object* to create a theoretical premise or framework for (e.g. *The classic model of war in the modern era was theorized by the Prussian general and strategist Karl von Clausewitz*).

theoretical (adj) /'θiəri'reti:kl/ 1. connected with the ideas and principles on which a particular subject is based, rather than with practice and experiment (*a theoretical approach*) 2. that could possibly exist, happen or be true, although this is unlikely (e.g. *It's a theoretical possibility*).

theoretically (adv) /'θiəri'reti:kli/ 1. in a way that is connected with the ideas and principles on which a particular subject is based, rather than with practice and experiment 2. in a way that could possibly exist, happen or be true, although this is unlikely.

theorist (n) /'θiəriɪst/ (*also theoretician* /'θiəri'tɪʃn/) a person who develops ideas and principles about a particular subject in order to explain why things happen or exist (e.g. *a political theorist*).

8. organise or organize (v) /'ɔ:ɡənəɪz/ 1. to make all the arrangements for something to happen or be provided (*to organize a conference/meeting; to organize a protest/demonstration/rally*) 2. to arrange something or the parts of something into a particular order or structure (e.g. *You should try*

and organize your time better) 3. **organize yourself/somebody** to plan your/somebody's work and activities in an efficient way (e.g. *I'm sure you don't need me to organize you.*) 4. **organize (somebody/yourself) into something** to form a group of people with a shared aim, especially a union or political party (e.g. *The right of workers to organize themselves into unions.*)

organisation or organization (n) /ˌɔːɡənəɪ'zeɪʃn/ a group of people who form a business, club, etc. together in order to achieve a particular aim 2. the act of making arrangements or preparations for something (e.g. *A wedding on that scale takes a lot of organization.*) 3. the way in which the different parts of something are arranged 4. the quality of being arranged in a neat, careful and logical way.

Phrases:

international organization

a voluntary/non-profit/non-governmental organization

a news/media organization

terrorist organization

to join an organization

represent an organization

to found/form/establish an organization

organiser (also **organizer**) (n) /'ɔːɡənəɪzə(r)/ 1. a person who arranges an event or activity. 2. a thing used for organizing (e.g. *personal organizer*).

organisational or organizational (adj) /ˌɔːɡənəɪ'zeɪʃnəl/ 1. connected with the way in which the different parts of something are arranged; connected with an organization (e.g. *organizational changes within the party*) 2. having or showing the ability to arrange or organize things well (e.g. *Candidates will require good organizational skills*).

organisationally or organizationally (adv) /ˌɔːɡənəɪ'zeɪʃnəli/ in a way that involves how the different parts of something are arranged; in a way that is connected with an organization (e.g. *The party is weak organizationally.*) 2. in a way that is connected with the ability to arrange or organize things well (e.g. *Organizationally, this World Cup has been admirable.*)

organised (adj) /'ɔːɡənəɪzd/ 1. involving large numbers of people who work together to do something in a way that has been carefully planned (e.g. *organized crime*) 2. arranged or planned well or in the way mentioned (e.g. *a well-organized office; a badly organized event*) 3. (of a person) able to plan your work, life, etc. well and in an efficient way.

10. effect (n) /ɪ'fekt/ 1. change which is a result or consequence of an action or other cause (e.g. *the lethal effects of hard drugs*) 2. an impression produced in the mind of a person (gentle music can have a soothing effect) 3. **plural effects** the lighting, sound, or scenery used in a play, film, or broadcast (the production relied too much on spectacular effects) 4. **plural effects** personal belongings (e.g. *The insurance covers personal effects*).

Phrases:

in effect

come into effect

bring/put something into effect

take effect

to the effect that.../to this/that effect

to no effect

effect on somebody/something

positive/negative effect

after-effect

effect (v) /ɪ'fekt/ 1. cause (something) to happen; bring about (e.g. *The prime minister effected many policy changes*)

effective* (*adj*) /ɪ'fektɪv/ 1. producing the result that is wanted or intended; producing a successful result 3. *formal* (of laws and rules) coming into use (e.g. *The new speed limit on this road becomes effective from 1 June*)

effectively (*adv*) /ɪ'fektɪvli/ 1. in a way that produces the intended result or a successful result (*to work effectively; to communicate effectively*) 2. actually but not officially or explicitly (*they were effectively controlled by the people*).

effectiveness (*n*) /ɪ'fektɪvnəs/ (*also less frequent effectivity*) the degree to which something is successful in producing a desired result; success (e.g. *the effectiveness of the treatment*).

EXERCISES

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. His family said the elderly **public servant** had been ailing for years and had been under house arrest for the last 12 years after leading several anti-India protests. 2. But expect the rest of the album – written during the pandemic – to delve into deeper topics including personal loss and social and **governmental** turmoil. 3. But other officials have been hostile to new restrictions, or have worried that rules could backfire and further **give a political character to** the pandemic. 4. Coronavirus cases first reported in China 1/31/2020: WHO declares a **worldwide** health emergency. 5. This entails that political authority **universally** must be structured in the form of one or more exclusive territorial jurisdictions. 6. There is little reason to fear, then, that **internationalization** will destroy all attempts at regulating the operations of capitalist economies, or render comparative politics obsolete. 7. But Jones, who won a state championship at Alabama last season, has a lot of believers, especially after his performance in three preseason games. 8. The British **monarch** is also the head of the Church of England. 9. The Sudan is an **independent** country. 10. We are asked to provide a sum of £220,000 in **gold coins worth 1£**. 11. Ancient **self-governing states** such as the Holy Roman Empire and the Venetian Republic were destroyed: nearly 60 per cent of Germans changed rulers during the Revolution. 12. No international authority has any authority over us which diminishes our **supremacy**. 13. Nazism's almost epic **superpatriotism** appealed to downtrodden Germans still suffering the humiliation of being defeated in World War I. 14. And you don't need to use these old skills in a **traditional** way. 15. A lack of substance in party conferences and **meetings** means that they merely serve to bring rhythm to the political year. 16. The tribe is **ruled** by a 10-member council. 17. The public came to hold **authorities** responsible for national economies. 18. The name 'Australia' was formally adopted and

***effective- efficient- proficient**: these three words cover some overlapping territory. Compare:

effective typically describes things—such as policies, treatments, arguments, and techniques—that do what they are intended to do. People can also be described as effective when they accomplish what they set out to accomplish, but the word is far more often applied to things.

efficient most often describes what is capable of producing desired results without wasting materials, time, or energy. While the word can be applied to both people and things, it is far more commonly applied to things, such as machines, systems, processes, and organizations. The focus of the word is on how little is wasted or lost while the desired results are produced.

proficient typically describes people, and it often is followed by the preposition *at*. If you are proficient at something, you are very good at it. You are, in fact, so good at doing it that you are unusually efficient when you do it. One can also be proficient *in* something, such as a language.

popularized in 1817 by the British **representative** of the colony of New South Wales. 19. You can still **request** your travel insurance, but then the insurer will recoup the cost from the airline. 20. He said the police assaulted him while he was in custody, a **statement** that the police deny. 21. The law is **in force** today and about 100,000 Ohioans are expected to apply for permits in the next six months. 22. The officials reasoned that it would be too complicated **to arrange** a system that sees

the rich pay a higher fee. 23. They experimented with new forms of social **structure**. 24. Eventually Einstein's general relativity **hypothesis** explained the phenomenon in terms of a distortion of the fabric of space by the Sun's gravity. 25. The Vietnamese celebrated **national identity** by changing one important name in their homeland.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

1. politics – policy – politic – political – politically – politician

1. It would not be _____ to ignore them. 2. He later realized that his response was not _____ correct. 3. What is needed is decisive government and politicians who will get things done regardless of their _____ colour. 4. Opposition _____ have accused the government of seeking to camouflage a military intervention. 5. Honesty is the best _____. 6. Power and wealth have been too closely associated with _____.

2. global – globally – globalisation – globalise – globalism – globalist

1. The world managed to cope in 2008 with one _____ financial crisis. 2. It is important to approach the problem _____. 3. This is partly due to the effects of economic _____. 4. He is a _____ and considers himself a citizen of the world. 5. Both political parties favour _____, free trade and more open borders. 6. Satellite broadcasting is helping to _____ television.

3. convention – convene – conventional – conventionally

1. Electric cars have smaller motors and transmissions than _____ vehicles, potentially freeing up space for passengers and cargo. 2. Gross National Product (GNP) is _____ used to indicate economic development. 3. We go to the weeklong annual teachers' _____ every summer. 4. The four-part program will _____ industry leaders, who are driving innovative and meaningful change as businesses recover from the Covid-19 pandemic.

4. sovereign (n) – sovereign (adj) – sovereignty – sovereignties

1. He professed that the Emperor was the true _____ of Japan. 2. The treaty grants Britain _____ over the sites in perpetuity. 3. To the Western Europeans who came to the New World, treaties were documents that essentially codified agreements made between two or more _____. 4. Over ten former Soviet republics became independent, _____ nation-states by the end of 1991.

5. nation – nationally – nationhood – nation-state – nationalisation – nationalist – nationalism

1. Consider running for office - locally or _____. 2. Symbols of _____ include the national flag, a full golden moon on a blue background, and the national anthem. 3. The war was fuelled by aggressive _____ and feelings of cultural superiority. 4. Nicola Sturgeon leads Scotland as a fierce Brexit critic and, paradoxically enough, a progressive _____. 5. The steel workers were relatively indifferent to the issue of _____. 6. His argument is that the constitution of Europe will be a step towards the death of the _____ and towards the constitution of the multitude. 7. We are after all talking about the richest, most powerful _____ on Earth.

6. govern – government – governor – governor-general – governance

1. His _____ is determined to avoid a further lockdown but could resort to measures such as mask mandates if infections surge. 2. The US-approved interim government appointed him _____ of the town in January. 3. He is the former _____ of New Zealand. 4. They have very different approaches to the _____ of the city. 5. These documents _____ reporting and access to the totality of the organization's documents and are typically not available through public records.

7. claim – claims – to claim – claiming – claimable – claimant

1. A _____ is a person requesting money from an insurer according to the terms of an insurance contract. 2. There is already a long list of people _____ her attention. 3. After her house was burgled, she made _____ on her insurance. 4. An underground organisation _____ responsibility for the bomb explosion. 5. Rival _____ to Macedonian territory caused conflict in the Balkans. 6. In the previous legislation, passed by National, the maximum amount that was _____ in the case of the closure of a business was \$6,000.

8. theory – in theory – theorise – theorist – theoretical – theoretically

1. These views were challenged both _____ and empirically. 2. Yet as a scholar and a _____ in his field, his reputation is unparalleled. 3. His mathematical work covered Cartesian geometry and _____ of equations. 4. _____, the journey should take three hours, but in practice it usually takes four because of roadworks. 5. Political scientists have _____ that a better-educated citizenry would be a more involved one. 6. His careful study of military affairs had been as much _____ as practical.

9. to organise – organise themselves in – organising – organisation – organisational – organisationally – organiser – organised

1. Trade unions depend for their effectiveness on _____ the majority of the workers in any workplace or industry. 2. Fascism attempts _____ the newly created proletarian masses without affecting the property structure which the masses strive to eliminate. 3. He regards the party as politically and _____ bankrupt. 4. This means that the members of a society must first _____ workable household arrangements before they organize their descent patterns. 5. The policy of terror was certainly carried out on a vast scale, and in many cases was _____ and systematic. 6. She is the leader of an international _____ devoted to the protection of natural resources. 7. His role as adjutant was to act as Gibson's right-hand man for all the administrative and _____ aspects of the new squadron. 8. The protest _____ are asking fans to take along banners, horns and whistles.

10. effect – to effect – effective – effecting – effectively – effectiveness

1. Prospects for _____ real political change have taken a step backwards. 2. Fines and penalty points have little _____. 3. The protracted rebel war in the north of Uganda has _____ many changes. 4. The Act will then receive Royal Assent and become _____ law three months later - hunting could be banned by early 2005. 5. We worked

_____ as a single team of Democrat senators to achieve a lot of positive things. 6. Such constraints restrict _____ of all humanitarian interventions.

III. Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

e.g. “Such a large increase, laid out in the report, is in line with what most climate scientists say is needed to stave off the worst effects of GLOBAL WARMING.” — Ivan Penn, *New York Times*, Article published on 8 September 2021.

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

e.g. GLOBAL LEADERSHIP

IDIOMS

Idioms evolve the language; they are the building blocks of a language and civilization. They also have great intensity to make a language exciting and dynamic. Idiomatic expressions bring a spectacular illustration to everyday speech and provide compelling insights into the use of words, languages, and their speakers’ thought processes. Idioms have a sense of mystery and fun about them.

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

| | |
|---|---|
| <p>think tank: <i>Then there is the think tank of independent experts who provide us with the ideas.</i></p> | <p>1. shared interests, beliefs, or opinions between two people or groups of people who disagree about most other subjects</p> |
| <p>common ground: <i>It seems increasingly unlikely that the two sides will find any common ground.</i></p> | <p>2. a person who represents esp. a political situation in a way that is likely to help one side and hurt another</p> |
| <p>stand (hold) one’s ground: <i>The candidate has continued to stand her ground despite criticism of her plan.</i></p> | <p>3. a particular way of representing an event or situation to the public so that it will be understood in a way that you want it to be understood: especially in politics</p> |
| <p>spin: <i>They have tried to put a positive spin on the situation.</i></p> | <p>4. a group of experts brought together, usually by government, to develop ideas on a particular subject and to make suggestions for action, often with a particular political view</p> |
| <p>spin doctor: <i>News coverage of the campaign can be influenced to a candidate’s advantage by spin doctors.</i></p> | <p>5. to not change your position when you are being attacked; to not retreat</p> |

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

think tank common ground stand one's ground spin spin doctor

1. They tried to put a positive _____ on the story, but nobody was fooled.
2. The Gravel Institute, a progressive _____ founded by the former senator, confirmed his death in a tweet Sunday.
3. In a profession often regarded with skepticism, Mr. Rubenstein, the founding chairman and president of Rubenstein Associates, was sometimes called _____, a charlatan or worse.
4. Everybody else has retreated but we have to _____.
5. And a selfie showing rival German political leaders meeting to find _____ gave businesses gave more cause for optimism.

PHRASAL VERBS

In terms of word order, there are two main types of phrasal verb: *separable* and *inseparable*. With separable phrasal verbs, the verb and particle can be apart or together. Some phrasal verbs cannot be separated. Even when there is a pronoun, the verb and particle remain together.

PHRASAL VERB

BRING

I. Match the phrasal verbs with their definitions:

| | |
|---|---|
| 1. bring something about | a. to lead to; help to produce |
| 2. bring off | b. to cause or persuade him to accept it or agree with it |
| 3. bring on | c. to publish |
| 4. bring somebody round to (one's opinion) | d. to cause to be successful; succeed in an attempt |
| 5. bring out | e. to cause it to happen |

II. Make up a short story using as many phrasal verbs *BRING* as possible. Use the Model from UNIT 1.

III. Fill in the gaps.

1. They were about to _____ an even bigger coup.
2. A journalist all his life, he's now _____ a book.
3. One way they can _____ political change is by putting pressure on the country.
4. This legislation will surely _____ some unintended consequences.

5. After laying out the facts, I was able to _____ them _____ my position.

IV. Complete the following sentences.

1. At last I brought him _____ to my opinion.
a) about b) on c) round
2. He brought _____ his company's collapse by his reckless spending.
a) off b) about c) out
3. Vitamin deficiency brings _____ many ailments.
a) on b) off c) out
4. The publisher is bringing _____ a new edition of this book.
a) out b) about c) on
5. It was an important event, and she's managed to bring it _____ wonderfully.
a) in b) round c) off

GRAMMAR CLINIC

- ❖ **Verb Tenses: Active Voice**
- ❖ **Indefinite Tenses**
- ❖ **Continuous Tenses**
- ❖ **Perfect Tenses**
- ❖ **Perfect Continuous Tenses**

I. GRAMMAR: THE BASICS

1. Study and revise grammar material.

TENSES IN ACTIVE VOICE

| 1. INDEFINITE / SIMPLE TENSES | | |
|---|--|--|
| The Present Indefinite (Simple) Tense | The Past Indefinite (Simple) Tense | The Future Indefinite (Simple) Tense |
| e.g. The global civil society contributed to a reconfiguration of global power | The global civil society contributed to a reconfiguration of global power | The global civil society will contribute to a reconfiguration of global power |
| 2. CONTINUOUS / PROGRESSIVE TENSES | | |
| The Present Continuous (Progressive) Tense | The Past Continuous (Progressive) Tense | The Future Continuous (Progressive) Tense |
| | | |

| | | |
|--|--|--|
| The global civil society is contributing to a reconfiguration of global power | The global civil society was contributing to a reconfiguration of global power | The global civil society will be contributing to a reconfiguration of global power |
| 3. PERFECT TENSES | | |
| The Present Perfect Tense | The Past Perfect Tense | The Future Perfect Tense |
| The global civil society has contributed to a reconfiguration of global power | The global civil society had contributed to a reconfiguration of global power | The global civil society will have contributed to a reconfiguration of global power |
| 4. PERFECT CONTINUOUS/ PROGRESSIVE TENSES | | |
| The Present Perfect Continuous (Progressive) Tense | The Past Perfect Continuous (Progressive) Tense | The Future Perfect Continuous (Progressive) Tense |
| The global civil society has been contributing to a reconfiguration of global power | The global civil society had been contributing to a reconfiguration of global power | The global civil society will have been contributing to a reconfiguration of global power |

2. Comment on the use of the grammar forms given in bold type from the article “The world in 2021 – how global politics will change this year” by *The Guardian*.

1. Scientists **have created** several vaccines for a disease that **didn't** even **have** a name this time last year.
2. But many countries, including the UK and the US, **are** still **stumbling** through the deadliest period of the pandemic.
3. When the immediate threat **is over**, the world **will face** other major challenges that in a normal year would have dominated the headlines.
4. In November, world leaders **are due to** meet in Glasgow for a key summit.
5. From the very first weeks, 2021 in Africa **is going to be** a year of intense politics and noisy protests as new voices of the young and dissatisfied across the continent fight to be heard, new leaders seek to assert themselves and older ones try to hang on to power.
6. Most analysts expect Yoweri Museveni, who **has been in power** since 1986, to win against the charismatic Bobi Wine, but, with dozens already dead after police shot opposition supporters and any number of tricks used to give the president a crushing advantage, **there will be** profound questions over the legitimacy of any victory.

7. In late December, the Duma quickly **passed** new laws that **would let** regulators block YouTube and other foreign social media and punish media who **made** “slandorous” comments, including accusations of major crimes like embezzlement.
8. By the end of his term Trump **had upended** decades of policy, taking a hard line against Beijing on trade and diplomatic issues, including bolstering military and political support for Taiwan.
9. The coronavirus pandemic **has killed** more than 346,000 Americans.
10. Indeed, America’s disinformation pandemic may prove even more contagious and stubborn than the coronavirus if a certain former president **continues** to tweet from the sidelines, and if rightwing media outlets **continue** to amplify him.

3. Choose the appropriate tense forms in the sentences from “The world in 2021 – how global politics will change this year” by *The Guardian*.

1. The 71-year-old prime minister, who _____ Israeli politics since the mid-1990s, has managed to repeatedly block rivals from taking his seat.
 - a) has dominated
 - b) had dominated
 - c) was dominating
 - d) will be dominating
2. Meanwhile, Netanyahu’s former protege, Gideon Saar, _____ ranks last month to create the New Hope party.
 - a) had broken
 - b) has broken
 - c) broke
 - d) was breaking
3. The far-right renegade _____ so far _____ to dodge responsibility for Brazil’s dire response to the Covid-19 epidemic, which has killed more than 195,000 Brazilians, while also shaking off a succession of scandals involving his family.
 - a) had managed
 - b) has managed
 - c) will have managed
 - d) is managing
4. In the final days of 2020, Russia’s investigative committee _____ the opposition politician of fraud, effectively giving him the choice of remaining in exile or returning to a prison sentence.
 - a) will accuse
 - b) have accused
 - c) accused
 - d) have been accusing
5. Another outlet, iStories, claimed Putin’s former son-in-law _____ for just \$100 shortly after he married Putin’s daughter.
 - a) had bought
 - b) have bought
 - c) will have bought
 - d) was buying
6. Now the government _____ those kinds of reports and the journalists behind them.
 - a) will be targeting
 - b) is targeting
 - c) was targeting
 - d) will have been targeting

7. Discussions between farmers and Modi's ruling Bharatiya Janata party (BJP) are in deadlock at present, but they are nonetheless the first time that a civilian backlash _____ the government to the negotiating table.
 - a) have bought
 - b) had been buying
 - c) had bought
 - d) has bought
8. Temperatures _____ more quickly in these regions than elsewhere on Earth and the potential for tragedy is clear.
 - a) was rising
 - b) were rising
 - c) is rising
 - d) are rising
9. In June, the remote town of Verkhoysk _____ temperatures of 38C, the highest ever recorded within the Arctic Circle.
 - a) will be recorded
 - b) was recording
 - c) recorded
 - d) had recorded
10. Regional neighbours _____ the continuing military buildup and threats to disputed islands in the South China Sea and to Taiwan in the coming decades.
 - a) are watching
 - b) will be watching
 - c) will watch
 - d) will have been watching

4. Open the brackets in the excerpt from “Global politics is basically anarchic – we're ruled by the law of the jungle” by Andrew Wainer, *The Guardian*.

According to the realist school of political science, the global political system 1. **(to be)** essentially anarchic; there 2. **(to be)** no ultimate global legal authority. “Realists” 3. **(to see)** a world governed by the law of the jungle. We 4. **(to have)** the United Nations, but it 5. **(to limit)** enforcement power. The United States sometimes 6. **(to assume)** the role of global cop, but 7. **(to enforce)** global norms selectively.

For many of us who 8. **(to grow up)** in the western middle-class, the world can 9. **(to seem)** a well-ordered environment where the rule-of-law 10. **(to prevail)**. But revelations from the Panama Papers 11. **(to pull back)** the curtain on what – even in the 21st century – can 12. **(to be)** a lawless international tax system, and one in which some western elites 13. **(to be)** deeply implicated.

II. TEST YOURSELF

1. Translate into English.

1. У ХХІ ст. структура глобальної політики стрімко ускладнюється. Все більшу і більшу роль відіграють недержавні актори.
2. Національні НУО завжди відігравали ключову роль у формуванні та впровадженні демократичних засад в політичне та соціально-економічному життя своєї держави і світу в цілому.
3. Передбачається, що в ході процесів глобалізації в умовах поступового розмивання державних суверенітетів і, відповідно, роздержавлення зовнішньої політики світовий політичний процес буде визначатися вже не “національними” інтересами його колишніх акторів – суверенних держав, міждержавних блоків і союзів, – але інтересами транснаціональних груп, представлених відповідними організаціями.

4. Якщо неурядові організації будуть виступати в якості елемента системи глобальної перебудови світу, вони стануть інструментом в руках глобалістів.
5. Національні та міжнародні неурядові організації стають сьогодні серйозними гравцями на світовій арені. Впродовж кількох десятиліть вони активно впливали на світову громадську думку і маюли помітний вплив на вирішення проблем людства глобального характеру, насамперед, у гуманітарній, екологічній та соціальній сферах.
6. Однак до теперішнього часу їх потенціал в повній мірі не затребуваний, головним чином, у зв'язку із невирішеністю проблем фінансування діяльності НУО державою і позабюджетними фондами, а також розпочатої ще від 1990-х рр., фінансової залежності багатьох національних неурядових організацій від закордонних фондів.
7. За відомостями журналу "Шпигель", в 1999 р. Національний фонд демократії виділив 3 млн. дол. на створення в Югославії молодіжного руху "Відсіч".
8. З того часу американські вчені, політологи, політтехнологи винайшли нову стратегію зміни політичних режимів у країнах світу.
9. Цікаво, як західні спецслужби, перш за все, американські, випрацювали, а потім довели до досконалості нову технологію ненасильницької зміни правлячих режимів в неугодних їм країнах.
10. Не встигли кольорові революції пройти на Україні, в Грузії, Югославії та Киргизстані, як журнал "Шпигель" опублікував серію аналітичних статей під спільним заголовком "ТОВ Революція".

SECTION 2

LISTENING & WRITING

Before listening:

1. Answer the questions.

1. Are we at the end of globalization?
2. What will the new world order be like?
3. What is the role of the USA, China and Russia in this new world order?
4. What is the future of Europe?
5. What is the future of the European Union?

2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian.

policymaker (*n*) a person who is responsible for or involved in developing plans of action for a political party, business, etc.

inequality (*n*) the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others

welfare (*n*) the general health, happiness and safety of a person, an animal or a group

frailty (*n*) weakness and poor health

framework (*n*) a set of beliefs, ideas or rules that is used as the basis for making judgements, decisions, etc.

prosperity (*n*) the state of being successful, especially in making money

ally (*n*) a country that has agreed to help and support another country, especially in case of a war

alliance (*n*) an agreement between countries, political parties, etc. to work together in order to achieve something that they all want

criss-cross (*v*) to make a pattern on something with many straight lines that cross each other

deathbed (*n*) the bed in which somebody is dying or dies

indebtedness (*n*) the position of owing money to other countries, organizations or people

mismanagement (n) bad management of a problem or situation

3. Practise pronouncing the names of the countries.

Vietnam BrE /,vi:et'nɑ:m/ or /,vi:et'næm/

Malaysia BrE /mə'leɪzə/ or /mə'leɪziə/

Chile BrE /'tʃɪli/

Saudi Arabia BrE /,saʊdi ə'reɪbiə/

Ethiopia BrE /,i:θi'əʊpiə/

Nigeria BrE /naɪ'dʒɪəriə/

Indonesia BrE /,ɪndə'ni:zə/ or /,ɪndə'ni:ziə/

Bangladesh BrE /,bæŋglə'deʃ/

Tunisia BrE /tju'nɪziə/AmE /tu'ni:zə/

Cambodia BrE /kæm'bəʊdiə/

Kenya BrE /'kenjə/

Listening:

4. Listen to Mike O'Sullivan's talk "*The end of globalization (and the beginning of something new)*" presented at an official TED conference, available at:

https://www.ted.com/talks/mike_o_sullivan_the_end_of_globalization_and_the_beginning_of_something_new

5. Fill in the gaps.

a. Watch the video and fill in the gaps with the names of the countries or other geographical names:

THE END OF GLOBALIZATION (and the beginning of something new)

(00:14 – 01:12)

The second wave of globalization began in the early '90s, and it delivered a great deal. Billions of people rose out of poverty. More impressively, wealth per adult in countries like 1) _____ and _____ increased by over six times in the last 20 years. The number of democracies rose, and countries as diverse as 2) _____, _____, _____, held free and fair elections. The role of women improved in many parts of the world, if you look at wage equality in countries like 3) _____, or access to education in countries like 4) _____. Economically, supply chains spread like webs around the world, with car parts criss-crossing borders before the final product came into place. And globalization has also changed the way we live now. It's changed our diets. It's changed how we communicate, how we consume news and entertainment, how we travel and how we work.

(10:50 – 11:50)

Now I find that when we talk about globalization, the end of globalization and the new world order, we spend far too much time discussing 1) _____, _____ and _____, and not enough time on the many exciting things happening in fast-growing economies, from 2) _____, _____, to _____, _____, _____ and _____. And in the new world order, the question for these countries is what model to follow and what alliances to build. And many of them during the period of globalization had become used to being told what to do by the likes of the IMF, the International Monetary Fund. But the age of condescension is now over, so the tangible opportunity in a less

uniform, more value-driven world for these countries is that they have much greater choice in the path to follow, and arguably greater pressure to get it right.

(11:50 – 13:06)

So should, for example, 1) _____ and _____ follow the Irish model or that of 2) _____? Does 3) _____ still think it has shared values with 4) _____ countries, or will it ally itself and its fast-growing population to 5) _____ and its model? And then think of one of the few female leaders in 6) _____, President Sahle-Work Zewde of 7) _____, and whether she might be inspired by the work of Jacinda Ardern in 8) _____ or Nicola Sturgeon in 9) _____, and tangibly how she can transfer their example to policy in 10) _____. Of course, it may be that in this new world order, countries like 11) _____ and _____ decide to go their own way and build out their own value sets and their own economic infrastructure, and in this way the arrangements and the institutions of the future will be crafted much less in 12) _____ and _____, but really by countries like 13) _____ and _____, comparing notes on how to battle corruption through technology, how to build education and health care systems for burgeoning populations, and how to make their voice heard on the world stage.

c. Watch the video and fill in the gaps with the prepositions:

(08:01 -09:03)

And as Europe moves 1) _____ a union that's based more 2) _____ values and less 3) _____ geography, its contours and those values themselves will increasingly be defined 4) _____ the tension between Brussels and countries like Hungary and Poland, who are increasingly behaving 5) _____ ways that go against basic values such 6) _____ respect 7) _____ democracy and the rule 8) _____ law. The treatment 9) _____ women and the LGBT community are other important markers here. And 10) _____ time Europe will, and should, tie financial aid 11) _____ these countries and policy 12) _____ their adherence 13) _____ Europe's shared values. And these countries, and others 14) _____ Eastern Europe, and Cyprus, still have close financial ties 15) _____ Russia and China. And again 16) _____ time they will be forced to choose 17) _____ Europe and its values and these other countries and their own distinct values.

(02:27 – 03:21)

And now, 1) _____ 2020, we're confronted 2) _____ the pandemic, which has shaken the ground 3) _____ us and further exposed the frailties 4) _____ the globalized world order. 5) _____ past international crises, most 6) _____ them economic 7) _____ geopolitical, there has usually ultimately been a sense 8) _____ a committee to save the world. Leaders and leading nations would come together. But this time, uniquely, there has been no such collaboration. 9) _____ a backdrop 10) _____ trade wars, some countries like the US have outbid others 11) _____ masks. There's been hacking 12) _____ vaccine programs, and a common enemy, the pandemic, has not been met 13) _____ a common response. So any hope that we might have a world vaccine or a world recovery program is 14) _____ vain.

©Mike O'Sullivan. TED Talk

After Listening:

6. Write five good questions to this talk. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____

5.

FREE WRITING

7. Write about the influence of globalization for humankind for 5-10 minutes. Comment on your group mate's paper.

8. Write a letter to Mike O'Sullivan on his postulate that "30-year era of globalization is now over and that we are entering a new world order". Ask him three critical questions and give him three of your opinions on the issue.

ACADEMIC WRITING

9. Write an essay (for Guidelines see APPENDIX 6) on one of the following topics.

1. Geopolitics and globalization.
2. The Concept and Elements of Global Governance.
3. An Analysis of Why Globalization is the Enemy of Democracy.
4. The Significance of Multiculturalism in Today's Global Political Environment.
5. An Overview of the Political Situation in the World after 1989.

WRITE A PIECE OF POETRY

10. First, read out loud in class the poem below.

TRADE WAR & GLOBALIZATION

*Not enough has been done
whatever is perused helps none
Globalization has been misinterpreted
the progress has not been related properly*

*it is aimed at extending the hegemony
bring as many countries as possible under the fold
keeping eye on their natural resources
and take over the control even by force*

*the natural sources are plundered
it has almost butchered the nature
the air pollution, release of toxins in the water
no doubt, material progress is seen but mankind suffers*

*now we hear about a trade war
nations try to control the economy by sitting far
lure the poor nations by offering aid
and suffer the consequences untold*

*they claim the land
show the hostile trend
enter into the military race
threaten sovereignty by the strength of the force*

*the induction of 'Intolerance' doctrine is the main hazard
all nations fear reprisal and look forward
to some solution for survival
by compromising even national interests*

© Mehta Hasmukh Amathalal

- **What message does the poet try to convey in his poem? Did you like the poem?**
- **Prepare literary translation of the poem into Ukrainian.**
- **Compose the poem of your own on the topic of the Unit using the Active Vocabulary.**

SECTION 3 SPEAKING & DISCUSSION

1. Present current news (see APPENDIX 7). Prepare and deliver a piece of current news related to the topic of UNIT 2 (a five-minute speech).

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
 2. Give references to the following information:
 - ~ an author of the article/video report/programme;
 - ~ a source (a newspaper/a magazine/a programme, etc.);
 - ~ the date of the publication.
 3. In order to be audience-oriented provide key words/word-combinations with the translation into Ukrainian that may be unfamiliar to your groupmates.
- Be ready to maintain a discussion on the topic of the current news.

2. Round-table discussion. Get ready to discuss the problem of the *Concept of Global Politics* at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson.

| | |
|---------------|---------------------------------------|
| Role A | Principles of Realism |
| Role B | Principles of Idealism |
| Role C | Principles of Marxism-Leninism |

3. Questions for discussion.

1. How does 'global' politics differ from 'international' politics?
2. To what extent has globalization reshaped international politics?
3. In what ways is the international dimension of politics still important?
4. To what extent have non-state actors come to rival states and national governments on the world stage?
5. Does interdependence always lead to cooperation and peace, or can it generate conflict?

6. Is globalization a political phenomenon? Discuss.
7. Which definition of globalization is most persuasive, and why?
8. Has the impact and significance of globalization been exaggerated?
9. What are the key differences between mainstream and critical approaches to global politics?
10. What are the theories of Global Politics? Do theoretical paradigms help or hinder understanding? Over what do realist and liberal theorists disagree?
11. To what extent has global power become more diffuse and intangible in recent years?
12. Why has there been growing interest in the notion of 'human' security?
13. What is globalism, and is it a good thing? Justify your answer.
14. How is the global economy and globalization impacting income and employment in the developing world? Explain.
15. Which definition of war do you find most useful? Why? How does globalization challenge traditional understandings of war? Does globalization make war more or less likely? Does it depend on the type of war?
16. What role is played by COVID-19 in global politics?

SUPPLEMENTARY

I. Take the quiz and compare your answers.

QUIZ: A HISTORY OF GLOBAL POLITICS

- Q1:** There are countries or states that are independent and govern themselves.
A. True B. False
- Q2:** Countries interact with each other through diplomacy.
A. True B. False
- Q3:** There are international organizations that facilitate global interactions.
A. True B. False
- Q4:** All states are nation
A. True B. False
- Q5:** Sovereignty is one of the fundamental principle of modern state politics.
A. True B. False
- Q6:** A state has _____ over its territory.
A. population B. territory C. government D. sovereignty
- Q7:** Has its own flag & culture, belongs to a state called the United Kingdom.
A. Scotland B. Bangsamoro C. Korea D. China
- Q8:** Separate nation existing within the Philippines, but recognizes authority of the Philippine government.
A. Scotland B. Bangsamoro C. Korea D. China
- Q9:** Divided as North and South.
A. Scotland B. Bangsamoro C. Korea D. China
- Q10:** A system of heightened interaction between various sovereign states.

A. Internationalism B. Globalization

Q11: This is a set of agreements signed in 1648 to end the Thirty Years' War between the major continental powers of Europe.

A. Treaty of Tordesillas B. Treaty of Westphalia

Q12: This was a war fought primarily in Central Europe between 1618 and 1648. One of the most destructive conflicts in human history, it resulted in eight million fatalities not only from military engagements but also from violence, famine, and plague.

A. Thirty Years War B. French Revolution

Q13: Bonaparte believed in spreading the principles of French Revolution-_____, _____ & _____.

A. liberty B. fraternity C. equality D. sovereignty

Q14: This code forbade birth privileges, encouraged freedom of religion, and promoted meritocracy in government.

A. Hammurabi Code B. Napoleonic Code

Q15: This sought to restore the world of monarchical, hereditary, and religious privileges of the time before the French Revolution & the Napoleonic wars.

A. The Concert of Europe B. Metternich system

Q16: Advocated the creation of "international law" that would govern the inter-state relations.

A. Jeremy Bentham B. Woodrow Wilson

Q17: Likened states in a global system to people living in a given territory.

A. Immanuel Kant B. Jeremy Bentham

Q18: Proposed a system of free nations that cooperated with each other to create an international system.

A. Giuseppe Mazzini B. Immanuel Kant

Q19: He saw nationalism as a prerequisite for internationalism.

A. Karl Marx B. Woodrow Wilson

Q20: He believed that any true form of internationalism should deliberately reject nationalism, which rooted people in domestic concerns instead of global ones.

A. Karl Marx B. Vladimir Lenin

II. PERSONALITY FILE.

1. Read the biography of David Cameron and be ready for the test.

DAVID WILLIAM DONALD CAMERON



Born:

October 9, 1966 in Marylebone, London, England, UK

A British politician, businessman, lobbyist, author and globalist who served as Prime Minister of the United Kingdom from 2010 to 2016.

GLOSSARY 2

according to a theory
acknowledge
acquire
actor
advent
advocate
affect
after-effect
amongst
aspire to
assertion
bold claim
bring off
bring on
bring out
bring somebody round to (one's opinion)
bring something about
bring/put something into effect
claim
claim
claim back
claim compensation
claim credit
claim publicly
claim superiority
claim territory
claim the mantle of
claim to fame
claim victory
claimable
claimant
coercive power
coin (v)
come into effect
common ground
commonplace
comprehensive
confine
consign to
contribute to
convene
convention
conventional
conventional engine
conventional farming
conventional forces
conventional fuel
conventional loan
conventional method
conventional theory
conventional therapy
conventional thinking
conventional vehicle
conventional warfare
conventional wisdom
conventionally
conventionally
crucially
deal militarily
dismiss
draw on
effect
effect
effect on somebody/something
effective
effectively
effectiveness
effects
efficient
enforce
exert influence
external investment
fanciful ideas
found/form/establish an organization
genuinely
global
global village
global warming
global economic problems
global system of communication
global warfare
globalisation
globalise
globalism
globalist
globally
go global
go into politics
govern
governance
government
government department/agency
government grants
government imposes
government institution
government interference
government mandate
government officials/ministers/employees

government policies/regulations
government spending/funding
government spokesman
governor
implications
in a swirl of
in effect
in effect
in politics
in theory
incompatible modes
interchangeably
interconnectedness
interdisciplinary approach
international organization
irrelevant
join an organization
lay claim to something
legal claim
meaningful sense
national
National Assembly
national bank
national character
national origin
national policy/politics
national register
national sovereignty
national standard
nationalisation
nationalise
nationalism
nationalist
nationally
nationhood
nationhood
nation-state
news/media organization
no claims
non-governmental organizations (NGOs)
operate
organization
organizational
organizationally
organize
organize (somebody/yourself) into
something
organize yourself/somebody
organized
organizer
partisan politics
play politics

policy
politic
political
politically
politician
politicise
politico
politics
politisisation
positive/negative effect
proficient
represent an organization
significance
sovereign
sovereignty
spin
spin doctor
stake a claim
stand (hold) one's ground
statehood
sustain
take effect
terrorist organization
the politics of
theoretical
theoretically
theoretician
theorise
theorist
theory
theory behind something
theory of something
theory on something
think tank
to no effect
to the effect that.../to this/that effect
trace back to
transcend
transnational corporations (TNCs)
voluntary/non-profit/non-governmental
organization
warrant serious consideration
worldwide

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UNIT 3 DEMOCRACY AND ITS IMPACT ON INTERNATIONAL RELATIONS

SECTION 1

READING & VOCABULARY

LEAD-IN:

I. Comment on the following:

- 1 "That government is the strongest of which every man feels himself a part." Thomas Jefferson.
- 2 "Politics ought to be the part-time profession of every citizen who would protect the rights and privileges of free men." Dwight Eisenhower,
- 3 "The real safeguard of democracy, therefore, is education." Franklin D. Roosevelt.
- 4 "Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary." Reinhold Niebuhr.
- 5 "Being democratic is not enough, a majority cannot turn what is wrong into right. In order to be considered truly free, countries must also have a deep love of liberty and an abiding respect for the rule of law." Margaret Thatcher

II. Discuss the problem:

1. How do people around the world see democracy? Do people believe the state is run for the benefit of all?
2. Why do people rule?
3. What are the oldest democracies?
4. What think tanks conduct research and analysis on democracy, democratization, and related topics in comparative government and international affairs.
5. Which way do digital technologies implement various forms of psychological targeting to get impact on public awareness? Give facts.

I. Read and translate the text.

TEXT 1

WHERE PEOPLE ARE SATISFIED WITH DEMOCRACY AND WHY

Abraham Lincoln believed that democracies would last forever, stating in his 1863 Gettysburg Address "that government of the people, by the people, for the people, shall not perish from the Earth." But while it's too early to say that Lincoln's optimism was misplaced, a new study

1. піти на спад

2. самоврядування

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| <p>finds that across the world – from <u>America</u> to <u>Britain</u> and <u>Japan</u> – faith in democracy is 1) on the wane. Dissatisfaction with 2) self-government has reached an 3) "all-time global high," thanks to the failure of democratic governments to successfully 4) grapple with a host of "transnational dilemmas," ranging from climate change to migration, income inequality, <u>according to the study</u> from the Centre for the Future of Democracy at the University of Cambridge.</p> | <p>3.досягти рекордно-високого рівня 4.намагатися вирішити проблему</p> |
| <p>Global disillusionment with self-government has risen from 47.9% in the mid-1990s to 57.5% last year,(2019) based on evidence the researchers 5) culled from more than 25 data sources, 3,500 country surveys and 4 million respondents, going back to 1973.</p> | <p>5. відібраний</p> |
| <p>In the U.S., satisfaction with democracy remained level at a high of around 75% between 1995-2005, but has since 6) plunged to below 50%. It's the first time 7) on record that a majority of Americans say they are 8) alienated from a system of government that once made them proud, the study says.</p> | <p>6. різко падати 7. відомий\ за всю історію\офіційно 8. відсторонитись</p> |
| <p>In the U.K, the study finds that dissatisfaction with democracy has surged during a period it calls the "Brexit crisis," mainly the three-plus years it took the country to finally exit the European Union after Britons 9) narrowly voted for a divorce from the E.U. in a 2016 referendum. Brexit finally occurred on Jan. 31, but only after Parliament agreed earlier in the month to 10) a withdrawal agreement worked out by the EU and Conservative Prime Minister Boris Johnson, who was elected in December.</p> | <p>9.отримати незначну перевагу голосів 10. угода про вихід з ЄС</p> |
| <p>The 2008 Great Recession and its aftershocks have rattled people's faith in the Western liberal order, as many countries were roiled by a mix of blows, including austerity budgets 11), slow-to-recover economies, inequality, immigration fears, corruption scandals and foreign policy failures. The study notes that in Europe, the post-recession crises of economic stagnation and unchecked migration hit some five years before the wave of populism washed over it because voters were willing to give established parties time 12) to confront the challenges. "By the end of the decade, however, had lost patience" with their leaders' failed nostrums, it notes, opening the door for populists.</p> | <p>11. бюджет жорсткої економії 12. протистояти викликам</p> |
| <p>However, it's not all doom and gloom for self-government. Many small, high-income democracies have moved in the direction of greater 13) civic confidence in their institutions. <u>Switzerland, Denmark, Norway</u> and <u>the Netherlands</u> – 14) have bucked the trend and have record high levels of satisfaction with their democracies. These countries form part of the “island of contentment” – a select group of nations, containing just 2% of the world’s democratic 15) citizenry, in which less than a quarter of the public express discontent with their political system.</p> | <p>13. довіра громадян 14. протидіяти пододати тенденцію\напрямок 15.громадяне\ населення</p> |
| <p>There are four factors that stand out in explaining why some democracies have – or have not – experienced an eroding democratic satisfaction. These can be summarised by four “Ps”: polarisation,</p> | <p>16. зрада продажність</p> |

| | |
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| <p>paralysis, 16) perfidy (or scandal), and powerlessness.</p> <p><u>Polarisation</u></p> <p>First, countries with increasing polarisation show rising dissatisfaction. This is especially the case in majoritarian electoral systems that generate “winners and losers”, leaving close to half of the electorate dissatisfied following every election.</p> <p><u>Recent research</u> shows that the US has had the largest increase in polarisation since the 1990s, and it is also among the countries with the largest increase in democratic dissatisfaction. Other majoritarian democracies, such as Canada and the UK, have suffered the same trend, though, on a more limited scale. The countries such as Denmark or Switzerland, which we call the “islands of contentment”, on the other hand, have limited polarisation and use proportional representation. The political structures of these nations drive them towards more cooperative forms of politics, and they are often less complicated to govern.</p> <p><u>Paralysis</u></p> <p>Citizens 17) abhor a political vacuum. Perhaps one of the clearest examples is the UK during the Brexit paralysis of 2019, in which the British cabinet and parliament 18) were logjammed over whether to pass the EU prime ministers hold a second referendum, or call an election.</p> <p>The UK is not the only example: 19) government shutdowns in the US under Bill Clinton in 1995-6, Barack Obama in 2013, and Donald Trump in 2018-9 did not increase public satisfaction. And in Australia, 20) the revolving door of prime ministers between 2013 and 2018 has left many voters dissatisfied.</p> <p>On the other hand, in countries where there is relative 21) continuity in government, such crises are avoided. In Switzerland, the so-called “<u>magic formula</u>” <u>coalition</u> at the federal level almost prevents such crises by design and satisfaction has been rising.</p> <p><u>Perfidy</u></p> <p>Perfidy– or, corruption and scandal – is one of the strongest predictors of dissatisfaction with democracy. These can be short-lived, as with the UK parliamentary expenses scandal of 2009, which saw dissatisfaction temporarily 22) spike, or rather longer in duration, such as the “tangentpoli” investigations in 1990s Italy which led to the collapse of the entire party system.</p> <p>Inevitably, more extreme examples can be found in many 23) emerging democracies. In Brazil, democratic dissatisfaction 24) has soared since the start of the “Lava Jato” investigations in 2014. And in South Africa, a string of 25) corruption revelations <u>during the presidency of Jacob Zuma</u> sent democratic dissatisfaction soaring to</p> | <p>17. відчувати відразу\</p> <p>18. стати у глухий кут</p> <p>19.зупинка роботи уряду</p> <p>20. постійна зміна кадрів\працівників\висока плинність кадрів</p> <p>21.забезпечення збереження керівництва країни</p> <p>22.Сплеск\різке зростання</p> <p>23.нові демократичні країни</p> <p>24.Стрімко зростати</p> <p>25.розкриття корупції</p> <p>26.корумпований</p> <p>27.відносно</p> <p>28.активна діяльність</p> <p>29.чесність,</p> |
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| <p>record highs.</p> <p>Denmark, Switzerland, the Netherlands, and Luxembourg on the other hand are the first, fourth, eighth, and ninth least 26) corrupt countries in the world, 27) respectively, <u>according to Transparency International</u>.</p> <p>Powerlessness Finally, citizens must feel that they have 28) agency over the political process. A clear example of powerlessness is where there is low 29) electoral integrity. Elections are one of the most visible aspects of democracy, and unfair electoral practices decrease public satisfaction.</p> <p>The unlimited money pouring into US elections since 2010, its demonstrably 30) gerrymandered electoral districts, active voter suppression, and controversies in vote counting have left many disillusioned with the electoral process. Canada is better off, but the 31) circumvention of election finance rules by Conservatives in the 2006 election campaign and <u>Robocall scandal</u> in the 2011 Canadian federal elections did not enhance public satisfaction.</p> <p>Still, it is worth remembering that democracy has been so successful not just because of procedural institutions such as elections or 32) checks and balances, despite how crucial these institutions are. It could be, to paraphrase Winston Churchill, that despite its many flaws, democracy is still preferable to the alternatives. Democracies, after all, allow people to their representatives without 33) resorting to bloodshed.</p> | <p>відсутність корупції</p> <p>\\непідкупність</p> <p>30.удаватися до передв иборних махінацій 31.введення в оману, хит рість_обхід (закону)</p> <p>32.засоби стримування і противаги;</p> <p>33здаватися до_ застосовувати</p> |
|---|---|

Notes:

¹the Centre for the Future of Democracy was launched at the Bennett Institute 29 January 2020 . It explores the future the challenges and opportunities faced by democratic politics over the coming century.

²a divorce from the E.U. The Brexit financial settlement ('divorce bill') is a sum of money due to the European Union (EU) from the United Kingdom (UK) when it left the EU (a process commonly referred to as Brexit) to settle the UK's share of the financing of all the obligations undertaken while it was a member of the EU.^[1] In the Withdrawal Agreement, it is officially referred to as the "financial settlement".^[2]

³a withdrawal agreement The Brexit withdrawal agreement, officially titled Agreement on the withdrawal of the United Kingdom of Great Britain and Northern Ireland from the European Union and the European Atomic Energy Community,^{[3][4]} is a treaty between the European Union (EU), Euratom, and the United Kingdom (UK), signed on 24 January 2020,^[5] setting the terms of the withdrawal of the UK from the EU and Euratom.

⁴The 2008 Great Recession The Great Recession was a period of marked general decline (recession) observed in national economies globally that occurred between 2007 and 2009. The scale and timing of the recession varied from country to country (see map).^{[1][2]} At the time, the International Monetary Fund (IMF) concluded that it was the most severe economic and financial meltdown since the Great Depression. One result was a serious disruption of normal international relations.

⁵the Western liberal order In international relations, the liberal international order (some times referred to as the rules-based^[1] or the US-led^[2] international order) describes a set of global, rule-based, structured relationships based on political liberalism, economic liberalism and liberal internationalism since the late 1940s.^[3]

⁶the British cabinet

The Cabinet is the main body that controls policy and coordinates activities of governmental departments. It is chaired by the Prime Minister and consists of most of the ministerial heads of departments, as well as some additional members. The Cabinet is the team of 20 or so most senior ministers in the Government who are chosen by the Prime Minister to lead on specific policy areas such as Health, Transport, Foreign Affairs or Defence.

⁷government shutdowns in the US Government shutdowns occur when the government refuses passage of key bills, resulting in the cessation of some or all operations by the government.

⁸Government shutdowns in the United States have occurred periodically since 1980, and are the result of failure to pass appropriations bills before the previous ones expire. Shutdowns of the type experienced by the United States are nearly impossible in other forms of government.

⁹Some of the most significant shutdowns in U.S. history have included the 21-day shutdown of 1995–1996 during the Bill Clinton administration over opposition to major spending cuts; the 16-day shutdown in 2013 during the Barack Obama administration caused by a dispute over implementation of the Affordable Care Act (ACA),^[3] and the 35-day shutdown of 2018–2019 during the Donald Trump administration, the longest shutdown in US history,^[4] caused by a dispute over the funding amount for an expansion of the U.S.–Mexico border barrier.^{[5][6]}

¹⁰the revolving door of prime ministers between 2013 and 2018 Australia has had five different Prime Ministers in five years, with only two elections in that same period. Since 2010, Australia has changed its leader on five separate occasions: in 2010, twice in 2013, in 2015, and in 2018. Only one of these was at a general election, the rest were the handiwork of MPs and Senators. As a result, Canberra has earned the nickname ‘the coup capital of the western world’.

¹¹“magic formula” coalition In Swiss politics, the magic formula (German: Zauberformel, French: formule magique, Italian: formula magica) is an arithmetic formula for dividing the seven executive seats on the Federal Council among the four coalition parties. The formula was first applied in 1959. It gave the Free Democratic Party (now FDP.The Liberals), the Catholic Conservative Party (now The Centre) and the Social Democratic Party two seats each, while the Party of Farmers, Traders and Independents (now the Swiss People's Party) received one seat.^[1] The formula is not a legal requirement but the result of an agreement among the four large coalition parties.

¹⁰the UK parliamentary expenses scandal of 2009 The United Kingdom parliamentary expenses scandal was a major political scandal that emerged in 2009, concerning expenses claims made by members of the British Parliament in both the House of Commons and the House of Lords over the previous years.^[1] The disclosure of widespread misuse of allowances and expenses permitted to Members of Parliament (MPs) aroused widespread anger among the UK public and resulted in a large number of resignations, sackings, de-selections and retirement announcements together with public apologies and the repayment of expenses. Several members or former members of both the House of Commons, and members of the House of Lords, were prosecuted and sentenced to terms of imprisonment.

¹¹the “tangentpoli” investigations in 1990s Italy Pronunciation : /tan.dʒenˈtɔ.po.li/. Coined by the media in the 1990s from tangente (“kickback”) + -poli (“city”). , and in this context refers to kickbacks given for public works contracts,^[1] and Greek polis meaning ‘city’;^[a] it is thus sometimes translated as “Bribesville” or “Kickback City”.

¹²the corrupt Italian political system that came to an end in the early 1990s

¹³was a large –scale criminal investigation in the early 1990s against widespread corruption and bribery in Italian administrative, political and business circles.

¹⁴This included the examination of the links between the Sicilian Mafia and over 4000 Members of Parliament, as well as the bringing of charges against 160 individuals about payment of bribes to the state electricity company ENEL in May 1995

¹⁵the “Lava Jato” investigations in 2014 Operation Car Wash (Portuguese: Operação Lava Jato) was a criminal investigation by the Federal Police of Brazil, Curitiba Branch. It began in March 2014 and was initially headed by investigative judge^[a] Sergio Moro, and in 2019 by Judge Luiz Antônio Bonat [pt].^[14] It has resulted in more than a thousand warrants of various types. According to the Operation Car Wash task force, investigations implicate administrative members of the state-owned oil company Petrobras, politicians from Brazil's largest parties (including presidents of the Republic), presidents of the Chamber of Deputies and the Federal Senate, state governors, and businessmen from large Brazilian companies. The Federal Police consider it the largest corruption investigation in the country's history.

¹⁷Transparency International...Transparency International is the global civil society organization leading the fight against corruption. It is a German registered voluntary association (Eingetragener Verein) founded in 1993 by former employees of the World Bank. Based in Berlin, its nonprofit and non-governmental purpose is to take action to combat global^[1] corruption with civil societal anti-corruption measures and to prevent criminal activities arising from corruption. The organization defines corruption as the abuse of entrusted power for private gain which eventually hurts everyone who depends on the integrity of people in a position of authority.

¹⁸Robocall scandal The 2011 Canadian federal election voter suppression scandal (also known as the Robocall scandal, Robogate, or RoboCon) is a political scandal stemming from events during the 2011 Canadian federal election.^{[1][2][3][4][5][6]} It involved robocalls and real-person calls that were designed to result in voter suppression. Elections Canada and the Royal Canadian Mounted Police (RCMP) conducted investigations into the claims that calls were made to dissuade voters from casting ballots by falsely telling them that the location of their polling stations had changed.^[7] Further possible electoral law violations were alleged as the evidence unfolded. Under the Canada Elections Act, it is an offence to wilfully prevent or endeavour to prevent an elector from voting in an election.^{[8][9]}

¹⁹doom and gloom’ The phrase ‘doom and gloom’ describes a feeling of negativity, pessimism, or hopelessness. English speakers often use it to describe something that is very negative and discouraging, the person feels like there is no positive side to a situation.

READING COMPREHENSION

I. Answer the questions.

1. What does a new study of the Centre for the Future of Democracy at the University of Cambridge reveal?
2. What current problems do the governments try to grapple with?
3. What rattled people's faith in the Western liberal order, according to the study?
4. What nations are called "islands of contentment" and why?
5. What are the factors that explain why some democracies have – or have not – experienced an eroding democratic satisfaction?
6. What was the reason of voters' dissatisfaction in UK, Australia and the US?
7. In which countries such democratic crises are avoided and what prevents those crises according to the article?
8. What is a clear example of powerlessness according to the study?
9. How did election campaigns in Canada and the US decrease public satisfaction?
10. Why do you think Abraham Lincoln believed that democracies would last forever, stating in his 1863 Gettysburg Address "that government of the people, by the people, for the people, shall not perish from the Earth." ?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. Abraham Lincoln believed that democracies would endure through time"
2. According to the study Global satisfaction with self-government has risen from 47.9% in the mid-1990s to 57.5% last year, (2019)
3. Constant switching of political leaders from offices between 2013 and 2018 has left many Australian voters dissatisfied.
4. Britons represented a relative majority in a 2016 referendum
4. The "island of contentment" are a select group of nations, containing just 2% of the world's democratic citizenry, in which less than half of the public are dissatisfied with their political system
5. Voters' dissatisfaction can be avoided by a relative stability in government
6. According to the study powerlessness is accounted for government shutdowns, relative continuity in government, gerrymandering and controversies in vote counting
7. Majoritarian electoral systems leaves nearly half of the electorate dissatisfied following every election.
8. The British cabinet and parliament experienced a political impasse in 2019.
9. The circumvention of election finance rules is a clear example of corruption
10. A majority of American citizens used to be proud, of the US system of government.

III. Complete the following sentences using the required information from the text above.

1. The unlimited money pouring into US elections since 2010, its demonstrably _____, active voter suppression, and controversies in vote counting have left many disillusioned with the electoral process
2. Switzerland, Denmark, Norway and the Netherlands – _____ and have record high levels of satisfaction with their democracies.
3. Democracies, after all, allow people _____
4. A new study finds that across the world – from America to Britain to Japan – faith in democracy is _____.
5. A clear example of powerlessness is where there is _____
6. _____ with self-government has risen from 47.9% in the mid-1990s to 57.5% last year,(2019).
7. Brexit finally occurred on Jan. 31, but only after Parliament agreed earlier in the month to _____.
8. On the other hand, in countries where there is relative _____ in government such crises are avoided.
9. Canada is better off, but _____ by Conservatives in the 2006 election campaign and Robocall scandal in the 2011 Canadian federal elections did not _____.
10. In Switzerland, the so-called _____, at the federal level almost prevents such crises by design and satisfaction has been rising.

V. a. Make up a plan of the text.

b. Write a short summary from 200-250 words. Make use of the linking words (see APPENDIX 2).

ACTIVE VOCABULARY: TEXT 1

I. Transcribe the following. Consult APPENDIX 4 if necessary.

surge, short-lived, says,, gerrymander, preferable, alienated, austerity, vacuum, circumvention, Luxembourg.

II. Define or explain the terms used in the text, consult English-English Dictionary (for reference see APPENDIX 4).

1.gerrymander, 2. circumvention, 3. checks and balances,4. a divorce from the E.U., 5. civic, electoral integrity, 6. revolving door, 7. revolving door, 8. continuity in government,9. emerging democracies, 10. political vacuum

III. a. Find in the text equivalents of the following words.

1, to solve a difficult problem, 2. a very high amount or level, 3. to rise quickly,4. a general feeling of pessimism, 5. to become weaker in strength or influence, 6. the condition of living without unnecessary things, 7. selected from a group,8. feeling withdrawn from others, 9. to regard with disgust, 10. to choose some course of action that is less desirable

b. Find in the text opposites of the following words.

1. to treat (someone) with admiration and respect, 2. decline, 3. with change or interruption, 4. it does not require great mental or physical effort, 5. self-distrust, 6. by a very big amount, 7. with moral values and sound principles, 8. power

IV. Translate the following sentences, paying attention to the underlined parts/active vocabulary of the text.

1 In 2011, the UN Food Price Index hit an **all time global high** and is set to go even higher with more predicted shortfalls in harvests and more mouths in the world to feed.

2 Despite a **revolving door** in senior ranks just below the top, the group has had a single CEO for the last three years

3. The opposition party proposed an **austerity** budget that included tax rises and spending cuts

4. Last year was the hottest year **on record**, tying with 2016, the European Union's Copernicus Climate Change Service said on Friday.

5 Many governments thus **resort to** financing expenditure through domestic bank borrowing and printing money, both of which are inflationary.

6 Scottish industry **bucked the UK trend** with a 5% rise in exports.

7 As developed economies **grapple with** these serious challenges, the developing world finds itself negatively impacted by economic and financial crises resulting from failures in which it had absolutely no part.

8 If nature **abhors** a vacuum, journalists **abhor** a transition, when there is little news to cover.

9 the significant political and institutional **continuities** meant that the movements had no realistic hope of defining the political agenda.

10 And many of the best are skilled translators, who **cull** the latest research for ideas and then convey them to clients in a direct, memorable way.

11. Allegations of vote rigging were never proven, but that the allegation that the constituencies were **gerrymandered** was little disputed.

12. This lack of continuity is a serious weakness when dealing with foreign financial and political leaders.

V. Complete each sentence with the correct form of the following words. There is one word too many.

to grapple with resorting to narrowly circumvent a revolving-door gerrymandering.
culled from continuity on the wane austerity

1 Through _____ constituencies are *deliberately designed* to unfairly increase the number of seats won by one party at the expense of another.

2 In theory, internet users in Europe could _____ the restrictions by using software that hides where their computer is based.

3 The emergency budget includes a large rise in taxes and a cut in public spending, in an attempt _____ the country's budget deficit.

4 The company became _____ workplace

5 By the 5th century, the power of the Roman Empire was _____.

- 6 He argued that the country needed to maintain some _____ in foreign policy
- 7 Candidates also are _____ personal attacks to get attention because their positions on most substantive issues are remarkably similar.
- 8 Global economists have warned against _____ measures even if debt rises.
- 9 Names of potential jurors are _____ voter registration lists
- 10 Auroux _____ defeated the rival candidate, Henri Emmanuelli, by 113 votes to 109.

VI. Translate into English using Active Vocabulary of Text 1.

1. Останнім часом можна спостерігати зниження **активної участі** громадян у політичному житті
2. Політичний екстремізм не відступає і дуже важко **протистояти тенденції** в недемократичних країнах.
3. Під кінець 1980-х років здавалося, що загроза тероризму **поступово минає**.
4. За останню частину законопроекту проголосували **зі незначною перевагою**.
5. В тому ж році валютні резерви країни **зросли** на 378 млрд. дол. США, досягнувши рекордно високого рівня в 1,6 трлн. дол. США.
6. Рівень безробіття в країні офіційно **знизився** в середньому з 23,5% в 1997 році до 15,3% в 2003 році .
7. Програми **жорсткої економії** і політика врегулювання доходів стримають зростання споживання.
8. Більшість країн намагається **протистояти тенденції** в сфері політики, яку визначають могутні держви.
9. Необхідно відновити **послідовність** у мирному переговорному процесі.
10. **Поляризація політики, маніпуляції у виборчих округах** і конституція, в якій, здається більш, стримувань, ніж противаг, перешкоджають реформам в країні.

READING 2:

TEXT 2: HOW BREXIT PARTY WON EURO ELECTIONS ON SOCIAL MEDIA – SIMPLE, NEGATIVE MESSAGES TO OLDER VOTERS

- performing
- Inauthentic
- right and wrong
- to win
- learn from
- according to
- ads
- to have a final say
- the overall vote
- content

The Brexit party used simple messaging, an active social media presence and a “overwhelmingly negative” attack **1)** _____ the online battle before the European elections, **2)** _____ a new analysis of the campaign.

Nigel Farage’s party accounted for 51% of all shared content on Facebook and Twitter during the campaign, despite only producing 13% of the content. The analysis, by the 89up digital agency, said the “scale of their success went beyond what we were expecting”.

Meanwhile, Change UK, made up of pro-Remain former Labour and Tory MPs, were the losers of the internet campaign. Despite spending more than £100,000 on 1,000 Facebook **3)** _____ in the week before the vote, Change UK generated 1.1% of all shares on the platform – fewer than any other UK-wide party.

The election saw the Brexit party top the polls, with 31.6% of **4)** _____. Having made an impression in the polls after its launch, Change UK secured just 3.4% of the vote. The best **5)** _____. pro-Remain party was the Lib Dems, who finished second with 20.3%.

The analysis looked at each party’s impact on Facebook and Twitter, their top-performing **6)** _____, and the impact of their party leaders. The analysis found the Brexit party generated more than 45 times as many shares through “simpler, stronger messaging and a deeper understanding of their audience”. The campaign was “overwhelmingly negative”, focused 39% of all ads on attacking Labour and prioritised older Facebook users in England rather than 18-24-year-olds, or residents of Scotland and Northern Ireland.

The analysis also identified dozens of pro-Brexit party accounts with a “high likelihood of being **7)** _____”. The accounts were all created relatively recently, had Brexit party profile pictures, tweeted dozens to hundreds of times a day, and posted almost exclusively about Brexit.

From posts made between 5 April and the election, The Brexit party made 212 to Change UK’s 62 posts. It received 325,900 shares, compared to Change UK’s 7,200 shares. Change UK’s messaging was criticised as complex, suggesting that a vote for them would lead to a second referendum, which would in turn allow the British public to **8)** _____. The Brexit party’s posts were more direct and emotionally charged, compelling followers to “save democracy, support Brexit”, or help Britain avoid humiliation. The Brexit party’s Facebook posts were an average of 19 words long. Change UK’s were 71 – more than three times longer.

In 212 posts, the Brexit party avoided talk of immigration or the benefits of Brexit, focusing instead on the idea that cancelling Brexit would be undemocratic, or as they’d put it: “This isn’t about left or right, it’s about **9)** _____.”

Mike Harris, the chief executive of 89 up, said: “The Brexit party’s social media campaign is a lesson for the pro-Remain parties who were significantly less effective during the European elections. The Brexit party spent less than a tenth of Change UK, the Greens and the Liberal Democrats in the last week before the elections, but had significantly more reach and engagement with the public.

“While some of this was potentially due to inauthentic **10)** _____, a lot was due to the clarity and simplicity of their messaging which the Remain parties must **11)** _____.”

READING 3:

Read the text. Put the following prepositions in each space in the text below: *on (2) to (3) over (2) by at in into out with for among*. Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the text.

TEXT 3: USING THE 'MAGIC FORMULA' TO ACHIEVE CONCORDANCE

Concordance is a model of democracy that promotes consensus and ensures internal peace, and it is a hallmark of Switzerland's political system. The system came into being at the beginning of the 20th century.

The term 'concordance' means 'agreement' and it has become an integral part of Switzerland's political culture. It refers in particular 1) _____ the executive organ at the federal level, the seven-member Federal Council. The parties with the largest number of voters share the executive seats

2) _____ themselves and thus form, so to speak, an all-party government. Linked to this is the principle of collegiality, which means that collective decisions are supported and defended 3) _____ all members vis-à-vis the outside world. This results in a body that is characterised by stability, and often also by continuity. In the medium and long term, therefore, concordance and collegiality provide 4) _____ a decision-making mechanism that is defined by amicable consensus and broad-based compromise solutions. These principles of Swiss politics are not enshrined in the Federal Constitution and thus represent a kind of 'customary law', which can also be found 5) _____ a greater or lesser extent at the cantonal level. The concordance form of democracy contrasts with the so-called 'competitive democracy', a principle that characterises most other democracies worldwide.

After elections, the party 6) _____ the largest number of voters takes 7) _____ the government or forms a coalition government with one or more other parties. In the next election everything could be completely different again, with a new majority structure. This puts a significant strain 8) _____ the predictability of politics. In Switzerland the term concordance characterises the Federal Council, as well as the other political powers and organs. All major political parties are included in the consensus-based decision-making process. The principle of concordance guarantees that the parties' views are taken 9) _____ consideration in proportion to their size, especially when it comes 10) _____ the allocation of political offices and leadership positions in the administration, the armed forces and the judiciary.

Alongside federalism, direct democracy and the principle of the citizens' legislature, concordance is a central political pillar of Switzerland's political culture which has so far proven very successful. The advantages 11) _____ a 'competitive democracy' are obvious, because the mechanism of direct democracy acts, among other things, to loosen the grip 12) _____ political power: there is no 'party dictatorship'; authoritarian individuals have little opportunity to make a mark; there is less corruption, and greater transparency in the political process. Even in a concordance democracy, however, constructive opposition is possible and can be quite efficient. The main opposition is the citizens' vote, which can intervene in the political process 13) _____ any time through direct democracy. Alongside this – 14) _____ addition to the problematic opposition policy operated by the SP and SVP pool parties as outlined above – smaller parties that are not part of the government have the opportunity to initiate internal and extra-parliamentary opposition. A good example of this is the success of the Greens and Green Liberals as part of the climate debate, a development which, in the medium term, could knock the current 'magic formula' 15) _____ of line.

TRANSLATION

I. Render the following text into English using some of the studied vocabulary.

15 вересня – Міжнародний день демократії. Як виявляється, найпопулярніша форма суспільного устрою, одночасно, є й найбільш проблемною.

Демократія нині переживає не кращі свої часи, про що зазначають абсолютно всі, хто дотичний до вивчення цієї політичної системи. Всі ми не можемо не помічати змін, які іноді видаються катастрофічними. Різняться лише прогнози: дехто вважає процеси незворотними, тому передрікає «смерть демократії», а дехто, налаштований оптимістично, впевнений, що це лише чергова криза, після якої ця політична система стане ефективнішою і сильнішою.

Однією з гострих проблем сучасної демократії є питання безпеки. Ці дві цінності надзвичайно важко узгодити: або ви жертвуєте свободою і отримуєте більше безпеки, або жертвуєте безпекою і отримуєте більше свободи. За останні десятиліття світ став більш доступним. Але, разом з тим, після терактів 11 вересня 2001 року немислимо посилюються правила безпеки.

Сподівання на те, що авторитаризм у ХХІ столітті приречений – не справдилися. Він виявився дуже живучим і здатним до переродження. Натомість демократія показала власну вразливість, зіштовхнувшись із величезною кількістю загроз: тероризмом, економічними кризами, хвилями міграції, екологічним колапсом, політичним популізмом, зростанням постнаціоналістичних і лівацьких настроїв, пандемією тощо.

Згідно з даними Freedom House, рівень свободи і демократії в світі неухильно знижується 15 рік поспіль. Знижується рівень політичних прав і громадянських свобод. Те ж саме зазначає й The Economist, який назвав падіння демократії безпрецедентним.

Історія – річ майже непередбачувана. Спрогнозувати можна лише якісь незначні політичні варіанти. Певно що доба, коли демократію можна було нав'язати, вже у минулому. Про неприпустимість подібної практики застерігав ще Джон Мілль (1806-1873): «Ніхто не має права примушувати індивіда щось робити, або щось не робити лише на тій підставі, що від цього йому самому б було краще, або від цього він став щасливішим, або ж, нарешті, на тій підставі, що, на думку інших людей, вчинити подібне було б благородніше і навіть доцільніше» («Про свободу»). В іншому разі це будуть імітаційні демократії, епігонство. Так само, як колись у Європі повсюдно імітували Францію ХVІІ століття – доби Людовіка ХІV. Де тільки не з'являлися тоді «маленькі Версалі»!

Універсальної доби суцільної демократії не вийшло. Так само, як немає і ніколи не буде якоїсь вічно-незмінної демократії. Демократія не догмат і це нормально. Догмат – незмінний, а все, що незмінне – мертво. Тому, будьмо обережними оптимістами і сподіваймося, що демократія й після цієї кризи – неймовірно тяжкої – не тільки виживе, але й оновиться, стане більш ефективною формою правління, адже нічого кращого людство поки що не вигадало.

На чому базується такий оптимізм? А от на чому: Вінстон Черчилль якось сказав, що демократія, «це єдиний режим, коли точно знаєш: якщо вранці тобі дзвонять у двері – це служба доставки, а не каральні органи, які прийшли забрати тебе у тюрму».

LEXICAL CLINIC

- ❖ ELECTION
- ❖ INCREASE
- ❖ POWER
- ❖ CITIZEN
- ❖ VOTE
- ❖ EMERGE
- ❖ CHALLENGE
- ❖ CORRUPTION

Corruption *n*: 1. dishonest or illegal behaviour involving a person in a position of power, 2. evil or wicked behavior; depravity. 3. decay; putridity;

4. inducement to wrong by improper or unlawful means (such as bribery). 5. in linguistics, a word whose original form has been changed. 6. the fact of information on a computer being changed so that it is wrong and cannot be used. 7. Corruption of blood: the effect of an attainder which bars a person from inheriting, retaining, or transmitting any estate, rank, or title.

corrupt *v*: 1. to make someone dishonest and willing to use their position or power for personal advantage, esp. to get money. 2. to degrade with unsound principles or moral values

3. to debase or become debased morally; 4. to spoil, to become tainted or rotten

to alter (a language, text, etc.) for the worse; (transitive *v*.) (computing) to introduce errors into (data or a program).

Corrupt *adj*. guilty of dishonest practices, as bribery; 2. lacking integrity; 3 (of a text or manuscript) made meaningless or different in meaning from the original by scribal errors or alterations. 4. (of computer programs or data) containing errors. 5. adulterated or debased by change from an original or correct condition

Vote *v*: 1. to express your choice or opinion, especially by officially writing a mark on a paper or by raising your hand or speaking in a meeting; 2. to offer (something) as a suggestion

Vote *n*: 1: a formal process in which people (such as the members of a legislature) vote in order to indicate whether or not they support a leader, government, etc 2. a usually formal expression of opinion or will in response to a proposed decision. 3. the total number of such expressions of opinion made known at a single time (as at an election) 4. the right to cast a vote

Vote smth down to defeat something such as a law or plan by voting against it:

Vote smth through to accept and make possible something such as a law or plan by voting for it:

To outvote: to defeat by a majority of votes

voter *n*: 1. one that votes or has the legal right to vote., **absentee voter:** someone who sends their vote by post or by using the internet, rather than being physically present to vote at an election

Election *n*: 1. a: an act or process of electing, b: the fact of being elected

2: predestination to eternal life 3: the right, power, or privilege of making a choice

run for election: to compete in an election

Elect *tr v*: **1:** to select by vote for an office, position, or membership
2: to make a selection of
3: to choose (something, such as a course of action) especially by preference
4: might elect to sell the business

int verb: to make a selection

elect *adj*: **1:** carefully selected **2:** chosen for salvation through divine mercy

3a: chosen for office or position but not yet installed **b:** chosen for marriage at some future time

elect **1:** one chosen or set apart (as by divine favor) **2** elects plural: a select or exclusive group of people

electorate *n*: **1:** a body of people entitled to vote

emerging *adj*: **1.** beginning to exist or be noticed **2.** beginning to have economic power or success

to emerge *v*: **1.** to appear, or to become recognized **2.** to come to the end of a difficult period or experience **3.** to begin to exist or have power or influence **4.** to appear or become known or apparent as a result of thought, discussion, or investigation **5.** to come up to the surface of or rise from water or other liquid

emergent *adj*: **1a:** arising unexpectedly **b:** calling for prompt action: urgent **2a:** rising out of or as if out of a fluid **b:** rooted in shallow water and having most of its vegetative growth above water **3:** arising as a natural or logical consequence. **4:** newly formed or prominent

emergency *n*: **1.** an unforeseen combination of circumstances or the resulting state that calls for immediate action **2:** an urgent need for assistance or relief

challenge *n*: **1:** a stimulating task or problem **2a:** a calling to account or into question **b:** an exception taken to a juror before the juror is sworn **c:** a questioning of the right or validity of a vote or voter **d:** a sentry's command to halt and prove identity. **3a:** an invitation to compete in a sport **b:** a summons that is often threatening, provocative, stimulating, or inciting specifically: a summons to a duel to answer an affront

challenge *tr v*: **1:** to dispute especially as being unjust, invalid, or outmoded

2a: to confront or defy boldly **b:** to call out to duel or combat **c:** to invite into competition **3:** to question formally the legality or legal qualifications of **4:** to arouse or stimulate especially by presenting with difficulties **5:** to order to halt and prove identity **6:** to demand as due or deserved **7:** to administer a physiological and especially an immunologic challenge to (an organism or cell)

intr v: **1:** to make or present a challenge

challenging *adj*: **1.** difficult, in a way that tests your ability or determination **2:** invitingly provocative

challenged *adj*: having a physical or mental condition that makes ordinary activities more difficult than they are for other people; handicapped

challenger *n*: someone who tries to win a competition, fight, or sports event from someone who has previously won it

challenger bank; a new type of bank set up to compete with large, traditional, national banks

Power *n*: **1.** ability to control people and events **2.** the amount of political control a person or group has in a country: **3.** strength **4.** an official or legal right to do something **4.** authority **5.** electricity, especially when considering its use or production **6.** the amount by which an image is increased by a device used for seeing things that are very small or a long distance away:

the powers that be idiom important people who have authority over others

the power behind the throne idiom someone who does not have an official position in a government or organization but who secretly controls it

Powerful *adj* 1: having great power, prestige, or influence a powerful leader

2: leading to many or important deductions a powerful set of postulates

Powerfully *adv* to a strong or powerful extent

Powerless *adj* 1: devoid of strength or resources 2: lacking the authority or capacity to

the condition or feeling of having no power:

Power *tr v* 1: to supply with power and especially motive power 2: to give impetus to

int verb 1: to move about by means of motive power 2: to move with great speed or force

Powerful *adj* 1: having great power, prestige, or influence a powerful leader

2: leading to many or important deductions a powerful set of postulates

Powerfully *adv* to a strong or powerful extent

Powerless *adj* 1: devoid of strength or resources 2: lacking the authority or capacity to

the condition or feeling of having no power:

citizen *n*: 1a: a native or naturalized person who owes allegiance to a government and is entitled to protection from it b: a member of a state 2: an inhabitant of a city or town especially: one entitled to the rights and privileges of a freeman 3: a civilian as distinguished from a specialized servant of the state .

netizen *n*: net-i-zen | \ 'ne-tə-zən also -sən : an active participant in the online community of the Internet

citizenize in British English / 'sɪtɪz^ə, naɪz/ (**i**) *tr v* to cause to become a citizen

citizenry in British English / 'sɪtɪzənri/ (**i**) / *n*: citizens collectively

citizenship in American English / 'sɪtəzənɪs, -sə-/ *n*: a woman who is a citizen

citizenship *n*: the state of being a member of a particular country and having rights because of it:

increase *intr v*: 1: to become progressively greater (as in size, amount, number, or intensity) 2: to multiply by the production of young

tr v 1: to make greater

increasing growing; rising

increasingly *adv*: to an increasing degree an increasingly dangerous situation

increased : made or become greater

increase *n*: 1: the act or process of increasing 2: something that is added to an original stock or amount by augmentation or growth (such as offspring, produce, profit)

EXERCISES

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1..The next major **stimulating task** for the company is to improve its distribution capabilities. 2.In October 2020, during his campaign for a U.S. Senate seat, Raphael Warnock elbow bumped a supporter in Atlanta, Georgia, before **casting his ballot**. 3. And so, while biosimilar manufacturers Biocon and Viartis have made substantial headway into the European market, gaining traction in the U.S. market is proving **very difficult**. 4. As awareness **has grown**, many countries have taken steps to amend their laws to ensure that women and girls are able to inherit housing, land and property on an

equal basis with men and boys. 5. The present voting system distorts the wishes of the **qualified voters**. 6. Western governments should be giving more aid to new democracies of the Third World. 7. Both companies are under investigation for **dishonest practices**. 8. Authorities say Malik Faisal Akram, a British **national**, took the four people who were at Congregation Beth Israel last Saturday hostage.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

Challenge(n) - challengers - challenging- challenged (2)- challenger

1. Meanwhile, evolution is happening, the world is rapidly _____ and there are plenty of competitors who can make your employees and clients feel more _____ and fulfilled. 2. Listening can be hard work, and some people are more to listen to than others. 3. Using a phone to translate is a boon to the linguistically _____ traveller like me. 4. The Chancellor will effectively become Labour leader when no _____ emerge. 5. The bank is expected to raise 75 million in a flotation that could value the business at as much as 900 million. 6. The new government's first _____ is the economy.

vote(v)- vote(n,2) – voter – voting – voters– outvoted

1. The rioters were attempting to stop the electoral _____ for the United States presidency to keep Donald Trump in office despite his defeat at the polls. 2. Soon after, Wisconsin began maintaining statewide _____ registration. 3. Mississippi does not allow early, no-excuse absentee _____ 4. The partisan divide has been stark since Bush vs. Gore in 2000, when five Republican justice _____ the four Democrats and effectively threw the presidential election to George W. Bush, who lost the popular vote. 5. Hogan did not _____ for Trump in 2016 in his first run for office or in 2020 for his reelection bid. 6. The Associated Press reported back in June that more than a million _____ across 43 states have switched to the Republican Party over the last year, 7. The investment is a _____ of confidence in the Indian IT sector amid mounting uncertainty.

election - elect (v) - electorate - elect (adj-)

1. That victory was fueled by an opposition coalition that mobilized a large swath of the state's _____ — including Republican and independent voters — to turn out in historic numbers. 2. The governor- _____ in 2026 will have a short time to organize an administration and craft a state budget before taking office the first week in January. 3. Unlike their neighbors around the D.C. region, Arlington voters do not directly _____ a top local official, such as a mayor or county executive. 4. Willis's probe began after reports that Trump and his allies had placed calls to Georgia officials seeking to overturn state _____ results.

emerge (v,4)- emerging (adj,2)– emergent- emergency

1. There is growing evidence that the economy is at last _____ from recession 2. During the interview, Dr. Biden — who doesn't work with a stylist — also spoke about supporting young _____ and diverse designers. 3. Diplomats involved in the discussions have long hoped that rich countries stepping up their

financial contributions would spur some of the big-economy polluters, such as India, to cut emissions and phase out coal. 4. We have the flexibility to adjust our rates to meet _____ customer needs. 5. It _____ that secret talks had been going on between the two companies before the takeover was announced. 6. New business opportunities will _____ with advances in technology. 7. The stock was trading for under \$20 when the company from bankruptcy. 8. Italy has declared a state of _____ around the Po river in the north, where the European drought has whacked hydroelectric power production and threatened supplies of the clams used in spaghetti alle vongole.

Corruption (n,2) - corrupt (adj)- corruptive- corrupt (v,2)

1.For those who don't believe in the _____ nature of power, there are approximately 875 Netflix shows illustrating the concept.2.He was a member of the team looking into allegations of _____ in the local government building-works department. 3.Violence on television _____ the minds of children. 4. The word "holiday" is a _____ of "holy day." 5. Most of the data on the hard drive _____ when the power went out. 6. The tight relationship between banana exporters and repressive and _____. leaders ultimately undermined development in the region, exacerbated inequality and left Central American countries weak and misgoverned.

Power (n, 4)- – power(v)- powerless- – powerful- powerfully - the powers that be

1.Congress is, of course, _____ to revive a law that the Supreme Court has struck down as unconstitutional. 2. What's the magnification _____ of your binoculars? 3. The students wanted to have a big party, but _____ didn't approve. 4. Such placements convey a cultural and political solidarity with conservatives more _____ than most anything else, according to Republican strategists and aides. 5. Spain was an important military _____ in the 16th century. 6. The united efforts of all market participants will bring quicker and more _____ Results. 7. The company abused its ...r, forcing workers to work overtime without pay. 8.The president was removed from _____ in the recent uprising. 9. White House officials then tried to show the 79-year-old leader could _____ through the virus.

Citizen - citizenry- citizenship- netizens

1.Chinese _____ began to push for transparency, accountability and the rule of law.— New York Times, 29 Jan. 2020. 2. The violent suppression of blacks demanding educational equity and the collective antipathy of racist southern universities in the fight for integration were rudimentary facts of life for the African-American _____ in the 1960s.3.In regard to the legal status and prospective _____ for undocumented immigrant living here the only solution would be if the Congress will make US a digital economy. 4.The Biden administration has come under mounting pressure from members of the House and Senate to launch an independent investigation into the killing of Ms. Abu Akleh, who was also an American _____ — New York Times, 2 July 2022

increasing – increasingly- increased- icrease(v) –increase(n)

1.Boeing has delivered only a handful of the planes since the fall of 2020 after discovering a series of production defects that drew _____ scrutiny by its own engineers and regulators at the FAA.— Alison Sider, WSJ, 8 Aug. 2022. 2. There is an _____ desire in many parts of the world to balance their roles in enhancing food webs and reducing yields. 3. As climate change makes these tasks _____ more difficult,

women and girls must make longer journeys to gather essential water and firewood and deal with less productive land. 4. Showers and thunderstorms are possible today across this region, but rain chances really _____, especially in terms of heavy rainfall, Friday and Saturday.— Allison Chinchar, CNN, 18 Aug. 2022. 5. The state’s casinos, horse tracks that offer sports betting, and the online partners of both types of gambling outlets won \$480.7 million in July, an _____ of 6.7% from a year ago.

Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

III. Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

e.g. “Biden defeats Trump in an ELECTION he made about character of the nation and the President ” – By Stephen Collinson and Maeve Reston, CNN) November 8, 2020

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

e.g. run for election

IDIOMS

An idiom is a phrase, saying, or a group of words with a metaphorical (not literal) meaning, which has become accepted in common usage. An idiom’s symbolic sense is quite different from the literal meaning or definition of the words of which it is made. There are estimated to be at least 25,000 idiomatic expressions in the English language.

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

14. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

| | |
|------------------|--|
| October Surprise | 1.the term was used to describe the stereotypical key target voter who could determine the election result |
| Workington man | 2.A parliamentary technique of delaying a vote to pass legislation by giving a long speech. |
| Filibuster: | 3.any news event orchestrated or damaging information released in the month before an election, deliberately timed in the hopes of affecting |

| | |
|------------------------|--|
| | the outcome of the election |
| Big Government | 4.A parliament in which no one political party has an outright majority |
| Hung parliament | 5. It is a term that is often used to criticise governments which spend a lot of money on social welfare issues. |

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

October Surprise Filibuster Big Government Workington man Hung parliament

1. Donald Trump got a historic _____ when then-FBI Director James Comey announced — 11 days before the election — that the agency had reopened an investigation into Clinton’s emailing habits. The investigation went nowhere but gave Trump a critical late boost.
2. ‘When President Obama introduced his mammoth \$4.4 trillion budget this week, he effectively announced that the era of _____ is back.’
3. ‘_____ was tonight credited for Boris Johnson’s General Election landslide as it emerges almost eight out of ten from the voting group backed him.
4. It was a dreadful _____ which added nothing to the debate.
5. The election resulted in a _____ where no party received enough votes to gain overall control.

PHRASAL VERBS

A phrasal verb is a combination of a verb + particle(s). The particle(s) changes the meaning of the verb. Phrasal verbs are used to make speech less formal.

PHRASAL VERB

BREAK

I. Match the phrasal verbs with their definitions:

| | |
|------------|---|
| Break down | 1. to <u>become impossible</u> to <u>understand</u> because the <u>connection</u> is not <u>strong</u> enough (of a <u>telephone conversation</u>) |
| Break out | 2. <u>stop</u> for holidays |
| Break up | 3. Stop functioning, <u>stop</u> being <u>successful</u> |
| | 4. to lose composure, or resolution |
| | 5. to make people leave a place where they have been <u>meeting</u> or <u>protesting</u> |
| | 6. to <u>remove</u> a <u>difficulty</u> that <u>prevents</u> something from <u>happening</u> |
| | 7. escape |
| | 8. to develop or emerge with suddenness or force |

III. Make up a short story using as many phrasal verbs *BREAK* as possible. Use the Model below.

III. Fill in the gaps.

1. The aim of the agreement is _____ barriers to trade.
2. When does your school _____
3. The police were instructed _____ the demonstration and arrest the ringleaders.
4. There was a danger that fire would _____
5. The line's gone; I think you're _____
6. Cholera has _____ in the refugee camps.
7. Luther watched him a minute to see if he would _____ but he was resolute.
8. It's ironic that computers _____ so often, since they're meant to save people time.
9. Peace talks have _____ in the Middle East.

GRAMMAR CLINIC

❖ The use of passive voice

- ❖ Passives with an agent
- ❖ Passives without an agent
- ❖ It with the passive voice
- ❖ Passive: typical errors

I. GRAMMAR: THE BASICS

1. Study and revise grammar material. We use the terms active voice and passive voice to talk about ways of organising the content of a clause:

Using the passive allows the speaker or writer to make choices about what is important.

We use the passive for different reasons. We sometimes use it to give focus to something. We can also use it because we don't know the identity of the 'doer' or because it's not important to know who or what did the action. In addition, we use it to be impersonal and create distance.

We often use passives without agents in academic and technical contexts when the process or actions are more significant than who or what did them:

A sample was taken and injected into a tube.

In this study, children's eye movements were recorded while they listened to a series of messages.

We often use passive forms of reporting verbs (believe, think, say, consider, find) to create distance from personal statements and focus more on impersonal processes:

Police are looking for a man in his 30s. He is believed to be dangerous.

In some cultures blowing your nose in public is considered impolite.

Passive: typical errors

We don't form passive structures with intransitive verbs:

She died.

Not: ~~She was died.~~

We don't form passive structures with verbs that describe states:

*Those shoes **don't suit** the dress.*

Not: ~~The dress isn't suited by those shoes.~~

We use the past form of be + born to talk about someone's birth:

*She **was born** at home.*

Not: ~~She is born at home.~~

Passives with an agent

We use the preposition by to introduce the doer or the agent of the action. We use this structure when the agent is important:

*Mr Ward has been arrested **by the FBI**.*

*The community was destroyed **by a flood** in 1862.*

When the subject of the passive clause is not the real agent of the verb, we use other prepositions in passive structures:

*I'd been decorating the bedroom and I **was covered in paint**. (Paint isn't the real agent; I am the agent; I was painting.)*

When the doer or agent of the action is an instrument, we use with:

*The door **was smashed open with a hammer**.*

Passives without an agent

Passive structures without an agent are very common. We use these structures when an agent is not important, or is unknown or obvious:

*All applications **must be received** before 31 July.*

*The data **was analysed** and the results **have just been published**.*

*I walked to work. The car's **being repaired**.*

We often use an impersonal expression with **it** or **there** when the agent is not important:

***It was decided** to charge £10 per ticket.*

***It has been estimated** that in Tanzania one elephant in three is an orphan.*

*There **were** no comments **given** about the proposal and no decisions **made**. (No comments were given ... no decisions were made.)*

It with the passive voice

It is common with the passive voice. It makes the sentence seem less personal and more objective:

***It was decided** that we should all swim across the lake before breakfast.*

***It is accepted** that research into cancer has advanced considerably in the last few years.*

2. Translate and comment on the underlined Grammar Patterns /comment on the use of the grammar forms given in bold type

1. Customers booked for winter will be able to travel as planned and are being given several months' notice of any changes," a statement said.
2. The strikes are expected to delay thousands of cases, leaving victims and the accused waiting longer for justice.
3. The current strike action means members are already scheduled to strike on 30 August, meaning members' last working day will be on Friday.
4. Almost all of this inflation of inflation estimates (deliberate) has been caused by rocketing gas prices, which find their way into almost everything we buy.
5. The figure is based on how much gas and electricity a typical customer uses, so each household's bill will vary.
6. Too little money is being spent by the governments on roads.
7. Boris Johnson will be investigated by a Commons committee over claims he misled Parliament about parties in Downing Street during lockdown.
8. Mr Sunak and Ms Truss are taking part in 12 hustings events around the UK - where they are being questioned about their policies.
9. Too little money is being spent by the governments on roads.
10. Passengers affected by the changes will be offered an alternative flight with BA or another airline or a refund, it added.

3. Open the brackets. ...

- Once Mr Johnson has officially resigned, the newly-elected leader (1- invite) to Buckingham Palace to meet the Queen who - on the advice of the ruling party - appoints a new PM.

- The Conservative Party's 357 eligible MPs (2-hold) a series of votes over the past week. The candidate polling the lowest number (3-eliminate) in each round, until only two remained:
- The ballot of party members (4-close) at 17:00 BST on 2 September.
- The winner (5-reveal) on 5 September by Sir Graham Brady, chairman of the 1922 Committee of Conservative backbench MPs.
- We could know the new prime minister sooner if either candidate (6-drop out).
- The events are open to Conservative members and (7-stream) on the party's website. Journalists can (8-attend) - but can not ask questions.
- It (9- expect) that the airline is going to operate an average of 290 round-trips per day from London Heathrow over the winter. Its total capacity for the winter schedule (10-reduced) by 8%. next coming month.

4. Put the correct preposition.

1. The houses were looked ...properly.
2. I was seen ...at the railway station by my family yesterday.
3. The troops were called ...by the government.
4. The room has not been lived ...for two years.
5. The house was broken ... by the burglars
6. The factory was pulled ... a month ago.
7. The weapons must be handed ...as soon as possible.
8. The translation can not be found fault ...
9. The flowers must seen ... every day.
10. This article can be referred

TEST YOURSELF

Translate into English (10)

1. Індекс демократії^[1] (англ. Democracy Index)— класифікація 167 країн світу, яка складається «Economist Intelligence Unit» за рівнем розвитку в них демократії.
2. При складанні класифікації враховуються 60 різних показників, згрупованих по 5 категоріях: вибори і плюралізм, громадянські свободи, діяльність уряду, політична ангажованість населення і політична культура.
3. Вперше індекс демократії^[1] (англ. Democracy Index) був складений 2007 року, доповнений 2008 та 2010 року.
4. В авторитарних державах вибори до органів влади або не проводяться, або є безальтернативними.
5. Повноцінна демократія — країна, де громадянські свободи і основні політичні свободи не тільки поважаються, а також підкріплюються політичною культурою, що сприяє розвитку демократичних принципів.
6. Зазначено, що в Україні серед чотирьох категорій, за якими оцінюється стан демократії, таких як участь у виборах, політичний процес і плюралізм, політична

культура та функціонування уряду, найслабшою виявилася саме остання категорія.

7. Влада виборних осіб авторитарних державах часто обмежена могутніми новообраними організаціями (армією, церквою, партією), опозиція відкрито переслідувалася; ЗМІ контролювалися державою, зазнавали цензури Щойно йому запропонували приєднатись до переговорів, як угоду було досягнуто
8. Авторитарні режими нині теж добре інтегровані у світову економічну систему – фінансову, торговельну тощо. завдяки глобалізації.
9. Через пандемію Covid-19 ситуація із демократією, яка, за висловом Вінстона Черчілля, є найгіршою формою правління, за винятком усіх інших, погіршилася у 116 з 167 досліджуваних держав. Тобто, у 70% країн світу.
10. Найголовнішим уроком 2020 року групою дослідників Economist названо те, що "до свободи не можна ставитися легковажно" і сприймати її, як належне.

24. Render the following text into the English language using some of the above-mentioned vocabulary. Translate the following into English using some of the studied vocabulary.

15 вересня – Міжнародний день демократії. Як виявляється, найпопулярніша форма суспільного устрою, одночасно, є й найбільш проблемною.

Демократія нині переживає не кращі свої часи, про що вказують абсолютно всі, хто дотичний до вивчення цієї політичної системи. Всі ми не можемо не помічати змін, які іноді видаються катастрофічними. Різняться лише прогнози: дехто вважає процеси незворотними, тому передрікає «смерть демократії», а дехто, налаштований оптимістично, впевнений, що це лише чергова криза, після якої ця політична система стане ефективнішою і сильнішою.

Однією з гострих проблем сучасної демократії є питання безпеки. Ці дві цінності надзвичайно важко узгодити: або ви жертвуєте свободою і отримуєте більше безпеки, або жертвуєте безпекою і отримуєте більше свободи. За останні десятиліття світ став більш доступним. Але, разом з тим, після терактів 11 вересня 2001 року немислимо посилюються правила безпеки.

Сподівання на те, що авторитаризм у XXI столітті приречений – не справдилися. Він виявився дуже живучим і здатним до переродження. Натомість демократія показала власну вразливість, зіштовхнувшись із величезною кількістю загроз: тероризмом, економічними кризами, хвилями міграції, екологічним колапсом, політичним популізмом, зростанням постнаціоналістичних і лівацьких настроїв, пандемією тощо.

Згідно з даними Freedom House, рівень свободи і демократії в світі неухильно знижується 15 рік поспіль. Знижується рівень політичних прав і громадянських свобод. Те ж саме вказує й The Economist, який назвав падіння демократії безпрецедентним.

Історія – річ майже непередбачувана. Спрогнозувати можна лише якісь незначні політичні варіанти. Певно що доба, коли демократію можна було нав'язати, вже у минулому. Про неприпустимість подібної практики застерігав ще Джон Мілль (1806-1873): «Ніхто не має права примушувати індивіда щось робити, або щось не робити лише на тій підставі, що від цього йому самому б було краще, або від цього він став щасливішим, або ж, нарешті, на тій підставі, що, на думку інших людей, вчинити подібне було б благородніше і навіть доцільніше» («Про свободу»). В іншому разі це будуть імітаційні демократії, епігонство. Так

само, як колись у Європі повсюдно імітували Францію XVII століття – доби Людовіка XIV. Де тільки не з'являлися тоді «маленькі Версалі»!

Універсальної доби суцільної демократії не вийшло. Так само, як немає і ніколи не буде якоїсь вічно-незмінної демократії. Демократія не догмат і це нормально. Догмат – незмінний, а все, що незмінне – мертво. Тому, будьмо обережними оптимістами і сподіваймося, що демократія й після цієї кризи – неймовірно тяжкої – не тільки виживе, але й оновиться, стане більш ефективною формою правління, адже нічого кращого людство поки що не вигадало.

На чому базується такий оптимізм? А от на чому: Вінстон Черчилль якось сказав, що демократія, «це єдиний режим, коли точно знаєш: якщо вранці тобі дзвонять у двері – це служба доставки, а не каральні органи, які прийшли забрати тебе у тюрму».

SECTION 2

LISTENING & WRITING

Before listening:

1. Answer the questions.

1. Why do you think the defense of democracy is “the defining challenge of our time?”
2. Who attended democracy Summit for Democracy 2021? What was the summit's guestlist criticized for?
3. How did participating delegations share their vision for strengthening?

2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian. (Collins+Cambridge)

emerging (*adj*) starting to exist, newly formed
illicit- (*adj*) illegal or disapproved of by society

transparent (*adj*) open and honest, without secrets

to converge (*v*) to come together and unite in a common interest or focus

to safeguard (*v*) to protect something from harm:

entities (*v*) an organization (such as a business or governmental unit) that has an identity separate from those of its members

take for granted (*idiomatic phrase* to value (something or someone) too lightly: to fail to properly notice or appreciate (someone or something that should be valued))

3. Practise the word pronouncing. (Cambridge pronouncing dictionary)

Athens - /'æθ.ənz/

media - /'mi:.di.ə/

genius - /'dʒi:.ni.əs/

to breathe- /bri:ð/

era - /'iə.rə/

4. Democracy: Spend one minute writing down all of the different words you associate with the word "Democracy". Share your words with the group and talk about them.

Listening :

Listen to Boris Johnson at the Summit for Democracy on 9 December 2021, available at: (<https://www.youtube.com/watch?v=j5WJrmbglck>)

5. Fill in the gaps.

- a. Watch the video and fill in the gaps with the missing words or word-combinations:
PM REMARKS – SUMMIT FOR DEMOCRACY: 9 DECEMBER 2021

Out of Athens more than 2,500 years ago, there came a simple and beautiful idea: that people are neither passive nor ___1_____, but free citizens with a right to participate in ___2_____. of their country.

The idea of democracy has gathered force down the centuries, inspiring billions across the world, and ___3_____. we all share.

We believe that our peoples ___4_____.to elect and remove their governments through the ___5_____, overseen by independent courts and a free media.

We're only here because our ___6_____. have, at least for the time being, raised us to positions of responsibility for their affairs - but they have every right to cast us down and out again, and we would not wish it any other way.

No-one knows more about trusting the voters than our host, President Biden, who has ___7_____, fought 11 elections, at least as many as any leader in the democratic world.

Yet democracy is not just an ideal: it is the best practical way of creating the atmosphere of free inquiry that allows genius to breathe.

In an era when technological advance and therefore economic success depend on discovery and invention, it is no coincidence that of the 10 most innovative countries in the world, nine are liberal democracies.

And it is because of these innate advantages that it has never been more vital to strengthen democracy at home and stand up for our principles abroad, including through our trade, security and economic partnerships.

So we in the United Kingdom are working with our friends to ensure that 8 are designed 9 our shared values of freedom and openness.

We are joining our fellow democracies to help developing countries to build clean and green infrastructure with 10, that are open to 11 by the people who will benefit.

And we are using our new system of national sanctions to target those responsible for corruption or human rights violations across the world.

This summit provides an opportunity to go further and in the “Year of Action” that will follow, Britain will take even stronger measures against the illicit finance that 12 democracy everywhere, strengthening our law 13 to go after the criminals who abuse our corporate structures.

We will bring more openness to the purchase of properties in the UK by 14 and take forward new laws to safeguard our democratic processes and institutions from those who would do us harm.

And as we do this, we know that we cannot 15, but nor should we waver in our faith that trusting the people is the surest route to national unity and success.

Thank you.

b. Watch the video and fill in the gaps with the prepositions:

1 Athens more than 2,500 years ago, there came a simple and beautiful idea: that people are neither passive nor powerless, but free citizens with a right to participate in the governance of their country.

The idea of democracy has gathered force down the centuries, inspiring billions 2 the world, and converging 3 the principles we all share.

We believe that our peoples are entitled to elect and remove their governments 4 the ballot box, overseen by independent courts and a free media.

We're only here because our electorates have, 5 least 6 the time being, raised us to positions of responsibility 7 their affairs - but they have every right to cast us down and out again, and we would not wish it any other way.

No-one knows more about trusting the voters than our host, President Biden, who has, 8 my count, fought 11 elections, at least as many as any leader in the democratic world.

Yet democracy is not just an ideal: it is the best practical way of creating the atmosphere of free inquiry that allows genius to breathe.

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And it is because of these innate advantages that it has never been more vital to strengthen democracy at home and stand 9 for our principles abroad, including through our trade, security and economic partnerships.

So we in the United Kingdom are working with our friends to ensure that emerging technologies are designed to safeguard our shared values of freedom and openness.

We are joining our fellow democracies to help developing countries to build clean and green infrastructure with transparent projects, that are open 10 scrutiny by the people who will benefit.

And we are using our new system of national sanctions to target those responsible for corruption or human rights violations across the world.

This summit provides an opportunity to go further and in the “Year of Action” that will follow, Britain will take even stronger measures against the illicit finance that undermines democracy everywhere, strengthening our law enforcement powers to go after the criminals who abuse our corporate structures.

We will bring more openness to the purchase of properties in the UK by overseas entities and take forward new laws to safeguard our democratic processes and institutions from those who would do us harm.

After Listening:

6. Write five good questions to this talk. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____
5. _____

FREE WRITING

7. Write about Boris Johnson's opinion on democracy for 5/10 minutes. Comment on your group mate's paper.

8. ARTICLE 1: Write a magazine article (for Guidelines (see APPENDIX 4) about President Biden holding the first of two Summits for Democracy, which brought together leaders from government, civil society, and the private sector. Include imaginary interviews with people who are for and against this.

ACADEMIC WRITING

9. Write an essay (for Guidelines see APPENDIX 6) on one of the following topics.

1. How to build clean and green infrastructure with transparent projects, that are open to scrutiny by the people who will benefit?
2. Emerging technologies are designed to safeguard our shared values of freedom and openness, do you agree?.

WRITE A PIECE OF POETRY

First, read out loud in class the poem below.

O Captain! My Captain!

BY WALT WHITMAN

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

- What message does the poet try to convey in his poem? Did you like the poem?
- Prepare literary translation of the poem into Ukrainian.
- Compose the poem of your own on the topic of the Unit using the Active Vocabulary.

O Captain! My Captain! is an extended metaphor poem written by Walt Whitman in 1865 about the death of U.S. president Abraham Lincoln. Well received upon publication, the poem was Whitman's first to be anthologized and the most popular during his lifetime. During the American Civil War, Whitman moved to Washington, D.C., where he worked for the government and volunteered at hospitals. Although he never met Lincoln, Whitman felt a connection to him and was greatly moved by Lincoln's assassination. "My Captain" was first published in The Saturday Press on November 4, 1865.

Abraham Lincoln was shot April 14, 1865 and died early April 15, 1865.

over seven million people observed his funeral train as it traveled the seventeen hundred miles from Washington D.C. to Springfield, Illinois from April 21st to May 3rd. He was buried May 4th, 1865.

'An epidemic of verse seized thousands. They sent their rhymed lines to the New York Herald, which publicly notified them that if it were all printed there would be no space for news, wherefore none at all would be printed. The Chicago Tribune editorially notified them that it "suffered" from this "severe attack of poetry," that three days brought one hundred and sixty pieces beginning either "Toll, toll, ye mourning bells" or "Mourn, mourn, ye tolling bells."

SECTION 3

SPEAKING & DISCUSSION

1. Present current news (see APPENDIX 6). Prepare and deliver a piece of current news related to the topic of UNIT 2 (a five-minute speech).

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
2. Give references to the following information:
 - ~ an author of the article/video report/programme;
 - ~ a source (a newspaper/a magazine/a programme, etc.);
 - ~ the date of the publication.
3. In order to be audience-oriented provide key words/word-combinations with the translation into Ukrainian that may be unfamiliar to your groupmates.

Be ready to maintain a discussion on the topic of the current news.

2. Round-table discussion. Get ready to discuss the problem of the Concept of Global Politics at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson.

ROLE A - POVERTY REDUCTION, THE PROMISE OF LEAVING NO ONE BEHIND,

AND THE SDGS

Even before the onset of COVID-19, the world needed a much more ambitious focus to achieve the Sustainable Development Goals (SDGs). The global pandemic has wreaked havoc on our collective efforts to eradicate poverty, reduce inequalities, and create a more prosperous and healthy planet for all. A devastating number of people have slid back into poverty, reversing gains that had been made over the past decade. It is projected that between 100 million and 150 million individuals were pushed back into extreme poverty in 2021 as a result of the compounding effects of COVID-19. Many of these people live in fragile, conflict-prone, climate-risk environments, making the nature of the challenge even harder.

ROLE B - PROPELLING URGENT ACTION ON GENDER EQUALITY AND THE RIGHTS OF GIRLS AND WOMEN

The world is all too aware of the disproportionate impact that COVID-19 has had on girls and women, as well as the pervasive and systemic challenges that prevent progress on closing the gender rights and opportunity gaps, and the impacts of shrinking civic society space on local and global women’s movements. But there are also rays of light on an otherwise dim horizon: a vibrant and powerful group of dedicated actors across geographies and sectors are working, against the odds and on the right side of history, to make gender equality a reality.

ROLE C - Financial/political corruption

Concern about corruption is highest in South Africa, where 57% say this is a top issue. Malaysia (55%) and Hungary (53%) record similarly high levels of concern. A 10-point drop puts Peru in fourth this month (45%), more in line with scores seen in Colombia and Russia (44%).

Great Britain records the largest month-on-month increase in concern about corruption (+7 to 25%), the highest ever recorded in the nation and 15 points higher than this time last year.

ROLE D - Technopolar world

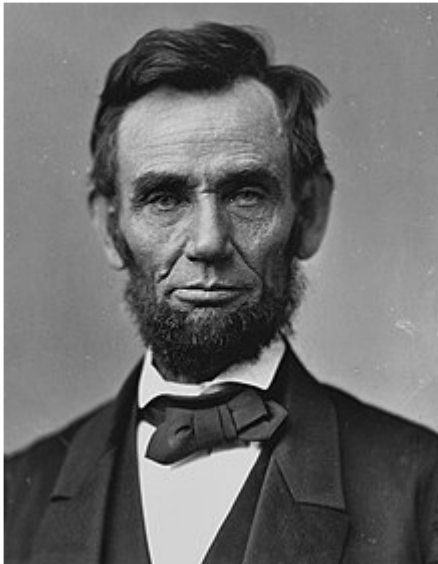
Tech giants can’t yet (and don’t want to) effectively govern the digital space or the tools they’re creating. Disinformation will further undermine public faith in democracy, As tech firms and governments fail to agree on how to protect data privacy, cyber-security, and the safe and ethical use of artificial intelligence,

3. Make up 5-7 questions for discussion.

SUPPLEMENTARY

2. PERSONALITY FILE.

1. Read the biography of Abraham Lincoln and be ready for the test.



Abraham Lincoln was the 16th president of the United States and is regarded as one of America's greatest heroes due to his role as savior of the Union and emancipator of enslaved people. His rise from humble beginnings to achieving the highest office in the land is a remarkable story.

Lincoln was assassinated at a time when his country needed him to complete the great task of reunifying the nation. His eloquent support of democracy and insistence that the Union was worth saving embody the ideals of self-government that all nations strive to achieve. Lincoln's distinctively humane personality and incredible impact on the nation have endowed him with an enduring legacy.

Lincoln warned the South in his Inaugural Address: “In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you.... You have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to preserve, protect and defend it.”

The son of a Kentucky frontiersman, Lincoln had to struggle for a living and for learning. Five months before receiving his party's nomination for President, he sketched his life:

“I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families—second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks.... My father ... removed from Kentucky to ... Indiana, in my eighth year.... It was a wild region, with many bears and other wild animals still in the woods. There I grew up.... Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher ... but that was all.”

Lincoln made extraordinary efforts to attain knowledge while working on a farm, splitting rails for fences, and keeping store at New Salem, Illinois. He was a captain in the Black Hawk War, spent eight years in the Illinois legislature, and rode the circuit of courts for many years. His law partner said of him, “His ambition was a little engine that knew no rest.”

As President, he built the Republican Party into a strong national organization. Further, he rallied most of the northern Democrats to the Union cause. On January 1, 1863, he issued the Emancipation Proclamation that declared forever free those slaves within the Confederacy.

Lincoln never let the world forget that the Civil War involved an even larger issue. This he stated most movingly in dedicating the military cemetery at Gettysburg: “that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

The spirit that guided him was clearly that of his Second Inaugural Address, now inscribed on one wall of the Lincoln Memorial in Washington, D. C.: “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds.... ”

On Good Friday, April 14, 1865, Lincoln was assassinated at Ford’s Theatre in Washington by John Wilkes Booth, an actor, who somehow thought he was helping the South. The opposite was the result, for with Lincoln’s death, the possibility of peace with magnanimity died.

1. Abraham Lincoln was the ___ president of the United States

- a. 1st
- b. 16th
- c. 5th
- d. 15th

2. Abraham Lincoln was from ___ State

- a. Virginia
- b. Indiana
- c. Kentucky
- d. Illinois

3. Lincoln warned the South in his Inaugural Address

- a. “In my hands, my dissatisfied fellow countrymen, is the momentous issue of civil war.
- b. “In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of my presidency..
- c. “In your hands, my dissatisfied fellow countrymen, and not in mine, is the historic issue of civil war.
- d. “In your hands, my dissatisfied fellow countrymen, and not in mine, is the inconsequential issue of civil war

4. His law partner said of him,

a. His ardent desire to achieve success was a little engine that knew no rest.”

b. his ambition was to become a president

c. his determination was to build the Republican Party

d. Lincoln was not much engaged in work or activity.”

5. On January 1, 1863, he ...

a. elected President

b. was assassinated

c. issued the Emancipation Proclamation that declared forever free those slaves within the Confederacy

d. issued the Emancipation Proclamation that declared forever free those slaves across the world.

6. Second Inaugural Address, now inscribed on one wall of the Lincoln Memorial in

a. Hardin County, Kentucky

b. Washington, D. C.: “

c. New Salem, Illinois

d. a. New York

7. “.....of the people, by the people, for the people, shall not perish from the earth.” Lincoln said about.

a. war

b. power

c. government

d. world

8. The expression is usually credited to Abraham Lincoln who, during the Civil War, said that voters should re-elect him

a. "Do I not destroy my enemies when I make them my friends?"

b. "I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have."

c. "Those who deny freedom to others, deserve it not for themselves"

d. "It is not best to swap horses while crossing the river."

GLOSSARY 2

on the wane

grapple with

self-government

grapple with

cull from

on record

alienated from

vote narrowly for

a withdrawal agreement

austerity

to confront the challenges

civic

confidence

buck the trend

citizenry

perfidy

abhor

logjam

government shutdowns

revolving door

continuity

Perfidy

spike

emerging

democracies

soar

inauthentic

right and wrong

according to

ads

to have a final say

the overall vote

content

corruption

overwhelmingly

accounted for

shared content

polls

impact

compared to

Facebook users

Identified

likelihood

focus

compel

followers

Brexit

Referendum

messaging

benefits

Brexit

media

corrupt

respectively

agency

electoral

integrity

gerrymander

circumvention

checks and balances

resort to

a divorce from the E.U.

challenge

challenger

challenging

challenged

vote(v)

vote(n,)

voter

voting

outvote

election

elect (v)

electorate

elect (adj)

emerge (v)

emergent

emergency

Corruption

Power

powerless

powerful

powerfully

the powers that be

Citizen

citizenry

citizenship

increasing

increasingly-

increased-

increase(v)

increase(n)

October Surprise

Filibuster
Big Government
Workington man
Hung parliament

break down
break out
break up

converging
entitled to
ballot box
to ensure
to safeguard
shared values
transparent
to scrutiny
enforcement
entities
the illicit
human rights violations
take for granted
compelling
followers
to target

polls
focus on
overall vote
digital
Concordance
promotes consensus
ensures
internal peace

hallmark

political system.

came into

integral part

political culture.

in particular

the executive organ

the executive seats

all-party government.

collective decisions

collegiality

decision-making mechanism

amicable consensus

broad-based

enshrined

customary law’

‘competitive democracy’

worldwide.

coalition government

political offices

leadership positions

political pillar

authoritarian individuals have

transparency

magic formula’

out of line.

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UNIT 4 DIPLOMACY AND INTERNATIONAL INSTITUTIONS

SECTION 1. READING & VOCABULARY

LEAD-IN:

1. Comment on the following:

1. Diplomacy in the classic sense, the adjustment of differences through negotiation. *Henry Kissinger* (
2. Diplomacy is listening to what the other guy needs. Preserving your own position, but listening to the other guy. You have to develop relationships with other people so when the tough times come, you can work together. *Colin Powell*
3. The principle of give and take is the principle of diplomacy give one and take ten. *Mark Twain*
4. Diplomacy is to do and say the nastiest things in the nicest way. *Isaac Goldberg*
5. Diplomacy is more than saying or doing the right things at the right time, it is avoiding saying or doing the wrong things at any time. *Bo Bennett*

2. Discuss the problem

1. How do the increased number of actors involved in diplomacy interact and get things done?
2. How has the growing diversity of international actors challenged the maintenance of common norms of diplomatic discourse?
3. How can the tension between the demands of public diplomacy and some of the more cherished values of traditional diplomacy be resolved?
4. How can information tools be best harnessed to advance national interests and promote national values?
5. What are the differences between ‘club’ and ‘network’ diplomacy and how are these affecting the profession? What are the critical sub-tensions that are at play because of these differences?

I. Read and translate the text.

TEXT 1

DIPLOMACY AS RISK MANAGEMENT

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| <p>Kissinger once said that diplomacy isn't like engineering—solving problems as they present themselves, moving on to the next one—but more like gardening: 1) cultivating relationships—not for their own sake, as critics of diplomacy claim—but so they can be called on when you need them.</p> <p>Diplomacy stands accepted as 2) the mainstay and the core process of relations among nations. Foreign policies are formulated and through diplomacy. According to Harold Nicholson “Diplomacy is the management of International Relations by means of negotiations; the method by which these relations are 3) adjusted and managed by ambassadors and 4) envoys the business or art of diplomats.</p> <p>Diplomacy is the principal substitute for the use of force or 5) underhanded means in 6) statecraft; it is how comprehensive national power is applied to 7) the peaceful adjustment of differences between states.</p> <p>Diplomacy is often confused with foreign policy, but the terms are not synonymous. Diplomacy is the chief, but not the only, instrument of foreign policy, which is set by political leaders, though diplomats (in addition to military and intelligence officers) may advise them. Foreign policy establishes goals, prescribes strategies, and sets the broad tactics to be used in their accomplishment.</p> <p>Its 8) primary tools are international dialogue and negotiation, primarily conducted by accredited envoys (a term derived from the French <i>envoyé</i>, meaning “one who is sent”) and other political leaders. Unlike foreign policy, which</p> | <ol style="list-style-type: none"> 1. розвивати , підтримувати відносини 2. головний напрям 3 регулювати відносини 4-посланець 5. підступні засоби 6. мистецтво керувати державою 7. мирне врегулювання 8. первинні інструменти, механізми |
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| <p>generally is 9) enunciated publicly, most diplomacy is conducted in confidence, though both the fact that it is in progress and its results are almost always made public in contemporary international relations.</p> <p>At its most basic level, diplomacy is the management of foreign relations to reduce risk to the nation while 10) promoting its interests abroad. In this task, diplomacy's success is measured more by what it 11) precludes than by what it achieves.</p> <p>We commonly think of state-to-state relations as being carried out bilaterally, through embassies in respective capitals. There is a whole other 12) dimension to diplomacy, 13) namely multilateral or conference diplomacy. This is - typically conducted through institutions like the United Nations—the UN General Assembly is currently in session, and specialised agencies and institutions such as the World Trade Organization, and the G20.</p> <p>Constant 14) diplomatic intercourse promotes stability and predictability. It inhibits inimical change, reducing the risk that 15) amicable states will become adversaries or that adversaries will become enemies. And it provides 16) situational awareness that reduces surprise and enables governments 17) to respond intelligently and tactfully to trends and events.</p> <p>Prosperity in state to state relations is achieved by carrying out the elementary 18) chores of routine diplomacy.</p> <p>Some diplomatic chores 19) yield immediate gains. Others are long-term investments in 20) garnering goodwill and 21) uilding rapport. As current events demonstrate, when these chores are not done, the nation loses in both the short and the long term.</p> <p>Abraham Lincoln asked, “Do I not destroy my enemies when I make them my friends?”</p> <p>Diplomacy is about the cultivation and exploitation of friendship with foreign states and peoples. and demonstration in supportive behavior.</p> <p>In diplomacy, including the parliamentary diplomacy of international organizations like the United Nations, the spontaneous return of a favor, a ration of flattery, a gesture of respect, an apparently sincere effort to consult, a reassuring glance, a respectful retort, a comforting silence, and reliable follow-up to implied as well as explicit undertakings can be worth a lot.</p> <p>21) ote-trading and 22) mutual back-scratching cement habits of cooperation. The same is true in alliance management, a key diplomatic skill.</p> <p>Diplomacy is relationship management as contact sport. Its conduct depends on the talents and training of the men and women who engage in it. Diplomats learn to see transactions as part of a process that defines relationships.</p> <p>Every negotiation of a specific issue 23) contributes to judgments of character and elements of trust that affect future interactions. 24) sharp practices earn long-term distaste.</p> <p>The wisest diplomats cultivate a reputation for integrity, fairness, and determination to follow through on commitments. Demonstrating that their government will back them in 25) delivering on the commitments they make is as important as reaching agreement on the business at hand.</p> <p>Doing so raises the probability of productive future interactions with foreign 26) counterparts. It helps prevent 27) ongoing disputes from 28) solidifying into</p> | <p>9. оголошувати публічно</p> <p>10 захищати, відстоювати інтереси</p> <p>11. відвертати, перешкоджати</p> <p>12. аспект, характер проблематика</p> <p>13. а саме</p> <p>14. дипломатичні контакти, зносини</p> <p>1 5 - д р у ж н і держави</p> <p>16- аналіз, розуміння того, що відбувається</p> <p>17- враховувати тенденції</p> <p>18- звичайні обов'язки</p> <p>19. досягти негайних результатів</p> <p>20- завойовувати прихильність, репутацію</p> <p>21- обмін голосами</p> <p>2 2 - В з а є м н і послуги</p> <p>23- робити внесок</p> <p>24- шахрайство, нечесні методи</p> <p>25- виконання запов'язань</p> <p>26- партнери.колеги</p> <p>27- триваючі</p> |
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| <p>impasse and 29) irremediable hostility.</p> <p>So does the maintenance of good personal relations with adversaries at the negotiating table. Keeping issues in 30) a state of negotiability rather than accepting deadlock is a key precept of sound diplomacy.</p> <p>Language is the principal weaponry of diplomacy. Interpreters are its foot soldiers. But language is more than words and syntax. The body often speaks before the mouth and even when the mouth is silent. Body language, too, differs across cultures. The widespread use of English as a lingua franca has not obviated the need for diplomats to learn foreign languages and how to communicate effectively with their native speakers. Nor will the perfection of machine translation do so.</p> <p>Mastery of a language in all its dimensions is a path to the avoidance of the kinds of misunderstandings and miscalculations that 31) give rise to conflict. It is essential to understand how the native speakers of the language think. That is the <i>sine qua non</i> of transnational communication and cooperation. Ability to think in the language of one's foreign counterparts is also the antidote to the classic sin of home-based analysts and their 32) political masters—the tendency to project one's own values and thought processes onto foreign partners rather than considering their perspectives and proclivities in their own terms.</p> <p>The ideal outcome of diplomacy is the assurance of a life for the nation that is as tranquil and boring as residence in the suburbs. And, like suburban life, in its day-to-day manifestation, diplomacy involves harvesting flowers when they bloom and fruits and berries when they ripen, while laboring to keep the house presentable, the weeds down, the vermin under control, and the predators and vagrants off the property. If one neglects these tasks, one is criticized by those closest, regarded as fair prey by those at greater remove, and not taken seriously by much of anyone.</p> <p>In today's complex world of politics, diplomats play a key role in international affairs and conflict management. As officials representing their country abroad, diplomats are responsible for helping build cooperation and alliances between countries, 33) promoting peace among and between nations, and 34) defusing tension before it has a chance to escalate into serious international conflict. Throughout history, notable diplomats have helped shape world events and established powerful legacies in international relations. For those interested in 35) pursuing a career in diplomacy or international affairs, studying the accomplishments of such professionals as those below is a valuable way to understand geopolitics and gain the skills needed to become a successful diplomat.</p> | <p>суперечки</p> <p>28 зайти у глухий кут</p> <p>29- непоправна ворожість</p> <p>30. бути постійно за столом переговорів</p> <p>31. породжувати конфлікт</p> <p>32. політичні лідери</p> <p>33-сприяти миру</p> <p>34- знизити напругу. розрядити ситуацію</p> <p>35- зробити кар'єру</p> |
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Notes:

¹*Sine qua non* (/ [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English) [sa](https://en.wikipedia.org/wiki/Help:IPA/English) [ni](https://en.wikipedia.org/wiki/Help:IPA/English) [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English) [kwe](https://en.wikipedia.org/wiki/Help:IPA/English) [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English) [n](https://en.wikipedia.org/wiki/Help:IPA/English) [Dn](https://en.wikipedia.org/wiki/Help:IPA/English) [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English) [s](https://en.wikipedia.org/wiki/Help:IPA/English) [ni](https://en.wikipedia.org/wiki/Help:IPA/English) [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English) [kw](https://en.wikipedia.org/wiki/Help:IPA/English) [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English): [no](https://en.wikipedia.org/wiki/Help:IPA/English) [un](https://en.wikipedia.org/wiki/Help:IPA/English) [HYPERLINK "https://en.wikipedia.org/wiki/Help:IPA/English"](https://en.wikipedia.org/wiki/Help:IPA/English),^[1] Latin: [\[HYPERLINK](#)

["https://en.wikipedia.org/wiki/Help:IPA/Latin"](https://en.wikipedia.org/wiki/Help:IPA/Latin)^{sIn}[HYPERLINK](https://en.wikipedia.org/wiki/Help:IPA/Latin) ["https://en.wikipedia.org/wiki/Help:IPA/Latin"](https://en.wikipedia.org/wiki/Help:IPA/Latin)^{kwa}[HYPERLINK](https://en.wikipedia.org/wiki/Help:IPA/Latin)
["https://en.wikipedia.org/wiki/Help:IPA/Latin"](https://en.wikipedia.org/wiki/Help:IPA/Latin):['][HYPERLINK](https://en.wikipedia.org/wiki/Help:IPA/Latin)
["https://en.wikipedia.org/wiki/Help:IPA/Latin"](https://en.wikipedia.org/wiki/Help:IPA/Latin)^{no:n}[HYPERLINK](https://en.wikipedia.org/wiki/Help:IPA/Latin) ["https://en.wikipedia.org/wiki/Help:IPA/Latin"](https://en.wikipedia.org/wiki/Help:IPA/Latin))
or **condicio sine qua non** (plural: condiciones sine quibus non) is an indispensable and essential action, condition, or ingredient. It was originally a Latin legal term for "[a condition] without which it could not be", or "but for..." or "without which [there is] nothing". "Sine qua non causation" is the formal terminology for "but-for causation".

²Use the expression sine qua non as an impressive way of describing something that's essential. Chocolate chips are the sine qua non of chocolate chip cookies, for example, and wind is a sine qua non for flying a kite. The term literally means "without which not" in Latin, and it was originally a legal term.

³**Henry Kissinger**, in full Henry Alfred Kissinger, (born May 27, 1923, Fürth, Germany), American political scientist, who, as adviser for national security affairs and as secretary of state, was a major influence in the shaping of U.S. foreign policy from 1969 to 1976 under Presidents Richard Nixon and Gerald Ford. In 1973 he was jointly awarded the Nobel Prize for Peace with Le Duc Tho [HYPERLINK "https://www.britannica.com/biography/Le-Duc-Tho"](https://www.britannica.com/biography/Le-Duc-Tho) [HYPERLINK "https://www.britannica.com/biography/Le-Duc-Tho"](https://www.britannica.com/biography/Le-Duc-Tho) Tho of North Vietnam for their efforts to negotiate a peaceful settlement of the Vietnam War under controversial circumstances, with two members of the committee resigning in protest.^[4]

⁴**the UN General Assembly** (UNGA) is the main policy-making organ of the Organization. The United Nations General Assembly (UNGA or GA; French: Assemblée générale, AG) is one of the six principal organs of the United Nations (UN), serving as the main deliberative, policymaking, and representative organ of the UN. The UNGA is responsible for the UN budget, appointing the non-permanent members to the Security Council, appointing the UN secretary-general, receiving reports from other parts of the UN system, and making recommendations through resolutions.^[1] The UNGA is the only UN organ wherein all member states have equal representation. Comprising all Member States, it provides a unique forum for multilateral discussion of the full spectrum of international issues covered by the Charter of the United Nations.

⁵**the World Trade Organization** (WTO) is an intergovernmental organization to establish to supervise and liberalize world trade.^[6] It officially commenced operations on 1 January 1995, pursuant to the 1994 Marrakesh Agreement, thus replacing the General Agreement on Tariffs and Trade (GATT) that had been established in 1948. The WTO is the world's largest international economic organization, with 164 member states representing over 98% of global trade and global GDP.

⁶**the United Nations** is an international organization founded in 1945 and committed to maintaining international peace and security; developing friendly relations among nations; promoting social progress, better living standards and human rights.

⁷**Abraham Lincoln** by name Honest Abe, the Rail-Splitter, or the Great Emancipator, (born February 12, 1809, near Hodgenville, Kentucky, U.S.—died April 15, 1865, Washington, D.C.), 16th president of the United States (1861–65), who preserved the Union during the American Civil War and issued the Emancipation Proclamation that declared forever free those slaves within the Confederacy in 1863

⁸**Harold Nicholson** Sir Harold Nicolson, in full Harold George Nicholson, (born November 21, 1886, Tehrān, Iran—died May 1, 1968, Sissinghurst Castle, Kent, England), British diplomat and politician, historian, biographer, diarist, novelist, lecturer, journalist, author of more than 125 books, including political essays, travel accounts, and mystery novels.

⁹**G20** The G20 or Group of Twenty is an intergovernmental forum comprising 19 countries and the European Union (EU). Formed in 1999 the G-20 promotes global economic growth, international trade, and regulation of financial markets It works to address major issues related to the global economy, such as international financial stability, climate change mitigation, and sustainable development.

¹⁰**intelligence officers** Intelligence officers typically work for government agencies and their work helps operational planning and prevents threats or security breaches. An intelligence officer is a person employed by an organization to collect, compile or analyze information (known as intelligence) which is of use to that organization. The word of officer is a working title, not a rank, used in the same way a "police officer" can also be a sergeant, or in the military, in which non-commissioned personnel may serve as intelligence officers. Organizations which employ intelligence officers include armed forces, police, and customs agencies.

¹¹**a lingua franca** language that is adopted as a common language between speakers whose native languages are different, a mixture of Italian with French, Greek, Arabic, and Spanish, formerly used in the eastern Mediterranean.

¹²*Nor will the perfection of machine translation do so we use nor after a negative statement in order to introduce another negative statement which adds information to the previous one. Cooking quickly doesn't mean sacrificing flavour. Nor does fast food have to be junk food.*

READING COMPREHENSION

I. Answer the questions.

1. Why is diplomacy often confused with foreign policy?
2. What did Kissinger mean by gardening ?
3. What are the primary tools of diplomacy?
4. Why is diplomacy conducted in confidence?
5. How is conference diplomacy. typically conducted?
6. What are the long-term investments of diplomacy?
7. What is a major element in government awareness of foreign thinking?
8. What does supportive behavior mean in diplomatic interactions?
9. What do sharp practices earn?
10. What is the principal weaponry of diplomacy? Why?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. Diplomacy is the major instrument of foreign policy.
2. Comprehensive national power is applied to the peaceful adjustment of differences between states by avoiding underhanded means in statecraft.
3. Foreign policy is mostly accessible to the public.
4. Diplomatic accomplishments are estimated by ruling out in advance.
5. Diplomatic intercourse provides perception of a fact that inhibits governments to reflect good judgment to general movements.
6. Chores are not done, the nation loses in both the short and the long term.
7. Defusing tension is crucial before it has a chance to require additional attention.
8. The nation loses achievements by disregarding indispensable chores by diplomats
9. Mastery of a language is superfluous of transnational communication and cooperation.
10. Keeping issues in a state of a powerful uncompromising stand is irrelevant to good judgment diplomacy.

III. Complete the following sentences using the required information from the text above.

1. Kissinger once said that diplomacy isn't like engineering—solving problems as they present themselves, moving on to the next one—but more like _____ cultivating relationships—not for their own sake, as critics of diplomacy claim—but so they can be called on when you need them.
2. According to Harold Nicholson “Diplomacy is the management of International Relations by means of _____; the method by which these relations are adjusted and managed by _____ and _____ the business or art of diplomats.
3. Its primary tools are _____ primarily conducted by _____ and other political leaders.
4. Most diplomacy is conducted _____, though both the fact that it is in progress and its results are almost always made _____ in contemporary international relations.
5. Diplomacy's success is measured more by _____ than by what it achieves.
6. Vote-trading and mutual back-scratching _____
7. Mastery of a language in all its dimensions is a path_____.
8. Ability _____ is also the antidote to the classic sin of home-based analysts and their political masters.
9. _____ earn long-term distaste.
10. _____ is the principal weaponry of diplomacy. are its foot soldiers.

V. a. Make up a plan of the text.

b. Write a short summary from 200-250 words. Make use of the linking words (see APPENDIX 2).

ACTIVE VOCABULARY: TEXT 1

I. Transcribe the following. Consult APPENDIX 4 if necessary.

the following.

yield, chores, amicable, irremediable, envoys, inimical, mutual, alliance, sine qua non, impasse, negotiability, obviated, core

II. Define or explain the terms used in the text, consult English-English Dictionary (for reference see APPENDIX 4).

defuse tension, conflict management, sharp practices, goodwill, political masters, amicable states, conference diplomacy, accredited envoys, peaceful adjustment, diplomatic intercourse, vote-trading, underhanded means, promote peace, peaceful adjustment, cultivate relationships, supportive behavior

III. a. Find in the text equivalents of the following words.

the activity or profession of managing relations between the governments of different countries, the art of conducting state affairs, someone who is sent as a representative from one government or political group to another, at the present time, one that contends with , mutual or reciprocal action or influence, an agreement or pledge to do something in the future, a state of inaction or neutralization resulting from the opposition of equally powerful uncompromising persons or factions, a person or thing that has the same purpose as another one in a different place or organization, an active disagreement between people with opposing opinions or principles

b. Find in the text opposites of the following words.

1. implicit 2. not covering completely 3. facilitate 4. in a way that is impossible to touch, see, experience 5. friends 6. a state of balance and rest 7. individual 8. demote 9. disunited 10. to become bigger in size, amount, extent, or number

IV. Translate the following sentences, paying attention to the underlined parts/active vocabulary of the text.

1. I'm **pursuing a career** in law enforcement.
2. Selling weapons for diplomatic ends has long been a tool of **statecraft**.
3. The business was undermined by **sharp practice** and fraud
4. The dispute had an **impasse**, as neither side would compromise.
5. The war forced only a temporary halt to tourism, which has remained a **mainstay** of the economy.
6. Shareholders sued the company, alleging an **underhanded** attempt to deprive them of their rights
7. Older children can contribute to care provision or to domestic **chores** of the household to relieve the care.
8. The fact that your application was not successful this time does not **preclude** the possibility of you applying again next time.
9. Stainless steel hoses have the same benefits, **namely** being rust-proof and weather-resistant.
10. For the implementation of the NPT action plan, it is of the utmost importance that the nuclear-weapon States **follow through on their commitments**.
11. **Vote-trading** is widely criticized by commentators as being a form of corruption, undue influence, and even coercion. In most countries there are domestic laws that prohibit agreements based on the exchange of goods or money for votes.
12. A frequently cited study conducted in Los Angeles **yielded some interesting results** concerning noise and how it disturbs sleep.
13. In order for the decisions of the Council to **garner the respect** and support of the international community, the working methods of the Council must become more transparent and inclusive, and the membership must be made more representative.
14. Besides **garnering** some amount of **goodwill** from customers, Netflix may also benefit from the data it can gather from users of the new feature.
15. He shows how difficult the task of negotiating teams would be in the absence of **goodwill** to overcome their differences.

V. Complete each sentence with the correct form of the following words. There is one word too many.

yield garner vote trading the mainstay (2) precludes statecraft to follow through
on its commitments pursuing a fulltime career an impasse good-will ambassadors the
sharp practices underhanded chores namely build rapport

1. Ahead of the meetings, a senior European official said the talks would probably not _____ concrete deliverables, or even a joint statement.
2. What is uncertain is whether he can _____ in rural areas.
3. _____ is a common practice in bodies of collective decision making because it allows voters to express their preference intensities over alternatives and can be seen in various forms, such as exchange of supports for different proposals (logrolling) or exchange of ballots for money or other commodities.

4. Her Government stood ready to help the Government of Myanmar _____ to promoting democracy and national reconciliation
5. Overnight, tourism came to be _____ of the economy, overtaking sugar and tobacco.
6. She worked as an English and drama teacher before _____ in acting.
7. Selling weapons for diplomatic ends has long been a tool of _____.
8. The animals serve as for China while, experts said, softening the country's authoritarian image and drawing attention away from its record of human rights abuses.
9. The story behind the recording illustrates _____ often employed by major recording companies.
10. We have reached _____ in the negotiations -- neither side will budge
11. We need to get more teachers into the classrooms where they're most needed, _____ in high poverty areas
12. Cod fishing was _____ the Newfoundland economy, accounting for 21% of all jobs.
13. It is a dirty, _____ and treacherous business, not forgetting some concerned in it are in high positions.
14. In addition, 746 hours were devoted to household and other _____ which made the total number of working hours 3,394 a year.
15. A constitutional amendment _____ any president from serving more than two terms.

VI. Translate into English using Active Vocabulary of Text 1.

1. Міністерство охорони здоров'я Японії **оприлюднило** імена трьох осіб, які порушили правила карантину після повернення з-за кордону.
2. Національний науковий центр Польщі у межах спеціальної програми для українських дослідників профінансує перебування 51 науковця, **а саме** оплату праці та дослідження.
3. Важливим є також створення умов, аби молоді вчені мали змогу **будувати дослідницьку кар'єру** в Україні та мали підтримку на кожному з її етапів.
4. Наша держава прагне **сприяти мирному врегулюванню** довгострокового конфлікту а саме пошуку політичного рішення війни в регіоні, докладаючи більш зусиль шляхом **багатосторонньої дипломатії**.
5. Українська розвідка ефективно може стримувати і протидіяти зовнішнім загрозам, настав час розпочати наступальні дії щодо **відстоювання національних інтересів** держави.
6. ОБСЄ має сфокусувати свої зусилля на **мирному врегулюванні "конфлікту** в та довкола України" з повною повагою суверенітету та територіальної цілісності України. Про це заявив канцлер країни Себастьян Курц у Twitter.
7. "Ми хочемо спробувати навести мости, щоб **зняти й скоротити напруженість** на європейському рівні», - заявив Курц.
8. Енергетичні ринки в Україні мають наблизитися до європейських та **реагувати на світові тенденції**.
9. Українській стороні стає дедалі важче протидіяти російським нарративам і **боротися за національні інтереси** на міжнародній арені, зокрема в Парламентській асамблеї Ради Європи (ПАРЄ).
10. Західні союзники очікують, що війна може тривати багато місяців та **зайти в глухий кут**.

READING 2:

Use the words and phrases below to complete the text. Read the text again and translate it. Underline or write out all useful expressions. Make a short presentation based on the theme of the article.

TEXT 2: PANDA DIPLOMACY AND BUSINESS NEGOTIATIONS: APPLYING SOFT POWER

- *leasing or lending*
- *to loan*
- *a diplomatic coup*
- *the disputed area*
- *the conflict*
- *had been devastated*
- *on loan*
- *natural disasters*
- *the Statue of Liberty*
- *territorial rights*
- *intent*
- *the Trojan horse*
- *the goodwill gesture*
- *soft power*
- *national*

Back in 2011, Emiko Okuyama, the mayor of Sendai, Japan, launched business negotiations that, at the time, seemed relatively straightforward. Sendai **1)** _____ by the earthquake and tsunami that hit Japan earlier that year. In hopes of lifting the spirits of children traumatized by the **2)** _____ Okuyama and other local officials came up with the idea of asking the Chinese government **3)** _____ panda bears to the Yagiyama Zoological Park in Sendai, Mark McDonald reports in the New York Times. By the end of the year, Japanese prime minister Yoshihiko Noda convinced Chinese president Hu Jintao to agree to **4)** _____ and two pandas appeared to be on the fast track for a trip from China to Japan. Then things got complicated.

In 2012, a long-simmering dispute erupted between Japan and China over **5)** _____ to the Senkaku Islands, an uninhabited archipelago in the East China Sea whose coastal waters may be a source of oil deposits.

The Japanese family that owned most of the islands sold several of them to the Japanese government, angering China, which maintains it has an ancient claim to the land. Old tensions quickly flared: rioting Chinese demonstrators damaged Japanese businesses in China, and ships from the two countries faced off in **6)** _____. Chinese and Japanese officials met privately to try to resolve **7)** _____.

“Neither side has suggested suspending the exchange altogether,” another Sendai official told ABC News, “but under these circumstances, I don’t expect to get a call [from China] at all.”

China has a long history of **8)** _____ pandas, (but never giving them away outright) to countries with which it hopes to build relations, a strategy dubbed “panda diplomacy.” Most famously, during his historic 1972 trip to China, U.S. president Richard Nixon scored **9)** _____ by securing pandas Ling-Ling and Hsing-Hsing for the National Zoo in Washington, D.C. (The pandas were officially **10)** _____ but they lived out their lives in the United States).

Since then, China has sent pandas to zoos across the globe, often with apparent strategic **11)** _____. In 2005, for instance, Beijing painted Taiwan’s nationalistic government into a corner by promising the country a pair of pandas, writes McDonald. “The pandas are a trick, just like **12)** _____” one Taiwanese official complained to the Los Angeles Times. “Pandas are cute, but they are meant to destroy Taiwan’s psychological defenses.” Taiwan rejected the pandas, but two years later, the nation’s new

president, Ma Ying-jeou, reversed the decision in an effort to strengthen ties to the Chinese mainland. Taiwanese citizens were “spellbound” as they watched the pandas’ arrival on television, an event the New York Times said at the time symbolized “a new spirit across the Taiwan Strait.”

Panda diplomacy can be viewed as a form of “13) _____” which political scientist Joseph S. Nye, Jr., defines in his book *Soft Power: The Means to Success in World Politics* (Public Affairs, 2004) as a country’s ability to get what it wants from other nations through the attractiveness of its culture, political ideals, and policies rather than through coercion or payments.

China uses perhaps its most prominent 14) _____ symbol, the panda bear, to build bridges with key partners and enhance its prestige worldwide. To take another example, Nye notes that Chinese students created a replica of 15) _____ during their 1989 protests in Tiananmen Square. The allure of American-style democracy, as symbolized by the iconic statue, helped build a movement for reform in China.

READING 3

1. Put the following prepositions in each space in the text below: *for* (6), *to* (2), *without*, *at* (3), *in* (2), *across*, *back*, *down*, *with*, *on* (2) Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the text.

2. Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the text.

TEXT 3: HUMOUR AND DIPLOMACY

5th February 2018

An effective tool or a dangerous game? Asks James Landale, Diplomatic Correspondent for BBC News

Few diplomats can resist a good joke. Above all, they love jokes about their profession. They are the people who can tell you to go to hell in a way that makes you ask 1) _____ directions; the honest men and women sent abroad to lie 2) _____ the good of their country; the officials who can step on someone’s toes 3) _____ spoiling the shine of their shoes. They love jokes about the countries where they work, weaving them seamlessly into telegrams to show their political masters their command of local mores and language. And they love a well apportioned gag that can lighten their official talking points at embassy functions. A laugh can go a long way to lighten the load of some appalling boilerplate.

But is diplomacy itself a laughing matter? The British Foreign Secretary, Boris Johnson, thinks so. In November last year, Mr Johnson told MPs on the Foreign Affairs Committee: “I think telling jokes is a very effective way of getting your diplomatic message 4) _____ Sometimes people greatly appreciate that you are talking to them in that informal way, while subtly getting your point across. It can be a little bit condescending to think that they do not get the point.”

Mr Johnson was responding 5) _____ the committee chairman, Tom Tugendhat, who had publicly criticised the Foreign Secretary 6) _____ his diplomatic deployment of humour. The previous month he had told the *House Magazine*: “There are many people who don’t understand quite how difficult it is to translate humour, because humour is fundamentally cultural. It is really, really hard to do cross-cultural humour. I just think that at the moment, when what we really need is a very, very cool headed, stern and strategic look at our foreign policy and our alliances, what we need is a very, very cold and considered approach 7) _____ our foreign strategy... I just think that it’s very, very hard to make humour work in international environments, which is why very few serious politicians try it.”

So, who is right?

Humour can undoubtedly help diplomacy. It can encourage people to accept your arguments. As George Bernard Shaw put it: “If you are going to tell people the truth, you better make them laugh; otherwise, they’ll kill you.”

Humour can calm a tense moment and put an opponent **8)** _____ in their box. In 1960, the British prime minister, Harold Macmillan, was addressing the United Nations when the Soviet leader, Nikita Khrushchev, started shouting and hammering on his desk (some reports say he used his shoe but this is disputed). Mr Macmillan paused and said: "I'd like that translated, if I may." **9)** _____ print, it does not sound like a great joke. But in the UN chamber, it brought the house **10)** _____ and pricked Khrushchev's pomposity.

Humour can provide a moment for self-deprecation which can be useful in a negotiation. **11)** _____ 1948, some ambassadors in Washington were asked by reporters what they wanted **12)** _____ Christmas. The French Ambassador said world peace. The Russian Ambassador said freedom from imperialism. The British Ambassador, Sir Oliver Franks, said he would like a small box of crystallised fruit. Some say Sir Oliver had simply mistaken the nature of the question. But others suggest this was deliberate irony designed to puncture his counterparts' more grandiose visions.

Diplomats can use humour to sugar a pill. At the UN general assembly in New York last year, there was a rather tense meeting between some European foreign ministers and the Burmese national security adviser over his country's treatment of the Rohingya. The foreign ministers delivered some tough messages. But a diplomat who attended the meeting said that Boris Johnson displayed such bonhomie and good humour that he made it impossible for the poor Burmese official to walk out in a huff.

Humour can also be misconstrued. Mr Johnson is well known **13)** _____ his jovial bonhomie but some ambassadors have told me how much they squirm when the Foreign Secretary begins any talks or press conference **14)** _____ remarks in their own language, or **15)** _____ least something approaching it. Instead of being engaging and warm, it can appear patronising and mocking. To many Britons, this might appear a touch sensitive **16)** _____ the part of overseas envoys. But what many Brits fail to remember is that much of their humour comes **17)** _____ the expense of foreigners – "Don't mention the war," "Nobody expects the Spanish inquisition," "An Englishman, an Irishman and a Scotsman" and so **18)** _____. And the *New Statesman* recently recounted an early reception when Mr Johnson welcomed foreign ambassadors by declaring: "We have invaded, defeated or conquered most of your countries, but we are here as friends." Many envoys were horrified at what the Foreign Secretary clearly saw as a joke.

The most serious risk, however, is that humour can lead to a diplomat being treated less seriously. **19)** _____ the Foreign Office Christmas party last year, Mr Johnson gave a speech which contained several jokes but little substance. "What am I going to put in my Christmas telegram?" an ambassador wailed at me. The risk is that the more a diplomat becomes known for his or her gags, the harder it might become **20)** _____ them to deliver serious messages. Jokes may make people laugh but they should not undermine credibility.

TRANSLATION

I. Render the following text into English using some of the studied vocabulary.

ПРОТОКОЛЬНА СЛУЖБА

Протокольна служба диппредставництва або дипломат, що відповідає за цю ділянку роботи, повинні тримати під постійною увагою заходи в країні перебування, які вимагають протокольного реагування на рівні глави своєї держави, глави уряду, міністра закордонних справ чи посла. Практика свідчить, що увага до важливих подій в країні перебування, відповідне реагування на них, будь це поздоровлення або співчуття, завжди сприймаються позитивно і сприяють зміцненню двосторонніх відносин.

Протокольна служба диппредставництва отримує інформацію і вносить пропозиції щодо рівня участі його керівництва в тому чи іншому протокольному заході. Навряд чи доцільно брати участь у заходах, пов'язаних з загостренням політичної боротьби в країні перебування.

Особливий характер мають протокольні заходи диппредставництва у зв'язку з початком діяльності його нового керівника, про що вже йшлося вище.

Протокольна служба диппредставництва повинна бути організатором контактних заходів свого керівника, вести їх облік, забезпечувати зміст і характер, враховуючи найдрібніші деталі: зустріч і проводи гостей, розсадку і меню, підготовку сувенірів тощо

У разі оголошення жалоби у своїй країні диппредставництво повідомляє про це Міністерство закордонних справ і представництва інших держав, інформує, якщо це передбачається, про відкриття «Книги співчуття» і прийом відвідувачів.

Над приміщенням диппредставництва приспускається державний прапор до половини флагштока, в приміщенні обладнується спеціальна траурна зала, дипломати, одягнуті в чорні костюми з траурною пов'язкою на лівому рукаві, зустрічають і проводжають відвідувачів. В залі може неголосно звучати жалобна музика.

Особлива увага приділяється протокольному забезпеченню візитів глави держави і уряду, спікера парламенту і міністра закордонних справ. За допомогою представництва розробляється і погоджується програма візиту, готуються всі необхідні матеріали з урахуванням конкретної ситуації в країні перебування, особливостей місцевого протоколу.

Особливо уважно і скрупульозно опрацьовуються питання зустрічі і проводів високого гостя, покладання вінків, участі в офіційному обіді, відвідання пам'ятних місць. Під час візитів вищого керівництва, організуються його зустрічі з представниками ділових кіл держави перебування, української діаспори.

Під час офіційного візиту Президента, як правило, передбачається його виступ перед парламентаріями країни перебування.

Головна вимога протоколу — безумовне дотримання часових рамок програми, бо відступ від неї може мати негативні наслідки і зіпсувати атмосферу візиту. Не можна допускати і експромту в програмі, що також може обернутися неочікуваними наслідками.

Отже, чим активніші двосторонні контакти на різному рівні, тим більше роботи протокольній службі диппредставництва і тим більша її відповідальність за досягнення бажаних результатів візиту.

LEXICAL CLINIC

- ❖ ASSEMBLY
- ❖ INTERPRET
- ❖ INSTRUMENT
- ❖ AMBASSADOR
- ❖ EMBASSY
- ❖ NEGOTIATE
- ❖ DIPLOMACY
- ❖ CREDENTIAL
- ❖ ALLIANCE

Assembly (*n*) 1. a company of persons gathered for deliberation and legislation, worship, or entertainment 2 *capitalized* : one of the two parts of the government that makes laws in many US States:*the New York Assembly*, 3: a meeting of a student body and usually faculty for administrative, educational, or recreational purposes 4: a signal for troops to assemble or fall in 5

a: the fitting together of manufactured parts into a complete machine, structure, or unit of a machine the *assembly* of an automobile b: a collection of parts so assembled 6 : the translation of assembly language to machine language by an assembler 7: the movement of forces, tanks, soldiers, etc., scattered by battle or battle drill, toward and into a small area.

Assemble (v): 1.to bring together (as in a particular place or for a particular purpose)

2. to make something by joining separate parts together, 3. to meet together : convene 4. finance to collect together money, for example a loan, from different people, companies, or organizations:

Assembler (n):1.a worker or company that puts together the parts of an object being manufactured. 2. computing specialized a program that changes computer instructions into machine code (= a set of numbers that gives instructions to a computer)

assemblage (n) 1. a collection of things or a group of people or animals: 2. the process of joining or putting things together

Diplomacy (n) 1: the art and practice of conducting negotiations between nations 2: skill in handling affairs without arousing hostility

Diplomat (n) 1:an official whose job is to represent one country in another, and who usually works in an embassy. 2: a person who officially represents a country's interests in a foreign country. 3: a person who is skilled at dealing with difficult situations in a way that does not offend people

diplomatese (,dɪpləmæt'i:z) (n): in British English informal. informal. n: the type of language or jargon used by diplomats, thought to be excessively complicated, cautious, or vague. The word 'frank' was used to describe their talks - that is diplomatese for 'not very nice'.

Diplomatics (n) *functioning as singular* 1. the critical study of historical documents (*used with a sing. v.*) 2. the science of deciphering old official documents, as charters, and of determining their authenticity, age, or the like

Diplomatic (adj)1: involving diplomats or the management of the relationships between countries. 2: acting in a way that does not cause offence:

Undiplomatic (adj) 1: not typical of or suitable for diplomats (= officials whose job is to represent their country in another country, and who usually work in an embassy). 2: acting in a way that might cause people to be upset, hurt, or annoyed.

Diplomate /'dɪplə,mert/ ⓘ (in British English) : any person who has been granted a diploma, esp a physician certified as a specialist

The Diplomatic Cake or *Torta Diplomatica* is a traditional Italian dessert. made with puff pastry, sponge cake (or to make it quicker and easier, lady fingers), Italian pastry cream and a dusting of powdered sugar.

Diplomat cream (*crème diplomat* in French) is a mixture of equal parts *crème pâtissière* (pastry cream) and unsweetened whipped cream. Its history is unclear, but conventional wisdom says the name originated when French leaders served the cream—which they reserved for special occasions—to distinguished Bavarian visitors.

Negotiate *intransitive* [HYPERLINK "https://www.merriam-webster.com/dictionary/intransitive"](https://www.merriam-webster.com/dictionary/intransitive) verb: to confer with another so as to arrive at the settlement of some matter

transitive [HYPERLINK "https://www.merriam-webster.com/dictionary/transitive"](https://www.merriam-webster.com/dictionary/transitive) verb: 1a: to deal with (some matter or affair that requires ability for its successful handling) : manage

b: to arrange for or bring about through conference, discussion, and compromise

2a: to transfer (something, such as a bill of exchange) to another by delivery or endorsement.

b: to convert into cash or the equivalent value *negotiate* a check

3 a: to successfully travel along or over. b: complete, accomplish

negotiation (*n*) the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves:

negotiable (*adj*) -1. able to be discussed or changed in order to reach an agreement:

2. finance & economics specialized a negotiable financial product is one that can be bought and sold:

3. a cheque that is not negotiable cannot be exchanged for money and must be paid into a bank account.

Negotiator (*n*) someone who tries to help two groups who disagree to reach an agreement with each other, usually as a job:

Alliance (*n*): 1a: the state of being allied : the action of allying nations in close alliance

b: a bond or connection between families, states, parties, or individuals a closer *alliance* between government and industry 2: an association to further the common interests of the members *specifically* : a confederation of nations by treaty the *alliance* of Western nations

3: union by relationship in qualities 4: a treaty of alliance

ally (*n*)

plural allies

1: a sovereign or state associated with another by treaty or league America and its *allies*

2: one that is associated with another as a helper : a person or group that provides assistance and support in an ongoing effort, activity, or struggle a political *ally* She has proven to be a valuable *ally* in the fight for better working conditions.—often now used specifically of a person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group The storyline on "Glee" captures something larger that we are seeing with a new generation of *allies* (*allies* are people who support LGBT rights but aren't LGBT themselves).—David M. Hall

3: a plant or animal linked to another by genetic or taxonomic proximity ferns and their *allies*

ally (*v*) *transitive* to unite or form a connection or relation between

intransitive verb to form or enter into an alliance

Ambassador (*n*) 1: an official envoy *especially* : a diplomatic agent of the highest rank accredited to a foreign government or sovereign as the resident representative of his or her own government or sovereign or appointed for a special and often temporary diplomatic assignment. 2a: an authorized representative or messenger

b: an unofficial representative traveling abroad as ambassadors of goodwill

brand ambassador: a person who is paid or given free products by a company in exchange for wearing or using its products and trying to encourage others to do so:

Ambassador-at-large: an ambassador who is not assigned to a specific country.

Ambassador of Morocco.

obsolete A derisive phrase coined by Mary Anne Clarke (1776–1852) referring to a man who made women's shoes, possibly alluding to Morocco leather, which is commonly used in the making of such.

Ambassadorship (*n*) the post or office of ambassador

ambassadorial (*adj*) belonging or relating to an ambassador

embassy (*n*): 1: a body of diplomatic representatives *specifically* : one headed by an ambassador 2a: the function or position of an ambassador b: a mission abroad undertaken officially especially by an ambassador 3: the official residence and offices of an ambassador

Embassage (*n*) the message or commission entrusted to an ambassador

Credential (*n*) 1: something that gives a title to credit or confidence *also* : qualification [HYPERLINK "HTTPS://WWW.MERRIAM-WEBSTER.COM/Dictionary/QUALIFICATION"](https://www.merriam-webster.com/dictionary/qualification) [HYPERLINK "HTTPS://WWW.MERRIAM-WEBSTER.COM/Dictionary/QUALIFICATION"](https://www.merriam-webster.com/dictionary/qualification)sense

2 **credentials** *plural* : testimonials or certified documents showing that a person is entitled to credit or has a right to exercise official power a doctor's *credentials* 3: certificate, diploma. 4. a piece of information that is sent from one computer to another to check that a user is who they claim to be or to allow someone to see information 4. previous achievements, training, and general background, which indicate that they are qualified to do something.

Credential **transitive** [HYPERLINK "https://www.merriam-webster.com/dictionary/transitive"](https://www.merriam-webster.com/dictionary/transitive)
verb: 1. : to furnish with credentials... to *credential* adequate academic performance — *K. Patricia Cross* *journalists who have been credentialed by the Secret Service*

credential (*v*) to furnish with credentials

credence (*n*) **1**: mental acceptance as true or real. **2**: something supporting a claim to belief;

3: recommendation; credential (esp in the phrase **letters of credence**). **4**: a small table where the bread and wine rest before consecration. **letter of credence** : a formal document accrediting a diplomatic officer to a foreign court or government

instrument (*n*) 1. a device used to produce music 2: one designed for precision work 3: one used by another as a means or aid 4: a formal legal document (such as a deed, bond, or agreement)

instrument (*v*) **1**. to address a legal instrument to 2: to score for musical performance : orchestrate 3: to equip with instruments especially for measuring and recording data

instrumental (*adj*) 1a: serving as a crucial means, agent, or tool was
b: of, relating to, or done with an instrument or tool 2: relating to, composed for, or performed on a musical instrument 3: grammar denoting a case of nouns, etc, in certain inflected languages, indicating the instrument used in performing an action, usually translated into English using the prepositions with or by means of.

interpret **transitive** [HYPERLINK "https://www.merriam-webster.com/dictionary/transitive"](https://www.merriam-webster.com/dictionary/transitive) **verb**: 1: to explain or tell the meaning of : present in understandable terms . 2: to conceive in the light of individual belief, judgment, or circumstance . 3: to represent by means of art : bring to realization by performance or direction *interprets* a role

intransitive [HYPERLINK "https://www.merriam-webster.com/dictionary/intransitive"](https://www.merriam-webster.com/dictionary/intransitive) **verb**: : to act as an interpreter between speakers of different languages

interpretation (*n*) 1: an explanation or opinion of what something means 2: a particular adaptation or version of a work, method, or style 3: a teaching technique that combines factual with stimulating explanatory information

EXERCISES:

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. Debit cards are an ideal financial means to teach the youngest how to manage their finances.

2. The price is **open to discussion**
3. As a UNICEF goodwill **representative**, she speaks out on behalf of children's causes.
4. I had to ask someone **to translate** for me because I don't know any Italian.
5. Braves football remembered: Anyone connected to the Berea High School Braves football program is invited to an informal **gathering** at 2 p.m. July 16 at Tony K's Bar & Grille patio, 841 W. Bagley Road
6. This is a legal **document** and both claims will have to be decided by the English High Court.
7. Union leaders **have achieved** an agreement for a shorter working week.
8. It is up to a **senior official engaged in diplomacy** to discuss affairs with another country on behalf of his or her own country, usually working as a member of an embassy.
9. US Ambassador to Pakistan Donald Armin Blome, who arrived here on May 23, has submitted his **documents** regarding his posting to the Foreign Office and taken up his assignment in Islamabad.
10. Critics of the bitcoin-loving, media-bashing autocrat have vowed **to gather** at the Convention Center at 9 a.m. Monday.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

credentials (4) – credence – credential – credential (v) – credentialed

1. Press _____ will be required to attend Wednesday's news conference.
2. Employees, authorized visitors and _____ Capitol Hill staff will continue to have access to the facilities, the library said.
3. Through pandemic The Queen used a video link from Windsor to meet with two new ambassadors to the UK, who came to Buckingham Palace for the visit presented their Letters of _____ to her.
4. _____ are a letter from an Ambassador or High Commissioner's Head of State appointing them as their diplomatic representative.
5. Mary Sandy at the Commission on Teacher Credentialing said the agency must _____ about 20,000 teachers a year to keep up with the staffing needs of districts across the state.
6. She possesses impressive _____ and practical experience in both state and federal court.
7. The same _____ can also be stored on a device running Android or Windows.
8. The company is looking to enhance its environmental _____.

assembly – assemble – assembler – assembling – assembly language – assemblage

1. Reading _____ books in middle school or programming BBS software in high school didn't register, then, explicitly, as a salve.
2. The U.S. Constitution guarantees free speech, freedom of _____ and equal protection.
3. Reasoning is often based on an _____ of a multitude of facts.
4. There is an increasing tendency for foreign-owned _____ to supply the market through imports.
5. Workers were earning \$20 an hour _____ cars.
6. The UNESCO International Education Conference _____ in Geneva in September.
7. Last month the consortium _____ a loan of €400m-€500m from the banks.

instruments – instrument (n) (2) – are instrumented instrumental (2) – instrumental (adj)(2)

1. This is a legal _____ and both claims will have to be decided by the English High Court.
2. In an era where cellphone cameras have proven to be _____ in capturing police encounters and holding law enforcement officers accountable, critics say the law limits people's right to record in public

places. 3. Fixed-income _____ include bonds, Treasury bills, and notes. 4. Unlike earthquake prediction – which in terms of short-term prediction is currently not feasible and may never be feasible on a short timescale – volcano prediction is feasible and is common if volcanoes _____. 5. Voting is a key _____ that can change the lives of many, Perea-Montes said. 6. He says: 'The _____ tracks on the album pin it down better than the vocal ones.'

embassy – embassy – ambassadors – ambassadorial – ambassadorship

1. The car company either gives its brand _____ free cars or pays them as much as \$800 a month. 2. More than a year on, his confirmation as ambassadorship to India awaits a Senate vote. 3. He achieved _____ rank in 1958. 4. _____ officials met with the ambassador. 5. The envoy was entrusted to an _____.

interpretation – to interpret – interprets – the interpreters – are interpreted

1. It's difficult _____ these statistics without knowing how they were obtained. 2. Each leader will get a sealed box of specially cleaned headphones to hear _____. 3. Roberts, the chief justice, has long taken pains to insist the court is not a partisan force and does its best to adhere to its _____ of the Constitution. 4. The term " digitalization " refers to how the numbers in the text _____. 5. Every actor _____ the role of Hamlet a little differently.

negotiation – to negotiate – negotiating – negotiable (2) – negotiated (v) – negotiators

1. His first aim is to get the warring parties back to _____ table. 2. The exact details of the agreement are still under _____. 3. The local government and the army _____ a truce. 4. There was little room for _____. 5. The company will sell some _____ securities to raise money. 6. Some very skilful _____ will be needed to settle this dispute. 7. Prices are often _____ with bigger discounts the further you book in advance.

alliance (2) – ally (n) – allies – ally (v) (2) – allied (v)

1. Traditionally, to address this problem, France would _____ itself with Britain. 2. He _____ himself with a wealthy family by marriage. 3. The three smaller parties have formed an _____ against the government. 4. There may be occasions when America can _____ with some of those states, as we did during the Gulf War. 5. Some of us feel that the union is in _____ with management against us. 6. Our _____ would need us more than we would need them, so we could count on them to rally to our side in a crunch. 7. Unlike its decisive actions targeting drone programs in China and Iran, Washington took no further action against the program in Turkey, a NATO _____.

diplomats . diplomatic (2) diplomacy (2) diplomatese

1. Shmyhal said Ukraine was open to _____, but if Russia does not want to negotiate, Ukraine will continue to fight. 2. Though States will always continue to deal in euphemisms and _____. 3. The acceleration in activity could prove even more important should Pyongyang decide to turn back to nuclear diplomacy. 4. All _____ attempts at a peaceful solution to the crisis have been fruitless. 5.

The new government has expelled all foreign _____. 6. Article 27 relates to the _____ bag, and article 36 relates to the personal baggage of the diplomatic agent.

IDIOMS

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

| | | |
|------------------------------------|---------|---|
| ping-pong diplomacy | | 1. An effort by a third state, or by an individual or an international body, designed to stimulate the processes of settlement in a dispute between two other states. |
| diplomatic flu | | 2. To take advantage of something for one's own political gain. |
| Foggy | Bottom | 3. The establishment of trade and other relations between two countries (originally between China and the United States in the 1970s, initiated as a result of an American table-tennis team travelling to China). |
| Good | Offices | 4. Shorthand for the most senior leadership of the U.S. State Department. It is where the offices of the Secretary of State and his most senior aides are located. |
| make political hay | | 5. proverb Attempt peaceful negotiations while also being prepared for confrontation by displaying one's power, especially military force. The phrase was popularized by US President Theodore Roosevelt in a 1903 speech. |
| speak softly and carry a big stick | | 6. The practice of feigning illness to avoid participation in a diplomatic event of one kind or another and at the same time to avoid giving formal offense. used as an excuse to avoid an unpleasant or undesirable situation. |
| Seventh | Floor | 7. The name given to a once marsh like area near Washington's Potomac River, and now somewhat irreverently bequeathed to the U.S. Department of State, one of that area's best-known modern occupants |

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

| | | | | |
|----------------------------|--------------------------|--------------------------|---------------------|-----------------------|
| foggy bottom | carry a big stick | political hay (2) | good offices | diplomatic flu |
| ping-pong diplomacy | | | | |

1. The visit of table tennis team soon was hailed as the start of _____ since it helped pave the way for the normalisation of China-US relations.
2. The UN Secretary-General uses his _____ to try to prevent international disputes from developing or escalating. He also uses that influence to stop disputes between countries from spreading.
3. Supermarkets these days _____ and farmers have very little power to negotiate prices.
4. Frustrated by her dead-end job, Janet contracted a _____ to takes some time off and reexamine her priorities.
5. And they share a conviction that seeking publicity is integral to making _____.
6. _____ will be harvested from this storm and billions will be spent in a useless attempt to "reduce global warming".
7. Nothing had come across from _____ in that day's news digest, no mention of any important presidential statement about Berlin.

PHRASAL VERBS

A *Phrasal verb* is a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: "Pay for", "work out", and "make up for" are all phrasal verbs [26].

PHRASAL VERB

COME

I. Match the phrasal verbs with their definitions.

| | |
|-----------------|---|
| Come across | 1. to get sick |
| Come to | 2. inherit |
| come to someone | 3. to enter your mind, to remember |
| | 4. to make good one's promise, as to pay a debt, do what is |

| | |
|-----------------------|--|
| | expected, etc. |
| | 5. appear, reveal |
| Come by | 6. to visit a place for a short time |
| Come out | 7. become available for people to buy or see |
| come into | |
| come down on somebody | 8. to get something, using effort, by chance or in a way that has not been explained |
| come down with | 9. to meet or find someone or something by chance |
| | 10. to criticize or punish (someone) |
| | 11. to provide or supply something when you need it |
| | 12. to make a particular impression |
| | 13. to amount to (a sum of money) |
| | 14. to regain consciousness |
| | 15. to enter a place or a new position or state |
| | 16. to be understood |

II. Make up a short story using as many phrasal verbs starting with GET as possible.

III. Fill in the gaps.

1. The newspaper _____ every day
2. I was wondering who she was and suddenly it _____ me that we had gone to the same high school years before.
3. She sometimes _____ as being rather arrogant.
4. On September 18 the dockers again _____ on strike.
5. Good vacuum cleaners aren't hard _____ on Amazon
6. The German Chancellor and the French President have _____ in favour of direct financial aid.
7. She _____ with measles.
8. The new safety regulations _____ effect at the beginning of the month.
9. I _____ a little money and bought a house.
10. I _____ an old friend of mine yesterday
11. Including wine, the bill _____ \$70.

GRAMMAR CLINIC

- ❖ Sequence of Tenses
- ❖ Reported Speech

I. GRAMMAR: THE BASICS

1. Study and revise grammar material.

Sequence of tenses (known in Latin as *consecutio temporum*, and also known as agreement of tenses, succession of tenses and tense harmony) is a set of grammatical rules of a particular language, governing the agreement between the tenses of verbs in related clauses or sentences.

A typical context in which rules of sequence of tenses apply is that of indirect speech. If, at some past time, someone spoke a sentence in a particular tense (say the present tense), and that act of speaking is now being reported, the tense used in the clause that corresponds to the words spoken may or may not be the same as the tense that was used by the original speaker. In some languages the tense tends to be "shifted back", so that what was originally spoken in the present tense is reported using the past tense (since what was in the present at the time of the original sentence is in the past relative to the time of reporting). English is one of the languages in which this often occurs. For example, if someone said "I need a drink", this may be reported in the form "She said she needed a drink", with the tense of the verb need changed from present to past.

The "shifting back" of tense as described in the previous paragraph may be called backshifting or an attracted sequence of tenses. In languages and contexts where such a shift does not occur, there may be said by contrast to be a natural sequence.

In English, an attracted sequence of tenses (backshifting) is often used in indirect speech and similar contexts. The attracted sequence can be summarized as follows: If the main verb of a sentence is in the past tense, then other verbs must also express a past viewpoint, except when a general truth is being expressed.^[1]

For example,

if Batman spoke the following words:

*I **need** a special key for the Batmobile.*

the speech act may be reported using the following words:

*Batman **said** that he **needed** a special key for the Batmobile.*

with the present tense need replaced by the past tense needed, since the main verb of saying (said) is in the past tense. Further examples can be found at Uses of English verb forms § Indirect speech.

What is Direct & Indirect Speech?

Direct speech – reporting the message of the speaker in the exact words as spoken by him.

Direct speech example: Maya said 'I am busy now'.

Indirect speech: reporting the message of the speaker in our own words

Indirect speech example: Maya said that she was busy then.

Direct And Indirect Speech Rules

Rules for converting Direct into Indirect speech

To change a sentence of direct speech into indirect speech there are various factors that are considered, such as reporting verbs, modals, time, place, pronouns, tenses, etc. We will discuss each of these factors one by one.

Direct To Indirect Speech Conversion – Reporting Verb

- When the reporting verb of direct speech is in past tense then all the present tenses are changed to the corresponding past tense in indirect speech.
- In indirect speech, tenses do not change if the words used within the quotes (‘’) talk of a habitual action or universal truth.
- The tenses of direct speech do not change if the reporting verb is in the future tense or present tense.

Direct Speech to Indirect Speech Conversion – Interrogative Sentences

- No conjunction is used, if a sentence in direct speech begins with a question (what/where/when) as the “question-word” itself acts as a joining clause.
- Direct to indirect speech example
- Direct: “Where do you live?” asked the boy.
- Indirect: The boy enquired where I lived.
- If a direct speech sentence begins with an auxiliary verb/helping verb, the joining clause should be if or whether.

Direct to indirect speech example

Direct: She said, ‘Will you come for the party?’

Indirect: She asked **whether we would** come for the party.

- Reporting verbs such as ‘said/ said to’ changes to enquired, asked, or demanded.

Direct to indirect speech example

Direct: He **said to** me, ‘What are you wearing?’

Indirect: He **asked** me what I was wearing.

Direct Speech to Indirect Speech Conversion – Request, Command, Wish, Exclamation

- Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbid-forbade is used for negative sentences. Therefore, **the imperative mood in the direct speech changes into the Infinitive in indirect speech.**

Direct: She said to her ‘Please complete it’.

Indirect: She **requested** her **to complete** it.

Direct: Hamid said to Ramid, ‘Sit down’.

Indirect: Hamid **ordered** Ramid **to sit** down.

In **Exclamatory sentences** that express grief, sorrow, happiness, applaud, **Interjections are removed** and the sentence is **changed to an assertive sentence.**

Direct: She said, 'Alas! I am undone'.

Indirect: She exclaimed sadly that she was broke.

– Direct Speech to Indirect Speech Conversion – Punctuations

In direct speech, the words actually spoken should be in (‘’) quotes and always begin with a capital letter.

Example: *She said, “I am the best.”*

Full stop, comma, exclamation or question mark, are placed inside the closing inverted commas.

Example: *They asked, “Can we sing with you?”*

If direct speech comes after the information about who is speaking, a comma is used to introduce the speech, placed before the first inverted comma.

Direct speech example: *He shouted, “Shut up!”*

Direct speech example: *“Thinking back,” he said, “she didn’t expect to win.”* (Comma is used to separate the two direct speeches and no capital letter to begin the second sentence).

–Direct Speech to Indirect Speech Conversion – Change of Time

In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as :

- Now becomes then
- Here becomes there
- Ago becomes before
- Thus becomes so
- Today becomes that day
- Tomorrow becomes the next day
- This becomes that
- Yesterday becomes the day before
- These become those
- Hither becomes thither
- Come becomes go
- Hence becomes thence
- Next week or month becomes following week/month

Examples:

Direct: *He said, ‘His girlfriend came yesterday.’*

Indirect: *He said that his girlfriend had come the day before.*

The **time expression does not change** if the **reporting verb is in the present tense or future tense.**

Examples:

Direct: *He says/will say, 'My girlfriend came yesterday.'*

Indirect: *He says/will say that his girlfriend had come the day before.*

2. Translate and comment on the underlined Grammar Patterns /comment on the use of the grammar forms given in bold type.

1. Opposition leader Sir Keir Starmer - a former barrister - said the government was doing "absolutely nothing" to resolve industrial disputes, including the row with criminal barristers.
2. Downing Street said it recognised the public were facing "challenging times".
3. However, Mr Johnson's spokesman argued it would be up to his successor to make any decisions on further help.
4. Octopus Energy chief executive Greg Jackson told BBC Radio 4's Today programme that if the price of beer had risen as much as gas prices, buying a pint would cost £25.
5. SNP Westminster leader Ian Blackford said Mr Johnson had "lied to avoid getting caught, and once he got caught, he lied again".
6. After more than five hours of debate, MPs were asked if they supported launching an investigation into Mr Johnson.
7. He said the prime minister's "contrition had only lasted as long as it took to get out of the headmaster's study" and that he should be "long gone".
8. After more than five hours of debate, MPs were asked if they supported launching an investigation into Mr Johnson
9. But in an email to Tory MPs on Thursday, Chief Whip Chris Heaton-Harris said he would like to "remind" them that the committee was set up by a vote in the Commons, which also has to sign off any sanction recommended by the committee.
10. Mr Johnson promised to co-operate with the inquiry and previously said he had "absolutely nothing, frankly, to hide".

3. Put the following into indirect speech.

1. Urging MPs to support an investigation, Liberal Democrat leader Sir Ed Davey said: "The public won't stomach another Conservative stitch-up that drags our democracy through the mud just to protect one of their own."
2. Joe Biden said "There is still 'room for diplomacy' to solve Ukraine crisis"
3. On Sunday, Johnson loyalist and Culture Secretary Nadine Dorries said: "If this witch hunt continues, it will be the most egregious abuse of power witnessed in Westminster," she added.

4. "May I urge caution against any further comments in the media about the Privileges Committee and especially its Clerk and Members," asked Mr Heaton-Harris, who is in charge of party discipline.
5. "Invariably these comments will be misinterpreted by those who do not wish to help us." he said.
6. EU foreign affairs spokesperson Maja Kocijancic said "We are pleased that the United States took the decision to revert to usual practice,".
7. Asked about the possibility of a trade war, Irish Foreign Minister Simon Coveney said "Brussels wanted a compromise, but warned the EU could not ignore a breach of international law."
8. "The British embassy in the Ukrainian capital Kyiv will reopen next week", Boris Johnson has announced.
9. "I hope it will enable the Ukrainians to offer deterrents by denial and to make sure their territory is so fortified as to be impregnable in the future to further attack from Russia," he said.
10. "We are pleased that the United States took the decision to revert to usual practice," she said.

4. Choose the correct item:

1. The EU said it was pleased the US **had decided/decided** "to revert to usual practice".
2. EU foreign affairs spokesperson Maja Kocijancic said that the EU **had been /will be** in touch with the US to "clarify the matter" after the change to diplomatic practice.
3. The foreign secretary has warned the UK **will have/would have** "no choice but to act" if the EU **does not/did not** show enough "flexibility" over post-Brexit checks on goods going from Britain to Northern Ireland.
4. He said Brussels had put forward wide-ranging solutions that **would/will** "substantially improve the way the protocol was implemented".
5. And he has warned that acting unilaterally **would /will** "undermine the conditions which are essential for Northern Ireland to continue to have access to the EU single market for goods".
6. The prime minister also said there was a "realistic possibility" the Russian bombardment **would continue/ continued** until the end of next year.
7. In the long term, Mr Johnson said he **believed/believes** Western nations would respond to demands from Ukraine to guarantee the country's security against future attacks.
8. The EU has warned it **will/would** retaliate by introducing trade sanctions.
9. Mr Johnson added the UK **was/** looking at sending tanks to support Poland as **it had supplied/ supplies** Ukraine with heavy weaponry.
10. The EU says the US government **has changed/ had changed** the bloc's diplomatic status in Washington, in practice downgrading it.

II TEST YOURSELF

Translate into English

1. Представник держави підкреслив, що відхилення від протоколу може спровокувати зниження авторитету держави, а також призвести до міжнародної напруги.
2. Повідомили ,що другий саміт Міжнародної Кримської платформи, розпочав роботу в Києві.
3. Мені пояснили, що в Великій Британії - система імміграції на основі балів.

4. Він підкреслив, що ця угода була зроблена величезною переговорною командою з усіх частин Великобританії, і це принесе користь кожній частині нашого Сполученого Королівства.
5. Прем'єр-міністр був абсолютно впевнений, що якщо вони зроблять все можливе, це принесе користь кожній частині Сполученого Королівства.
6. Прем'єр-міністр країни Ірландії Мікхол Мартін заявив, що підтримуватиме Україну на кожному етапі її просування до Європейського Союзу,
7. Мені сказали, що невід'ємними складниками дипломатичного протоколу є етикет – прийняті правила поведінки і правила ввічливості – та церемоніал – офіційний розпорядок урочистих прийомів, процесій (зустріч глави держави під час офіційного візиту, церемоніал вручення вірчих грамот і вступу посла на посаду, церемоніал підписання міжнародних договорів тощо).
8. Раніше світові ЗМІ повідомили, що Посольство США в Україні звернулося до Державного департаменту з проханням дозволити евакуацію частини персоналу на тлі зростання агресії Росії.
9. На початку листопада 2021-го американські ЗМІ повідомили про скупчення російської техніки на кордоні з Україною.
10. Українське МЗС пояснило, що масове звільнення послів, про яке стало відомо напередодні, пов'язане із плановою ротацією.

SECTION 2 LISTENING & WRITING

Before listening:

1. Answer the questions.

1. What do you know about credential ceremonies?
2. How are ambassadors addressed an in a letter of credence?
3. How are ambassadors chosen?

2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian.

to be overwhelmed (v) to be overpowered in thought or feeling

to collect (v) to go to a place and bring someone or something away from it:

to trot (v) if a horse or similar animal with four legs trots, it runs at its slowest speed, using short steps in which a front leg and the back leg on the opposite side move together:

date from — a phrasal verb – to have been made in or to have come into being in (a certain time in the past)

landau (n) a four-wheel carriage with a top divided into two sections that can be folded away or removed and with a raised seat outside for the driver

high commissioner- (n) in the Commonwealth of Nations, a high commissioner is the senior diplomat (ranking as an ambassador) in charge of the diplomatic mission of one Commonwealth government to another. In this usage, a Commonwealth nation's high commission is its embassy to another Commonwealth nation.

3. Practise the word pronouncing.

Buckingham - /bʌkɪŋəm/

Overwhelm- /,əʊ.və'welm/

landau- /'lɑːdɔː,'laʊ/

Before listening ambassadors: Spend one minute writing down all of the different words you associate with the word "ambassador ". Share your words with the group and talk about them.

Listening:

4. Listen to a piece of information available at: <https://www.youtube.com/watch?v=n7eXWxWYAzU>

AMBASSADOR MATTHEW BARZUN PRESENTS HIS CREDENTIALS TO HER MAJESTY
QUEEN ELIZABETH II

5. Fill in the gaps.

a. Watch the video and fill in the gaps with the missing words or word-combinations:

There's a man going round going round taking names the credential ceremony has been has been happening since the 16th century

The credential ceremony has been happening since the 16th century when states started sending representatives to other states

The ceremony involves 1) _____ to establish himself in the UK ...the representative of the United States.

The ceremony in the UK is very special. It starts with us coming 2) _____ and his wife and the members of the team in a landau which 3) _____ dating from the middle of 19th century.

If you are an ambassador you have two horses. If you are 4) _____ you or a representative of 5) _____ you have four horses and we trot through the gates of 6) _____ and then the ambassador will go and have a few words personally with a Queen 7) _____ for the time that they will spend here. Well, the horses kind of expect that after they've done their hard work and they get 8) _____ and they get very disappointed if there isn't something like that but it was really lovely to see the whole of Matthew's family outside today holding out their hands flat with the apple and the carrots and the horses 9) _____ d it. And I think he and his wife had a lovely time they were as everyone 10) _____ by how friendly the queen is and how much of a person she is.

b. Watch the video and fill in the gaps with the prepositions:

The credential ceremony has been happening since the 16th century when states started sending representatives to other states the

The ceremony involves the ambassador presenting his papers to establish himself 1 ____ the UK ...the representative of the United States.

The ceremony in the UK is very special. It starts 2 ____ us coming to collect the ambassador and his wife and the members of the team 3 ____ a landau which a horse drawn carriage dating 4 ____ the middle of 19th century.

If you are an ambassador you have two horses. If you are a high commissioner you or a representative of the commonwealth you have four horses and we trot 5 ____ the gates of the Buckingham Palace and then the ambassador will go and have a few words personally ____ a Queen to establish the beginnings of personal relationships ____ the time that they will spend here. Well, the horses kind of expect that 8 ____ they've done their hard work and they get a little treat and they get very disappointed if there isn't something like that but it was really lovely to see the whole of Matthew's family outside today holding 9 ____ their hands flat ____ the apple and the carrots and the horses very much appreciated it. And I think he and his wife had a lovely time they were as everyone overwhelmed ____ how friendly the queen is and how much of a person she is.

After Listening:

6. Write five good questions to this talk. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____
5. _____

FREE WRITING

7. Write about how mastery of a language is one of essential skills of a diplomat and helps avoid misunderstandings for 5-10 minutes. Comment on your group mate's paper.

ACADEMIC WRITING

8. Write an essay (for Guidelines see APPENDIX 4) on one of the following topics.

1. Positive collaboration to weather the current uncertainty and geopolitical instability
2. Achieving foreign policy goal
3. Diplomacy as an instrument of good governance

WRITE A PIECE OF POETRY

9. First, read out loud in class the poem below.

If (1895)—

Rudyard Kipling - 1865-1936

If you can keep your head when all about you

*Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:*

*If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:*

*If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'*

*If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!*

- **What message does the poet try to convey in his poem? Did you like the poem?**
- **Prepare literary translation of the poem into Ukrainian.**
- **Compose the poem of your own on the topic of the Unit using the Active Vocabulary.**

SECTION 3

SPEAKING & DISCUSSION

1. Present current news (see APPENDIX 6). Prepare and deliver a piece of current news related to the topic of UNIT 2 (a five-minute speech).

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
2. Give references to the following information:
 - ~ an author of the article/video report/programme;
 - ~ a source (a newspaper/a magazine/a programme, etc.);
 - ~ the date of the publication.
3. In order to be audience-oriented provide key words/word-combinations with the translation into Ukrainian that may be unfamiliar to your groupmates.

Be ready to maintain a discussion on the topic of the current news.

2. Round-table discussion. Get ready to discuss the problem of the *Concept of Global Politics* at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson.

| | |
|---------------|---|
| ROLE A | Tools of Foreign Policy <i>(Economic statecraft / Arms control agreements / Soft power)</i> |
| ROLE B | New methods of practicing diplomacy, <i>(digital diplomacy and network network diplomacy)</i> |
| ROLE C | The Disadvantages of Being a Diplomat <i>(Challenges of Living Abroad/ Stress of the Job)</i> |

4. Questions for discussion.

1. What are new realities in foreign affairs? What are the tools of foreign policy
2. How is diplomacy relevant in today's world?
3. What are the challenges to diplomacy?
4. How did diplomacy impact our society?
5. How does diplomacy adapt to global conditions?
6. What are the mechanisms of the multistakeholder diplomacy and its applicability to modern diplomacy, international negotiations.
7. What is soft power? How can soft power be deployed effectively?
8. How are social media, online conferencing, big data and AI analysis, etc. used as digital tools in the practice of diplomacy?
9. What is meant by diplomatic protocol? What are the elements of diplomatic protocol? Why is protocol important in diplomacy?

10. What does it mean to present credentials? What are credential letters?
11. What are the challenges to diplomatic negotiation?
12. What are there formulas for successful diplomatic agreements?
13. How do state-based diplomats and non-state actors frame and negotiate sovereignty?
14. How do diplomats talk?
15. What are the benefits and drawbacks of being a diplomat?

SUPPLEMENTARY

2. PERSONALITY FILE.

1. Read the biography of of Henry Alfred Kissinger, a well-known American political scientist. After reading be ready for the test



Henry Alfred Kissinger was the 56th Secretary of State of the United States from 1973 to 1977, continuing to hold the position of Assistant to the President for National Security Affairs which he first assumed in 1969 until 1975. After leaving government service, he founded Kissinger Associates, an international consulting firm, of which he is chairman.

Dr. Kissinger was born in Fuerth, Germany, on May 27, 1923, came to the United States in 1938, and was naturalised a United States citizen on June 19, 1943. He received the BA Degree Summa Cum Laude at Harvard College in 1950 and the MA and PhD Degrees at Harvard University in 1952 and 1954 respectively.

From 1954 until 1971 he was a member of the Faculty of Harvard University, both in the Department of Government and at the Center for International Affairs. He was Associate Director of the Center from 1957 to 1960. He served as Study Director, Nuclear Weapons and Foreign Policy, for the Council of Foreign Relations from 1955 to 1956; Director of the Special Studies Project for the Rockefeller Brothers Fund from 1956 to 1958; Director of the Harvard International Seminar from 1951 to 1971, and Director of the Harvard Defense Studies Program from 1958 to 1971. (He was on leave of absence from Harvard from January 1969 to January 1971).

Throughout the 1950s and 1960s, he served as a consultant to several government agencies, including the National Security Council's Operations Coordinating Board, the Department of State, the Operations Research Office, and the Arms Control and Disarmament Agency. In 1968, President-elect Richard Nixon chose Kissinger to be his National Security Adviser.

After working closely with Nixon during his first presidential term, Nixon decided to make an unprecedented move by appointing Kissinger as his new Secretary of State while also keeping him in the role of National Security adviser.

Kissinger initially had little interest in China when he began his work as National Security Adviser in 1969, and the driving force behind the rapprochement with China was Nixon.^[53] In April 1970 both Nixon and Kissinger promised Chiang Ching-kuo, a leader in Taiwan, that they would never abandon Taiwan or make any compromises with Mao Zedong, although Nixon did speak vaguely of his wish to improve relations with the People's Republic.^[54]

Kissinger made two trips to China in July and October 1971 (the first of which was made in secret) to confer with Premier Zhou Enlai, then in charge of Chinese foreign policy.^[55] During his visit to Beijing, the main issue turned out to be Taiwan, as Zhou demanded the United States recognize that Taiwan was a legitimate part of China, pull U.S. forces out of Taiwan, and end military support for the Kuomintang regime.^[56] Kissinger gave way by promising to pull U.S. forces out of Taiwan, saying two-thirds would be pulled out when the Vietnam war ended and the rest to be pulled out as Sino-American relations improved.^[57]

In October 1971, as Kissinger was making his second trip to the People's Republic, the issue of which Chinese government deserved to be represented in the United Nations came up again.^[58] Out of concern to not be seen abandoning an ally, the United States tried to promote a compromise under which both Chinese regimes would be UN members, although Kissinger called it "an essentially doomed rearguard action".^[59]

During his second visit to Beijing, Kissinger told Zhou that according to a public opinion poll 62% of Americans wanted Taiwan to remain a UN member, and asked him to consider the "two Chinas" compromise to avoid offending American public opinion.^[61] Zhou responded with his claim that the People's Republic was the legitimate government of all China and no compromise was possible with the Taiwan issue.^[57]

Kissinger said that the United States could not totally sever ties with Chiang, who had been an ally in World War II. Kissinger told Nixon that Bush was "too soft and not sophisticated" enough to properly represent the United States at the UN, and expressed no anger when the UN General Assembly voted to expel Taiwan and give China's seat on the UN Security Council to the People's Republic.^[57]

His trips paved the way for the groundbreaking 1972 summit between Nixon, Zhou, and Chinese Communist Party Chairman Mao Zedong, as well as the formalization of relations between the two countries, ending 23 years of diplomatic isolation and mutual hostility. The result was the formation of a tacit strategic anti-Soviet alliance between China and the United States. Kissinger's diplomacy led to economic and cultural exchanges between the two sides and the establishment of "liaison offices" in the Chinese and American capitals, though full normalization of relations with China would not occur until 1979.

Kissinger entered the State Department just two weeks before Egypt and Syria launched a surprise attack on Israel. The October War of 1973 played a major role in shaping Kissinger's tenure as Secretary. First, he worked to ensure Israel received an airlift of U.S. military supplies. This airlift helped Israel turn the war in Israel's favor, and it also led members of the Organization of Petroleum Exporting Countries [HYPERLINK "https://history.state.gov/milestones/1969-1976/oil-embargo"](https://history.state.gov/milestones/1969-1976/oil-embargo) (OPEC) to initiate an oil embargo against the United States. After the implementation of a United Nation's sponsored ceasefire, Kissinger began a series of "shuttle diplomacy" missions, in which he traveled between various Middle East capitals to reach disengagement agreements between the enemy combatants. These efforts produced an agreement in January 1974 between Egypt and Israel and in May 1974 between Syria and Israel. Additionally, Kissinger's efforts contributed to OPEC's decision to lift the embargo.

On August 9, 1974, the Watergate scandal compelled President Nixon to resign, but Kissinger stayed on in his dual roles under President Gerald Ford. Kissinger helped Ford acclimate to the international scene and both men worked to continue policies implemented by Nixon and Kissinger previously, including détente

with the Soviet Union, establishing relations with the People's Republic of China, and negotiations in the Middle East.

Kissinger also played a major role in the negotiations leading to the August 1975 Helsinki Accord, an agreement signed by 35 countries and addressing many issues that promised to improve relations between East and West. In September 1975, Kissinger helped conclude a second disengagement agreement between Egypt and Israel that moved both countries closer to a peace agreement.

Kissinger's tenure as Secretary comprised many controversial issues, including his role in influencing U.S. policies towards countries such as Chile and Angola. Additionally, he engaged in new international issues such as law of the sea, which became more prominent for U.S. foreign policy in the decades ahead.

THE TEST

1. Henry Alfred Kissinger was the 56th Secretary of State of the United States from,
 - a. 1977-1979
 - b. 1973 to 1977
 - c. 1961-1965
 - d. 1971-1975

2. Henry Alfred Kissinger obtained U.S. citizenship in
 - a. 1923
 - b. 1943
 - c. 1945
 - d. 1938

3. Dr. Kissinger received the BA Degree Summa Cum Laude
 - a. at Harvard College
 - b. Harvard University
 - c. University of Pennsylvania
 - d. Yale University

4. From 1958 to 1971, Dr. Kissinger was Director of the Harvard Defense Studies Program
 - a. Director of the Special Studies Project for the Rockefeller Brothers Fund
 - b. a member of the Faculty of Harvard University, both in the Department of Government and at the Center for International Affairs.
 - c. Director of the Harvard Defense Studies Program
 - d. National Security Adviser

5. Kissinger was chosen National Security Adviser in ...
 - a. 1973

- b. 1955
- c. 1968
- d., 1969

6 A series of “shuttle diplomacy” missions of Kissinger to Middle East capitals produced an agreement

- a. between Egypt and Israel and between Syria and Israel.
- b. between Egypt and Israel.
- c. between Syria and Israel.
- d. between Egypt and Syria

7 . After the Watergate scandal, August 9, 1974

- a. Kissinger resigned
- b. left the post of National Security Adviser
- c. stayed on in his dual roles under President Gerald Ford
- d. stayed on in his dual roles under President Richard Nixon

8. The result of Kissingers trips to China was

- a.. diplomatic isolation and mutual hostility between China and the United States
- b. the formation of a tacit strategic anti-Soviet alliance between China and the United States.
- c. the formation of a alliance between China and the Soviet Union
- d. the UN General Assembly voting to expel Taiwan and give China's seat on the UN Security Council to the People's Republic

GLOSSARY 4

cultivate relationships

the mainstay

comprehensive
establishes goals
accredited envoys
make public.
preclude
diplomatic intercourse
situational awareness
to respond to
chores
garner goodwill
vote-trading
contribute to
to deliver on the commitments
ongoing disputes
irremediable hostility
a state of negotiability
political masters
defuse tension
intelligence officers
credentials
credential(v)
assembly
assembler -
assemblage
instruments
embassy
ambassadorial
ambassadorship i
to interpret
negotiation
negotiating table
negotiator
ally n
diplomacy
diplomatic

ping-pong diplomacy
Foggy Bottom
make political hay
Seventh Floor
come across
come to
come by
come down on smb
the commonwealth
devastated
to loan
territorial rights
the conflict
lending
on loan
officials
foreign ministers
credential ceremony
present credentials
Buckingham Palace
the World Trade Organization (WTO)
the United Nations
statecraft
peaceful adjustment
primary tools
enunciated publicly
promote interests
namely
dimension
amicable states
trends
yield gains.
build rapport.
mutual back-scratching
sharp practices
counterparts.

solidify into impasse

the maintenance of personal relations

give rise to conflict.

promote peace

pursue a career

a lingua franca

letters of credence-

credentialed

to assemble

assembly language

to instrument

embassage

ambassadorial

interpretation

nterpreter

to negotiate

negotiable

alliance

ally v

diplomatese

diplomat

diplomatic flu

Good Offices

spek softly and carry a big stick

come into

come to someone

come down

come out

overwhelmed

natural disasters

the goodwill gesture

the disputed area

leasing

a diplomatic coup

soft power

cross-cultural

credential ceremony

representative

the UN General Assembly (UNGA)

the United Nations

G20

For the good of

officials

weave seamlessly

political masters

command of local mores

a well apportioned gag

talking points

embassy functions.

to lighten the load of

appalling boilerplate.

a laughing matter

The British Foreign Secretary

the Foreign Affairs Committee:

getting your point across.

condescending

publicly

diplomatic deployment of humour.

cross-cultural

to accept arguments.

put an opponent back in their box

disputed

self-deprecation

the UN chamber

to puncture counterparts' vision

to sugar a pill.

the UN general assembly

national security adviser

foreign ministers

delivere tough messages

But a diplomat

attend the meeting

display bonhomie

walk out in a huff.

misconstrue.

press conference

overseas envoys.

to deliver messages

undermine credibility.

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UNIT 5 THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

SECTION 1 READING & VOCABULARY

LEAD-IN:

I. Comment on the following quotes:

1. “I am in politics because of the conflict between good and evil, and I believe that in the end good will triumph.” – *Margaret Thatcher (a British stateswoman who served as Prime Minister of the United Kingdom from 1979 to 1990).*
2. “No democratic world will work as it should work until we recognize that we can only enjoy any right so long as we are prepared to discharge its equivalent duty. This applies just as much to states in their dealing with one another as to individuals within the states.” – *Antony Eden (the Prime Minister of the United Kingdom from 6 April 1955 to 9 January 1957. He was Churchill's Foreign Secretary during World War II, and again in 1951 – 1955).*
3. “Diplomacy is the art of telling people to go to hell in such a way that they ask for directions.” – *Winston Churchill. (a British statesman who served as Prime Minister of the United Kingdom from 1940 to 1945, during the Second World War, and again from 1951 to 1955).*
4. “If democracy is to be rebuilt ... it is necessary not just for the public to learn to trust their politicians, but for the politicians to learn to trust the public.” – *Rory Stewart (a British academic, diplomat, explorer, author, soldier and politician, born 3 January 1973).*
5. “We want a society in which we are free to make choices, to make mistakes, to be generous and compassionate. That is what we mean by a moral society – not a society in which the State is responsible for everything, and no one is responsible for the State.” – *Margaret Thatcher (a British stateswoman who served as Prime Minister of the United Kingdom from 1979 to 1990).*

II. Discuss the problem.

1. What do you know about the system of government of the UK?
2. What government policies are being implemented by the Parliament?
3. What events and figures shaped the modern system of government and foreign relations of the UK?
4. What current events are related to the home and foreign policy of the UK?
5. What do you know about Brexit?

I. Read and translate the text.

TEXT 1 THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom (UK) or Britain, is a **unitary parliamentary democracy 1)** and **constitutional monarchy 2)**. The monarch, Queen Elizabeth II, has **reigned 3)** since 1952. The United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. Other than England, the constituent countries have their own **devolved governments 4)**, each with varying powers [76].

In the UK, the Prime Minister leads the government with the support of the Cabinet and ministers. The Prime Minister is the leader of Her Majesty's Government and **is ultimately responsible for 5)** all policy and decisions.

The Prime Minister also: **oversees the operation of the Civil Service and government agencies 6)**; **appoints members of the government 7)**; is the principal government figure in **the House of Commons 8)**. The Prime Minister is The Rt Hon Boris Johnson MP¹.

The Cabinet

The Cabinet is made up of the senior members of government. Every week during Parliament, members of the Cabinet (Secretaries of State from all departments and some other ministers) meet to discuss the most important issues for the government.

Ministers

1 Prime Minister + 22 Cabinet ministers + 98 Other ministers
Ministers are chosen by the Prime Minister from the members of the House of Commons² and **House of Lords³ 9)**. They are responsible for the actions, successes and failures of their departments.

Government departments and agencies

Departments and their agencies (23 Ministerial departments, 300+ Agencies and other public bodies) are responsible for **putting government policy into practice 10)**.

Government departments

Some departments, like **the Ministry of Defence 11)**, cover the whole UK. Others don't – **the Department for Work and Pensions 12)** doesn't cover Northern Ireland. This is because some aspects of government **are devolved to 13)** Scotland, Wales and Northern Ireland.

Non-ministerial departments are headed by senior civil servants and not ministers. They usually have a **regulatory or inspection function 14)** like the Charity Commission.

Executive agencies

These are part of government departments and usually provide government services rather than decide policy - which is done by the department that oversees the agency.

Civil Service

The Civil Service does the practical and administrative work of

1. унітарна парламентська демократія
2. конституційна монархія
3. правити
4. автономний уряд
5. нести повну відповідальність за
6. контролювати діяльність державної служби та державних установ
7. призначати членів уряду
8. палата громад
9. палата лордів
10. реалізувати державну політику
11. Міністерство оборони
12. Міністерство з питань праці та пенсій
13. передавати, делегувати (повноваження)

government. It is co-ordinated and managed by the Prime Minister, in their role as Minister for the Civil Service. Around half of all civil servants provide services direct to the public, including: **paying benefits and pensions 15)**; **running employment services 16)**; **staffing 17)** prisons; **issuing 18)** driving licences.

Legislation

Laws go through several stages before they are **passed by Parliament 19)**. The House of Commons and the House of Lords work together to make them.

They can include:

Draft legislation 20) White papers outline proposals for new laws. **Green papers⁴ 21)** ask for public comments before the **white paper⁵ 22)** is published.

Bills 23) are proposals for new laws or changes to existing ones. Once agreed by Parliament, they have to be approved by The Queen before becoming law.

Acts of Parliament 24)

These are bills which have been approved by the Commons, the Lords, and The Queen. The relevant government department is responsible for **putting the act into practice 25)**.

Devolved government

In Scotland, Wales and Northern Ireland, devolved administrations are responsible for many domestic policy issues, and their Parliaments/Assemblies **have law-making powers 26)** for those areas.

Areas the Scottish Government, Welsh Government, and the Northern Ireland Executive are responsible for, include: health, education, culture, the environment, transport.

Local government

Councils make and carry out decisions on 27) local services. Many parts of England have 2 tiers of local government: county councils and district, **borough 28)** or city councils. In some parts of the country, there's just one tier of local government providing all the functions, known as a 'unitary authority'. This can be a city, borough or county council – or it may just be called 'council'. As well as these, many areas also have parish or town councils.

Parliament

Parliament is separate from government. Made up of the House of Commons and the House of Lords, its role is to: look at what the government is doing; **debate issues 29)** and **pass new laws 30)**; **set taxes 31)** [45].

Foreign, Commonwealth & Development Office 32)

pursues national interests 33) and **projects** the UK as a force for good in the world. FCDO promotes the interests of British citizens, **safeguards** the UK's **security 34)**, defends the values, reduces poverty and **tackles global challenges 35)** with international

14. регулююча або інспекційна функція

15. виплачувати компенсаційні виплати та пенсії

16. забезпечувати/надавати послуги з працевлаштування/зайнятості

17. набирати штат

18. видавати

19. прийняти закон

20. розробляти законопроект

21. Зелена книга

22. Біла книга

23. законопроект

24. закон, акт парламенту

25. реалізувати щось на практиці

26. законодавчі повноваження

27. приймати і виконувати рішення щодо

28. район, містечко

29. обговорювати питання

30. приймати закони

31. встановлювати податки

32. Міністерство закордонних справ і у справах Співдружності націй Великої Британії

33. відстоювати національні інтереси

34. гарантувати безпеку

35. вирішувати глобальні виклики

36. посольства

37. високі комісії

38. корпоративний звіт

39.

відстоювати/просувати інтереси

40. скористатися можливостями

41. здійснювати спільні дії щодо

partners.

Responsibilities FCDO brings together the best of Britain's international effort and demonstrates the UK acting as a force for good in the world.

FCDO employs around 17,300 staff in our diplomatic and development offices worldwide, including in 280 overseas **embassies 36) and high commissions 37)**. UK-based staff work in King Charles Street, London and Abercrombie House, East Kilbride. FCDO also has other London offices, including 22 Whitehall, and staff based in Milton Keynes [12].

Corporate report 38). Foreign and Commonwealth Office single department plan

Updated 27 June 2019

National Interest, Global Leadership

“We lead the UK's global diplomatic network **to advance British interests 39)** and act for the people of the UK around the world, supporting all UK Government activity overseas.

As the UK leaves the European Union we will **seize the opportunities 40)** to deliver for a Global Britain as we protect our country and our people, project our influence and values, and promote our prosperity overseas.

We will do this by working in partnership with others and supporting an international system based on rules, norms, and values, to lead and **deliver shared action on 41)** the world's most **pressing challenges 42)** in a period of geopolitical change.

We work internationally to support delivery of all 17 **Sustainable Development Goals (SDGs) 43)**, cooperating closely with all other relevant UK Government Departments. The SDGs **embody the principles of 44)** security, freedom, prosperity and opportunity and address some of the most important global challenges of our time.

Our objectives:

1. Protect our people
2. Project our influence and demonstrate **diplomatic leadership 45)**
3. Promote our prosperity
4. Manage our business and provide the platform for the whole of the UK government internationally [37].”

42) нагальні виклики

43) цілі сталого

розвитку

44) втілювати принципи

45) демонструвати/засвід

чувати дипломатичне

лідерство

Notes:

¹**The Rt Hon Boris Johnson MP – *The Right Honourable*** (abbreviation: **The Rt Hon. or Rt Hon.**) is an honorific style traditionally applied to certain persons and collective bodies in the United Kingdom, the former British Empire and the Commonwealth of Nations. The term is predominantly used today as a style associated with the holding of certain senior public offices in the United Kingdom, Canada, and New Zealand [75].

²**The House of Commons** – *The UK public elects 650 Members of Parliament (MPs) to represent their interests and concerns in the House of Commons. MPs consider and propose new laws, and can scrutinize government policies by asking ministers questions about current issues either in the Commons Chamber or in Committees [43].*

³**The House of Lords** *is the second chamber of UK Parliament. It plays a crucial role in examining bills, questioning government action and investigating public policy [44].*

⁴**Green Papers** *are consultation documents produced by the Government. The aim of this document is to allow people both inside and outside Parliament to give the department feedback on its policy or legislative proposals. Copies of consultation documents such as Green Papers are available on the related departmental websites [39].*

⁵**White papers** *are policy documents produced by the Government that set out their proposals for future legislation. White Papers are often published as Command Papers and may include a draft version of a Bill that is being planned. This provides a basis for further consultation and discussion with interested or affected groups and allows final changes to be made before a Bill is formally presented to Parliament [80].*

READING COMPREHENSION

I. Answer the questions.

1. What is the difference between England, Britain and the UK?
2. What form of government does the UK have?
3. Who heads the British government? What scope of responsibilities does the PM have?
4. How is the UK government organized?
5. What scope of functions does the civil service have?
6. How does the UK legislation work?
7. What is understood under the devolved government in the UK?
8. Characterize the work of the Foreign, Commonwealth & Development Office?
9. What do 17 Sustainable Development Goals embody?
10. What goals does the Foreign and Commonwealth Office single department plan set?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. England has a devolved parliamentary legislature within constitutional monarchy.
2. The monarch of the UK is ultimately responsible for all policy and decisions.
3. The Prime Minister is the principal government figure in both the House of Commons and the House of Lords.
4. The Ministry of Defence doesn't cover Northern Ireland.
5. Executive agencies decide policy rather than provide government services.
6. The Civil Service is mostly responsible for administrative work of government.
7. Green papers outline proposals for new laws as a part of draft legislation.
8. Acts of Parliament are bills which have been approved by the Queen.
9. In Scotland, Wales and Northern Ireland, and England devolved administrations have law-making powers for those areas.
10. FCDO works around the world to support delivery of all 17 SDGs cooperating closely with all other relevant UK Government Departments.

III. Complete the following sentences using the required information from the text above.

1. The United Kingdom (UK) is a _____ and constitutional monarchy.
2. In the UK, _____ leads the government with the support of the Cabinet and ministers.
3. The Prime Minister is the principal government figure in _____.
4. The Department for Work and Pensions doesn't cover Northern Ireland. This is because some aspects of government are devolved to Scotland, _____ and Northern Ireland.
5. Around half of all _____ provide services direct to the public.
6. Green papers ask for public comments before the _____ is published.
7. Once _____ are agreed by Parliament, they have to be approved by The Queen before becoming law.
8. Parliament is made up of the House of Commons and _____.
9. _____ promotes the interests of British citizens, safeguards the UK's security, defends the values, reduces poverty and tackles global challenges with international partners.
10. FCDO employs around 17,300 staff in our diplomatic and development offices worldwide, including in 280 _____.

V. a. Make up a plan of the text.

b. Write a short summary. Make use of the linking words (see APPENDIX 2)

ACTIVE VOCABULARY: TEXT 1

I. Transcribe the following.

unitary, parliamentary democracy, constitutional monarchy, reign, the Rt Hon, executive, borough, issues, regulatory, address, her Majesty's, ultimately.

II. Define or explain the terms used in the text, consult English-English Dictionary (for reference see APPENDIX 4).

unitary parliamentary democracy, constitutional monarchy, devolved governments, the Civil Service, the House of Commons, the House of Lords, the Parliament, Draft legislation, green papers, white papers, the Charity Commission, the Prime Minister, Bills, Acts of Parliament, Assembly, local government, council, local government, borough, city councils, Foreign, Commonwealth & Development Office, embassy, high commission, Commonwealth

III. a. Find in the text equivalents of the following words/definitions.

- 1) to rule, to govern;
- 2) a term sometimes used in contexts in which a country makes up a part of a larger political entity, such as a sovereign state;
- 3) a transfer of powers from a central government to local units;
- 4) supervisory, managerial;
- 5) audit, check, checkup, examination;
- 6) course, line, methodology, program;
- 7) social security payment, perk, aid;

- 8) services aimed at collecting and supplying to unemployed people information about job vacancies and to employers information about availability of prospective workers;
- 9) to employ, to appoint;
- 10) to define, delineate;
- 11) to bring in a new law by voting in parliament or by decree;
- 12) accredited, authorised, licenced, certified, endorsed;
- 13) a religious congregation, especially of a church; a community or locality, typically in relation to, or around, a given church;
- 14) to discuss, to dispute, to consider;
- 15) to defend smth., to be interested in smth.;
- 16) to advance smth., to forward smth, to further smth.;
- 17) to address, to deal with, to encounter, to overcome;
- 18) to cooperate with, to collaborate with;
- 19) to run, to conduct, to direct, to guide;
- 20) to succeed, to fulfil, to pursue, to implement;
- 21) globally, worldwide;
- 22) to include, to represent, to objectify;
- 23) an aim, a target, a goal, a purpose;
- 24) to forecast, to predict, to estimate, to expect;
- 25) a trouble, a problem.

b) Find in the text opposites of the following words.

- 1) partially, moderately, somewhat, to a limited degree, slightly;
- 2) to neglect, to mismanage, to mishandle;
- 3) solution, answer, matter of no concern;
- 4) to be disapproved by, refused, uncertain, unsettled;
- 5) to endanger, to threaten, to harm, to hazard;
- 6) to attack, to injure, to hurt;
- 7) to increase, to boost, to augment, to escalate;
- 8) to destabilise, ignore, to neglect;
- 9) to lose, to miss, to reject, to bypass;
- 10) poverty, misfortune, depression;
- 11) to hide, to conceal, to suppress;
- 12) to block, to discourage, to impede;
- 13) united, joined, merged, connected;
- 14) irrelevant, meaningless, pointless, unrelated;
- 15) individual, related to a physical person;
- 16) local, domestic;
- 17) global, international;
- 18) separation, disunion, alienation;
- 19) non-urgent, petty, meaningful, noncritical;
- 20) individual, autonomous, independent;
- 21) minor, subordinate, junior;
- 22) bad luck, inopportunity, failure;
- 23) success, accomplishment, achievement;
- 24) junior, subordinate, lower;
- 25) private, independent, secret, confidential.

IV. Translate the following sentences, paying attention to the parts/active vocabulary of the text given in bold.

1. Future trade deals will have to be signed on the basis that access to one part of the UK gives unfettered access to the whole. It would not be practical to let **devolved governments** erect internal regulatory barriers [74].
2. For the first time the ceremonial bonfires will be set ablaze in each of the capital cities of the Commonwealth countries to celebrate the Queen's milestone. A service of thanksgiving for the Queen's **reign** will be held at St Paul's Cathedral on the Saturday [27].
3. "We need to have a discussion as a borough about whether we are comfortable or not to allow China to open its biggest **overseas embassy** here in Tower Hamlets," they said. "There is a growing body of evidence of appalling human rights atrocities committed by the Chinese government against Uighur Muslims and other detainees. Do we really want to host the embassy of a nefarious regime in our borough? [40]"
4. The British **high commission** in New Zealand has been given the green light to recruit its first adviser on Māori affairs, as well as a te reo language teacher for high commissioner Laura Clarke [34].
5. The question of what can be achieved by the **SDGs** is particularly pressing given their ambitious scope: among other things the SDGs propose to eradicate extreme poverty and gender-based discrimination by 2030 [68].
6. Tony Benn's son has joined **the House of Lords** in an uncontested byelection, six decades after his socialist stalwart father renounced a hereditary title. Dr Stephen Benn, 69, also known as Viscount Stansgate, will join Labour's group on the red benches in parliament's upper chamber [23].
7. **A Green Paper** is called a Green Paper because they were historically printed on green paper. This was to distinguish them from other documents, such as white papers, which are so called because they were historically published without covers and were bound in plain white paper. So green is for consultation, white for proposal [79].
8. **White Papers** are issued by the Government as statements of policy, and often set out proposals for legislative changes or the introduction of new laws. Proposals often emerge from a Green Paper process [79].
9. The statistics showed that in the financial year just ending, **the Foreign, Commonwealth and Development Office** cut its overall human rights budget from £52.4m to £27.9m, with the bulk of the cuts coming through the **FCDO's** international programme and the conflict, security and stability fund [56].
10. Privacy International analysed a 995-page document that is given as guidance to staff at **the Department for Work and Pensions** surveillance teams, which explores the lengths that are taken to check whether someone is fraudulently claiming benefits [69].
11. Threats to Britain's national security go far beyond terrorism and traditional concerns about military defence and include climate change, energy supplies, and disease, the Institute for Public Policy Research (IPPR) warns today. New frontlines are emerging in the battle **to safeguard our security** [63].
12. As speculation around Labour's potential nominees for the post builds, it seems timely to think about the issues candidates should base their policy platforms on. How can London's next mayor take on the city's most **pressing challenges** [15]?
13. The former foreign secretary Jeremy Hunt said he welcomed reports that **the Ministry of Defence (MoD)** could get an above-inflation settlement, tweeting: "Diplomacy is often cold-hearted and transactional so post-Brexit we will need to have something to bring to the table. What better than our world-class armed forces? [31]"
14. This degree of involvement in the legislative process is unjustifiable. It is a serious constitutional mistake that has survived only through being obscured. In the famous formulation, the Queen in our **constitutional monarchy** has the rights "to be consulted, to advise and to warn". It is now clear that the process of Queen's consent goes beyond the boundaries of legitimate involvement set by those rights [13].

15. New powers for parish councils **to appoint members** unelected risk further undermining local democracy, says Graham Gardner. Anyone who cares about local democracy should be worried by the local government and public involvement in health bill currently going through parliament [38].

V. Complete each sentence with the correct form of the following words. There is one odd word.

| | | | | | | |
|-------------------|------------------|-----------------|---------------------|------------------|-----------------|------------------|
| to oversee | to embody | to issue | to safeguard | to tackle | to staff | to pursue |
| to set | to debate | to run | to reign | | | |

1. The report based on analysis of subtitles from almost 400,000 programmes from all the main broadcasters highlighted some shows that _____ climate issues, but said the huge reach of TV shows meant the industry was critical to enabling the UK to meet its climate goals and needed to do more [29].
2. UK government is criticised since it is going to _____ free speech at universities [67].
3. Civil servants _____ just 20 UK visas to drivers from abroad who took up the emergency offer of employment to avoid empty shelves in the run-up to Christmas, a senior minister has admitted [20].
4. Mark McGowan tells Sky News that the state's "preferred option" is zero Covid, and the state _____ that goal even once vaccination rates reach as high as 80% [70].
5. In the near future "the measure will ensure internet information security, safeguard the lawful rights and interests of citizens, legal entities or other organisations, and _____ national security and social public interests", the official news agency cited [28].
6. Politicians have a responsibility _____ an example in the battle against Covid, including wearing masks in crowded spaces, Sajid Javid has suggested as he predicted new infections could hit a record 100,000 a day [41].
7. The Zoological Society of London's, a registered charity founded in 1826, has two UK zoos in London and Whipsnade, and _____ conservation projects in more than 50 countries [14].
8. The Queen has become the second-longest reigning monarch in 1,000 years of British history, overtaking George III. George III _____ for 59 years, 96 days, plus 13 extra leap-year days, a total of 21,644 days. Only one royal ancestor has had greater longevity on the throne: the Queen's great-great-grandmother, Queen Victoria [59].
9. The principles they are now _____ are build on 50 years of field experience and research to promote what we know works: aligning development programmes around each country's own strategies, reducing transaction costs, avoiding fragmented efforts, making all partners accountable to each other and to their constituencies, and measuring success by results [25].
10. Once all business is finished in the Commons, peers _____ the bill in the Lords and vote. Proceedings in the Lords are expected to start at around 3pm, lasting until as late as 11pm. Once the bill overcomes the hurdles of both the Commons and Lords, as is expected, it will receive royal assent late on Wednesday night or early Thursday morning [73].

VI. Translate into English using Active Vocabulary of Text 1.

1. Королева Великої Британії Єлизавета II виступила на відкритті сесії парламенту у **Палаті лордів** у Лондоні – це відбулося вперше після смерті її чоловіка принца Філіпа минулого місяця [6].

2. Під час виступу королева **окреслила пріоритети** для британського уряду на рік уперед. У **30 законів**, які міністри мають намір **прийняти** впродовж року [6].
3. 24 серпня перша заступниця міністра закордонних справ України Еміне Джапарова провела зустріч із Парламентською заступницею державного секретаря у **закордонних справах і справах Співдружності** націй Великої Британії з питань європейського сусідства та Америки Венді Мортон [4].
4. Окрім того, буде підготовлено окремий **законопроект** з метою протистояння ворожій діяльності інших держав, зокрема уряд запровадить нові вимоги до реєстрації іноземних агентів та правила захисту державної таємниці [6].
5. Європейська комісія заявила, що призупинить два окремі позови проти Великої Британії, оскільки вона хоче «продовження конструктивної дискусії» з Лондоном щодо торговельних домовленостей у Північній Ірландії та **відстоювання інтересів** обох сторін [5].
6. Українська делегація на чолі з Президентом України Володимиром Зеленським провела два дні насичені переговорами на Конференції сторін Рамкової конвенції ООН про зміну клімату в Глазго, які зміцнили стратегічне партнерство та безпеку України, розширили її дипломатичну географію та представили країну як активного учасника у **вирішенні** глобальних кліматичних **викликів**.
7. **Міністерство з питань праці та пенсій** недоплатило 134 000 пенсіонерам, які отримали у середньому 8 900 фунтів стерлінгів, повідомляє Національне аудиторське управління.
8. Уряд планує виділяти більшу частину британського бюджету **на досягнення національних інтересів**.
9. Прес-секретар Департаменту соціальних служб, який **керує** програмою служб з **працевлаштування** для інвалідів, повідомив, що департамент працює над новою системою оцінювання послуг.
10. Наш **корпоративний звіт** допоміг нам визначити, як цілі, які були успішно досягнуті, так і завдання, над якими відділ буде працювати в наступному році.

READING 2

SUBTOPIC: BREXIT

1. What do you know about Brexit?

2. Use the words and phrases below to complete the text. Read the text again and translate it.

Underline or write out all useful expressions. Make a short presentation based on the theme of the article.

TEXT 2: UK and EU AGREE BREXIT TRADE DEAL

- *The deal is done.*
- *a week before the end of the Brexit transition period,*
- *and under extremely challenging conditions*
- *as a new chapter in the country's relationship with its neighbours begins*
- *As the country leaves*
- *is unprecedented in scope*
- *with restrictions imposed on stays in EU member states.*
- *The deal is fantastic news for families and businesses in every part of the UK*
- *striking trade deals with other partners around the world*
- *with British citizens retaining the right to freedom of movement around the bloc*

A historic deal on the UK's future trading and security relationship with the European Union has been struck on Christmas Eve, **1)** _____, triggering a victory cry from Downing Street and sombre reflection in Brussels.

2) _____ the single market and customs union on 31 December, new arrangements allowing for tariff-free trade in goods and close police and judicial cooperation will come into force.

The trade agreement – running to 2,000 pages – **3)** _____, containing provisions on subjects ranging from civil nuclear cooperation and energy interconnections to fishing and aviation.

A No 10 spokesperson said: “**4)** _____. Everything that the British public was promised during the 2016 referendum and in the general election last year is delivered by this deal.

“We have taken back control of our money, borders, laws, trade and our fishing waters. **5)** _____. We have signed the first free trade agreement based on zero tariffs and zero quotas that has ever been achieved.”

The deal guarantees “zero tariff and zero quota” trade on goods that were worth £668bn in 2019. But it will also mean significant costs to businesses as exporters face a host of border checks from 1 January and freedom of movement in the EU will end for most UK nationals.

The Downing Street spokesperson said, however, that the agreement would guarantee that the UK “is not bound by EU rules, there is no role for the European court of justice and all of our key red lines about returning sovereignty have been achieved. It means that we will have full political and economic independence on 1 January 2021. A points-based immigration system will put us in full control of who enters the UK and free movement will end.

“We have delivered this great deal for the entire United Kingdom in record time, **6)** _____, which protects the integrity of our internal market and Northern Ireland's place within it.

“We have got Brexit done and we can now take full advantage of the fantastic opportunities available to us as an independent trading nation, **7)** _____.”

The UK left the EU on 31 January but has benefited from continued membership of the single market and customs union over the last year, **8)** _____. The end of the transition period will bring widespread changes for British businesses and citizens, **9)** _____.

Businesses will face extra paperwork and costs when trading with the UK's biggest export market. Freedom of movement for most UK nationals will end, **10)** _____ [33].

SUBTOPIC: FOREIGN RELATIONS OF THE UK

1. How would you characterize the current objectives and challenges of the UK in the sphere of foreign relations?

2. Put prepositions in each space in the text below. Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the text.

TEXT 3: UK AND US STRENGTHEN SECURITY COOPERATION OVER EMERGING THREATS

Prime Minister Boris Johnson and President Joe Biden agreed a number of steps to enhance the world's strongest bilateral defence and security partnership.

From: Ministry of Defence, Home Office, Foreign & Commonwealth Office, The Rt Hon Priti Patel MP, and The Rt Hon Ben Wallace MP

Published 10 June 2021

The steps agreed today between Prime Minister Boris Johnson and US President Joe Biden will help both countries respond **1)** _____, and get ahead **2)** _____, the evolving threats of the 21st century.

The UK and US will enhance their work to shape and secure the international order of the future, **3)** _____ NATO as the bedrock of our collective defence.

Our two nations will work together **4)** _____ further strengthen and modernise NATO, and increase its common funding, so the Alliance can harness the full range of military and non-military capabilities to tackle existing and emerging threats, including malicious cyber activity and attacks that test the resilience of our societies.

The US and UK will continue to modernise and integrate our armed forces, and strengthen bilateral cooperation **5)** _____ next generation capabilities.

The unique interoperability of the UK and US Armed Forces is demonstrated **6)** _____ the key role US forces are playing in the UK's Carrier Strike Group (CSG21). Nine ships, 32 aircraft and 3,700 personnel set sail **7)** _____ May **8)** _____ the Strike Group's seven-month maiden operational deployment around the world.

The integration of a US destroyer and Marine Corps jets **9)** _____ CSG21 shows our intent to further improve interoperability between NATO Allies as we jointly develop 5th generation carrier strike capability.

The deployment is emblematic of how the US and UK work together to defend our shared values, uphold the rules-based international order and tackle the threats of the future.

Defence Secretary Ben Wallace said:

It's no secret that the US is our closest friend and most important defence partner. Combining the largest defence budget in the world and the largest defence budget in Europe, the US-UK alliance is a bulwark against those that aim to undermine the rules-based international order.

The extra £24 billion of UK Defence spending over the next four years means we have the resources going forward to modernise our Armed Forces and further integrate **10)** _____ allies so we can tackle the threats of the future together.

As longstanding partners, the UK and US will continue to draw **11)** _____ our extensive diplomatic, defence, security, civil and scientific cooperation to ensure Space is a safe and secure environment for all. The Joint Statement solidifies that commitment.

The UK and US will bolster security cooperation in areas where together we can have greater impact, such as in tackling illicit finance and corruption. Combatting illicit finance and corruption are transnational challenges that threaten our shared security and prosperity, requiring collective action and multilateral cooperation.

The UK and US as the two largest global financial centres will build **12)** _____ longstanding transatlantic efforts to lead the world in tackling illicit finance **13)** _____ reinforcing transparency and financial integrity, protecting open societies, and giving corrupt and malign actors no place to hide.

Home Secretary Priti Patel said:

The UK's close security partnership 14) _____ the US is our most important relationship. It keeps our citizens safe on both sides of the Atlantic.

Through bolstering our security cooperation, together we will be able to better combat terrorism, tackle illicit finance, dismantle the serious and organised crime groups who operate across our borders, and go after the individuals who prey 15) _____ the most vulnerable in society, including our children.

The UK and US are also committed to continuing our longstanding cooperation 16) _____ counter-terrorism and other forms of serious crime, including child abuse, 17) _____ strengthening our partnership to tackle the shared threats that our nations face.

The PM and President agreed to tackle all forms of terrorism 18) _____ working together to address terrorism online and enhance international collaboration 19) _____ thwarting violent extremism and terrorism that is racially, ethnically or ideologically motivated, including a range of hateful white supremacist ideologies.

Both leaders also agreed to ensure law enforcement can lawfully access communications content vital to investigating and prosecuting serious crime including through bringing 20) _____ force the world leading Bilateral Data Access Agreement. As crime so often crosses international borders, the agreement 21) _____ the US - the world's first - is a major step forward in keeping the citizens of both nations safe and the result of many years' joint effort between the UK and US governments. It will be a significant tool in the prevention, detection, investigation and prosecution of serious crime.

Maintaining tightly controlled, lawful access to communications content is vital to the investigation and prosecution of serious crimes such as terrorism and the abuse of children; a top priority 22) _____ both governments.

Both nations have agreed to work 23) _____ partnership with technology companies to protect the safety of our citizens whilst maintaining rigorous privacy standards [77].

TRANSLATION

I. Render the following text into the English language using some of the above-mentioned vocabulary.

США ТА ВЕЛИКА БРИТАНІЯ Й НАДАЛІ ЗМІЦНЮВАТИМУТЬ СПІВРОБІТНИЦТВО У СФЕРІ ОБОРОНИ, БЕЗПЕКИ ТА РОЗВІДКИ

Як передає Укрінформ, про це йдеться у спільній заяві президента США Джо Байдена та прем'єр-міністра Великої Британії Бориса Джонсона, оприлюдненій пресслужбою Білого дому.

«Ми зобов'язуємося й надалі зміцнювати найсильніше в світі двостороннє партнерство у сфері оборони, безпеки й розвідки для подолання мінливих загроз ХХІ століття», - йдеться в заяві.

До таких загроз лідери двох держав відносять виклики, пов'язані з кіберпростором, іноземним втручанням, кампаніями шкідливого впливу, незаконним фінансуванням, насильницькими конфліктами та екстремізмом, а також тероризмом у всіх його проявах.

У заяві також наголошується, що сторони працюватимуть «над формуванням і забезпеченням міжнародного порядку майбутнього», у якому НАТО буде основою колективної оборони. США та Велика Британія працюватимуть разом над подальшим зміцненням і модернізацією НАТО та збільшенням загального фінансування, «щоб Альянс міг використовувати весь спектр військових і невійськових можливостей для боротьби з

наявними та новими загрозами, включаючи зловмисну кіберактивність і атаки, що випробовують стійкість наших суспільств».

Наголошується, що сторони співробітничатимуть у сфері модернізації збройних сил, контролю над озброєннями та ядерної безпеки.

Відповідно до заяви, у майбутньому набуде чинності двостороння угода про доступ до даних, яка дасть змогу правоохоронним органам по обидва боки Атлантики отримувати матеріали, необхідні для притягнення правопорушників до відповідальності.

Як повідомлялася, у рамках європейського турне Байден здійснює свій перший візит як президент США до Великої Британії [10].

LEXICAL CLINIC

- ❖ CIVIL
- ❖ ADDRESS
- ❖ AUTHORITY
- ❖ LEGISLATION
- ❖ PUBLIC
- ❖ APPOINT
- ❖ APPROVE
- ❖ PURSUE
- ❖ COMMISSION
- ❖ DELIVER

1. civil (*adj*) 1. relating to ordinary citizens and their concerns, as distinct from military or ecclesiastical matters (e.g. *civil aviation*); 2. (of disorder or conflict) occurring between citizens of the same country; (e.g. *Civil war*) 3. relating to private relations between members of a community; noncriminal (e.g. *a civil action*); 4. courteous and polite (e.g. *we tried to be civil to him*);

civilian (*noun*) a person not in the armed services or the police force (e.g. *terrorists and soldiers have killed tens of thousands of civilians*);

civilian (*adj*) denoting, or relating to a person not belonging to the armed services or police (e.g. *military agents in civilian clothes*);

civilly (*adv.*) (e.g. *He always treated him civilly*).

2. address (*n*) 1. The particulars of the place where someone lives or an organization is situated (e.g. *they exchanged addresses and agreed to keep in touch*); 2. The place where someone lives or an organization is situated (e.g. *our officers went to the address*); 3. A string of characters that identifies a destination for email messages or the location of a website (e.g. *Customers are also able to send photo messages to email addresses.*); 4. A formal speech delivered to an audience (e.g. *she delivered an address to the National Council of Teachers*);

address (*v*) 1. Write the name and address of the intended recipient on an envelope, letter, or package (e.g. *I addressed my letter to him personally*); 2. Speak to (a person or an assembly), typically in a formal way (e.g. *she addressed an audience of the most important Shawnee chiefs*); 3. Think about and begin to deal with (an issue or problem) (e.g. *a fundamental problem has still to be addressed*);

addressee (*n*) The person to whom something, typically a letter, is addressed (e.g. *the contents of the letters were calculated to cause distress to the individual addressee*);

addressed (*adj*) bearing the name and address of the intended recipient;

addressable (*adj*) relating to or denoting a memory unit in which all locations can be separately accessed by a particular program (*e.g. Another benefit is the increase in addressable memory*).

3. authority (*n*) 1. The power or right to give orders, make decisions, and enforce obedience (*e.g. he had absolute authority over his subordinates*); 2. The right to act in a specified way, delegated from one person or organization to another (*e.g. military forces have the legal authority to arrest drug traffickers*); 3. Official permission; sanction (*e.g. the money was spent without congressional authority*); 4. A person or organization having power or control in a particular, typically political or administrative, sphere (*e.g. the health authorities*); 5. The power to influence others, especially because of one's commanding manner or one's recognized knowledge about something (*e.g. he has the natural authority of one who is used to being obeyed*); 6. The confidence resulting from personal expertise; 7. A person with extensive or specialized knowledge about a subject; an expert (*e.g. she was an authority on the stock market*);

authorize (*v*) give official permission for or approval to (an undertaking or agent) (*e.g. the government authorized further aircraft production*);

authoritatively (*adv*) 1. In a way that is trusted as being accurate or true; with authority (*e.g. he could speak authoritatively on art, philosophy, literature, history, current affairs*); 2. In a commanding and self-confident manner that induces respect and obedience (*e.g. She shouted authoritatively, 'Hey you! Drop your weapon, now!'*); 3. In an official capacity or with official sanction, and therefore requiring compliance or obedience (*e.g. The correct interpretation of the Convention can be authoritatively expounded only by the Strasbourg court*);

authoritative (*adj*) Able to be trusted as being accurate or true; reliable (*e.g. clear, authoritative information and advice*); (of a text) considered to be the best of its kind and unlikely to be improved upon (*e.g. the authoritative study*); Commanding and self-confident; likely to be respected and obeyed (*e.g. his voice was calm and authoritative*); Proceeding from an official source and requiring compliance or obedience (*e.g. authoritative directives*);

authoritarian (*adj*) 1. Favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom (*e.g. the transition from an authoritarian to a democratic regime*); 2. Showing a lack of concern for the wishes or opinions of others; domineering; dictatorial (*e.g. he had an authoritarian and at times belligerent manner*).

4. legislation (*n*) Laws, considered collectively (*e.g. tax legislation*);

legitimate (*adj*) 1. Conforming to the law or to rules (*e.g. his claims to legitimate authority*); 2. Able to be defended with logic or justification (*e.g. a legitimate excuse for being late*); 3. (of a child) born of parents lawfully married to each other (*e.g. From 1767 to 1772, four legitimate children were born.*); 4. (of a sovereign) having a title based on strict hereditary right (*e.g. the last legitimate Anglo-Saxon king*).

legitimate (*v*) Make legitimate; justify or make lawful (*e.g. the regime was not legitimated by popular support*);

legislator (*n*) A person who makes laws; a member of a legislative body (*e.g. statutes went unread by the legislators who passed them*);

legislative *adj*: Having the power to make laws (*e.g. the country's supreme legislative body*).

5. public (*adj*) 1. Of or concerning the people as a whole (*e.g. public concern*); 2. Open to or shared by all the people of an area or country (*e.g. a public library*); 3. Of or involved in the affairs of the community, especially in government (*e.g. his public career was destroyed by tenacious reporters*); 4. Known to many people; famous; 5. Done, perceived, or existing in open view (*e.g. he wanted a public apology in the Wall Street Journal*); 6. Of or provided by the government rather than an independent, commercial company (*e.g. public benefits*); *British* of, for, or acting for a university (*e.g. public examination results*);

public (n) 1. the public *treated as singular or plural* Ordinary people in general; the community (e.g. *the library is open to the public*); 2. A section of the community having a particular interest or connection (e.g. *the reading public*).

publicist (n) 1. A person responsible for publicizing a product, person, or company (e.g. *Stephanie is part of a team of publicists, producers, coaches and managers who look after Tabby's frantic schedule, choreograph his songs and generally keep him on the path to fame.*); 2. A journalist, especially one concerned with current affairs (e.g. *He was the government's publicist, writing pamphlets, verses and periodicals which were instrumental in discrediting the Whigs.*); 3. An expert on or writer in international law (e.g. *In addition, the aforementioned provisions of the Versailles Treaty were harshly criticized by some eminent publicists, among them the Italian leading jurist and politician V. E. Orlando.*).

publicize (v) 1. Make (something) widely known (e.g. *use the magazine to publicize human rights abuses*); 2. Give out publicity about (a product, person, or company) for advertising or promotional purposes (e.g. *Judy had started to publicize books and celebrities*).

publicly (adv) 1. So as to be seen by other people; in public (e.g. *some weep publicly*) often *sentence adverb*; 2. Used in reference to views expressed to others and not necessarily genuinely felt (e.g. *publicly, officials criticized the resolution, but privately they thought it tolerable*); 3. By a government or the public rather than an independent, commercial company (e.g. *publicly run organizations*).

6. appoint (v) 1. Assign a job or role to (someone) (e.g. *she has been appointed to the board*); 2. Determine or decide on (a time or a place) (e.g. *they appointed a day in May for the meeting*); 3. *Law* Decide the disposal of (property of which one is not the owner) under powers granted by the owner (e.g. *trustees appoint the capital to the beneficiaries*);

appointee (n) 1. A person to whom a job or role is assigned (e.g. *an appointee to to the federal judiciary*). 2. A person empowered by the owner of property to decide the disposition of that property (e.g. *an appointee will arrange to receive your state benefits and pay your bills*).

appointed (adj) 1. (of a time or place) decided on beforehand; designated (e.g. *she arrived at the appointed time*); 2. (of a building or room) equipped or furnished in a specified way or to a specified standard (e.g. *a luxuriously appointed lobby*);

appointment (n) 1. An arrangement to meet someone at a particular time and place (e.g. *she made an appointment with my receptionist*); 2. An act of appointing; assigning a job or position to someone (e.g. *prior to her appointment as CEO, she served as the company's chief financial officer*); 3. A job or position (e.g. *she took up an appointment as head of communications*); 4. A person appointed to a job or position (e.g. *government ministers and other political appointments are frequently replaced*); 5. appointments Furniture or fittings (e.g. *the room was spartan in its appointments*).

7. approve (v) 1. Officially agree to or accept as satisfactory (e.g. *the budget was approved by Congress*); 2. Believe that someone or something is good or acceptable (e.g. *I don't approve of the way she pampers my father and brothers*);

approval (n) 1. The action of approving something (e.g. *the road plans have been given approval*); 2. The belief that someone or something is good or acceptable;

approvingly (v) In a manner resulting from or revealing approval (e.g. *several heads nodded approvingly at this concept*);

approving (adj) Showing or feeling approval of someone or something (e.g. *the wine drew approving comments from across the table*).

8. pursue (v) 1. Follow (someone or something) in order to catch or attack them (e.g. *the officer pursued the van*); 2. Seek to attain or accomplish (a goal) over a long period (e.g. *should people*

pursue their own happiness at the expense of others?'); 3. (of a person or way) continue or proceed along (a path or route) (e.g. the road pursued a straight course over the scrubland); 4. Engage in (an activity or course of action) (e.g. Andrew was determined to pursue a computer career); 5. Continue to investigate, explore, or discuss (a topic, idea, or argument) (e.g. We shall not pursue the matter any further).

pursuance (n) 1. The carrying out of a plan or action (e.g. you have a right to use public areas in the pursuance of your lawful hobby); 2. The action of trying to achieve something (e.g. they are considering a walkout in pursuance of a better deal).

pursuant (adv) In accordance with (a law or a legal document or resolution) (e.g. conversations that they wiretap pursuant to court order);

pursuer (n) 1. A person or thing that pursues another (e.g. Scott Dunlap was the closest pursuer at the start of Saturday's third round as Woods tried to become only the second man in history to win three Majors in one year).

9. commission (n) 1. An instruction, command, or duty given to a person or group of people (e.g. he received a commission to act as an informer); 2. An order for something, especially a work of art, to be produced (e.g. Mozart at last received a commission to write an opera); 3. A work produced in response to a commission (e.g. in that year Zeuxis painted his most famous commission); 4. A group of people officially charged with a particular function (e.g. the United Nations High Commission for Refugees); 5. An amount of money, typically a set percentage of the value involved, paid to an agent in a commercial transaction (e.g. foreign banks may charge a commission); 6. A warrant conferring the rank of officer in an army, navy, or air force (e.g. he has resigned his commission); 7. The action of committing a crime or offense (e.g. use of a deadly weapon in the commission of a felony);

commissioned (adj) 1. (especially of a work of art) produced specially to order (e.g. she was painting commissioned portraits in her late teens); 2. (of an officer in the army, navy, or air force) holding a rank conferred by a commission;

commissionaire (n) A uniformed door attendant at a hotel, theater, or other building (e.g. The place had a uniformed commissionaire.);

commissioner (n) 1. A person appointed to a role on or by a commission (e.g. the traffic commissioner); 2. A representative of the supreme authority in an area (e.g. The high court has ordered that deputy commissioners and local authorities should not permit land conversion and construction without sanction of the metropolitan planning authorities.);

10. deliver (v) 1. Bring and hand over (a letter, parcel, or ordered goods) to the proper recipient or address (e.g. the products should be delivered on time); 2. Provide (something promised or expected) (e.g. he had been able to deliver votes in huge numbers); 3. Formally hand over (someone) e.g. they would have delivered him to the Germans for vengeance; 4. Acknowledge that one intends to be bound by (a deed), either explicitly by declaration or implicitly by formal handover (e.g. In witness of which this document has been signed and sealed as a deed and delivered the date and year first before written.); 5. Launch or aim (a blow, ball, or attack) (e.g. the pitcher winds up to deliver the ball); 6. State in a formal manner (e.g. he delivered himself of a sermon); 7. (of a judge or court) give (a judgment or verdict) (e.g. the judge delivered his verdict); 8. Give birth to (e.g. the number of women delivering their babies in hospitals increased);

delivery (n) 1. The action of delivering letters, packages, or ordered goods (e.g. allow up to 28 days for delivery); 2. An item or items delivered on a particular occasion (e.g. they are getting smaller deliveries); 3. The formal or symbolic handing over of property, especially a sealed deed, to a grantee or third party (e.g. An escrow refers to money put into the custody of a third party for delivery to a grantee only after the fulfillment of the conditions specified.); 4. The process of giving

birth (e.g. *injuries sustained during delivery*); 5. The manner or style of giving a speech (e.g. *her delivery was stilted*); 6. The supply or provision of something (e.g. *delivery of electricity at a specified price*);

deliverance (n) The action of being rescued or set free. (*prayers for deliverance*); 2. A formal or authoritative utterance (e.g. *the low drawl he employed for such deliverances*);

deliverable (adj) Able to be delivered (*the low drawl he employed for such deliverances goods in a deliverable state*). [50]

EXERCISES

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. The second use of the Law concerns **related to ordinary citizens and their concerns** matters.
2. The President will also deliver a **formal speech** to MSPs at the Scottish parliament during his tour, which begins in late May.
3. However, they cannot **give official permission** for projects without the approval of the appropriate ethics committee.
4. George said many **members of a legislative body** and even some ministers are also of the same opinion.
5. For the first time in history his job was advertised **so as to be seen by other people**.
6. Presidential **person to whom a job or role is assigned** has incentive to leave on a high note.
7. If our budget proposals are not **officially agreed or accepted as satisfactory** by the House, we can use the previous budget.
8. It was, of course, a mistake for him to **engage in** the Labour leadership.
9. **The group of people officially charged with a particular function**, the inspection body for the health service, has undertaken only 15 such reviews nationally in nearly four years - none previously in Yorkshire.
10. If the government is **to realise its promise** to cut unemployment by 40,000, it will need to create 80,000 jobs. [50]

II. Learn the following pairs or chains of words and use them or their derivatives in the given sentences.

1. civilian noun — civil noun — civilian (adj) — civilly (adv)

1. Specific mission requirements also require the additional task organization of military police, _____ affairs, and aviation assets.
2. Under the Geneva Conventions it is a war crime to target deliberately innocent _____.
3. Such actions will yield large _____ casualties, displaced populations, and refugee flows.
4. You are responsible _____ for that accident.

2. address verb – addressee noun – addressed (adj) – addressable (adj)

1. ‘Have the Government begun _____ these problems in its recent Green paper?’
2. Of the 536 questionnaires presumably delivered to _____, 139 completed questionnaires were returned, yielding a 26% return rate.
3. Please enclose a stamped _____ envelope.
4. To be _____, I need an IP number for my site.

3. authority noun – authorize (v) – authoritatively (adv) – authoritarian (adj)

1. Each position in the structure has one position directly exercising _____ over it.
2. Congress argued about and approved a resolution _____ war.
3. The evidence amounted to an ambitious but _____ informed review of the potential of and need for company law reform.
4. _____ governments have deprived people of political, civil and intellectual freedoms for decades

4. legislation noun – legitimate (v) – legislator (n) – legislative (adj)

1. But she finds subtle shifts in the way governments _____ their foreign policies.
2. Instead he is talking of changing _____ to allow the imposition of martial law.
3. We have no charter defining the scope of the powers of the _____, executive and judicial branches of government.
4. 24 incumbent _____ lost their seats.

5. public (adj) – publicist (n) – publicize (v) – publicly (adv)

1. The world of press agents, _____ and leaking stories to the press was alien to her.
2. That is a matter for _____ concern for those living in the region.
3. Do you like the idea - do you support the idea of these kinds of widely _____ alerts?
4. Democratic government needs an independent, _____ funded research community.

6. appoint (v) – appointee (n) – appointed (adj) – appointment (n)

1. The city council became his legal _____ and started claiming retirement benefits and pensions credits on his behalf in 1995.'
2. A new board of directors _____ to oversee the financially-troubled project
3. Moreover, when his _____ to the key positions of Secretary of State, National Security Adviser and Defence Secretary are examined, a clearer picture emerges.
4. He set out to meet them at Stamford Bridge as arranged and arrived at the _____ place first.

7. approve (v) – approvingly (v) – approval (n) – approving (adj)

1. He _____ posted a piece entitled "Politicians must never be the guardians of our press.
2. They have delayed the launch to await project _____.
3. The European Parliament _____ the EU's budget, and co-decides most EU legislation with the Council of Ministers, which comprises the 15 member states.
4. I don't have any doubt that my post-presidency has made some historians go back and look at the administration with a more benevolent and _____ attitude.

8. pursue (v) – pursuance (n) – pursuant (adv) – pursuer (n)

1. I find that the decision is in accordance with the law and is in _____ of the legitimate aim of immigration control
2. But we must _____ and accomplish our goals.
3. Its second decision was accordingly to notify Westminster _____ to that section.
4. But it's not a happy ending for the _____.

9. commission (n) – commissioned (adj) – commissionaire (n) – commissioner (n)

1. Those interested in pursuing careers as _____ officers were invited to the interview.
2. The _____ has the authority to summon anyone, including state officials without the approval of the president.
3. The _____ presided over Traffic Courts, and were required to take a number of factors into account when determining applications.
4. A _____ guides me through heavy wooden doors, past towering marble pillars into a vast circular entrance hall covered from floor to ceiling in intricate frescos.

10. deliver (v) – delivery (n) – deliverance (n) – deliverable (adj)

1. People expect us to _____ on our election promises.
2. The Commissioners discuss the affairs of the church over a full seven days of debates which lead to _____.
3. These ambitions, however, need to be turned into a credible and _____ programme of investments.
4. The agreements require the _____ of the original bank and corporate documents. [50]

III. Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

Example: “Protesters take to the streets demanding full CIVILIAN rule in Sudan” – from the Guardian, published on 21 Oct 2021 by a Guardian reporter Peter Beaumont.

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

Example: to serve in the CIVIL war.

IDIOMS

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

| | |
|---|--|
| to dot the i's and cross the t's | 1. is used to indicate that an idea, scheme or proposal has been unsuccessful and that a new one should be devised |
| to beat about the bush | 2. to try to do too much |
| to bite off more than you can chew | 3. used to massively over exaggerate when something might be overly priced. |
| to be back to the drawing board | 4. to add the final minor details to a piece of work, plan or arrangement. |
| an arm and a leg | 5. to avoid the point at issue; prevaricate |

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

an arm and a leg back to the drawing board to dot the i's and cross the t's
to bite off more than you can chew to beat about the bush

1. We've known each other a long time, I don't think we have _____.
2. Unless all _____, a contract is not likely to be valid.
3. We should go _____ and address the political problem holistically.
4. This decision cost me _____!
5. Don't _____ simply because everything is going so well.

PHRASAL VERBS

A *Phrasal verb* is a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: "Pay for", "work out", and "make up for" are all phrasal verbs [26].

PHRASAL VERB

GET

I. Match the phrasal verbs with their definitions.

| | |
|-----------------------------------|--|
| 1. to get across something | a) to succeed in talking to someone on the phone |
| 2. to get along/on | b) to find a way of dealing with or avoiding a problem |
| 3. to get around something | c) to have a good relationship or deal successfully with a situation |
| 4. to get by | d) to communicate an idea or message successfully |
| 5. to get through | e) to be able to live or deal with a situation with difficulty, usually by having just enough of something you need, such as money |

II. Make up a short story using as many phrasal verbs starting with GET as possible.

III. Fill in the gaps.

1. I tried to call her but couldn't _____.
2. Our ideas are better and we need to find a different way of _____.
3. We can _____ with four computers at the moment, but we'll need a couple more when the new staff arrive.
4. The committee is looking for ways _____ the funding problem.
5. She doesn't _____ well with her colleagues. [26]

GRAMMAR CLINIC

- ❖ **Infinitive**
- ❖ **The use of the Infinitive. General notion. Bare Infinitive. Forms of the Infinitive.**
- ❖ **Functions of the Infinitive in the Sentence.**
- ❖ **Complex Object with the Infinitive**
- ❖ **Complex Subject with the Infinitive**
- ❖ **For-to-Infinitive Construction**

I. GRAMMAR. THE BASICS

1. Study and revise grammar material.

Forms of the Infinitive

| | Active Voice | Passive Voice |
|---------------------------|---|---|
| Indefinite | The member of the Parliament seems to approve the project. | The document happened to be approved . |
| Continuous | The member of the Parliament seems to be approving the project. | |
| Perfect | The member of the Parliament seems to have approved the project. | The document is reported to have been approved . |
| Perfect Continuous | The member of the Parliament seems to have been approving the project. | |

Functions of the Infinitive in the Sentence

| A Syntactic Function | Example |
|-------------------------------|---|
| the subject | To approve a document was challenging. |
| the predicative | The target was to approve a document at Friday's meeting. |
| the object | The member of the Parliament wanted to approve the document. |
| the attribute | The member of the Parliament has a document to approve . |
| the adverbial modifier | The members of the Parliament met to approve the document. |

Bare Infinitive is the Infinitive used without the particle to

| The Case of Usage | Example |
|--|--|
| after <i>auxiliary verbs</i> | The member of the Parliament doesn't approve the document. |
| after <i>modal verbs</i> except the modal verb <i>ought</i> | The member of the Parliament may approve the document. |
| after the verbs denoting sense perception used in the Active Voice, such as <i>to see, to hear, to watch, etc.</i> | The member of the Parliament saw his colleague approve the document. |
| after the verbs <i>let, make in the Active Voice</i> | The member of the Parliament doesn't let anyone approve the document. |
| after the expressions such as <i>had better, would rather, would sooner, cannot but, nothing but, cannot choose but.</i> | The member of the Parliament would rather approve the document. |
| in questions beginning with <i>why</i> | Why not approve the document? |

The Objective-with-the Infinitive Construction (Complex Object with the Infinitive)

| The Case of Usage | Example |
|---|---|
| after the <i>verbs denoting sense perception</i> , such as <i>to see, to hear, to watch, to feel, to observe, to notice etc.</i> <u>The particle to is not used.</u> | The member of the Parliament saw his colleague approve the document. |
| after the <i>verbs denoting mental activity</i> , such as <i>to know, to suppose, to consider, to expect, etc.</i> <u>The particle to is used.</u> | The member of the Parliament expects his colleague to approve the document. |
| after the <i>verbs of declaring</i> , such as <i>to pronounce, to declare, to report, etc.</i> <u>The particle to is used.</u> | The member of the Parliament reports the document to be urgent. |
| after the <i>verbs denoting wish and intention</i> , such as <i>to want, to desire, to wish, to mean, to intend, etc.</i> <u>The particle to is used.</u> | The member of the Parliament wants the document to be approved. |
| after the <i>verbs denoting feeling and emotion</i> , such as <i>to like, to hate, to love, cannot bear, etc.</i> <u>The particle to is used.</u> | The member of the Parliament likes the document to be approved. |
| after the <i>verbs denoting order and permission</i> , such as <i>to order, to allow, to suffer, to have, etc.</i> <u>The particle to is used.</u> | The member of the Parliament cannot order the document to be approved. |
| after the <i>verbs denoting compulsion</i> , such as <i>to make, to get, to cause, to have</i> <u>The particle to is not used after verbs to make, to have</u> | The member of the Parliament caused the document to be approved. But The member of the Parliament cannot make his colleague approve the document. |

The Subjective-with-the Infinitive Construction (Complex Subject with the Infinitive)

| The Case of Usage | Example |
|---|---|
| with the <i>verbs denoting sense perception</i> , such as <i>to see, to hear, etc.</i> | The member of the Parliament was seen to approve the document. |
| with the <i>verbs denoting mental activity</i> , such as <i>to think, to consider, to know, to expect, to suppose, etc.</i> | The member of the Parliament is expected to approve the document. |
| with the word-groups, such as <i>to be likely, to be sure, to be certain</i> | The member of the Parliament is likely to be approving the document now. |
| with the <i>verbs, such as to seem, to appear, to happen, to chance, to prove, to turn out.</i> | The member of the Parliament happened to have already approved the document. |

The For-to-Infinitive Construction

| A Syntactic Function | Example |
|-------------------------------|--|
| the subject | For the member of the Parliament to approve the document was crucial. |
| the predicative | That was for the member of the Parliament to approve the document. |
| the complex object | The member of the Parliament waited for the documents to be approved . |
| the attribute | The best option for the member of the Parliament was to approve the document. |
| the adverbial modifier | The member of the Parliament waited for the documents to be approved . |

2. Translate and comment on the use of the grammar forms given in bold type.

- The military must **have been collecting** data on thousands of Afghan refugees currently living in hotels amid claims the Home Office is struggling to amass the correct details [62].
- The final decision** will be made in a meeting on Thursday morning and **is said to be announced** that afternoon [16].
- The Brexit minister says he expects the EU **to issue** its formal response to the UK's demand for renegotiation of the Northern Ireland protocol within the next 10 days, as fresh detail on the timeline for talks will have been outlined by that time [51].
- Speaking at a Centre for Brexit Policy event at the Conservative party conference, Frost also warned that if no agreement could **be reached**, the UK would be "robust" if the EU retaliated by imposing tariffs or other barriers to trade flow between Great Britain and the EU [51].
- The prime minister appeared to lower** expectations about whether the global summit of leaders that begins this week would be a success, after the president, confirmed for the first time that he would not attend "in the light of the coronavirus situation", according to Downing Street. [17]
- The UK's net zero strategy is claimed to support** up to 440,000 jobs by 2030, should have been used **to define** and measure what green jobs are, the committee said, and called for a detailed action delivery plan [49].
- The UK government seems to be waging** a secret war against transparency, using an array of tactics to block the release of information to the public [64].

8. People **will see the Queen carry out** virtual audiences from Windsor Castle – her first official engagements in seven days since she was ordered to rest by doctor [46].
9. In Glasgow **countries will be expected to come forward** with targets on cutting greenhouse gas emissions in line with holding global temperature rises to 1.5C above pre-industrial levels [35].
10. It is crucial **for the UN Cop26 climate summit to provide** climate finance to the developing world [35].

3. Open the brackets using an appropriate grammar form.

1. In the budget on Wednesday, the commission is also sure (*to confirm*) the government is targeting a rise in the national living wage to more than £10 by the time of the next election [66].
2. At the time, he said it was unfair for public sector workers (*to get a rise*) while many of their private sector counterparts were being furloughed or losing their jobs [66].
3. The former cabinet minister was found (*to breach*) paid advocacy rules in 2019 [21].
4. The prime minister’s spokesperson confirmed the government would sooner (*to retain*) its resistance to adopting an amendment to the environment bill tabled by the Duke of Wellington, which was passed by the Lords earlier this month but subsequently rejected by the Commons [19].
5. The new Chinese ambassador to the UK is announced (*to bar*) from parliament by the Speakers in the Commons and Lords after the imposition of sanctions on British MPs by Beijing [55].
6. They said it was unthinkable for the prime representative of the Chinese government (*to be free to come*) to Westminster and (*to use*) its facilities as a mouthpiece for his regime. They suggested the meeting of the all-party group could go ahead at the Chinese embassy if necessary [55].
7. The citizens can watch UK strategy (*to reach*) net zero emissions [30].
8. A return to home working, a key plank of Boris Johnson’s “plan B” proposal to deal with rising Covid-19 cases, is likely (*to cause up*) to £18bn of damage to the UK economy over five months [48].
9. David Frost, the UK’s Brexit minister, doesn’t want a gap between the EU and the UK negotiating positions as he enters talks with the European Commission over changes to the arrangements for trade between Great Britain and Northern Ireland (*to broaden*) [32].
10. A group of EU member states known as the Washington Group met the Brexit commissioner on Monday (*to brief*) about the proposals he announced on Wednesday. At that meeting, France, Germany and the Netherlands, with support from Spain and Italy, pushed for tough measures (*to prepare*) [32].

4. Choose the appropriate form or phrase.

1. Ministers and backbenchers urge Commons Speaker _____ tougher line on unwillingness to take basic measures to help protect staff [24].
 - a) to take
 - b) take
 - c) to be taken
 - d) to have taken

2. He said: “The Speaker has made MPs _____ masks, and Prospect has written to all MPs asking them to take this basic step to protect staff” [24].
 - a) to wear
 - b) wear
 - c) to be worn
 - d) to have been worn

3. Supporters in the Lords are also examining how the issue could _____ to a vote last Tuesday [47].
 - a) to bring

- b) to be bringing
- c) to have brought
- d) have been brought

4. Some members of the Parliament expressed their desire for remote working _____ beyond the Covid-19 pandemic,” minutes from the meeting show [22].

- a) to continue
- b) continue
- c) to have continued
- d) to have been continued

5. This week Keir Starmer, the Labour leadership frontrunner, is reported _____ a fully federal UK, devolving power to the nations and regions of England, Scotland, Wales and Northern Ireland after Brexit [65].

- a) to call
- b) call
- c) to have called for
- d) to have been calling for

6. The idea of a federal UK is sure _____ by former prime minister Gordon Brown after the Scottish independence referendum of 2014 [65].

- a) to champion
- b) to be championing
- c) to have been championed
- d) champion

7. Candidates watched nomination papers _____ at the yesterday’s session [58].

- a) to hand in
- b) to be handing in
- c) to have been handed in
- d) hand in

8. Buckingham Palace reports the monarch “regretfully decided” not _____ the event. A Palace spokesperson added: “Her Majesty is disappointed not to attend the reception but will deliver an address to the assembled delegates via a recorded video message. [46]”

- a) to attend
- b) to be attending
- c) to have been attended
- d) attend

9. It is the first time the 95-year-old head of state has been seen, albeit on a computer screen, since she hosted a busy evening reception for the global investment summit on 19 October. The Queen is also expected _____ light engagements in the coming days [46].

- a) to carry out
- b) to be carrying out
- c) to have carried out
- d) carry out

10. The environment bill obliges water companies _____ Britain’s waterways from sewage [42].

- a) to protect
- b) to be protecting
- c) to have protected
- d) protect

II TEST YOURSELF

1. Complete the sentences using an appropriate grammar form.

1. Cuts to the UK's foreign aid budget are likely (*to remain*) for at least another three years [57].
2. The Home Office, the Foreign Office and the Ministry of Justice are reported (*to be*) the worst-performing government departments for transparency [61].
3. Ministers in the devolved governments expect (*to give*) the chance to introduce their own policies tailored for local voters and their different political agendas due to the significant increase in Treasury funding [72].
4. The world saw Boris Johnson (*wear*) a mask in the House of Commons chamber for the first time in months, signalling a slightly more cautious approach to Covid, both in parliament and the outside world [18].
5. It is important for the country (*to maintain*) the longstanding constitutional convention that correspondence between the sovereign and her government is confidential in nature [71].

2. Translate into English using the Infinitive.

1. Повідомляють, що саміт міністрів оборони Франції та Великобританії, який мав відбутися на цьому тижні, буде скасований на тлі конфлікту, пов'язаного з заснуванням союзу США-Австралія-Британія Aukus [11].
2. Увесь світ спостерігав, як в п'ятницю депутати провели голосування щодо плану прем'єр-міністра Великої Британії залишити ЄС 31 січня 2020 р. [2].
3. Вихід з ЄС 31 січня 2020 року є пріоритетним завданням для нового уряду [3].
4. Як повідомлялося, 12 грудня у Великій Британії пройшли позачергові парламентські вибори, на яких перемогу здобула Консервативна партія на чолі з чинним прем'єр-міністром Борисом Джонсоном [3].
5. Лідер Шотландської національної партії просить парламент провести повторний референдум щодо незалежності Шотландії [8].
6. Очікується, що уряд візьме зобов'язання реалізувати масштабну інвестиційну програму у відновлюваній і атомній енергетиці, оскільки країна відходить від використання вугілля та газу [1].
7. Певно, минулого тижня королева скасувала дводенний візит до Північної Ірландії після поради лікарів трохи відпочити [7].
8. Термін на вивчення тексту угоди між ЄС і Великою Британією для Європарламенту, Європейської ради та Єврокомісії буде продовжений на період тимчасового застосування угоди, щоб дозволити Європарламенту ратифікувати цей документ за встановленою процедурою у березні [9].
9. У британському уряді планують, що весь процес на законодавчому рівні буде завершено сьогодні [9].
10. Трапилось так, що офіційний Лондон відмовився прийняти пропозиції Брюсселя [5].

SECTION 2.

LISTENING & WRITING

Before listening:

1. Answer the questions given below.

1. What do you know about the State Opening of Parliament of the UK?
2. When is the the State Opening of Parliament held?
3. What does the speech outline?
4. Does the speech reflect the legislative agenda for which the Government intends to seek the agreement of both Houses of Parliament?

2. Study the definitions of words and word-combinations given below. If needed, follow the reference to find more details [26]. Provide equivalents in Ukrainian.

agenda (n) a list of matters to be discussed at a meeting;

a list of aims or possible future achievements.

preventative (adj) intended to stop something before it happens

tackle (v) to try to deal with something or someone.

pioneering (adj) using ideas and methods that have never been used before.

unprecedented (adj) never having happened or existed in the past.

procurement (n) the process of getting supplies.

enhance (v) to improve the quality, amount, or strength of something.

leasehold (n) the legal right to live in or use a building or piece of land for an agreed period of time.

disparity (n) a lack of equality or similarity, especially in a way that is not fair.

facilitate (v) to make something possible or easier.

harness (v) to collect and control something so that it can be used effectively

reinforce (v) to make something stronger.

alleviate (v) to make something bad such as pain or problems less severe.

3. Practise the word pronouncing, use the refernce to listen to pronunciation [26].

legislation /ˌledʒɪˈsleɪʃən/

obesity /əʊˈbiːsəti/

procurement /prəˈkjʊə.mənt/

prioritise /praɪˈɒrɪ.taɪz/

enhance /ɪnˈhɑːns/

voluntary /ˈvɒl.ən.tər.i/

bureaucracy /bjʊəˈrɒk.rə.si/

executive /ɪgˈzek.jʊ.tɪv/

legacy /ˈleg.ə.si/

robust /rəʊˈbʌst/

alleviate /əˈliː.vi.eɪt/

counsel /ˈkaʊn.səl/

4. Spend one minute writing down all of the different words you associate with the word "the Parliament". Share your words with the group and talk about them.

Listening:

5. a) Watch or listen to the Queen's Speech [78]. Fill in the gaps with appropriate degrees of comparison. After finishing the task, watch the video (5:07 - 5:21) and check your answers [60]. How does the Queen start her speech?

“My Lords and Members of the House of Commons, my Government’s priority is to deliver a national recovery from the pandemic that makes the United Kingdom **1)** _____ (strong), **2)** _____ (healthy) and **3)** _____ prosperous) than before.”

b) Fill in the gaps with appropriate articles. After doing the task, watch the video (5:22-7:06) and check your answers. Speak on the primary tasks of the governmental agenda.

“To achieve this, my Government will level up opportunities across all parts of **4)** _____ United Kingdom, supporting jobs, businesses and economic growth and addressing **5)** _____ impact of **6)** _____ pandemic on public services.

My Government will protect **7)** _____ health of **8)** _____ nation, continuing **9)** _____ vaccination programme and providing additional funding to support **10)** _____ NHS. My Ministers will bring forward legislation to empower **11)** _____ NHS to innovate and embrace technology. Patients will receive more tailored and preventative care, closer to home. Measures will be brought forward to support **12)** _____ health and wellbeing of **13)** _____ nation, including to tackle obesity and improve mental health. Proposals on social care reform will be brought forward.

My Government will build on the success of **14)** _____ vaccination programme to lead **15)** _____ world in life sciences, pioneering new treatments against diseases like cancer and securing jobs and investment across **16)** _____ country.

My Ministers will oversee **17)** _____ fastest ever increase in public funding for research and development and pass legislation to establish an advanced research agency.

Following **18)** _____ unprecedented support provided to businesses during **19)** _____ pandemic, proposals will be brought forward to create and support jobs and improve regulation.”

c) Complete the text with appropriate tense forms. After doing the task, watch the video (7:07-9:39) and check your answers. Characterise the aims of the Parliament in the economic and social fields.

“My Government will strengthen the economic ties across the union, investing in and improving national infrastructure. Proposals **20) (to take)** forward to transform connectivity by rail and bus and to extend 5G mobile coverage and gigabit capable broadband.

Legislation **21) (to support)** a lifetime skills guarantee to enable flexible access to high quality education and training throughout people’s lives.

Measures **22) (to introduce)** to ensure that support for businesses reflects the United Kingdom’s strategic interests and drives economic growth. Laws **23) (to simplify)** procurement in the public sector. Eight new freeports **24) (to create)** hubs for trade and help regenerate communities.

My Government **25) (to ensure)** that the public finances are returned to a sustainable path once the economic recovery is secure.

Measures **26) (to bring)** forward to ensure that children have the best start in life, prioritising their early years. My Ministers **27) (to address)** lost learning during the pandemic and ensure every child **28) (to have)** a high quality education and is able to fulfil their potential.

My Government will help more people to own their own home while enhancing the rights of those who rent. Laws to modernise the planning system, so that more homes can be built, **29) (to bring)** forward, along with measures to end the practice of ground rents for new leasehold properties. My Ministers **30) (to establish)** in law a new Building Safety Regulator to ensure that the tragedies of the past are never repeated.

Measures **31) (to bring)** forward to address racial and ethnic disparities and ban conversion therapy.

Legislation **32) (to support)** the voluntary sector by reducing unnecessary bureaucracy and releasing additional funds for good causes.”

d) Fill in the gaps with appropriate prepositions and adverbs. After doing the task, watch the video (9:40-11:46) and check your answers. Speak on plans of the Parliament in the ecological, legislative, security, and immigration areas.

“My Government will invest **33)** _____ new green industries to create jobs, while protecting the environment. The United Kingdom is committed **34)** _____ achieving net zero greenhouse gas emissions by 2050 and will continue to lead the way internationally **35)** _____ hosting the COP26 Summit in Glasgow. Legislation will set binding environmental targets. Legislation will also be brought **36)** _____ to ensure the United Kingdom has, and promotes, the highest standards of animal welfare.

My Government will strengthen and renew democracy and the constitution. Legislation will be introduced to ensure the integrity of elections, protect freedom **37)** _____ speech and restore the balance of power between the executive, legislature and the courts. My Ministers will promote the strength and integrity of the union. Measures will be brought **38)** _____ to strengthen devolved Government in Northern Ireland and address the legacy of the past.

My Government will introduce measures to increase the safety and security of its citizens.

Legislation will increase sentences for the most serious and violent offenders and ensure the timely administration of justice. Proposals will be brought **39)** _____ to address violence, including **40)** _____ women and girls, and to support victims. Measures will be brought **41)** _____ to establish a fairer immigration system that strengthens the United Kingdom’s borders and deters criminals who facilitate dangerous and illegal journeys.”

e) Complete the text with a plural form of nouns. After doing the task, watch the video (11:47-14:00) and check your answers. Outline other intentions of the Parliament.

My Government will lead the way in ensuring internet safety for all, especially for **42) (child)**, whilst harnessing the **43) (benefit)** of a free, open and secure **44) (internet)**.

My **45) (Minister)** will provide our gallant Armed **46) (Service)** with the biggest spending increase in thirty years, taking forward their programme of modernisation and reinforcing the United Kingdom’s commitment to NATO. My Ministers will honour and strengthen the Armed Forces

Covenant, placing it in law. **47) (Measure)** will be introduced to provide National Insurance contribution **48) (relief)** for employers of **49) (veteran)**.

Legislation will be introduced to counter hostile activity by foreign **50) (state)**. My Ministers will implement the Integrated Review of Security, Defence, Development and Foreign Policy.

The United Kingdom will host the G7 Summit and lead the global effort to secure a robust economic recovery from the pandemic. My Ministers will deepen trade **51) (tie)** in the Gulf, Africa and the Indo-Pacific.

My Government will continue to provide **52) (aid)** where it has the greatest impact on reducing poverty and alleviating human **53) (suffering)**. My Government will uphold human **54) (right)** and democracy across the world. It will take forward a global effort to get 40 million **55) (girl)** across the world into school.

56) (Member) of the House of **57) (Common)**, estimates for the public services will be laid before you.

My **58) (Lord)** and **59) (Member)** of the House of Commons, other measures will be laid before you.

I pray that the blessing of Almighty God may rest upon your **60) (counsel)**.” [78; 60].

After Listening:

6. Write five good questions to the speech. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____
5. _____

7. FREE WRITING. Write about *the objectives of the UK Parliament* for 5-10 minutes. Comment on your groupmate's work.

8. ARTICLE: Write an article about *Home and Foreign Policy of the UK*.

9. LETTER: Write a letter to an expert on *Home and Foreign Policy of the UK*. Ask him/her questions about his/her opinion on the current home and foreign policy of the United Kingdom of Great Britain and Northern Ireland. Share with him/her a few opinions on this issue.

ACADEMIC WRITING

10. Write an essay on one of the following topics (see APPENDIX 6).

1. Politics is not a game. It is an earnest business. *Winston Churchill.*
2. The empires of the future are the empires of the mind. *Winston Churchill.*
3. Do not let spacious plans for a new world divert your energies from saving what is left of the old. *Winston Churchill.*

11. Write commentaries on the following quotes.

1. Fear is not the basis for foreign policy. *Margareth Thatcher*
2. Corruption is one of the greatest enemies of progress in our time. It is the cancer at the heart of so many of the world's problems. *David Cameron*
3. It has perhaps always been the case that the waging of peace is the hardest form of leadership of all. *Queen Elizabeth II*

WRITE A PIECE OF POETRY

12. First read out loud in class the information and the anthem given below.

The British National Anthem in its present form dates back to the eighteenth century. The words and tune are anonymous, and may date back to the seventeenth century. 'God Save The King' was a patriotic song first publicly performed in London in 1745, which came to be known as the National Anthem at the beginning of the nineteenth century. In September 1745 the 'Young Pretender' to the British Throne, Prince Charles Edward Stuart, defeated the army of King George II at Prestonpans, near Edinburgh. In a fit of patriotic fervour after news of Prestonpans had reached London, the leader of the band at the Theatre Royal, Drury Lane, arranged 'God Save The King' for performance after a play. It was a tremendous success and was repeated nightly. This practice soon spread to other theatres, and the custom of greeting monarchs with the song as he or she entered a place of public entertainment was thus established. There is no authorised version of the National Anthem as the words are a matter of tradition. Additional verses have been added down the years, but these are rarely used. The words used today are those sung in 1745, substituting 'Queen' for 'King' where appropriate. On official occasions, only the first verse is usually sung. The words of the National Anthem are as follows:

*God save our gracious Queen!
Long live our noble Queen!
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen.*

*Thy choicest gifts in store
On her be pleased to pour,
Long may she reign.
May she defend our laws,
And ever give us cause,
To sing with heart and voice,
God save the Queen [53].*

- **What message does the anthem convey? Do you like the anthem?**
- **Prepare literary translation of the anthem into Ukrainian.**
- **Compose the poem of your own on the topic of the Unit using the Active Vocabulary.**

SECTION 3 SPEAKING & DISCUSSION

1. Present current news (see APPENDIX 7).

Prepare and deliver a piece of current news related to our current topic (a two-minute speech).

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
 2. Give references to the following information:
 - an author of the article/video report/programme;
 - a source (a newspaper/a magazine/a programme, etc.);
 - the date of publication.
 3. In order to be audience-oriented provide key words and words/word-combinations with translation into Ukrainian that may be unfamiliar to your groupmates.
- Be ready to maintain a discussion on the topic of the current news.

2. Round-table discussion: get ready to discuss the issues related to the system of government and foreign relations of the UK at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson.

ROLES:

ROLE 1 – Home Policy: You consider that a successful delivery of home policy by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other spheres are of secondary importance (Foreign policy, National Health Service, and Environment), provide examples.

ROLE 2 – Foreign Policy: You think that a successful delivery of foreign policy by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other areas are less significant (Home policy, National Health Service, and Environment), provide examples.

ROLE 3 – National Health Service: You are convinced that a successful delivery of National Health Service by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other fields are not as crucial as National Health Service (Home policy, Foreign policy, and Environment), provide examples.

ROLE 4 – Environment: You believe that a successful delivery of the environmental policy by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other issues are not on current agenda (Home policy, Foreign policy, and National Health Service), provide examples.

3. Make up dialogues using the given words or word-combinations.

1) Small talk before the formal meeting starts

- Was it difficult to find the address?
- Did you have any troubles getting here (name of the place/location/company)?
- How was your journey/trip? Hope the flight was not too tiring?
- Are you here (name of the place/location/company) for the first time?
- Have you already checked in at the hotel? If you need any help, you are welcome. Welcome to our city/town/office!
- A warm/bitterly cold/sunny day is welcoming you, isn't it?
- I feel sorry to inform you that I have another meeting at 11 am, so we should start right now. Thank you for understanding.

- I'd love to chat more with you Mr. Smith, but we have a lot on our today's agenda, so let's get down to business.

2) *At the Meeting*

- Thank you for coming today (so early in the morning/ on such a rainy day/ despite heavy traffic).
- Does everyone have a copy of the agenda?
- As you know...
- The topic/ aim/ objective/ purpose/ goal of today's meeting is...
- Does anyone have any other comments/ opinions/ views on the issue under consideration?
- I strongly believe / I am convinced that...
- I am inclined to believe that...
- I'm afraid, but I have to disagree.
- I would suggest...
- Can anyone offer a compromise?
- Does everyone approve the plan?
- So, to sum up our meeting...
- Thanks that was very productive.
- I look forward to seeing you at our next meeting.
- See you soon.

4. Questions for discussion.

1. What are the distinguishing characteristics of the home policy of the UK?
2. How does the governmental system of the UK work?
3. What powers does the monarch have?
4. What are the British foreign policy objectives?
5. What countries are the allies of the UK?
6. What major international organizations is the UK a member of?
7. What is Brexit? When did it happen?
8. What is the UK's current relationship with the EU?
9. How do bilateral relations between the UK and the USA develop?
10. Is the UK a superpower country? Please provide facts to prove your viewpoint.

SUPPLEMENTARY

1. Take a quiz and compare your answers.

THE QUIZ: THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE UK

Q 1: What form of government does the United Kingdom have?

- A. a unitary parliamentary democracy and constitutional monarchy;
- B. a constitutional monarchy.

Q 2: What is the supreme legislative body of the United Kingdom, the Crown dependencies and the British overseas territories?

- A. the Parliament;
- B. the House of Lords.

- Q 3:** Who heads the Foreign, Commonwealth & Development Office?
A. the chancellor of the Exchequer, often abbreviated to the chancellor;
B. the secretary of state for foreign, Commonwealth and development, commonly abbreviated to "foreign secretary".
- Q 4:** How many MPs are there in the Parliament?
A. 650;
B. 450.
- Q 5:** Each MP represents a different area of the UK. How are these areas called?
A. constituencies;
B. boroughs.
- Q 6:** What organizations is the United Kingdom a member of?
A. the United Nations Security Council, the NATO, the AUKUS, the Five Power Defence Arrangements;
B. the United Nations Security Council, the NATO, the AUKUS, the CIS, the Five Power Defence Arrangements.
- Q 7:** The withdrawal of the United Kingdom from the European Union happened
A. at 23:00 on 31 January 2020;
B. at 23:00 on 31 December 2020.
- Q 8:** When does the State Opening of Parliament take place?
A. in May or June;
B. can occur at any time of year depending on the timing of General Elections and parliamentary session start dates.
- Q 9:** Which countries recognise Elizabeth II as the head of the state?
A. the United Kingdom and the Commonwealth realms;
B. the United Kingdom.
- Q 10:** Which countries sing 'God Save the Queen'?
A. the United Kingdom, Canada, Australia, New Zealand, Belize, Angua and Barbuda, the Bahamas and other Commonwealth realms, their territories and the Crown dependencies;
B. the United Kingdom, the USA, Commonwealth realms.

PERSONALITY FILE

- 1. Read up the biography of Margaret Thatcher and be ready for the test.**



MARGARET HILDA THATCHER, BARONESS THATCHER

(13 October 1925 – 8 April 2013)

Margaret Thatcher was Britain's first female prime minister who held the office from 1979 to 1990. She was also a leader of the British 'Conservative Party.' She won three consecutive terms of office in two decades, and became the only British prime minister in the twentieth century to do so. One of the most influential prime ministers of Britain, Thatcher was also the most debated stateswoman of the century, earning both respect and hatred from public, particularly for her treatment of trade unions. She transformed the 'Conservative Party' into one of the most successful political parties in Britain. She earned the nickname 'Iron Lady' because of her leadership style and radical ideologies, which came to be known as 'Thatcherism.' Her journey from being a humble grocer's daughter to winning the position of secretary of state for education and science is an inspiring one. Following her appointment as the prime minister, she introduced a new wave of economic initiatives. Margaret Thatcher was a woman of staunch values who brought about radical changes, even though her ideas were constantly under siege. She strode British politics with great astuteness and had the knack of making the most of opportunities, a trait which made her the most admired, yet controversial leader of the UK [52].

TEST:

Choose the right answer:

1. Margaret Thatcher was Britain's first female prime minister who held the office
 - A. for eight years.
 - B. for eleven years.
2. Margaret Thatcher was born in a family of:
 - A. grocers.
 - B. civil workers.
3. Margaret Thatcher a leader of the British
 - A. Conservative Party.
 - B. Labour Party.
4. Margaret Thatcher won _____ consecutive terms of office in two decades.
 - A. two consecutive terms of office.
 - B. three consecutive terms of office.
5. Thatcher was also the most debated stateswoman of the century particularly for her treatment of
 - A. trade unions.
 - B. foreign policy issues.
6. Thatcher earned the nickname 'Iron Lady' because of her

- A. leadership style and radical ideologies.
 - B. traits of character.
7. Following Thatcher's appointment as the prime minister, she introduced a new wave of
- A. economic initiatives.
 - B. environmental initiatives.
8. Margaret Thatcher held a variety of governmental positions among them:
- A. the secretary of state for education and science.
 - B. the Financial Secretary to the Treasury.
9. Margaret Thatcher won _____ from public.
- A. both respect and hatred.
 - B. respect.
10. Margaret Thatcher was _____ leader of the UK.
- A. a controversial.
 - B. a lenient.

GLOSSARY 5

| | |
|--|--|
| act of Parliament | civil |
| address | civilian |
| addressable | civilian |
| addressed | civilly |
| addressee | commission |
| advance interests | commissionaire |
| an arm and a leg | commissioned |
| appoint | commissioner |
| appoint members of the government | constitutional monarchy |
| appointed | corporate report |
| appointee | debate issues |
| appointment | deliver |
| approval | deliver shared action on |
| approve | deliverable |
| approving | deliverance |
| approvingly | delivery |
| authoritarian | demonstrate diplomatic leadership |
| authoritative | devolve to |
| authoritatively | devolved government |
| authority | dot the i's and cross the t's |
| authorize | draft legislation |
| be at about the bush | embody the principles |
| be back to the drawing board | Foreign, Commonwealth & Development |
| be ultimately responsible for | Office |
| bill | get across something. |
| bite off more than you can chew | get along/on |
| borough | get around something |

get by
get through
green paper
high commissions
House of Lords
issue
law-making powers
legislation
legislative
legislator
legitimate
make and carry out decisions on
overseas embassies
oversee the operation of the Civil Service
and government agencies
pass laws
pass the law
pay benefits and pensions
pressing challenges
public
publicist
publicize
publicly

pursuance
pursuant
pursue
pursue national interests
pursuer
put government policy into practice
put smth into practice
regulatory or inspection function like the
Charity Commission
reign
run employment services
safeguard security
seize the opportunities
set taxes
staff
Sustainable Development Goals (SDGs)
tackle global challenges
the House of Commons
the Department for Work and Pensions
the Ministry of Defence
unitary parliamentary democracy
white paper

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UNIT 6 THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE USA

SECTION 1

READING & VOCABULARY

LEAD-IN:

I. Comment on the following quotes:

1. “The basis of our political systems is the right of the people to make and to alter their Constitutions of Government.” — *George Washington (an American political leader, military general, statesman, and Founding Father of the United States, who served as the first president of the United States from 1789 to 1797).*
2. “When the people are afraid of the government, that's tyranny. But when the government is afraid of the people, that's liberty.” — *Thomas Jefferson (an American statesman, diplomat, lawyer, architect, musician, philosopher, and Founding Father who served as the third president of the United States from 1801 to 1809).*
3. “This is not a battle between the United States of America and terrorism, but between the free and democratic world and terrorism.” — *Tony Blair (a British politician who served as Prime Minister of the United Kingdom from 1997 to 2007).*
4. “Foreign influence is truly the Grecian horse to a republic. We cannot be too careful to exclude its influence.” – *Alexander Hamilton (was an American statesman, politician, legal scholar, military commander, lawyer, banker, and economist. He was one of the Founding Fathers of the United States).*
5. “No foreign policy can be sustained in the United States of America without the informed consent of the American people. And informed means just that, successes and failure, a realistic assessment of where we are and what the president plans to do about it.” – *Joe Biden (an American politician who is the 46th president of the United States).*

II. Discuss the problem.

1. What is the US federal government?
2. What is the Bill of Rights?
3. Why is the U.S. Census important to governments?
4. What are the leading political parties in the USA?
5. How is the US Foreign policy defined?

I. Read and translate the text.

TEXT 1

THE SYSTEM OF GOVERNMENT OF THE USA AND FOREIGN RELATIONS OF THE USA

| | |
|---|--|
| <p>Constitutional framework</p> <p>The Constitution of the United States defines a federal system of government in which certain powers 1) are delegated 2) to the national government and others are reserved to the states. The national government consists of executive legislative, and judicial branches that are designed to ensure, through separation of powers 3) and through checks and balances 4), that no one branch of government is able to subordinate 5) the other two branches. All three branches are interrelated, each with overlapping 6) yet quite distinct authority.</p> <p>The U.S. Constitution, the world's oldest written national constitution still in effect 7), was officially ratified 8) on June 21, 1788, and formally entered into force 9) on March 4, 1789, when George Washington was sworn in as the country's first president. Amending the Constitution requires a proposal 10) by a two-thirds vote of each house of Congress or by a national convention 11) called for at the request of the legislatures of two-thirds of the states, followed by ratification by three-fourths of the state legislatures or by conventions in as many states. In the more than two centuries since the Constitution's ratification, there have been 27 amendments.</p> <p>The executive branch</p> <p>The executive branch is headed by the president, who must be a natural-born citizen of the United States, at least 35 years old, and a resident of the country for at least 14 years. A president is elected indirectly by the people through the Electoral College system¹ 12) to a four-year term and is limited to two elected terms of office by the Twenty-second Amendment 13). The president's official residence and office is the White House, located at 1600 Pennsylvania Avenue N.W. in Washington D.C. The formal constitutional responsibilities vested 14) in the presidency of the United States include serving as commander in chief 15) of the armed forces; negotiating 16) treaties; appointing 17) federal judges, ambassadors, and cabinet officials; and acting as head of state. In practice, presidential powers have expanded to include drafting legislation 18), formulating foreign policy, conducting personal diplomacy, and leading the president's political party.</p> <p>U.S. government</p> <p>The members of the president's cabinet — the attorney general 19) and the secretaries of State, Treasury 20), Defense 21), Homeland Security 22), Interior 23), Agriculture 24), Commerce 25), Labor 26), Health</p> | 1. влада, повноваження |
| | 2. уповноважувати |
| | 3. поділ влади |
| | 4. система стримувань і противаг |
| | 5. підпорядковувати |
| | 6. частково співпадати, перекривати |
| | 7. все ще діяти |
| | 8. ратифікувати, все ще діяти |
| | 9. набирати чинності |
| | 10. пропозиція, проект |
| | 11. національний партійний з'їзд |
| | 12. Колегія виборників США |
| | 13. поправка |
| | 14. наділяти, покладати на |
| | 15. головнокомандувач |
| | 16. вести переговори |
| | 17. призначати |
| | 18. розробка законопроектів |
| | 19. генеральний прокурор |
| | 20. Міністерство фінансів США |
| | 21. Міністерство оборони США |
| | 22. Міністерство національної безпеки США |
| | 23. Міністерство внутрішніх справ США |
| | 24. Міністерство сільського господарства США |
| | 25. Міністерство торгіві США |
| | 26. Міністерство праці США |
| | 27. Міністерство охорони здоров'я і соціальних служб США |
| | 28. Міністерство житлового будівництва та містобудування США |
| | 29. Міністерство транспорту США |
| | 30. Міністерство освіти США |
| | 31. Міністерство у справах ветеранів США |
| | 32. схвалення |
| | 33. текти, переходити |
| | 34. некабінетний рівень |
| | 35. Офіс менеджменту та бюджету США |
| | 36. Рада економічних консультантів США |
| | 37. Рада національної безпеки США |

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| <p>and Human Services 27), Housing and Urban Development 28), Transportation 29), Education 30), Energy and Veterans Affairs 31) — are appointed by the president with the approval 32) of the Senate; although they are described in the Twenty-fifth Amendment as “the principal officers of the executive departments,” significant power has flowed 33) to non-cabinet-level 34) presidential aides, such as those serving in the Office of Management and Budget (OMB)² 35), the Council of Economic Advisers³ 36), the National Security Council (NSC)⁴ 37), and the office of the White House Chief of Staff; cabinet-level rank may be conferred to the heads of such institutions at the discretion 38) of the president. Members of the cabinet and presidential aides serve at the pleasure of the president and may be dismissed 39) by him at any time.</p> <p>The executive branch also includes independent regulatory 40) agencies such as the Federal Reserve System⁵ 41) and the Securities and Exchange Commission⁶ 42). Governed by commissions appointed by the president and confirmed 43) by the Senate⁷ 44) (commissioners may not be removed by the president), these agencies protect the public interest by enforcing rules and resolving disputes over federal regulations. Also part of the executive branch are government corporations, which supply services 45) to consumers that could be provided by private corporations, and independent executive agencies (e.g., the Central Intelligence Agency⁸ 46), the National Science Foundation⁹ 47), and the National Aeronautics and Space Administration¹⁰ 48), which comprise the remainder of the federal government.</p> <p>The legislative branch</p> <p>The U.S. Congress, the legislative branch of the federal government, consists of two houses: the Senate and the House of Representatives 49). Powers granted 50) to Congress under the Constitution include the power to levy taxes 51), borrow money, regulate interstate commerce, impeach 52) and convict 53) the president, declare war, discipline its own membership, and determine its rules of procedure.</p> <p>With the exception of revenue bills 54), which must originate in the House of Representatives, legislative bills may be introduced in and amended by either house, and a bill—with its amendments—must pass both houses in identical form and be signed by the president before it becomes law. The president may veto a bill, but a veto can be overridden by a two-thirds vote of both houses. The House of Representatives may impeach a president or another public official by a majority vote; trials 55) of impeached officials are conducted by the</p> | 38. з ініціативи, на розсуд |
| | 39. звільняти |
| | 40. нормативний, регулюючий |
| | 41. Федеральна резервна система США |
| | 42. Комісія США з цінних паперів і бірж |
| | 43. затверджувати |
| | 44. Сенат США |
| | 45. надавати послуги |
| | 46. Центральне розвідувальне управління |
| | 47. Національний науковий фонд |
| | 48. Національне управління з аеронавтики і дослідження космічного простору |
| | 49. Палата Представників |
| | 50. надавати, наділяти |
| | 51. стягувати податки |
| | 52. оголошувати імпичмент |
| | 53. осуджувати, визнавати винним |
| | 54. податковий законопроект |
| | 55. судове засідання |
| | 56. допомагати |
| | 57. Рахункова Палата США |
| | 58. перевіряти, проводити аудит |
| | 59. оцінювати |
| | 60. Бюджетне управління Конгресу США |
| | 61. законодавчий аналог |
| | 62. виділяти, розподіляти |
| | 63. десятирічний перепис населення |
| | 64. зміна |
| | 65. головувати |
| | 66. прискорювати |
| 67. голосувати | |
| 68. правонаступництво | |
| 69. асигнування | |
| 70. трактувати | |
| 71. згода | |
| 72. апеляційна юрисдикція | |
| 73. консул | |
| 74. розгляд | |
| 75. учасник судового процесу | |
| 76. засідання суду, обговорення | |
| 77. рівна кількість голосів, рівнозначне голосування | |
| 78. погоджуватись, збігатися | |
| 79. суперечити, не погоджуватись, | |

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| <p>Senate, and a two-thirds majority is necessary to convict and remove the individual from office. Congress is assisted 56) in its duties by the General Accounting Office (GAO)¹¹ 57), which examines all federal receipts and expenditures by auditing 58) federal programs and assessing 59) the fiscal impact of proposed legislation, and by the Congressional Budget Office (CBO) 60), a legislative counterpart 61) to the OMB, which assesses budget data, analyses the fiscal impact of alternative policies, and makes economic forecasts.</p> <p>The House of Representatives is chosen by the direct vote of the electorate in single-member districts in each state. The number of representatives allotted 62) to each state is based on its population as determined by a decennial census 63); states sometimes gain or lose seats, depending on population shifts 64). The overall membership of the House has been 435 since the 1910s, though it was temporarily expanded to 437 after Hawaii and Alaska were admitted as states in 1959. The speaker of the House, who is chosen by the majority party, presides 65) over debate, appoints members of select and conference committees, and performs other important duties; he is second in the line of presidential succession (following the vice president). Bills introduced by members in the House of Representatives are received by standing committees, which can amend, expedite 66), delay, or kill legislation. Each committee is chaired by a member of the majority party.</p> <p>Each state elects two senators at large. The vice president serves as president of the Senate, casting a vote 67) only in the case of a tie, and in his absence the Senate is chaired by a president pro tempore¹², who is elected by the Senate and is third in the line of succession 68) to the presidency. Among the Senate's most prominent standing committees are those on Foreign Relations, Finance, Appropriations 69), and Governmental Affairs. Debate is almost unlimited and may be used to delay a vote on a bill indefinitely. Such a delay, known as a filibuster¹³, can be ended by three-fifths of the Senate through a procedure called cloture¹⁴. Treaties negotiated by the president with other governments must be ratified by a two-thirds vote of the Senate. The Senate also has the power to confirm or reject presidentially appointed federal judges, ambassadors, and cabinet officials.</p> <p>The judicial branch</p> <p>The judicial branch is headed by the Supreme Court of the United States, which interprets 70) the Constitution and federal legislation. The Supreme Court consists of nine justices (including a chief justice) appointed to life terms by the president with the consent 71) of the Senate. It has appellate jurisdiction 72) over the lower</p> | <p>розходиться в поглядах</p> <p>80. окружний суд</p> <p>81. звернення, апеляція, оскарження</p> <p>82. засідання суда, судове слухання</p> <p>83. судовий позов</p> <p>84. суд з міжнародної торгівлі США</p> <p>85. податковий суд США</p> <p>86. Апеляційний суд США за позовами ветеранів</p> <p>87. Апеляційний суд Збройних Сил США</p> <p>88. Державний департамент США</p> |
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federal courts and over state courts if a federal question is involved. It also has original jurisdiction (i.e., it serves as a trial court) in cases involving foreign ambassadors, ministers, and **consuls 73**) and in cases to which a U.S. state is a party.

U.S. Supreme Court

Most cases reach the Supreme Court through its appellate jurisdiction. The Judiciary Act of 1925 provided the justices with the sole **discretion 74**) to determine their caseload. In order to issue a writ of certiorari¹⁵, which grants a court hearing to a case, at least four justices must agree (the “Rule of Four”). Three types of cases commonly reach the Supreme Court: cases involving **litigants 75**) of different states, cases involving the interpretation of federal law, and cases involving the interpretation of the Constitution. The court can take official action with as few as six judges joining in **deliberation 76**), and a majority vote of the entire court is decisive; **a tie vote 77**) sustains a lower-court decision. The official decision of the court is often supplemented by **concurring 78**) opinions from justices who support the majority decision and **dissenting 79**) opinions from justices who oppose it.

At the lowest level of the federal court system are **district courts 80**). Each state has at least one federal district court and at least one federal judge. District judges are appointed to life terms by the president with the consent of the Senate. **Appeals 81**) from district-court decisions are carried to the U.S. courts of appeals. Losing parties at this level may appeal for a **hearing 82**) from the Supreme Court. Special courts handle property and contract damage **suits 83**) against the United States, review customs rulings (**United States Court of International Trade 84**), hear complaints by individual taxpayers (**United States Tax Court 85**) or veterans (**United States Court of Appeals for Veteran Claims 86**), and apply the Uniform Code of Military Justice (**United States Court of Appeals for the Armed Forces 87**) [56].

U.S. Department of State 88), also called State Department, executive division of the U.S. federal government responsible for carrying out U.S. foreign policy. Established in 1789, it is the oldest of the federal departments and the president’s principal means of conducting treaty negotiations and forging agreements with foreign countries. Under its administration are the U.S. Mission to the United Nations, the Foreign Service Institute, and various offices of diplomatic security, foreign intelligence, policy analysis, international narcotics control, protocol, and passport services [59].

¹**the Electoral College system** – the system by which the president and vice president of the United States are chosen. It was devised by the framers of the United States Constitution to provide a method of election that was feasible, desirable, and consistent with a republican form of government [28].

²**the Office of Management and Budget (OMB)** – agency of the U.S. federal government (executive branch). It assists the president in preparing the federal budget and in supervising the budget's administration in executive agencies. It is involved in the development and resolution of all budget, policy, legislative, regulatory, procurement, and management issues on behalf of the president. The agency also evaluates the effectiveness of, and sets funding priorities for, agency programs, policies, and procedures [48].

³**the Council of Economic Advisers** – an advisory body within the executive branch of the United States government comprising three professional members who are appointed by the president and subject to approval by the Senate. The duties of the Council of Economic Advisers include the collection and analysis of economic data and the formulation and appraisal of economic policies [19].

⁴**the National Security Council (NSC)** – agency within the Executive Office of the President, established by the National Security Act in 1947 to advise the president on domestic, foreign, and military policies related to national security. The president of the United States is chairman of the NSC; other members include the vice president and the secretaries of state and defense. Advisers to the NSC are the chairman of the Joint Chiefs of Staff, the director of the Central Intelligence Agency, and other officials whom the president may appoint with Senate approval. The NSC staff is headed by a special assistant for national security affairs, the national security adviser, who generally acts as a close adviser of the president. The NSC provides the White House with a useful foreign policy-making instrument that is independent of the State Department [47].

⁵**the Federal Reserve System** – Federal Reserve System, central banking authority of the United States. It acts as a fiscal agent for the U.S. government, is custodian of the reserve accounts of commercial banks, makes loans to commercial banks, and oversees the supply of currency, including coin, in coordination with the U.S. Mint [30].

⁶**the Securities and Exchange Commission** – U.S. regulatory commission established by Congress in 1934 after the Senate Committee on Banking and Currency investigated the New York Stock Exchange's operations. The commission's purpose was to restore investor confidence by ending misleading sales practices and stock manipulations that led to the collapse of the stock market in 1929. It prohibited the buying of stock without adequate funds to pay for it, provided for the registration and supervision of securities markets and stockbrokers, established rules for solicitation of proxies, and prevented unfair use of nonpublic information in stock trading. It also stipulated that a company offering securities make full public disclosure of all relevant information. The commission acts as adviser to the court in corporate bankruptcy cases [55].

⁷**the Senate** – is one of the two houses of the legislature (Congress) of the United States, established in 1789 under the Constitution. Each state elects two senators for six-year terms. The terms of about one-third of the Senate membership expire every two years, earning the chamber the nickname "the house that never dies." The Senate shares with the House of Representatives responsibility for all lawmaking within the United States. For an act of Congress to be valid, both houses must approve an identical document [60].

⁸**the Central Intelligence Agency** – is a principal foreign intelligence and counterintelligence agency of the U.S. government. Formally created in 1947, the Central Intelligence Agency (CIA)

grew out of the World War II of Strategic Services (OSS). Previous U.S. intelligence and counterintelligence efforts had been conducted by the military and the Federal Bureau of Investigation (FBI) and suffered from duplication, competition, and lack of coordination, problems that continued, to some degree, into the 21st century [18].

⁹**the National Science Foundation** – is an independent agency of the U.S. government that supports basic research and education in a wide range of sciences and in mathematics and engineering. Inspired by advances in science and technology that occurred as a result of World War II, the NSF was established by the U.S. Congress in the National Science Foundation Act of 1950. From a budget of approximately \$8.5 billion in the early 2020s, it provided about 11,000 awards a year to scientists, students, and teachers. It provided about one-fifth of total federal support of basic scientific research at academic institutions, making it a major source for funding in basic research in the United States [46].

¹⁰**the National Aeronautics and Space Administration** – is an independent U.S. governmental agency established in 1958 for the research and development of vehicles and activities for the exploration of space within and outside Earth's atmosphere. The organization is composed of four mission directorates: Aeronautics Research, for the development of advanced aviation technologies; Science, dealing with programs for understanding the origin, structure, and evolution of the universe, the solar system, and Earth; Space Technology, for the development of space science and exploration technologies; and Human Exploration and Operations, concerning the management of crewed space missions, including those to the International Space Station, as well as operations related to launch services, space transportation, and space communications for both crewed and robotic exploration programs [45].

¹¹**the General Accounting Office (GAO)** – is an agency of the U.S. federal government that reports to Congress and bills itself as independent and nonpartisan. Founded in 1921 as the General Accounting Office, it was renamed the Government Accountability Office (GAO) in 2004. The name change was intended in part to clarify the agency's functions, among which accounting played, and still plays, only a small part. The agency is headquartered in Washington D.C., and has 11 other offices in major cities across the United States [34].

¹²**a president pro tempore** – a member of the U.S. senate and usually a leader of the majority party who is chosen to serve as presiding officer of the senate in the absence of the vice-president [44].

¹³**a filibuster** – a long speech that someone makes in order to delay or prevent a new law being made [17].

¹⁴**cloture** – a process for ending a debate (=formal discussion) in a governing group so there can be a vote [17].

¹⁵**a writ of certiorari** – a writ (order) of a higher court to a lower court to send all the documents in a case to it so the higher court can review the lower court's decision. Certiorari is most commonly used by the U.S. Supreme Court, which is selective about which cases it will hear on appeal. To appeal to the Supreme Court one applies to the Supreme Court for a writ of certiorari, which it grants at its discretion and only when at least three members believe that the case involves a sufficiently significant federal question in the public interest. By denying such a writ the Supreme Court says it will let the lower court decision stand, particularly if it conforms to accepted precedents (previously decided cases) [41].

READING COMPREHENSION

I. Answer the questions.

1. Does the Constitution define the form of government in the USA?
2. What are the functions of the executive branch of government of the USA?
3. How does the legislative branch of the government work?
4. What are the peculiarities of the judicial branch of government?
5. What role does the census play in the government of the USA?
6. What body can impeach the president?
7. What does the House of Representatives have the power to do?
8. What does the Senate do?
9. What kinds of questions does the Supreme Court hear?
10. What federal government is responsible for carrying out U.S. foreign policy?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. All three branches of government have absolute distinct authority.
2. The U.S. Constitution formally entered into force on June 21, 1788.
3. A president is elected directly by the people through the Electoral College system to a four-year term.
4. Independent regulatory agencies protect the public interest by enforcing rules and resolving disputes over federal regulations.
5. The U.S. Congress is the executive branch of the federal government consisting of two houses: the Senate and the House of Representatives.
6. Powers granted to Congress under the Constitution include the power to levy taxes, borrow money, regulate interstate commerce, impeach and convict the president, declare war, and appoint ambassadors.
7. Trials of impeached officials are conducted by the House of Representatives.
8. The number of representatives allotted to each state is based on its population as determined by an annual census.
9. The vice president serves as president of the Senate, casting a vote only in the case of a tie, and in his absence the Senate is chaired by a president pro tempore.
10. State Department is responsible for carrying out U.S. foreign policy.

III. Complete the following sentences using the required information from the text above.

1. The national government consists of executive legislative, and judicial branches that are designed to ensure, through _____ of powers and through checks and balances.
2. The U.S. Constitution, the world's oldest written national constitution still in effect, was officially ratified on June 21, 1788, and formally _____ on March 4, 1789.
3. Amending the Constitution requires a _____ by a two-thirds vote of each house of Congress or by a national _____ called for at the request of the legislatures of two-thirds of the states, followed by _____ by three-fourths of the state legislatures or by conventions in as many states.

4. A president is elected _____ by the people through _____ to a four-year term and is limited to two elected terms of office by the Twenty-second _____.
5. Presidential powers have expanded to include _____, formulating _____, conducting personal diplomacy, and leading the president's political party.
6. The executive branch also includes independent _____ agencies such as the Federal Reserve System and the Securities and Exchange Commission.
7. Powers granted to Congress under the Constitution include the power to _____ taxes, borrow money, _____ interstate commerce, _____ and _____ the president, declare war, discipline its own membership, and determine its rules of procedure.
8. The number of representatives allotted each state is based on its population as determined by a _____.
9. Most cases reach the Supreme Court through its appellate jurisdiction. The Judiciary Act of 1925 provided the justices with the _____ to determine their _____.
10. _____ are appointed to life terms by the president with the consent of the Senate. _____ from district-court decisions are carried to the U.S. courts of appeals.

IV. a. Make up a plan of the text.

b. Write a short summary. Make use of the linking words (see APPENDIX 2)

ACTIVE VOCABULARY

TEXT 1:

I. Transcribe the following. Consult Appendix 3, if necessary.

executive, legislative, Washington, legislature, 1600 Pennsylvania Avenue, the Senate, the Council, discretion, regulatory, Aeronautics, levy, convict, auditing, counterpart, decennial census, Hawaii, Alaska, temporarily, expedite, Appropriations, consent, appellate jurisdiction, consul, a writ of certiorari, litigant, concur, dissent, filibuster, dissent, pro tempore

II. Define or explain the terms used in the text, consult English-English Dictionary (for reference see APPENDIX 4).

the attorney general, the U.S. Congress, the House of Representatives, the office of the White House Chief of Staff, the Congressional Budget Office (CBO), Appropriations, United States Court of International Trade, United States Court of Appeals for Veteran Claims, United States Court of Appeals for the Armed Forces

III.a. Find in the text equivalents of the following words:

1. to give authority, to empower
2. a correction, a modification
3. to lead
4. to have talks
5. a deal, a convention

6. to assign, to grant, to award
7. reason, a judgement, a good sense
8. a residue, a balance
9. an income, earnings, proceeds, a profit
10. a court
11. to find guilty
12. an equivalent, a fellow
13. to predict
14. to distribute, to allocate
15. a sequence, an inheritance of
16. to correct, to modify
17. to preside, to head
18. an employee working for the state
19. to explain
20. concerned with or dealing with applications for decisions to be reversed
21. exceptional, only, exclusive
22. a person involved in a lawsuit.
23. an explanation
24. an even vote
25. to apply to a court
26. a person who pays taxes

b. Find in the text opposites of the following words:

1. to waste
2. to jeopardize
3. a union
4. split, disjoined
5. to divide, to separate
6. to veto, to disapprove
7. to dismiss, to reject
8. to unsettle, to complicate
9. an agreement
10. a disorganisation, lawlessness
11. to except, to exclude
12. to forfeit, to refuse
13. to agree, to approve
14. to ratify, to approve
15. to enforce, to ratify
16. savings
17. a stagnation, immobility
18. to appoint
19. to delay, to hinder
20. to approve, to accept
21. insignificant, indecisive
22. to take away, to weaken
23. to dissent, to disagree
24. irresponsibility
25. a praise, a compliment

IV. Translate the following sentences, paying attention to the parts/ active vocabulary of the text given in bold.

1. A rapid Taliban takeover, a chaotic evacuation and a deadly terror attack have shaken confidence in the **commander-in-chief** and US leadership [24].
2. The US **treasury** secretary said on Sunday she was confident Congress would approve legislation to implement the global corporate minimum tax agreed by 136 countries [63].
3. The US and Nato **proposals** also avoided any discussion of Russia's controversial demands of a Nato withdrawal from eastern Europe and a pledge never to consider Ukraine's membership in the security alliance [12].
4. One executive told the Guardian that Sinema spoke for about half an hour and informed a mostly Republican crowd that they could "rest assured" she would not back any changes with **filibuster** rules, reiterating a stance she took several days before during a Senate speech [51].
5. A leading contender, Ketanji Brown Jackson, was **confirmed** to the DC appeals court last June with Republican support. She replaced Merrick Garland, Biden's **attorney general** who was nominated to the supreme court by Barack Obama in 2016 but blocked by **Republicans** [43].
6. Election results from November show Biden and his running mate, Kamala Harris, won 306 **electoral college** votes, exceeding the 270 needed to win, after four tumultuous years under Trump [39].
7. Donald Trump signed a memorandum on Tuesday instructing the US Census Bureau to exclude undocumented immigrants from the population totals that determine how many seats in **Congress** each state gets. It's an unprecedented move that seems to be an attempt to preserve white political power. It is not clear how the Trump administration will exclude undocumented people from the **decennial census**, which is being conducted right now, and does not ask about citizenship [54].
8. Trump has built a legacy in one vital area that can be expected to stand for decades. That legacy comprises the 89 judges that Trump has nominated, and Senate **Republicans** have confirmed, to serve at all levels of the federal court system. They are taking up posts from the **district courts** (53 Trump nominees **confirmed** out of 677 total) to the appellate courts (34 out of 179) to the US supreme court (two out of nine). Put together they form a kind of conservative judicial revolution that could impact all aspects of American life [57].
9. **The state department** told the dependants of staffers at the US embassy in Kyiv that they must leave the country. It also said that non-essential embassy staff could leave Ukraine at government expense [13].
10. Both the Trump and Biden administrations were warned by US **intelligence** that the Afghan army's resistance to the Taliban could collapse "within days" after an over-hasty withdrawal, according to a former **CIA** counter-terrorism chief [37].
11. Trade officials from the UK and US held talks about the digital services tax on 4 December, and UK government sources stressed the tax was "a temporary solution to widely held concerns with international corporate tax rules". Brought in last April, the digital services **tax levies** a 2% charge on the revenues of search engines, social media services and online marketplaces [52].
12. The US government's power is spread across the executive (the president), legislative (Congress), and judicial (supreme court and other courts) branches, which ensures **checks and balances** but can also get messy quickly. While Democrats hold the presidency and both chambers of Congress, their margins in the latter are razor-thin. The Senate is evenly split 50-50, with the vice-president, Kamala Harris, holding the tie-breaker vote [25].
13. Hackers backed by a foreign government have been monitoring internal email traffic at **the US treasury department** and an agency that decides internet and telecommunications policy, according to people familiar with the matter. The FBI, **homeland security** department's cybersecurity division, known as CISA, and US **national security agency** did not immediately respond to a request for comment [62].

14. Donald Trump looks set to become the first American president to be **impeached** for a second time as Democrats accused him of fomenting a “coup” at the US Capitol building that left five people dead [22].

15. The non-partisan **Government Accountability Office** said it is designating **the health and human services** department’s leadership and coordination of public health emergencies as a “high-risk” area for the government [61].

V. Complete each sentence with the correct form of the following words. There is one odd word.

to assess, to expedite, to negotiate, to delegate, to subordinate, to confirm, to ratify, to appoint, to preside, to allot, to overlap

1. The federal attorney general _____ functions relating to the federal court when he returns to work to prevent any perception of a conflict of interest [50].

2. The chairman of the joint chiefs of staff and the US’s highest-ranking military officer contacted the Chinese without the knowledge of the White House. He no doubt thought that his decision was for the greater good. But if he did indeed negotiate with a foreign military rival without authorization, he violated the longstanding American political tradition that the military _____ to elected civilian leaders [33].

3. Washington and Beijing deem climate change as an area where their divergent interests _____. In the US, a recent Asia Society Policy Institute and Data for Progress survey found six in 10 Americans wanted Biden to cooperate with China on climate change. It’s difficult to capture public opinion in China, but consistent research since Beijing joined the Paris accord in 2016 shows growing awareness of the issue and support for action, and the government plays an important role in it [66].

4. The European Commission has said that efforts _____ a massive investment deal with China have been in effect suspended after tit-for-tat sanctions were imposed over China’s treatment of its Uyghur population in March [67].

5. Joe Biden has said the United States will not lift its economic sanctions on Iran in order to get Tehran back to the _____ table to discuss how to revive the Iran nuclear deal [16].

6. Federal judges have life tenure. Once they _____ they remain in office until they retire or die. The president _____ every federal judge and these _____ have very long-term consequences [58].

7. The White House _____ it will stage a diplomatic boycott of the 2022 Winter Olympics in Beijing, in the latest move that will further widen the rift in an already strained bilateral relationship [65].

8. The Biden administration _____ just 700,000 Johnson & Johnson doses to states for the week beginning 12 April, according to the Centers for Disease Control and Prevention, a huge drop from the nearly 5m shots allocated the week before [11].

9. The US intelligence community _____ that Islamic State in Afghanistan could have the capability of attacking the United States in as little as six months – and has the intention to do so, a senior Pentagon official has told Congress [35].

10. Several US companies are jostling for the lucrative reconstruction contracts, are reportedly pushing the scheme _____ the commissioning process [26].

VI. Translate into English using Active Vocabulary of Text 1.

1. **Звіт міністерства торгівлі США** показав, що зростання економіки прискорилося до 6,9% у четвертому кварталі минулого року, оскільки підприємства поповнювали виснажені запаси, щоб задовольнити високий попит на товари [1].
2. Найвищий орган законодавчої влади — двопалатний Конгрес США: нижня палата — **Палата представників**; верхня палата — Сенат [9].
3. Більш ніж 200-літня історія розвитку конституційного права США показує, що **повноваження** виконавчої гілки влади постійно розширювались [9].
4. Зовнішня політика Сполучених Штатів Америки визначається Президентом та здійснюється **Державним департаментом** на чолі з Державним секретарем. Сполучені Штати Америки проводять складну зовнішню політику, основними принципами якої проголошені «будівництво безпечного світу» і «поширення демократії на користь американського народу та міжнародної спільноти» [2].
5. Фінансові повноваження Конгресу полягають у праві встановлювати і **стягувати податки**, мита, податі й акцизні збори на всій території США, сплачувати борги, робити позики, карбувати монету, регулювати вартість валюти США, встановлювати покарання за підробку державних цінних паперів і монет [4].
6. **Центральне розвідувальне управління** — головне розвідувальне управління при уряді США, основна функція якого полягає в отриманні та обробці інформації щодо іноземних урядів, корпорацій та людей, у звітуванні про отриману інформацію відповідним гілкам уряду [10].
7. До завдань **міністерства фінансів США** входять розробка й виконання економічної та грошової політики США, регулювання експорту та імпорту, фінансових організацій, збір податків, друк паперових доларів і карбування монет. Нині міністерство фінансів США має право фінансувати державні витрати за рахунок збору податків, запозичення у Федеральній резервній системі під випуск облігацій Казначейства, і збільшення державного боргу в обмеженнях, що встановлюються Конгресом [5].
8. **Національний науковий фонд** — незалежне агенство незалежне агенство, що забезпечує фундаментальні дослідження та освіту у всіх галузях науки (окрім медицини). Фонд спонсорує приблизно 20% усіх федерально підтримуваних фундаментальних досліджень, що здійснюються американськими університетами та коледжами. В деяких галузях, як наприклад, математика, комп'ютерні науки, економіка та гуманітарні науки, дослідження здійснюються в основному за підтримки Фонду [6].
9. **Офіс менеджменту та бюджету США** — найбільший відділ Виконавчого офісу Президента США, основною функцією якого є формування бюджету для Президента США. Іншими функціями органу є оцінювання якості програм, політик і процедур федеральних агенств, щоб побачити чи вони відповідають політиці Президента, а також координувати ініціативи між агенствами. Наразі обов'язки директора Офісу менеджменту та бюджету виконує Шаланда Янг. Директор підпорядковується Президенту, Віцепрезиденту та Голові адміністрації Білого дому [7].
10. **Колегія виборників у США** — система непрямих виборів, за допомогою якої обираються президент США та віцепрезидент США — єдині дві посадові особи Сполучених Штатів, які обираються за федеральним виборчим округом, що охоплює всю територію країни. Число виборників від кожного штату дорівнює кількості його представників у Конгресі (2 сенатори і члени палати представників, число яких дорівнює кількості виборчих округів на території штату). Також, федеральний округ Колумбія, на території якого знаходиться столиця країни — Вашингтон, у Конгресі не представлено, однак він має на президентських виборах стільки виборників, скільки б він мав, якби був штатом, але не більше, ніж найменш населений штат. Найменш населений штат Вайомінг представлено трьома виборниками, стільки ж має і округ Колумбія. Найбільше число виборників (55 осіб) припадає на найбільш населений штат — Каліфорнію, (представлену в Конгресі 53 членами Палати представників і 2 сенаторами), а найменше — Монтана, Аляска, Вермонт, Делавер,

Вайомінг, Південна Дакота і Північна Дакота (по три). Флориду представляли 29 виборників, Техас — 38 [3].

READING 2:

SUBTOPIC: FOREIGN RELATIONS OF THE USA (CHINA)

1. How would you characterise the foreign relations of the USA with major economies?

2. Use the words and phrases below to complete the text. Read the text again and translate it. Underline or write out all useful expressions. Make a short presentation based on the foreign relations of the USA.

TEXT 2: US CONFIRMS IT WILL STAGE DIPLOMATIC BOYCOTT OF BEIJING WINTER OLYMPICS

- *widen the rift in an already strained bilateral relationship.*
- *a tradition that dates back to ancient Greece and ensures conflicts do not disrupt the sports competition*
- *in turn, protested against the US's move by boycotting*
- *is response to what is described as*
- *when the former president Jimmy Carter snubbed the Moscow summer Games*
- *as pressures grew in the US Congress over its concerns about China's human rights record,*
- *"We feel this sends a clear message," she said.*
- *American athletes are still expected to*
- *"sensationalist and politically manipulative"*
- *threatened "resolute countermeasures"*

Decision 1) _____ China's 'genocide and crimes against humanity in Xinjiang' and other abuses.

The White House has confirmed it will stage a diplomatic boycott of the 2022 Winter Olympics in Beijing, in the latest move that will further 2) _____.

"The Biden administration will not send any diplomatic or official representation to the Beijing 2022 Winter Olympics and Paralympic Games, given the PRC's ongoing genocide and crimes against humanity in Xinjiang and other human rights abuses," press secretary Jen Psaki said from the briefing room podium on Monday.

The announcement comes two months before the games are to begin. 3) _____ compete in the Olympics, despite the Biden administration not sending any representatives to Beijing.

"The athletes on Team USA have our full support," Psaki said. "We will be behind them 100% as we cheer them on from home. We will not be contributing to the fanfare of the games."

The US last staged a full boycott of the Olympics during the cold war in 1980, 4) _____ along with 64 other countries and territories, after the Soviet invasion of Afghanistan the previous year. The Soviet Union, 5) _____ the 1984 Los Angeles summer Olympics with its allies.

Psaki said administration officials made Beijing aware of the move before Monday's announcement. 6) _____.

Hours before the announcement, China said a diplomatic boycott of the Olympics would be "a stain on the spirit of the Olympic charter" and 7) _____.

China's Washington embassy dismissed the boycott announcement as "a pretentious act" and a "political manipulation". China's foreign ministry spokesperson, Zhao Lijian, on Monday accused Washington of "hyping a 'diplomatic boycott' without even being invited to the Games". "I want to stress that the Winter Olympic Games is not a stage for political posturing and manipulation," Zhao said. "It is a grave travesty of the spirit of the Olympic charter, a blatant political provocation and a serious affront to the 1.4 billion Chinese people." Zhao also 8) _____ if a boycott was announced.

The US diplomatic boycott comes amid escalating tensions between China and many western countries. It was first raised by Joe Biden last month 9) _____, including over the treatment of Uyghurs and other Muslim minorities.

In the UK, the Commons leader, Jacob Rees-Mogg, told MPs last month that "no tickets have been booked" for the Beijing Games in February. But he also added that the UK government "have long had a policy of thinking that sporting boycotts do not work and that it is a matter for the International Olympic Committee to decide whether the athletes go." The Foreign Office said on Monday that "no decisions have yet been made" about the government's attendance at the Beijing Winter Olympics.

In Australia, Canberra last week joined 19 other countries in not signing the Olympic Truce – 10) _____ – with China in order to send a message to Beijing.

On Friday, the Australian prime minister, Scott Morrison, said his government "was considering those matters and working through those issues".

Zhao on Monday said in response to Morrison's comments that "no one would care about whether these people come or not, and it has no impact whatsoever on the Olympics to be successfully held by Beijing" [64].

SUBTOPIC: FOREIGN RELATIONS OF THE USA (RUSSIA)

1. How would you characterise the foreign relations of the USA with Russia?

2. Put prepositions in each space in the text below. Read the text again and translate it. Underline or write out all useful expressions. Make a presentation based on the foreign relations of the USA.

TEXT 3: BIDEN IMPOSES NEW SANCTIONS ON RUSSIA: 'AMERICA STANDS UP TO BULLIES'

President takes aim 1) _____ Russia's largest banks and companies but is emphatic US troops will not engage 2) _____ conflict in Ukraine

Joe Biden on Thursday unveiled a fresh round of what he said would be crippling sanctions **3)** _____ Russia after its invasion of Ukraine, declaring that Vladimir Putin “chose this war” and that he and his country would bear the consequences.

The harsh new sanctions target Russia’s largest banks and companies, effectively cutting them **4)** _____ from western financial markets, while imposing restrictions **5)** _____ the exports of advanced technology used to power the country’s military and tech sector.

Part of a coordinated response, Biden said the measures taken by the US and allied nations around the world were meant to “maximize a long-term impact” **6)** _____ Russia, extracting severe costs on Moscow immediately and over time for what Biden called its “brutal assault” **7)** _____ a sovereign nation.

Biden warned that Putin’s “desire for empire” extended beyond Ukraine, saying the Russian leader sought to re-create the former Soviet Union.

The president was emphatic in his vow that US troops would not engage Russia in Ukraine, but he again affirmed the US would defend “every inch of Nato territory”. The commitment was underscored by an announcement that Biden had authorized the deployment of additional US troops **8)** _____ Germany as part of Nato’s response.

As Biden addressed the nation **9)** _____ the East Room of the White House, the Ukrainian government reported mounting casualties as Russian troops unleashed a punishing offensive **10)** _____ the nation, advancing **11)** _____ the nation’s capital, Kyiv.

Biden’s remarks came hours after he held a virtual meeting **12)** _____ the leaders of Britain, Canada, France, Italy and Japan. European Commission president Ursula von der Leyen, European Council president Charles Michel, and Nato secretary general Jens Stoltenberg were also **13)** _____ attendance. Earlier on Thursday, Biden convened a meeting of the US national security council.

In the afternoon, Biden spent an hour **14)** _____ the phone with the Democratic and Republican leaders **15)** _____ Congress, briefing them on the situation in Ukraine and the administration’s response **16)** _____ date.

The White House has been threatening severe sanctions for weeks, in hopes of deterring Putin **17)** _____ waging war **18)** _____ Ukraine. Earlier this week, when Putin made clear he intended to invade, the White House levied an initial “tranche” of sanctions **19)** _____ response. The penalties imposed on Thursday were designed to further destabilize Russia’s financial system while starving the country of technology critical to its economy and military, such as semiconductors.

The US Treasury said the latest round **20)** _____ sanctions against Russia would affect nearly 80% of all banking assets in Russia, fundamentally threatening its economy and weakening the Kremlin’s geopolitical posture.

“Treasury is taking serious and unprecedented action **21)** _____ deliver swift and severe consequences to the Kremlin and significantly impair their ability to use the Russian economy and financial system **22)** _____ further their malign activity,” said Janet Yellen, the Treasury secretary.

Touting the unity among allies and partners, Biden said the sanctions would limit “Russia’s ability to do business in dollars, euros, pounds and yen to be part of the global economy”.

But they are not as forceful as some elected officials in the US and Ukraine have called **23)** _____, steps that would include removing Russia **24)** _____ the Swift international banking system and targeting Russia’s energy sector or leveling sanctions against Putin personally.

“We demand the disconnection of Russia **25)** _____ Swift, the introduction of a no-fly zone over Ukraine and other effective steps to stop the aggressor,” Ukraine president Volodymyr Zelenskiy said **26)** _____ a tweet.

On Thursday, congressman Adam Schiff, the chairman of the House intelligence committee, called **27)** _____ the US to “dramatically escalate” its response to Moscow and endorsed calls to remove Russia from the international banking system and its ability to access western capital.

Biden argued that time was needed to allow the current round of sanctions to take their desired effect, and said the US was “prepared” to impose more severe penalties **28)** _____ Russia.

The president defended his administration’s response. For several weeks, the US has declassified and made public Putin’s secret plans, while moving quickly to blame Russia **29)** _____ a series of cyber-attacks against Ukrainian banks and agencies. The purpose of the approach was to expose the Kremlin’s justification for war as baseless, he said.

“Now, it’s unfolding largely as we predicted,” the president said.

Asked by reporters whether he was consulting China to isolate Russia, Biden would not comment. He also said he was working to persuade India **30)** _____ join the western-led push against Russia.

Biden said he had no plans to talk to Putin.

During the White House briefing on Thursday, White House press secretary Jen Psaki downplayed the threat of a nuclear attack, after Putin warned that countries that interfered **31)** _____ Russia’s invasion would face “consequences you have never encountered in your history”. Some analysts interpreted Putin’s comments as a warning that he was prepared to use the country’s nuclear arsenal.

“We don’t see any increased threat **32)** _____ that regard at the present time,” Psaki said.

As thousands of Ukrainians flee the country, Psaki said the US was prepared **33)** _____ welcome Ukrainian refugees to the US, but expected that the vast majority of them would prefer to remain in Europe. She said the US was working to support humanitarian efforts **34)** _____ neighboring countries, where the European Union is preparing for a large number of displaced people.

The US president also urged resolve among the American people, who he said would probably face economic consequences as a result of what Biden called Putin’s “naked aggression”. The US has

also warned government agencies and operators of critical infrastructure to take pre-emptive actions to safeguard against a possible Russian cyber-attack.

As Biden has warned throughout his presidency, he said democracies around the world were being tested and threatened by Putin's "sinister vision 35) _____ the future of our world". He said there was never a question that the US would respond to Russia's assault 36) _____ Ukraine.

"This aggression cannot go unanswered," Biden said. "America stands 37) _____ to bullies. We stand up 38) _____ freedom. This is who we are. [40]"

TRANSLATION

Translate the following into English using some of the studied vocabulary.

САНКЦІЇ ЗАХОДУ ПРОТИ РОСІЇ Є НАЙБОЛЮЧІШИМИ ЗА ВСЮ ІСТОРІЮ – ДЕРЖДЕП

Сполучені Штати разом з іншими країнами запровадили найболючіший пакет санкцій проти Росії та готові посилити їх, якщо Москва не продемонструє ознак деескалації та припинення насильства.

Про це заявив у п'ятницю під час брифінгу в Вашингтоні речник Державного департаменту США Нед Прайс, передає власний кореспондент Укрінформу.

«Разом із нашими союзниками й партнерами ми запровадили найболючіший, найбільш вражаючий та спустошуючий пакет санкцій, які коли-небудь бачив світ. Ми маємо додаткові заходи, які готові застосувати, якщо не побачимо деескалації, якщо не побачимо припинення насильства – знову ж – разом з нашими союзниками й партнерами», - підкреслив Прайс.

Він назвав дії Росії «непотрібною, неспровокованою, брудною кампанією проти України», що фундаментально змінило відносини, які мала Москва не тільки зі Сполученими Штатами, але з країнами по всьому світу. Сьогодні, за його словами, сприйняття відносин між США і Росією «є зовсім іншим, ніж кілька тижнів або навіть кілька днів тому».

У цьому зв'язку представник Держдепу висловив солідарність США з народом України й підкреслив, що Путін прорахувався у своєму наступі.

«Путін не врахував усіх факторів. Він не врахував сміливість і рішучість народу України», - зауважив Прайс.

Представник Держдепу також наголосив: «Москва зараз є вигнанцем на міжнародній арені, Путін є вигнанцем для світу, його економіка страждатиме, його фінансова система зазнає наслідків».

Водночас він зазначив, що Сполучені Штати й інші країни Заходу мають свої інтереси національної безпеки, які полягають в обстоюванні цивілізованих цінностей та готові розпочати дипломатичне врегулювання з РФ за умови негайного припинення агресії та виведення військ з України.

Однак, за його словами, США так і не побачили «жодної ознаки, що Путін готовий піти на деескалацію, що він хоче створити умови, в яких дипломатія матиме успіх».

Як повідомляв Укрінформ, у п'ятницю Президент України Володимир Зеленський обговорив з главою Білого дому Джо Байденом можливості для посилення санкцій проти Росії, оборонної допомоги Україні та антивоєнної коаліції [8].

LEXICAL CLINIC

❖ DELEGATE

- ❖ RESIDENT
- ❖ CONSTITUTION
- ❖ PRESIDENCY
- ❖ COMMERCE
- ❖ MANAGEMENT
- ❖ DISMISS
- ❖ ENFORCE
- ❖ DECLARE
- ❖ AMEND

1. delegate (n) a person sent or authorized to represent others, in particular an elected representative sent to a conference (*e.g. the delegates rejected the proposal*); A member of a committee (*e.g. Following this process, most of the vetoes were then actioned by US delegates to the committee*);

delegation (n) treated as singular or plural A body of delegates or representatives; a deputation. The action or process of delegating or being delegated (*e.g. the delegation of power to the district councils*);

delegacy (n) *treated as singular or plural* A body of delegates; a committee or delegation (*e.g. Hopefully, under his leadership, the network and number of delegacies will expand and become still more active.*);

delegable (adj) capable of being delegated (*e.g. delegable authority*).

2. resident (n) a person who lives somewhere permanently or on a long-term basis; a bird, butterfly, or other animal of a species that does not migrate; a pupil who boards at a boarding school (US); an intelligence agent in a foreign country. *adj*: Living somewhere on a long-term basis; Having quarters on the premises of one's work (*e.g. resident farm workers*); attached to and working regularly for a particular institution (*e.g. the film studio needed a resident historian*);

Residential (adj) designed for people to live in (*e.g. private residential and nursing homes*); Providing accommodation in addition to other services (*e.g. a residential sixth-form college*); occupied by private houses (*e.g. quieter traffic in residential areas*); concerning or relating to residence (*e.g. land has been diverted from residential use*).

reside (v) have one's permanent home in a particular place (*e.g. people who work in the city actually reside in neighbouring towns*); be situated (*e.g. the paintings now reside on the walls of a restaurant*); (*e.g. of power or a right*) belong to a person or body (*e.g. legislative powers reside with the Federal Assembly*); (of a quality) be present or inherent in something (*e.g. the meaning of an utterance does not wholly reside in the semantic meaning*).

residentiary (adj) relating to or involving residence in a place (*e.g. And the division of labour, trade, and inter-industry transactions developed in the residentiary sector*); (of a canon) required to live officially in a cathedral or collegiate church (*e.g. He took up the post of executive secretary of the Board of Mission, which was linked to being a residentiary canon at Bradford Cathedral*).

3. constitution (n) a body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed (*e.g. Britain lacks a codified constitution*); the basic written set of principles and precedents of federal government in the US (the Constitution); *historical* a decree, ordinance, or law; the composition of something (*e.g. the genetic constitution of a species*); the action of forming or establishing something (*e.g. the constitution of a police authority*); a person's physical state as regards vitality, health, and strength (*e.g. pregnancy had weakened her constitution*); a person's character (*e.g. the individual's constitution is commonly described as his nature*);

constitute (v) be (a part) of a whole (*e.g. lone parents constitute a great proportion of the poor*); combine to form (a whole) (*e.g. there were enough members present to constitute a quorum*); be or be equivalent to (something) (*e.g. his failure to act constituted a breach of duty*); give legal or

constitutional form to (an institution); establish by law (*e.g. the superior courts were constituted by the Judicature Acts 1873–5*).

constituency (n) a group of voters in a specified area who elect a representative to a legislative body (*e.g. most politicians are more interested in the voice of their constituency*); an area whose voters elect a representative to a legislative body (*e.g. a parliamentary candidate in the Hampstead and Highgate constituency*); a group of people with shared interests or political opinions (*e.g. the right needed to move beyond its blue-blood constituency*);

constituent (adj) being a part of a whole (*e.g. the constituent minerals of the rock*); being a voting member of an organization and having the power to appoint or elect (*e.g. the constituent body has a right of veto*); Able to make or change a political constitution (*e.g. a constituent assembly*); n: a member of an area which elects a representative to a legislative body (*e.g. the MP is playing on his constituents' sense of regional identity to win votes*); a component part of something (*e.g. the essential constituents of the human diet*)

4. presidency (n) the office of president (the presidency of the United States); the period of a president's office (it has been a privilege to work with her during her presidency).

preside (v) be in the position of authority in a meeting or other gathering (*e.g. the prime minister will preside at an emergency cabinet meeting*); *preside over* be in charge of (a place or situation) (*e.g. Johnson has presided over eight matches since Beck's dismissal*); *preside at play* (a musical instrument, especially a keyboard instrument) at a public gathering (*e.g. No longer was there a need for the composer to preside at the keyboard.*);

presidential (adj) relating to a president or presidency (*e.g. the French presidential election*);

Having a bearing or demeanour befitting a president; dignified and confident (*e.g. America wants a president who looks presidential*);

president (n) the elected head of a republic (*e.g. the Irish president*); the head of a society, council, or other organization (*e.g. the president of the European Union*); the head of certain colleges (*e.g. Baker and Upshaw assert that understanding and supporting the college mission is a basic expectation for community college presidents and their leadership teams*); *North American* The head of a university (*e.g. A new president of Murray State University, F. King Alexander, took office this past winter*); *North American* The head of a company (*e.g. Foster was the president of Shaker Title Services, which is now defunct*).

5.commerce (n) the activity of buying and selling, especially on a large scale (*e.g. the changes in taxation are of benefit to commerce*);

commercial (adj) concerned with or engaged in commerce (*e.g. a commercial agreement*); making or intended to make a profit (*e.g. commercial products*); having profit rather than artistic or other value as a primary aim (*e.g. their work is too commercial*); (of television or radio) funded by the revenue from broadcast advertisements (*e.g. The adventure has been covered by a film crew for a documentary to be broadcast on satellite and commercial television stations across Italy*); (n) a television or radio advertisement (*e.g. they looked like a family from a breakfast cereal commercial*);

commercialize (v) manage or exploit (an organization, activity, etc.) in a way designed to make a profit (*e.g. the museum has been commercialized*);

commercialization (n) the process of managing or running something principally for financial gain (*e.g. the escalating commercialization of athletics*).

6.management (n) the process of dealing with or controlling things or people (*e.g. the management of the economy*); *treated as singular or plural* The people managing a company or organization, regarded collectively (*e.g. management were extremely cooperative*); the responsibility for and control of a company or organization (*e.g. a successful career in management*);

managerial (adj) relating to management or managers (*e.g. the division of managerial responsibilities*);

manage (v) *with object* be in charge of (a business, organization, or undertaking); run. (*e.g. their elder son managed the farm*); have the position of supervising (staff) at work. (*e.g. the skills needed to manage a young, dynamic team*); be the manager of (a sports team or a performer) (*e.g. he managed five or six bands in his career*); use (money, time, or other resources) sensibly (*e.g. we manage our cash extremely well*); maintain control over (a person or animal) (*e.g. she manages horses better than anyone I know*); control the use or exploitation of (land) (*e.g. the forest is managed to achieve maximum growth*); *no object* Succeed in surviving or in achieving something despite difficult circumstances; cope (*e.g. Catherine managed on five hours' sleep a night*); *with object* Succeed in achieving or producing (something difficult) (*e.g. she managed a brave but unconvincing smile*); *with object* Succeed in dealing with or withstanding (something) (*e.g. there was more stress and anxiety than he could manage*); *with object* be free to attend at (a certain time).

manageable (adj) able to be controlled or dealt with without difficulty (*e.g. her long hair was black, wavy, and manageable*).

7. dismiss (v) order or allow to leave; send away (*e.g. she dismissed the taxi at the corner of the road*); remove from employment or office, typically on the grounds of unsatisfactory performance (*e.g. the prime minister dismissed five members of his cabinet*); *no object* (of a group assembled under someone's authority) disperse (*e.g. he told his company to dismiss*); treat as unworthy of serious consideration (*e.g. it would be easy to dismiss him as all brawn and no brain*); deliberately cease to think about (*e.g. he suspected a double meaning in her words, but dismissed the thought*); *Law* Refuse further hearing to (a case) (*e.g. the judge dismissed the case for lack of evidence*);

dismissively (adv) in a manner that suggests that something or someone is unworthy of consideration (*e.g. he was treated dismissively and mocked publicly*);

dismissal (n) the act of ordering or allowing someone to leave. (their controversial dismissal from the competition); the act of removing someone from employment or office; discharge (the dismissal of an employee); the act of treating something as unworthy of serious consideration; rejection (*e.g. a blunt dismissal of the report's recommendations*); *Law* a decision not to continue hearing a case (*e.g. the dismissal of the appeal*).

dismissive (adj) feeling or showing that something is unworthy of consideration (*e.g. monetarist theory is dismissive of the need to control local spending*).

8.enforce (v) compel observance of or compliance with (a law, rule, or obligation) (*e.g. the role of the police is to enforce the law*); cause (something) to happen by necessity or force (*e.g. there is no outside agency to enforce cooperation between the players*);

enforcement (n) the act of compelling observance of or compliance with a law, rule, or obligation. (*e.g. the strict enforcement of environmental regulations*);

enforceable (adj) (of a law, rule, or obligation) able to be imposed so that it must be complied with. (*e.g. a binding and enforceable contract*);

enforced (adj) caused by necessity or force; compulsory (*e.g. a period of enforced idleness*).

9.declare (v) say something in a solemn and emphatic manner *with clause* (*e.g. the prime minister declared that the programme of austerity had paid off*); Formally announce the beginning of (a state or condition) (*e.g. Spain declared war on Britain in 1796*); pronounce or assert (a person or thing) to be something specified (*e.g. the mansion was declared a fire hazard*); Openly align oneself for or against (a party or position) in a dispute (*e.g. the president had declared for denuclearization of Europe*); reveal one's intentions or identity (*e.g. a number of interested parties who can't declare themselves openly*); announce oneself as a candidate for an election (*e.g. he declared last April*); *with object* acknowledge possession of (taxable income or dutiable goods) (*e.g. if you have something to declare customs officers will tell you the duty payable*);

declaration (n) a formal or explicit statement or announcement (*e.g. a declaration of love*); the formal announcement of the beginning of a state or condition (*e.g. the declaration of war*); a written

public announcement of intentions or of the terms of an agreement (*e.g. all students must sign the following declaration*); Law A plaintiff's statement of claims in proceedings (*e.g. The plaintiff requests a declaration in her draft amended statement of claim*); Law an affirmation made in place of an oath;

declarative (adj) of the nature of or making a declaration. (declarative statement); Grammar (of a sentence or phrase) taking the form of a simple statement;

(n) *a statement in the form of a declaration* (It would be wrong to communicate anything other than the simplest of declaratives: We mourn, we persevere, we continue); *Grammar a declarative sentence or phrase (e.g. But imperatives, interrogatives and declaratives are grammatical forms, while demanding action or requesting or giving information are semantic roles)*;

declaratory (adj) having the function of declaring or explaining something (*e.g. a declaratory ruling in favour of the applicants*).

10.amend (v) make minor changes to (a text, piece of legislation, etc.) in order to make it fairer or more accurate, or to reflect changing circumstances (*e.g. the rule was amended to apply only to non-members*); improve the texture or fertility of (soil) (*e.g. amend your soil with peat moss or compost*);

amendment (n) a minor change or addition designed to improve a text, piece of legislation, etc. (*an amendment to existing bail laws*); an article added to the US Constitution. (the First Amendment); something which is added to soil in order to improve its texture or fertility (*e.g. you can add some soil-texturizing amendments to improve soil drainage*);

amendable (adj) open and responsive to suggestion; easily persuaded or controlled (parents who have amenable children); capable of being acted upon in a particular way; susceptible.

amendatory (adj) intended or serving to amend; corrective [42].

EXERCISES

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. First, about 27 districts sent **two authorized** representatives to this congress.
2. He was assigned to the Soviet embassy in London as the KGB **intelligence agent** responsible for Soviet intelligence-gathering and espionage in the UK.
3. It is fundamental to our **fundamental principles** that lawmakers are chosen by the electorate and accountable to the electorate for their decisions.
4. The coming two months are a critical period because it will lay the groundwork for the next **period of a president's office** and possibly have an effect on determining its success.
5. **The process of managing or running** university **principally for financial gain** of the is a serious threat.
6. The independent review of the Regional Forest Agreement has found that we **are controlling** our forests sustainably.'
7. Two days after taking office, he **removed from office** the leaders of the Armed Forces.
8. The commissioner is responsible for **compelling observance of** the law regarding data protection and freedom of information.
9. Any income should **be acknowledged on taxable income** to the tax authorities in the country you plan to live in.
10. There can be a further committee stage if this is required for further **minor change** to the legislation [42].

II. Learn the following pairs or chains of words and use them or their derivatives in the given sentences.

1. delegate – delegation - delegacy – delegable

2. He was elected by conference _____ with 252 votes compared to 154 for the alternative candidate.
3. Since then, the group has organized visits to the US for several legislative _____.
4. Vice-President Jiaan Cheng, and relevant professors, had a discussion and exchange with the _____.
5. A plenary guardian is a person appointed by the court to exercise all _____ legal rights and powers of an adult.

2. resident – residential – reside – residentiary

1. He is also _____ fellow at the American Enterprise Institute for Public Policy Research.
2. The two-hour restriction was introduced ten years ago to stop commuters parking on nearby _____ streets.
3. In fact, many leaders feel that the UN General Assembly has sometimes been reduced to a talking shop while real power _____ in the Security Council.
4. The _____ sector appears as the key to economic transformation.

3. constitution – constitute – constituency – constituent

1. A widespread saying in the country was that Japan used a cup of milk to strengthen the _____ of its people.
2. The Geneva Conventions make reference to those acts which _____ war crimes under the Conventions.
3. In a new two-tier voting system, 400 members of the House of Representatives will be elected directly by voters in 400 _____ nationwide.
4. Senators today are elected largely as representatives of their _____ and carry out the instructions received from their electors.

4. presidency – preside – presidential – president

1. What is the White House doing differently now to react to what is obviously a terrible political period for this _____?
2. The case will resume on October 7, exactly a year after the home run, with another judge _____.
3. The _____ election was fought more closely than any election ever has been.
4. The Park Service ignored a letter of protest signed by the _____ of seven scientific societies on December 16, 2003.

5. commerce – commercial – commercialize – commercialization

1. If we focus on employment, we lose sight of the subtle but very real benefits that _____ and free trade bring.
2. A _____ agreement is between the parties concerned and should have nothing to do with what anyone else wants.
3. The board will be mostly comprised of business people and its aim is to _____ education and health.
4. The council reported that he had provided a compelling case to give the green light for carefully managed _____.

6. Management – managerial – manage – manageable

1. It is becoming a model for environmental _____ and control.

2. We require leadership and we require people who understand the service and the _____ issues.
3. These advisors help the firms _____ their businesses to compete more effectively in market-driven economies.
4. This keeps your work to a _____ size and eliminates the need for expert tools and skills.

7. dismiss – dismissively – dismissal – dismissive

1. She _____ my words with a casual flick of her hand.
2. Each dealt with the other cagily and sometimes _____.
3. The time from its first hearing in the High Court to an appeal and _____ by the law lords was about 36 hours.
4. Miss Regan complained to the manager but said he was _____ of her complaint and walked off while she was still talking to him.

8. enforce – enforcement – enforceable – enforced

1. First, the Attorney General _____ the law, both criminal and civil.
2. There is a lack of strong legal institutions so legal _____ is minimal.
3. The case for international legally _____ minimum standards is irrefutable.
4. Human rights will not be _____ without economic prosperity.

9. declare – declaration – declarative – declaratory

1. I wonder if the government has yet _____ a State of Emergency.
2. An annex to the _____ sets out terms for the further devolution of security and government.
3. I don't - unlike some - have to stoop to _____ like 'I loathe': I've tried to stick to William Goldman's dictum of 'show, don't tell'.
4. The decision was _____ of the law.

10. amend – amendment – amendable – amendatory

1. It said it has persuaded several overseas companies _____ their websites to reflect UK law.
2. By filibustering, senators attempt to prevent a vote on a measure or _____.
3. Under this standard, any _____ Constitution makes possible any change whatsoever, since theoretically the Constitution could be amended to implement that change.
4. If the governor decides that the bill needs changes, he will ask for an _____ veto [42].

III. Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

Example: “Law ENFORCEMENT agencies claim the danger posed to officers and the public at these political events is increasing.” – from the Guardian, published on 5 May 2021 by Molly Blackall.

Правоохоронні органи стверджують, що небезпека для офіцерів та громадськості на цих політичних заходах зростає.

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

Example: Law ENFORCEMENT agencies

IDIOMS

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

| | |
|-------------------------------------|---|
| the last straw | <i>1. regard something as exaggerated; believe only part of something</i> |
| to cut corners | <i>2. a further difficulty or annoyance, typically minor in itself but coming on top of a series of difficulties, that makes a situation unbearable</i> |
| a blessing in disguise | <i>3. an apparent misfortune that eventually has good results</i> |
| the ball is in your court | <i>4. it is up to you to make the next move</i> |
| to take with a grain of salt | <i>5. do something perfunctorily so as to save time or money</i> |

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

the ball is in the court; to take with a grain of salt; a blessing in disguise; the last straw; to cut corners

1. A 10 per cent increase in council tax will, for many householders and especially pensioners, be _____.
2. If you try to save money up-front _____, it can end up costing you much more in the end.
3. In a way, September 11 was _____ for the US economy; it brought forward the rate cuts we needed to see earlier.
4. _____ is firmly _____ of the EC Commission.
5. Labour could have done this when they were office. We should _____ their comments _____ [42].

PHRASAL VERBS

PHRASAL VERB

TAKE

I. Match the phrasal verbs with their definitions:

| | |
|----------------------|----|
| 1. to take on | a) |
|----------------------|----|

| | |
|---|--|
| <p><i>e.g. He took me on as an apprentice.</i></p> <p><i>e.g. And then he tells someone on the phone that the president is ready to take Congress on.</i></p> <p><i>e.g. I took the responsibility on because I was convinced that it would be easier than it has turned out to be.</i></p> <p><i>e.g. The subject has taken on a new significance in the past year.</i></p> | <ul style="list-style-type: none"> ✓ dismantle something ✓ attack, criticize, or defeat someone or something in a vigorous or forceful way ✓ showing the weakness of an argument or an idea |
| <p style="text-align: center;">2. to take apart</p> <p><i>e.g. When responsibly understood, the implications of deconstruction are quite different from the misleading clichés often used to describe a process of dismantling or taking things apart.</i></p> <p><i>e.g. This was the man who took Manchester United apart at the seams, the talisman for the attack.</i></p> <p><i>e.g. They will take our report apart and then give us feedback.</i></p> | <p style="text-align: center;">b)</p> <ul style="list-style-type: none"> ✓ engage an employee ✓ be willing or ready to meet an adversary or opponent ✓ undertake a task or responsibility, especially a difficult one ✓ acquire a particular meaning or quality |
| <p style="text-align: center;">3. to take over</p> <p><i>e.g. In 1938 the Nazis took over.</i></p> <p><i>e.g. He will take over as chief executive in April.</i></p> <p><i>e.g. His new company took over his old one.</i></p> | <p style="text-align: center;">c)</p> <ul style="list-style-type: none"> ✓ become interested or engaged in a pursuit ✓ begin to hold or fulfil a position or post ✓ accept an offer or challenge ✓ occupy time, space, or attention. ✓ pursue a matter later or further ✓ resume speaking after an interruption ✓ adopt someone as a student or trainee |
| <p style="text-align: center;">4. to take up</p> <p><i>e.g. She took up tennis at the age of 11.</i></p> <p><i>e.g. He left to take up an appointment as a missionary.</i></p> <p><i>e.g. Most residents took up the offer of refurbished equipment.</i></p> <p><i>e.g. I don't want to take up any more of your time.</i></p> <p><i>e.g. He'll have to take it up with the bishop.</i></p> <p><i>e.g. I took up where I had left off.</i></p> | <p style="text-align: center;">d)</p> <ul style="list-style-type: none"> ✓ reclaim possession of something ✓ accept a person again as an employee or student, typically after a period of suspension or dismissal ✓ strongly remind someone of a past time ✓ retract a statement ✓ return unsatisfactory goods to a shop ✓ (of a shop) accept goods returned as unsatisfactory |

| | |
|--|--|
| <i>e.g. He took him up as his assistant.</i> | |
| <p>5. to take back</p> <p><i>e.g. The film took me back to my childhood.</i></p> <p><i>e.g. I take back nothing of what I said.</i></p> <p><i>e.g. I took back the shoes and asked for my money back.</i></p> <p><i>e.g. They refused to take the dress back because I didn't have the receipt.</i></p> | <p>e)</p> <ul style="list-style-type: none"> ✓ assume control of something ✓ become responsible for a task in succession to another ✓ buy out another |

II. Make up a short story using as many phrasal verbs TAKE as possible.

III. Fill in the gaps.

- Whoever _____ it _____ now has the fun task of rebuilding the party, just to be dumped a year out from the election.
- After a year of occupation, they are impatient _____ control of their country.
- It is in all our interests that his invitation is _____.
- On December 17, 1943, residents were forced to leave the village near Warminster when it was _____ for training US troops in the Second World War.
- Hopefully some member of the opposition parties will _____ [42].

GRAMMAR CLINIC

❖ The use of Gerund

I.GRAMMAR. THE BASICS

1. Study and revise grammar material.

The Gerund is formed by adding the suffix -ing to the stem of the verb.

The Gerund has nominal and verbal properties.

Study the rules and translate examples into Ukrainian.

| Nominal Characteristics of the Gerund | Example |
|---|--|
| can function as the subject, the predicative and the object in a sentence | The ultimate goal is <u>fighting</u> for peace. (predicative) |
| can be preceded by a preposition | The civilians are looking forward to <u>getting</u> any humanitarian assistance. |
| can be modified by a noun in a | Is there any objection to the President's <u>signing</u> the agreement? |

| | |
|--|--|
| possessive case or by a possessive pronoun | |
| Verbal Characteristics of the Gerund | Example |
| with transitive verbs may take a direct object | The authorities have not reached any progress in <u>maintaining</u> peace. |
| can be modified by an adverb | They burst out <u>explaining</u> enthusiastically. |

| | Active Voice (transitive verbs) | Passive Voice (transitive verbs) | Example |
|-------------------|--|---|---|
| Indefinite | signing | being signed | The diplomats negotiated without <u>signing</u> any agreements. |
| Perfect | having signed | having been signed | The diplomat denied <u>having signed</u> the contract. |

| | | |
|---|--|--|
| the Gerund is used after verbs and verbal phrases | to avoid, to burst out, to deny, to enjoy, to excuse, to fancy, to finish, to forgive, to give up, to go on, to leave off, to postpone, to mind, cannot help, etc. | e.g. Jeff denied <u>having signed</u> the agreement. |
| the Gerund is used with the following verbs and verbal phrases used with a preposition | to accuse of, to agree on/to, to approve of, to complain of, to depend on, to feel like, to insist on, to look like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to give up the idea of, to look forward to, | e.g. They don't feel like <u>discussing</u> the issue tonight. |
| the Gerund is used with the following word groups | to be aware of, to be busy in, to be capable of, to be fond of, to be guilty of, to be indignant at, to be proud of, to be sure of, to be surprised at, to be worth, etc. | e.g. The document is worth <u>studying</u> . |

| Predicative Constructions Usage | Example |
|---|---|
| <p>The nominal element of the construction</p> <p>1) denoting <u>a living being</u> is expressed by:</p> <ul style="list-style-type: none"> - by a noun in a genitive case or by a possessive pronoun - by a noun in a common case <p>2) denoting <u>a lifeless thing</u> is expressed by:</p> <ul style="list-style-type: none"> - by a noun in a common case or a possessive pronoun | <ul style="list-style-type: none"> - Do you mind his delivering the lecture? - Do you mind Mr. Smith delivering the lecture? - Victor complained of his watch being slow. - Tetiana insists on both of her friends coming |

| | |
|---|---------------|
| 3) by a pronoun (all, this, that, both, etc.) | before lunch. |
|---|---------------|

2.Translate and comment on the underlined Grammar Patterns.

1. Here we stand, where 108 years ago at another inaugural, thousands of protesters tried to block brave women from marching for the right to vote [15].
2. I understand that many Americans view the future with some fear and trepidation. I understand they worry about their jobs, about taking care of their families, about what comes next [15].
3. But the answer is not to turn inward, to retreat into competing factions, distrusting those who don't look like you do, or worship the way you do, or don't get their news from the same sources you do [15].
4. If we're willing to stand in the other person's shoes just for a moment. Because here is the thing about life: there is no accounting for what fate will deal you [15].
5. To those 400,000 fellow Americans – mothers and fathers, husbands and wives, sons and daughters, friends, neighbors and co-workers. We will honor them by becoming the people and nation we know we can and should be [15].
6. This is a time of testing. We face an attack on democracy and on truth. A raging virus. Growing inequity. The sting of systemic racism. A climate in crisis. America's role in the world. Any one of these would be enough to challenge us in profound ways [15].
7. Earlier in March, the Russian ministry of foreign affairs posted a tweet accusing the US and Ukraine of running a secret “military-biological programme” inside the stricken country. Moscow claimed its invading forces discovered evidence of an “emergency clean-up [27]”.
8. The scheme was originally known as Cooperative Threat Reduction but is now more commonly referred to as biological engagement. It has been successful in helping former Soviet and other countries fulfill public health obligations [27].
9. Earlier this week, the White House press secretary, Jen Psaki, accused Russia under Putin of having a “long and well-documented track record” of using chemical weapons, pointing to the poisoning of the opposition leader Alexei Navalny and Russia's support of the Syrian regime while it deployed chemical weapons [27].
10. “We have to use any format, any chance, to have the possibility of negotiating, of talking to [Russian president Vladimir] Putin,” Zelenskiy told Fareed Zakaria, the host of GPS. “If these attempts fail, that would mean that this is a third world war [53]”.

3.Open the brackets using the Gerund.

1. North Korea conducted two recent missile launches which it said were ultimately *intended for (to put)* satellites into space [36].
2. After *(to scrutinise)* thoroughly, however, US intelligence has assessed that the real intention was to test parts of the new intercontinental ballistic missile (ICBM) [36].
3. US forces have stepped up their *(to monitor)* and intelligence collection in the region, and new sanctions are to be introduced on Friday aimed at further *(to restrict)* North Korea's access to advanced technology that it could use in its weapons programmes [36].
4. North Korea conducted three ICBM tests in 2017, and has carried out a total of six nuclear tests, before *(to suspend)* both types of testing before the summits with Trump [36].
5. In January, Pyongyang said it would reconsider “*(to restart)* all temporarily suspended activities”, and analysts have seen signs of construction at North Korea's Punggye-ri nuclear test site for the first time since its closure and dismantlement in the spring of 2018 [36].

6. Donald Trump became infamous for the art of (*to lie*). On Wednesday another TV performer turned national leader came before Congress. But this one captivated his viewers with truth (*to tell*) [23].
7. On Wednesday the Ukrainian president ended his speech by (*to address*) the room in English. “Now, I’m almost 45 years old,” he said. “Today my age stopped when the heart of more than 100 children stopped (*to beat*). I see no sense in life if it cannot stop the deaths. [23]”
8. In essence, Poland said it would cooperate in (*to strengthen*) the Ukrainian air force so long as this would be seen in Moscow as a US, Nato or EU scheme but not a Polish one [49].
9. Rising gas prices pose a fresh election year headache for Joe Biden. Republicans accuse him of (*to push*) “a radical anti-US energy agenda”. Democrats put the blame on greedy oil companies and the assault on Ukraine by the Russian leader, Vladimir Putin [21].
10. Jamal Raad, co-founder and executive director of the campaign group Evergreen Action, said: “If there was ever a moment of need for (*to move*) to a 100% clean energy economy was more clear that now, I don’t know when would be with a fossil fueled enabled leader attacking another country and throwing the whole fossil fuel global market into chaos. I do believe this is a make-or-break moment. [21]”

4. Choose the appropriate form or phrase using the Gerund.

1. Joe Biden is heading to Europe with the aim of _____ up pressure on Russia in the face of sanctions fatigue and splits over energy sanctions among US allies [38].
 A keeping
 B being kept
 C having been kept
 D to keep
2. There are fundamental splits within the EU on whether to follow the US on whether to follow the US in _____ an embargo on energy imports from Russia, with Germany, which is heavily dependent, adamantly against. The chancellor, Olaf Scholz, has argued it would hurt Germany more than Russia [38].
 A imposing
 B being imposed
 C having been imposed
 D to impose
3. It is worth _____ down the hidden assets of the oligarchs, Putin’s circle and their extended families [38].
 A being tracked
 B tracking
 C having tracked
 D to track
4. The politician said that the document needed _____.
 A. amending
 B. to be amended
 C. being amended
 D. having been amended
5. Europe is used to _____ deployments to honour the letter of that agreement [38].
 A rotating
 B being rotated
 C having rotated
 D to rotate

6. Some look forward to the army _____ permanently in Europe [38].
 A stationing
 B being stationed
 C having stationed
 D to station
7. Would the president mind the state members _____ to address the need for it to rise to the top of the long-term US and Nato foreign policy agenda?
 A meeting
 B being met
 C having met
 D to meet
8. Civilians remember Biden _____ his warning that chemical weapons, in particular, remain a serious threat.
 A having repeated
 B repeating
 C being repeated
 D to repeat
9. Russia has been accused by the UK, the US, France, Albania, Ireland and Norway of war crimes in Ukraine, as Paris claimed Vladimir Putin was only pretending to be interested in _____ a peace deal [20].
 A being negotiated
 B negotiating
 C having negotiated
 D having been negotiated
10. So the sanctions will be intensified in a determined way until Putin realises that the price for _____ the conflict will be so high that a ceasefire is preferable and starts real talks with President Zelenskiy. [20]”
 A to continue
 B being continued
 C having continued
 D continuing

II TEST YOURSELF

1. Complete the sentences with Gerund.

1. The bill needs...
2. Would the delegates mind...
3. The secretary stopped...
4. The authorities didn't regret...
5. The conversation was interrupted by...
6. The speaker insisted on...
7. Does he mind her...?
8. We object to...
9. They discussed the document, and of its...
10. The commission advised...

2. Translate into English. Be sure to use the Gerund.

1. Державний департамент США заперечує розміщення військ в Європі на початку березня.

2. Представник Апеляційного суду Збройних Сил США повідомив, що якщо військово зобов'язані будуть свідомо створювати конфліктні ситуації, їх звільнять.
3. Перестаньте сердитись. Пробач йому те, що він зірвав засідання Ради економічних консультантів США.
4. Конгресмени не схвалювали, що держслужбовці занадто часто виступали на іноземних ефірах.
5. Уряд США не міг не накласти економічні санкції на Росію.
6. Хто заважає США зупинити військові злочини Росії?
7. Рахункова Палата США думає про те, щоб збільшити соціальні виплати.
8. Освітняни чекають з нетерпінням рішення Міністерства освіти США щодо змін навчальних планів.
9. Дипломатичний корпус США не міг не знати про можливу реакцію Китаю.
10. Цивільне населення втратило своє житло в результаті воєнних дій, але людям не хочеться нікуди їхати.

SECTION 2
LISTENING & WRITING

Before listening:

1. Answer the questions.

1. What do you know about the President's annual State of the Union address?
2. What issues are usually covered in the speech?
3. What is the purpose of the annual address?

2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian.

unwavering (adj) steady or resolute

menacing (adj) suggesting the presence of danger; threatening

premeditate (v) think out or plan (an action, especially a crime) beforehand

falsify (v) alter (information, a document, or evidence) so as to mislead; prove (a statement or theory) to be false

bilk (v) obtain (money) fraudulently

reel (v) lose one's balance and stagger or lurch violently

squadron (n) an operational unit in an air force consisting of two or more flights of aircraft and the personnel required to fly them

unleash (v) release (a dog) from a leash; cause (a strong or violent force) to be released or become unrestrained

forge (v) make or shape (a metal object) by heating it in a fire or furnace and hammering it; create (something) strong, enduring, or successful; produce a fraudulent copy or imitation of (a document, signature, banknote, or work of art)

[42]

3. Practise the word pronouncing, see the reference to listen to the pronunciation [17].

triumph /'traɪ.əmf/

tyranny /'tɪr.ən.i/
 fearlessness /'fiə.ləs.nəs/
 retiree /rɪˌtaɪə'riː/
 chaos /'keɪ.ɒs/
 chamber /'tʃeɪm.bər/
 confront /kən'frʌnt/
 ally /'æ.l.aɪ/
 isolated /'aɪ.sə.leɪ.tɪd/
 Romania UK /ru'meɪ.ni.ə/ US /roʊ'meɪ.ni.ə/
 Latvia /'læt.vi.ə/
 Lithuania /,lɪθ.ju'eɪ.ni.ə/
 Estonia /es'təʊ.ni.ə/
 robust /rəʊ'bʌst/
 era UK /'ɪə.rə/ US /'er.ə/; /'ɪr.ə/
 extinguish /ɪk'stɪŋ.gwɪʃ/

4. Spend one minute writing down all of the different words you associate with the word "The government of the USA". Share your words with the group and talk about them.

Listening:

5.

5.1. Fill in the gaps with appropriate Articles.

After finishing the task, watch or listen to 2022 State of the Union Address delivered by president Biden (0:00 – 4:01) [14] and check your answers [32].

How does the president start his speech?

Why does the president mention Ukraine in his 2022 State of the Union Address?

“PRESIDENT BIDEN: Madam Speaker, Madam Vice President and our first lady and second gentleman. Members of Congress and 1) _____ cabinet. Justices of the Supreme Court. My fellow Americans.

Last year, Covid-19 kept us apart. This year, we are finally together again.

Tonight, we meet as Democrats, Republicans and Independents. But most importantly, as Americans.

With a duty to one another, to America, to 2) _____ American people, to the Constitution.

And 3) _____ unwavering resolve that freedom will always triumph over tyranny.

Six days ago, Russia’s Vladimir Putin sought to shake 4) _____ very foundations of 5) _____ free world, thinking he could make it bend to his menacing ways.

But he badly miscalculated.

He thought he could roll into Ukraine, and 6) _____ world would roll over.

Instead, he met with 7) _____ wall of strength he never anticipated or imagined.

He met 8) _____ Ukrainian people.

From President Zelensky to every Ukrainian, their fearlessness, their courage, their determination, literally inspires 9) _____ world.

Groups of citizens blocking tanks with their bodies. Everyone from students to retirees to teachers turned soldiers defending their homeland.

In this struggle, as President Zelensky said in his speech to 10) _____ European Parliament, “light will win over darkness.” 11) _____ Ukrainian ambassador to

12) _____ United States is here tonight, sitting with 13) _____ first lady.

Let each of us here, if you’re able to stand, stand and send 14) _____ unmistakable signal to the world and Ukraine.

Yes, we, the United States of America, stand with **15)**_____ Ukrainian people.

5.2. Fill in the gaps with appropriate tense forms of the Verbs.

After finishing the task, watch or listen to the Address (4:01 – 6:54) and check your answers.

How is the USA going to assist Ukraine?

Throughout our history we **16) (to learn)** this lesson: When dictators do not pay a price for their aggression, they cause more chaos. They keep moving.

And the costs, the threats to America, and America to the world, **17) (to keep)** rising.

That's why the NATO alliance **18) (to create)**: to secure peace and stability in Europe after World War II.

The United States is a member, along with 29 other nations.

It matters. American diplomacy matters. American resolve matters.

Putin's latest attack on Ukraine was premeditated-and totally unprovoked.

He **19) (to reject)** repeated, repeated efforts at diplomacy.

He thought the West and NATO **20) (to respond)**. He thought he could divide us at home, in this chamber and in this nation. He **21) (to think)** he could divide us in Europe as well. But Putin was wrong. We are ready. We are united, and that's what we did. We stayed united.

We **22) (to prepare)** extensively and carefully.

We **23) (to spend)** months building a coalition of other freedom-loving nations in Europe and the Americas to the Asian and African continents to confront Putin.

Like many of you, I spent countless hours unifying our European allies. We **24) (to share)** with the world in advance what we knew Putin **25) (to plan)**, and precisely how he would try to falsify and justify his aggression.

We **26) (to counter)** Russia's lies with the truth.

And now that he has acted, the free world is holding him accountable.

Along with 27 members of the European Union, including France, Germany, Italy, as well as countries like the United Kingdom, Canada, Japan, Korea, Australia, New Zealand and many others — even Switzerland — **27) (to inflict)** pain on Russia and supporting the people of Ukraine. Putin is now isolated from the world more than he has ever been.

Together, along with our allies, we are right now enforcing powerful economic sanctions.

We **28) (to cut) off** Russia's largest banks from the international financial system, preventing Russia's central bank from defending the Russian ruble, making Putin's \$630 billion war fund worthless.

We **29) (to choke)** Russia's access to technology that **30) (to sap)** its economic strength and weaken its military for years to come.

5.3. Fill in the gaps with appropriate Prepositions.

After finishing the task, watch or listen to the Address (6:54 – 10:31) and check your answers.

What particular measures is the USA going to take showing support to Ukraine?

Tonight, I say to the Russian oligarchs and the corrupt leaders who bilked billions of dollars **31)**_____ this violent regime: no more.

The United States Department of Justice is assembling a dedicated task force to go **32)**_____ the crimes of the Russian oligarchs.

We're joining **33)**_____ European allies to find and seize their yachts, their luxury apartments, their private jets. We are coming **34)**_____ your ill-begotten gains.

And tonight, I am announcing that we will join our allies **35)**_____ closing **36)**_____ American airspace to all Russian flights, further isolating Russia and

adding an additional squeeze 37) _____ their economy. He has no idea what's coming.

The ruble has already lost 30 percent 38) _____ its value.

The Russian stock market has lost 40 percent of its value, and trading remains suspended. The Russian economy is reeling, and Putin alone is the one to blame.

Together with our allies, we are providing support to the Ukrainians in their fight 39) _____ freedom. Military assistance. Economic assistance. Humanitarian assistance.

We are giving more than \$1 billion in direct assistance to Ukraine, and will continue to aid the Ukrainian people as they defend their country and help ease their suffering.

But let me be clear: Our forces are not engaged and will not engage 40) _____ the conflict with Russian forces in Ukraine.

Our forces are not going to Europe to fight 41) _____ Ukraine, but to defend our NATO allies 42) _____ the event that Putin decides to keep moving west.

For that purpose, we've mobilized American ground forces, air squadrons, ship deployments to protect NATO countries, including Poland, Romania, Latvia, Lithuania and Estonia.

And as I have made crystal clear: The United States and our allies will defend every inch of territory that is NATO territory with the full force of our collective power. Every single inch.

And we're cleareyed. The Ukrainians are fighting back 43) _____ pure courage. But the next few days, weeks and months will be hard 44) _____ them.

Putin has unleashed violence and chaos. But while he may make gains 45) _____ the battlefield, he will pay a continuing high price 46) _____ the long run.

And a proud, proud people, pound-for-pound ready to fight with every inch of energy they have — they have known 30 years of independence, have repeatedly shown that they will not tolerate anyone who tries to take their country backwards.

To all Americans, I will be honest 47) _____ you, as I always promised I would be. A Russian dictator, invading a foreign country, has costs around the world.

And I'm taking robust action 48) _____ make sure the pain of our sanctions is targeted 49) _____ Russian economy. And I will use every tool 50) _____ our disposal to protect American businesses and consumers.

5.4. Fill in the gaps with appropriate words.

After finishing the task, watch or listen to the Address (10:31 – 12:39) and check your answers.

What does the president understand under “we stand with you”? How does President Biden envisage the future of the major powers?

Tonight, I can 51) _____ that the United States has worked with 30 other countries to 52) _____ 60 million barrels of oil from reserves around the world.

America will 53) _____ that effort, releasing 30 million barrels from our own Strategic Petroleum Reserve. And we stand ready to do more if necessary, unified with our allies.

These steps will help 54) _____ gas prices here at home. But I know the news about what's 55) _____ can seem alarming to all Americans.

But I want you to know that we are going to be OK. We are going to be OK.

When the history of this era is written, Putin's war on Ukraine will have 56) _____ Russia weaker and the rest of the world stronger.

While it shouldn't have taken something so terrible for people around the world to see what's at stake, now everyone sees it clearly.

We see the unity among leaders of nations, a more unified Europe, a more unified West. We see unity among the people who are 57) _____ in cities, in large crowds around the world — even in Russia — to 58) _____ their support for the people of Ukraine. In the battle between democracy and autocracies, democracies are rising to the moment, and the world is clearly choosing the side of peace and security. This is the real test. It's going to take time. So let us continue to 59) _____ inspiration from the iron will of the Ukrainian people. To our fellow Ukrainian Americans, who 60) _____ a deep bond that connects our two nations. We 61) _____ with you. We stand with you. Putin may circle Kyiv with tanks, but he'll never 62) _____ the hearts and souls of the *Iranian* people. He'll never 63) _____ their love of freedom. And he will never, never weaken the resolve of the free world." [14; 32].

After Listening:

6. Write five good questions to the speech.

1. _____
2. _____
3. _____
4. _____
5. _____

7. FREE WRITING. Write about the home and foreign policy of the USA for 5/10 minutes. Comment on your group mate's work.

8. ARTICLE: Write an article (for Guidelines (see APPENDIX 6) about the prospects of the USA foreign policy.

9. LETTER: Write a letter to an expert on foreign affairs of the USA. Ask him/her about US participation in the world military conflicts and give your personal point of view on this issue.

ACADEMIC WRITING

10. Write an essay (for Guidelines see APPENDIX 6) on one of the following topics.

1. "Mankind must put an end to war - or war will put an end to mankind." John F. Kennedy
2. "The instruments of war do have a role to play in preserving the peace. And yet this truth must coexist with another – that no matter how justified, war promises human tragedy." Barack Obama

11. Comment on the following quotations.

1. "Most bad government has grown out of too much government" Thomas Jefferson
2. "Associate yourself with men of good quality if you esteem your own reputation; for 'tis better to be alone than in a bad company" George Washington
3. "We all do better when we work together. Our differences do matter, but our common humanity matters more." Bill Clinton

WRITE A PIECE OF POETRY.

12. First read out loud in class the anthem below.

The Star-Spangled Banner

Lyrics Francis Scott Key, 1814

Music John Stafford Smith, c. 1773

O say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner, O long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country, should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave,
O'er the land of the free and the home of the brave.

O thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation.
Blest with vict'ry and peace, may the Heav'n rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave! [31]

**What message does the author try to convey in his work?
Prepare literary translation of the anthem into Ukrainian.**

Compose the poem of your own on the topic of the Unit using the Active Vocabulary.

SECTION 3

SPEAKING & DISCUSSION

1. Present current news (see APPENDIX 7)

Prepare and deliver a piece of current news related to our current topic (a two-minute speech).

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
 2. Give references to the following information:
 - an author of the article/video report/programme;
 - a source (a newspaper/a magazine/a programme, etc.);
 - the date of publication.
 3. In order to be audience-oriented provide key words and words/word-combinations with translation into Ukrainian that may be unfamiliar to your groupmates.
- Be ready to maintain a discussion on the topic of the current news.

2. Round-table discussion: get ready to discuss the issues related to the system of government and foreign relations of the United States of America at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson.

ROLES:

ROLE 1 – Home Policy: You think that a successful delivery of home policy by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other spheres are of secondary importance (Foreign policy, National Health Service, and Economy), provide examples.

ROLE 2 – Foreign Policy: You believe that a successful delivery of foreign policy by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other areas are less crucial (Home policy, National Health Service, and Economy), provide examples.

ROLE 3 – National Health Service: You consider that a successful delivery of National Health Service by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other spheres are far less important (Home policy, Foreign policy, and Economy), provide examples.

ROLE 4 – Economy: You are convinced that a successful delivery of the economic policy by the government is the key of a prosperous country. Share with participants at least three reasons why. Prove that other spheres are of secondary importance (Home policy, Foreign policy, and National Health Service), provide examples.

3. Make up dialogues using the given words or word-combinations.

1) On the Phone

Hello. This is Mila.

Hello, thank you for calling [name of company]. This is Lucia – how can I help you?

Good morning, this is Lucia. How can I help you?

May I speak to the manager?
I'm sorry – I didn't catch that. Could you please repeat yourself?
Would you mind spelling that for me?
Would you mind speaking a little more slowly?
I'm sorry. She isn't available at the moment. Can I take a message for her?
The manager is away at the moment. May I ask who is calling?
Could you have the manager return my call tomorrow?
Thanks for calling and have a great day.

2) On the Zoom Conference

Good morning, my name is Mila and I'm a translator at the embassy of Ukraine to the USA.
It's a pleasure to meet you all today.
Please forgive the noise in the background.
I apologize for the wait. Please give me a moment to...
Please come back to me, I need to go on mute for a second.
If you have any questions during our discussion today, please let me know with the 'raised hand' reaction or a question on the chat.
Let's get through our today's agenda.
If you have any questions outside of the agenda today, please save those until the end.
To summarize,...

I appreciate your comments.
Thank you for joining today's meeting.
See you on Zoom. Have a good day.

4. Questions for discussion.

1. What peculiarities does the US system of government have? Please provide examples.
2. How could the foreign policy of the USA be characterized?
3. Which foreign policy was the most beneficial for the USA?
3. What are the main objectives of the USA government?
4. What are the main urgent issues in the US home and foreign policy?
5. What organizations is the USA a member of?
6. What is the national anthem of the USA?
7. What issues are usually covered in the latest President's annual State of the Union address?
8. Does the USA participate in any military conflict?
9. What countries are the allies of the USA?
10. Is the USA a super power? Please provide facts to prove your standpoint.

SUPPLEMENTARY

1. Take the quiz and compare your answers.

QUIZ: THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE USA

Q1. In which year was the independence from England declared?

- A 1776
- B 1876

Q2. What are the two major parties in the USA?

- A The Republicans and the Democrats.
- B The Republics and the Socialists.

Q3. How many members are there in the USA Senate?

A 50

B 100

Q4. If the President and Vice President of USA die at the same time who becomes the President?

A the Speaker of the House of Representatives

B the Defence Secretary

Q5. How many states are there in the US?

A 49

B 50

Q6. Which president freed the slaves?

A Thomas Jefferson

B Abraham Lincoln

Q7. Who was the civil rights leader who fought through nonviolent action?

A George Bush Jnr.

B Martin Luther King Jr.

Q8. Who said: 'We hold these truths to be self-evident that all men are created equal'?

A Bill Clinton

B Thomas Jefferson

Q9. Who had the longest tenure as President of USA?

A John F.Kennedy

B Franklin D. Roosevelt

Q10. When was Pearl Harbour attacked by the Japanese Air Force?

A September 3, 1939

B December 7, 1941

1. PERSONALITY FILE. Read up the biography of George Washington and be ready for the test.



George Washington

(February 22, 1732 – December 14, 1799)

George Washington was the first president and one of the ‘Founding Fathers of the United States.’ He led the ‘Continental Army’ to victory against the Kingdom of Great Britain in the ‘American Revolutionary War’ and saved the nation from an impending collapse during its most crucial time. Having lost his father at the age of 11, George Washington was raised under the guardianship of his elder half-brother. At 15, he started his career as a successful surveyor, a job that made him tough, both physically and mentally, enabling him to eventually lead a grueling march to Ohio County to combat the expanding French troop. Later, as the ‘American Revolution’ began, he was appointed Commander-in-Chief of the ill-trained and ill-equipped ‘Continental Army.’ Leading his troops from the front, he won the war when his forces captured the British troops in Yorktown. Thereafter, he decided to return home to lead the life of a farmer but was persuaded to become the first president of the United States. For eight years, he governed the newly emerging country with firmness and prudence, helping to bring in stability and setting precedence. His presidency lay down the foundation of the world’s major power, making him one of the greatest presidents in American history.

Major Works

As the first president of an emerging nation, George Washington provided the much-needed stability, dealing deftly with competing factions led by the likes of Alexander Hamilton and Thomas Jefferson. To aid in his administrative duty, he set up a presidential cabinet and consulted them before taking any decision. To demonstrate the federal authority, he sternly quelled the ‘Whiskey Rebellion.’

He respected the prerogatives of the Congress, never infringing upon their rights. Through the ‘Judiciary Act’ of 1789, he established the Supreme Court, nominating John Jay as the first Chief Justice. He also established the first national bank and was instrumental in incorporating the Bill of Rights in the constitution.

In foreign policy matters, he preferred to have cordial relation with other nations and maintained neutrality in case of conflict. To enhance the interest of the USA, he signed treaties with Britain and Spain, but when war broke out between Britain and France, he remained neutral [29].

TEST:

Choose the right answer:

- George Washington was one of the ‘Founding Fathers of the United States’ and
 - the second president.
 - the first president.
- George Washington led the ‘Continental Army’ to victory against
 - the Kingdom of Great Britain.
 - France.
- When the ‘American Revolution’ began, he was appointed Commander-in-Chief of
 - the ill-trained and ill-equipped ‘Continental Army.’
 - the well-trained and well-equipped ‘Continental Army.’
- George Washington governed the newly emerging country
 - for eight years.
 - for four years.
- George Washington set up a presidential cabinet and _____ them before taking any decision
 - consulted.

- B. neglected.
6. To demonstrate the federal authority, George Washington _____ the 'Whiskey Rebellion.'
- A. stopped
B. didn't react at.
7. George Washington respected the prerogatives of the Congress, never _____ their rights.
- A. violating
B. affecting
8. Through the 'Judiciary Act' of _____ he established the Supreme Court.
- A. 1777
B. 1789
9. In foreign policy matters, George Washington preferred to have cordial relation with other nations and maintained _____ in case of conflict
- A. neutrality
B. dominance
10. To enhance the interest of the USA, he signed treaties with Britain and Spain, but when war broke out between Britain and France,
- A. he remained neutral.
B. he supported Britain.

GLOSSARY 6

| | |
|------------------------|---------------------|
| agriculture | checks and balances |
| allot | commander in chief |
| amend | Commerce |
| amendable | commerce |
| amendatory | commercial |
| Amendment | commercialization |
| amendment | commercialize |
| appeal | concur |
| appellate jurisdiction | confirm |
| appoint | consent |
| Appropriations | constituency |
| approval | constituent |
| assess | constitute |
| assist | constitution |
| at the discretion of | consul |
| attorney general | convict |
| audit | decennial census |
| cast a vote | declaration |

declarative
declaratory
declare
Defense
delegable
delegacy
delegate
delegation
deliberation
discretion
dismiss
dismissal
dismissive
dismissively
dissent
district court
drafting legislation
Education
Electoral College system
Energy and Veterans Affairs
enforce
enforceable
enforced
enforcement
enter into force
expedite
flow
grant
Health and Human Services
hearing
Homeland Security
Housing and Urban Development
impeach
Interior
interpret
Labor
legislative counterpart
levy taxes
litigant
manage
manageable
management
managerial
national convention
negotiate
non-cabinet-level
overlap
power
preside
presidency
president
presidential

proposal
ratify
regulatory
reside
resident
residential
residentially
revenue bill
separation of powers
shift
still in effect
subordinate
succession
suit
supply services
take apart
take back
take on
take over
take up
the Congressional Budget Office (CBO)
the Council of Economic Advisers
the Federal Reserve System
the General Accounting Office (GAO)
the National Aeronautics and Space Administration
the National Security Council (NSC)
the Office of Management and Budget (OMB)
the Securities and Exchange Commission
the Senate
the United States Court of Appeals for the Armed Forces
the United States Court of Appeals for Veteran Claims
the United States Court of International Trade
the United States Tax Court
the Central Intelligence Agency
the House of Representatives
the National Science Foundation
tie vote
Transportation
Treasury
trial
U.S. Department of State
Vest

IDIOMS

the last straw
to cut corners
a blessing in disguise

**the ball is in your court
to take with a grain of sal**

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TRANSCRIPTS

UNIT 1. INTRODUCTION TO INTERNATIONAL RELATIONS

TRANSCRIPT

NATO - Opinion: Press conference by Admiral Rob Bauer, Chair of the NATO Military Committee following the Military Committee in Chiefs of Defence session, 13-Jan.-2022
<https://www.youtube.com/watch?v=NCHVD0mT0PU> or
<https://www.natomultimedia.tv/app/asset/660195>

(00:00 – 1:10)

Good evening. Thank you for joining me tonight for this virtual press conference at NATO headquarters. A little while ago, I concluded the first of our regular meetings, this year, with the 30 NATO Chiefs of Defence and, SACEUR and SACT attending. We will hold two others this year in May and September. While this initial meeting was planned to be in person, the rolling waves of COVID-19 across the world pushed us to switch to a virtual format. While the format may change, our aim does not. These meetings provide an opportunity for NATO's Highest NATO Military Authority to come together, to assess the current security situation, discuss ongoing work strands and reflect on future requirements.

(1:10 – 2:18)

For almost 73 years, NATO has remained the strongest military Alliance in the world through its ability to adapt, expect the unexpected and prepare for it. In today's security climate, NATO is facing the most complex set of challenges in a generation. Russia is more aggressive abroad and more oppressive at home. Yesterday, the NATO Secretary General hosted a NATO-Russia Council for the first time since 2019. I attended the meeting in person. As the Secretary General stated in his press conference, this was not an easy discussion but all the more important. There are significant differences between NATO Allies and Russia. While our differences will not be easy to bridge, it is a positive sign that all NATO Allies and Russia sat down around the same table, and engaged on substantive topics.

(2:18 – 3:21)

This is an opportunity for constructive engagement, which should not be missed, in the interest of security in Europe. Meanwhile, across the world, China is using its economic and military might to control its own people, coerce other countries, assert control over global supply chains, critical infrastructure, and other assets. We face more frequent and sophisticated cyber and hybrid attacks, targeting crucial infrastructures, like hospitals or law enforcement. Terrorism threatens the safety of our Nations and citizens. Adversaries are developing and testing hypersonic glide vehicles and intercontinental ballistic missiles. We are seeing the weaponisation of emerging and disruptive

technologies and the instrumentalisation of migration. The security impact of climate change also looms over us.

(3:24 – 4:59)

These are truly global challenges and the distinct phases of peace, crisis and war are becoming increasingly blurred. All of this has consequences for our security. Consequences that no nation, no continent, can face alone. But in NATO we are not alone. Together we represent 30 nations, with half of the world's military might, protecting almost one billion citizens. We are also witnessing an unprecedented level of unity and cohesion in our Alliance, on both the political and military sides. 30 NATO Chiefs of Defence speaking in unison and acknowledging the requirement for NATO to be better prepared. NATO has been constantly adapting to be able to fulfil its three core tasks: cooperative Security, collective defence, crisis management across all domains, land, air, maritime, space and cyber. Over the past years, we have undertaken our biggest adaptation in a generation. We have also taken decisive action to strengthen our collective defence. Now, we must look to the future, by further protecting our values. Reinforcing our military power, strengthening our societies, taking a global outlook.

(4:59 – 6:39)

And building NATO as the institutional link between Europe and North America. These five points should be addressed in the new Strategic Concept to ensure it reflects new and future challenges. And that's exactly why we dedicated our first afternoon of meetings to our Strategic Military Thinking. Together with SACT and SACEUR, the 30 Allied Chiefs of Defence discussed our military advice for the new Strategic Concept as well as the risks and opportunities facing the Alliance. The Chiefs of Defence agreed that while our current military strategy is working, it might eventually need to be revised in light of the new Strategic Concept. They were then briefed on the implementation of NATO's Warfighting Capstone Concept as well as the progress on the Concept for the Deterrence and Defence of the Euro-Atlantic Area. The Concept for Deterrence and Defence of the Euro-Atlantic Area, developed by the Supreme Allied Commander Europe, focuses on military requirements we need to deter and defend today. And the NATO Warfighting Capstone Concept developed by our Supreme Allied Commander Transformation, offers a vision to remain militarily strong in the future. Both concepts will help set NATO's military priorities and approach to current and future threats. The NATO Chiefs of Defence also looked at improving future force generation.

(6:40 – 8:08)

While the core procedures for Nations to contribute troops and equipment to NATO have remained the same, over the years the force generation process has been refined to reflect changes in the types of operations and missions that NATO conducts. Today, NATO military planners are looking beyond immediate needs, allowing both the Alliance and troop-contributing countries to plan their resources better. The goal is to better understand the relationships at play in order to achieve fairer and more realistic burden-sharing during NATO-led operations and missions. But also to ensure that NATO missions and operations are properly resourced to contribute and ultimately achieve their objectives. Next week, General Wolters will hold a Force Generation Conference. As NATO has no troops of its own, it falls to Nations to provide the personnel and capabilities to ensure we have the right forces in the right place at the right time. Just to be clear, we are looking to do things better and, if necessary, to do more. The Chiefs of Defence also considered how to further enable the NATO Command Structure and the Force Structure to deliver on NATO's three core tasks in this digital age.

(8:11 – 9:59)

Success in the future operating environment will depend on harnessing information to connect forces through command, control, communication and information, with more and more data, the advantage will lie with whomever will collect the most vital data, store it, extract and analyse the relevant information and ultimately distribute it to our commanders. Commanders at sea, on land, in the air and to those working in the cyber and space domains. At NATO, we are acutely aware of the challenges and opportunities offered by data superiority and we are actively engaged in a digital transformation of our ways of working, our equipment and our human resources. Finally, the Chiefs of Defence discussed how to increase the speed of military decision-making to support political decisions. Over the last decades, NATO has been focusing more on crisis management. However, in recent years, we have had to shift back to collective defence. And therefore it is vital to maximise preparation time for the military by ensuring that political decisions can be made at the speed of relevance. In crisis management, we were often involved in asymmetric warfare. Whereas in collective defence we are dealing with a near-peer or even peer adversary. The timelines for collective defence are very different from those for crisis management. This makes a common situational awareness for the strategic political and military levels and faster digital decision-making systems and procedures all the more important.

(10:02 – 11:02)

Improving our ability to understand better, decide faster and be stronger together is critical for our relevance, and for maintaining our status as the most successful military Alliance in history. And, above all, remaining capable of providing security and protection to our almost one billion people. We took this further on our second day by focusing on NATO's 360 degrees Deterrence and Defence Posture. Since 2014, we have implemented the largest reinforcement of our collective defence in a generation, enhancing our ability to defend all Allies on land, at sea, in the air, in cyber space, and in space. This adaptation continues and NATO is stepping up in response to the threats and challenges of today and tomorrow.

(11:04 – 11:53)

We will continue to improve the readiness of our forces and to strengthen and modernise the NATO Force Structure to meet current and future needs. We also met with our Georgian and Ukrainian Partners, respectively, to discuss the security situation in their Nations as well as the ongoing progress with defence-related reforms. In our session with the Ukrainian Chief of Defence, the Allied Chiefs of Defence acknowledged the significant advances in reforms made by the Ukrainian Armed Forces, despite facing significant challenges. Alongside ensuring their own security, the Ukrainian military have been able to improve the capabilities of their Special Operations Forces, set up a Logistic Forces Command and continue to implement NATO standards.

(11:57– 12:43)

We encouraged them to remain fully committed to the wide-ranging reforms of their Armed Forces, which will allow them to further build security and development for all Ukrainians. And they will continue to have NATO's full support in this ambitious reform programme, as well as our assistance to strengthen their capabilities and resilience to cyber and hybrid attacks. With similar security challenges, Georgia has also carried out impressive reforms while enhancing its defence capabilities through the Substantial NATO-Georgia Package. This package was enhanced to improve the interaction between Georgia and the different parts of its command structure.

(12:45– 13:35)

Strengthen its maritime component and focus more on resilience. Both Partners are benefitting from unprecedented support and assistance from NATO. We want to ensure they have all the necessary tools to not only ensure their own security but also further contribute to European security. Finally, in both sessions, we reiterated NATO's unwavering support for Ukraine's and Georgia's territorial integrity and sovereignty. The meetings held over the last two days have provided the necessary guidance to take our work forward in the coming months. We will reconvene in May to take stock of our progress ahead of the NATO Summit in Madrid. Thank you.

UNIT 2. GLOBAL POLITICS

TRANSCRIPT

Mike O'Sullivan. The end of globalization (and the beginning of something new) TED Talk presented at an official TED conference, available at:

https://www.ted.com/talks/mike_o_sullivan_the_end_of_globalization_and_the_beginning_of_something_new

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| 00:04 | We are at the end of globalization. We've taken globalization for granted, and as it drifts into history, we're going to miss it. |
| 00:14 | The second wave of globalization began in the early '90s, and it delivered a great deal. Billions of people rose out of poverty. More impressively, wealth per adult in countries like Vietnam and Bangladesh increased by over six times in the last 20 years. The number of democracies rose, and countries as diverse as Chile, Malaysia, Estonia, held free and fair elections. The role of women improved in many parts of the world, if you look at wage equality in countries like Spain, or access to education in countries like Saudi Arabia. Economically, supply chains spread like webs around the world, with car parts criss-crossing borders before the final product came into place. And globalization has also changed the way we live now. It's changed our diets. It's changed how we communicate, how we consume news and entertainment, how we travel and how we work. |
| 01:12 | But now, globalization is on its deathbed. It's run into the limitations of its own success: inequality and new, record levels of indebtedness -- for example, world debt-to-GDP is now pushing levels not seen since the Napoleonic Wars 200 years ago -- show us that the advantages of globalization have been misdirected. The Global Financial Crisis was the result of this mismanagement, and since then policymakers have done little but contain, rather than solve, the problems of our age. |
| 01:49 | Now, some highly globalized countries such as Ireland and the Netherlands, have managed to improve income inequality in their countries by better distributing the bounties of globalization through higher taxes and social welfare programs. Other countries have not been as good. Russia and, especially, the United States, have extreme levels of wealth inequality, more extreme even than during the time of the Roman Empire. And this has convinced many people that globalization is against them, and that the bounties of globalization have not been shared with the many. |
| 02:27 | And now, in 2020, we're confronted by the pandemic, which has shaken the ground under us and further exposed the frailties of the globalized world order. In past international crises, most of them economic or geopolitical, there has usually ultimately been a sense of a committee to save the world. Leaders and leading nations would come together. But this time, uniquely, there has been no such collaboration. Against a backdrop of trade wars, some countries like the US have outbid others for masks. There's been hacking of vaccine programs, and a common enemy, the pandemic, has not been met with a common |

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| | response. So any hope that we might have a world vaccine or a world recovery program is in vain. |
| 03:21 | So now we're at the end of an era in history, an era that began with the fall of communism, that set in train the flow of trade, of finance, of people and of ideas, and that now comes to an end with events like the shutting down of democracy in Hong Kong. |
| 03:43 | The question now is, what's next? Well, if the era we're leaving was characterized by a connected world trying to shrink and come together on the basis of economic goals and geography, the new world order will be defined by rival, distinct and different ways of doing things, and ultimately collaboration based on values, and this new world order is very much a work in progress. "Disorder" might be a better word, and it has been for some time. But think appropriately of great sheets of ice breaking apart, some drifting away and others later reforming. |
| | And the internet is a bit like this. It used to be global. Google used to have 30 percent of the market share in China, and now it has close to zero percent. And the big regions of the world increasingly look at the internet from a values-based point of view. America values tech innovation and its financial rewards. China takes a political view of the internet and cordons it off, and at the same time China has this incredible e-commerce economy that no other country has come close to matching. And then there's Europe, and in Europe a conversation about the internet is effectively a conversation about data and privacy. So there you have it: one common problem, and three increasingly different, competing views. |
| 04:26 | This shows us that rival ideologies will drive very distinct ways of doing things. But what about collaboration and cooperation? Well, I'm going to start with the example of three small countries: Scotland, Iceland and New Zealand. And a couple of years ago, they signed up to the Wellbeing Economy Governments, whose aim is to foster ecological and human well-being as well as economic growth. Practically speaking, these countries are already discussing things like well-being budgeting, well-being-led tourism, and using the well-being framework in the fight against COVID. Now, these three countries are about as geographically distant and diverse as you can get, but they've come together on the basis of a shared value, which is a common understanding that there is more to government policy than merely GDP. |
| 06:18 | Similarly, in the future, other small countries and city-states -- Singapore, Switzerland, the United Arab Emirates -- will find that they have more in common with each other than with their larger neighbors. They're all global financial centers. They all invest in strategic planning. And they are all geopolitical micropowers and will collaborate more as a result. |
| 06:42 | Another good example of how values, rather than geography, will increasingly shape destinies and alliances is Europe. During the period of globalization, one of the key phenomena was the eastward expansion of the European Union. From 2004, it added 13 new members, despite the near existential crisis of the euro, constant pressure from Russia, and of course the trauma of Brexit. And, like a company that has grown too fast, Europe needs to stop and think about where it's going and ask whether its values can steer it in the right direction. And this is beginning to happen, albeit slowly. European leaders talk a lot about European values, but frankly most Europeans, be they German, Greek, Latvian or Spaniards, really don't know or have a clear idea what those shared common values are supposed to be. So European politicians need to do a very good job of asking them how they feel about these common values and then communicating the answers back to them in a clear and tangible way. And of course social media is a very important tool to deploy here. |
| 08:01 | And as Europe moves from a union that's based more on values and less on geography, its contours and those values themselves will increasingly be defined by the tension between Brussels and countries like Hungary and Poland, who are increasingly behaving in ways that go against basic values such as respect for democracy and the rule of law. The treatment of women and the LGBT community are other important markers here. And in time Europe will, and should, tie financial aid to these countries and policy to their adherence to Europe's |

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| | shared values. And these countries, and others in Eastern Europe, and Cyprus, still have close financial ties to Russia and China. And again in time they will be forced to choose between Europe and its values and these other countries and their own distinct values. |
| 09:03 | Like Europe, China is another big player with a very distinct set of values, or contract between the people and the state. And I have to say that this set of values is not one that is well-understood in the West. And given China's extraordinary economic and social transformation in the last 30 years, we should really be more curious. China's values are rooted deep in its history, in a desire to regain the place it once enjoyed hundreds of years ago when its economy was the dominant one. Indeed, Xi Jinping talked of the China Dream well before Donald Trump was elected with the catchphrase "Make America Great Again." And China's system, viewed from the outside, is based around a contract or a bargain where people will sacrifice their liberty in return for order, prosperity and national prestige. It's one where the state is very much in control, which is something that most Europeans and Americans would find alien. It's also a system that has worked very well for China. But the biggest risk it faces is a period of high and prolonged unemployment that will break this contract between the state and the people. |
| 10:21 | And for other countries, China can be an attractive partner. It can provide capital and know-how. I'm thinking for example of Pakistan and Sri Lanka, two members of the Belt and Road program. But this partnership comes at a price; they're beholden to Chinese technologies such as the controversial Huawei. Chinese investors own their debt, and as a result control key infrastructure such as the main port in Sri Lanka. |
| 10:50 | Now I find that when we talk about globalization, the end of globalization and the new world order, we spend far too much time discussing America, Europe and China, and not enough time on the many exciting things happening in fast-growing economies, from Ethiopia, Nigeria, to Indonesia, Bangladesh, Mexico and Brazil. And in the new world order, the question for these countries is what model to follow and what alliances to build. And many of them during the period of globalization had become used to being told what to do by the likes of the IMF, the International Monetary Fund. But the age of condescension is now over, so the tangible opportunity in a less uniform, more value-driven world for these countries is that they have much greater choice in the path to follow, and arguably greater pressure to get it right. |
| 11:50 | So should, for example, Belarus and Lebanon follow the Irish model or that of Dubai? Does Nigeria still think it has shared values with the Commonwealth countries, or will it ally itself and its fast-growing population to China and its model? And then think of one of the few female leaders in Africa, President Sahle-Work Zewde of Ethiopia, and whether she might be inspired by the work of Jacinda Ardern in New Zealand or Nicola Sturgeon in Scotland, and tangibly how she can transfer their example to policy in Ethiopia. Of course, it may be that in this new world order, countries like Kenya and Indonesia decide to go their own way and build out their own value sets and their own economic infrastructure, and in this way the arrangements and the institutions of the future will be crafted much less in Washington and Beijing, but really by countries like Tunisia and Cambodia, comparing notes on how to battle corruption through technology, how to build education and health care systems for burgeoning populations, and how to make their voice heard on the world stage. |
| 13:06 | So as globalization ends and chaos seems to reign, these countries, their young populations and the scope they have to build new societies are the future and the promise of the new world order. |
| 13:23 | Thank you. |

UNIT 3

DEMOCRACY AND ITS IMPACT ON INTERNATIONAL RELATIONS

TRANSCRIPT

Prime Minister Boris Johnson opening remarks – Summit for Democracy: 9 December 2021
<https://www.youtube.com › watch>

Out of Athens more than 2,500 years ago, there came a simple and beautiful idea: that people are neither passive nor powerless, but free citizens with a right to participate in the governance of their country.

The idea of democracy has gathered force down the centuries, inspiring billions across the world, and converging on the principles we all share.

We believe that our peoples are entitled to elect and remove their governments through the ballot box, overseen by independent courts and a free media.

We're only here because our electorates have, at least for the time being, raised us to positions of responsibility for their affairs - but they have every right to cast us down and out again, and we would not wish it any other way.

No-one knows more about trusting the voters than our host, President Biden, who has, by my count, fought 11 elections, at least as many as any leader in the democratic world.

Yet democracy is not just an ideal: it is the best practical way of creating the atmosphere of free inquiry that allows genius to breathe.

In an era when technological advance and therefore economic success depend on discovery and invention, it is no coincidence that of the 10 most innovative countries in the world, nine are liberal democracies.

And it is because of these innate advantages that it has never been more vital to strengthen democracy at home and stand up for our principles abroad, including through our trade, security and economic partnerships.

So we in the United Kingdom are working with our friends to ensure that emerging technologies are designed to safeguard our shared values of freedom and openness.

We are joining our fellow democracies to help developing countries to build clean and green infrastructure with transparent projects, that are open to scrutiny by the people who will benefit.

And we are using our new system of national sanctions to target those responsible for corruption or human rights violations across the world.

This summit provides an opportunity to go further and in the "Year of Action" that will follow, Britain will take even stronger measures against the illicit finance that undermines democracy everywhere, strengthening our law enforcement powers to go after the criminals who abuse our corporate structures.

We will bring more openness to the purchase of properties in the UK by overseas entities and take forward new laws to safeguard our democratic processes and institutions from those who would do us harm.

And as we do this, we know that we cannot take democracy for granted, but nor should we waver in our faith that trusting the people is the surest route to national unity and success.

Thank you.

UNIT 4

DIPLOMACY AND INTERNATIONAL INSTITUTIONS

TRANSCRIPT

Ambassador Matthew Barzun presents his credentials to Her Majesty Queen Elizabeth II
<https://www.youtube.com/watch?v=n7eXWxWYAzU>

There's a man going round going round taking names the credential ceremony has been happening since the 16th century

The credential ceremony has been happening since the 16th century when states started sending representatives to other states

The ceremony involves the ambassador presenting his papers to establish himself in the UK ...the representative of the United States.

The ceremony in the UK is very special. It starts with us coming to collect the ambassador and his wife and the members of the team in a landau which is a horse drawn carriage dating from the middle of the 19th century.

If you are an ambassador you have two horses. If you are a high commissioner you or a representative of the Commonwealth you have four horses and we trot through the gates of the Buckingham Palace and then the ambassador will go and have a few words personally with a Queen to establish the beginnings of personal relationships for the time that they will spend here. Well, the horses kind of expect that after they've done their hard work and they get a little treat and they get very disappointed if there isn't something like that but it was really lovely to see the whole of Matthew's family outside today holding out their hands flat with the apples and the carrots and the horses very much appreciated it. And I think he and his wife had a lovely time they were as everyone overwhelmed by how friendly the Queen is and how much of a person she is.

UNIT 5

THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

TRANSCRIPT

Queen's Speech. Volume 812: debated on Tuesday 11 May 2021. UK Parliament 2021. URL:
<https://hansard.parliament.uk/lords/2021-05-11/debates/BC29801C-46D0-4BBF-A1F2-9B2B46633134/Queen%E2%80%99Speech>

Watch in full: Queen's Speech 2021 - State Opening of Parliament. The Telegraph 2021. URL:
<https://www.youtube.com/watch?v=u5F3Jl8d8p8v>

(5:07 – 5:21)

How does the Queen start her speech?

“My Lords and Members of the House of Commons, my Government’s priority is to deliver a national recovery from the pandemic that makes the United Kingdom stronger, healthier and more prosperous than before.”

(5:22 – 7:06)

“To achieve this, my Government will level up opportunities across all parts of the United Kingdom, supporting jobs, businesses and economic growth and addressing the impact of the pandemic on public services.

My Government will protect the health of the nation, continuing the vaccination programme and providing additional funding to support the NHS. My Ministers will bring forward legislation to empower the NHS to innovate and embrace technology. Patients will receive more tailored and preventative care, closer to home. Measures will be brought forward to support the health and wellbeing of the nation, including to tackle obesity and improve mental health. Proposals on social care reform will be brought forward.

My Government will build on the success of the vaccination programme to lead the world in life sciences, pioneering new treatments against diseases like cancer and securing jobs and investment across the country.

My Ministers will oversee the fastest ever increase in public funding for research and development and pass legislation to establish an advanced research agency.

Following the unprecedented support provided to businesses during the pandemic, proposals will be brought forward to create and support jobs and improve regulation.”

(7:07 – 9:39)

“My Government will strengthen the economic ties across the union, investing in and improving national infrastructure. Proposals will be taken forward to transform connectivity by rail and bus and to extend 5G mobile coverage and gigabit capable broadband.

Legislation will support lifetime skills guarantee to enable flexible access to high quality education and training throughout people’s lives.

Measures will be introduced to ensure that support for businesses reflects the United Kingdom’s strategic interests and drives economic growth. Laws will simplify procurement in the public sector. Eight new freeports will create hubs for trade and help regenerate communities.

My Government will ensure that the public finances are returned to a sustainable path once the economic recovery is secure.

Measures will be brought forward to ensure that children have the best start in life, prioritising their early years. My Ministers will address lost learning during the pandemic and ensure every child has a high quality education and is able to fulfill their potential.

My Government will help more people to own their own home while enhancing the rights of those who rent. Laws to modernise the planning system, so that more homes can be built, will be brought forward, along with measures to end the practice of ground rents for new leasehold properties. My

Ministers will establish in law a new Building Safety Regulator to ensure that the tragedies of the past are never repeated.

Measures will be brought forward to address racial and ethnic disparities and ban conversion therapy.

Legislation will support the voluntary sector by reducing unnecessary bureaucracy and releasing additional funds for good causes.”

(9:40 – 11:46)

“My Government will invest in new green industries to create jobs, while protecting the environment. The United Kingdom is committed to achieving net zero greenhouse gas emissions by 2050 and will continue to lead the way internationally by hosting the COP26 Summit in Glasgow. Legislation will set binding environmental targets. Legislation will also be brought forward to ensure the United Kingdom has, and promotes, the highest standards of animal welfare.

My Government will strengthen and renew democracy and the constitution. Legislation will be introduced to ensure the integrity of elections, protect freedom of speech and restore the balance of power between the executive, legislature and the courts. My Ministers will promote the strength and integrity of the union. Measures will be brought forward to strengthen devolved Government in Northern Ireland and address the legacy of the past.

My Government will introduce measures to increase the safety and security of its citizens.

Legislation will increase sentences for the most serious and violent offenders and ensure the timely administration of justice. Proposals will be brought forward to address violence, including against women and girls, and to support victims. Measures will be brought forward to establish a fairer immigration system that strengthens the United Kingdom’s borders and deters criminals who facilitate dangerous and illegal journeys.”

(11:47 – 14:00)

My Government will lead the way in ensuring internet safety for all, especially for children, whilst harnessing the benefits of a free, open and secure internet.

My Ministers will provide our gallant Armed Services with the biggest spending increase in thirty years, taking forward their programme of modernisation and reinforcing the United Kingdom’s commitment to NATO. My Ministers will honour and strengthen the Armed Forces Covenant, placing it in law. Measures will be introduced to provide National Insurance contribution relief for employers of veterans.

Legislation will be introduced to counter hostile activity by foreign states. My Ministers will implement the Integrated Review of Security, Defence, Development and Foreign Policy.

The United Kingdom will host the G7 Summit and lead the global effort to secure a robust economic recovery from the pandemic. My Ministers will deepen trade ties in the Gulf, Africa and the Indo-Pacific.

My Government will continue to provide aid where it has the greatest impact on reducing poverty and alleviating human suffering. My Government will uphold human rights and democracy across the world. It will take forward a global effort to get 40 million girls across the world into school.

Members of the House of Commons, estimates for the public services will be laid before you. My Lords and Members of the House of Commons, other measures will be laid before you.

I pray that the blessing of Almighty God may rest upon your counsels.”

UNIT 6 THE SYSTEM OF GOVERNMENT AND FOREIGN RELATIONS OF THE USA

TRANSCRIPT

Biden delivers 2022 State of the Union address. Full Speech. Fox news. 2022. URL: <https://www.youtube.com/watch?v=kTPN1sOkWs4>

Full Transcript of Biden’s State of the Union Address. The New York Times. 2022. URL: <https://www.nytimes.com/2022/03/01/us/politics/biden-sotu-transcript.html>

(0:00 – 4:01)

“PRESIDENT BIDEN: Madam Speaker, Madam Vice President and our first lady and second gentleman. Members of Congress and the cabinet. Justices of the Supreme Court. My fellow Americans.

Last year, Covid-19 kept us apart. This year, we are finally together again.

Tonight, we meet as Democrats, Republicans and Independents. But most importantly, as Americans.

With a duty to one another, to America, to the American people, to the Constitution.

And an unwavering resolve that freedom will always triumph over tyranny.

Six days ago, Russia’s Vladimir Putin sought to shake the very foundations of the free world, thinking he could make it bend to his menacing ways. But he badly miscalculated.

He thought he could roll into Ukraine, and the world would roll over. Instead, he met with a wall of strength he never anticipated or imagined.

He met the Ukrainian people.

From President Zelensky to every Ukrainian, their fearlessness, their courage, their determination, literally inspires the world.

Groups of citizens blocking tanks with their bodies. Everyone from students to retirees to teachers turned soldiers defending their homeland.

In this struggle, as President Zelensky said in his speech to the European Parliament, “light will win over darkness.” The Ukrainian ambassador to the United States is here tonight, sitting with the first lady.

Let each of us here, if you’re able to stand, stand and send an unmistakable signal to the world and Ukraine.

Yes, we, the United States of America, stand with the Ukrainian people.

(4:01 – 6:54)

Throughout our history we’ve learned this lesson: When dictators do not pay a price for their aggression, they cause more chaos. They keep moving.

And the costs, the threats to America, and America to the world, keeps rising.

That’s why the NATO alliance was created: to secure peace and stability in Europe after World War II.

The United States is a member, along with 29 other nations.

It matters. American diplomacy matters. American resolve matters.

Putin’s latest attack on Ukraine was premeditated and totally unprovoked.

He rejected repeated, repeated efforts at diplomacy.
He thought the West and NATO wouldn't respond. He thought he could divide us at home, in this chamber and in this nation. He thought he could divide us in Europe as well. But Putin was wrong. We are ready. We are united, and that's what we did. We stayed united.
We prepared extensively and carefully.
We spent months building a coalition of other freedom-loving nations in Europe and the Americas to the Asian and African continents to confront Putin.
Like many of you, I spent countless hours unifying our European allies. We shared with the world in advance what we knew Putin was planning, and precisely how he would try to falsify and justify his aggression.
We countered Russia's lies with the truth.
And now that he has acted, the free world is holding him accountable.
Along with 27 members of the European Union, including France, Germany, Italy, as well as countries like the United Kingdom, Canada, Japan, Korea, Australia, New Zealand and many others — even Switzerland — are inflicting pain on Russia and supporting the people of Ukraine. Putin is now isolated from the world more than he has ever been.
Together, along with our allies, we are right now enforcing powerful economic sanctions.
We are cutting off Russia's largest banks from the international financial system, preventing Russia's central bank from defending the Russian ruble, making Putin's \$630 billion war fund worthless.
We are choking Russia's access to technology that will sap its economic strength and weaken its military for years to come.

(6:54 – 10:31)

Tonight, I say to the Russian oligarchs and the corrupt leaders who bilked billions of dollars off this violent regime: no more.
The United States Department of Justice is assembling a dedicated task force to go after the crimes of the Russian oligarchs.
We're joining with European allies to find and seize their yachts, their luxury apartments, their private jets. We are coming for your ill-begotten gains.
And tonight, I am announcing that we will join our allies in closing off American airspace to all Russian flights, further isolating Russia and adding an additional squeeze on their economy. He has no idea what's coming.
The ruble has already lost 30 percent of its value.
The Russian stock market has lost 40 percent of its value, and trading remains suspended. The Russian economy is reeling, and Putin alone is the one to blame.
Together with our allies, we are providing support to the Ukrainians in their fight for freedom. Military assistance. Economic assistance. Humanitarian assistance.
We are giving more than \$1 billion in direct assistance to Ukraine, and will continue to aid the Ukrainian people as they defend their country and help ease their suffering.
But let me be clear: Our forces are not engaged and will not engage in the conflict with Russian forces in Ukraine.
Our forces are not going to Europe to fight in Ukraine, but to defend our NATO allies in the event that Putin decides to keep moving west.
For that purpose, we've mobilized American ground forces, air squadrons, ship deployments to protect NATO countries, including Poland, Romania, Latvia, Lithuania and Estonia.
And as I have made crystal clear: The United States and our allies will defend every inch of territory that is NATO territory with the full force of our collective power. Every single inch.
And we're cleareyed. The Ukrainians are fighting back with pure courage. But the next few days, weeks and months will be hard on them.

Putin has unleashed violence and chaos. But while he may make gains on the battlefield, he will pay a continuing high price over the long run.

And a proud, proud people, pound-for-pound ready to fight with every inch of energy they have — they have known 30 years of independence, have repeatedly shown that they will not tolerate anyone who tries to take their country backwards.

To all Americans, I will be honest with you, as I always promised I would be. A Russian dictator, invading a foreign country, has costs around the world.

And I'm taking robust action to make sure the pain of our sanctions is targeted at Russian economy. And I will use every tool at our disposal to protect American businesses and consumers.

(10:31 – 12:39)

Tonight, I can announce that the United States has worked with 30 other countries to release 60 million barrels of oil from reserves around the world.

America will lead that effort, releasing 30 million barrels from our own Strategic Petroleum Reserve. And we stand ready to do more if necessary, unified with our allies.

These steps will help blunt gas prices here at home. But I know the news about what's happening can seem alarming to all Americans.

But I want you to know that we are going to be OK. We are going to be OK.

When the history of this era is written, Putin's war on Ukraine will have left Russia weaker and the rest of the world stronger.

While it shouldn't have taken something so terrible for people around the world to see what's at stake, now everyone sees it clearly.

We see the unity among leaders of nations, a more unified Europe, a more unified West. We see unity among the people who are gathering in cities, in large crowds around the world — even in Russia — to demonstrate their support for the people of Ukraine.

In the battle between democracy and autocracies, democracies are rising to the moment, and the world is clearly choosing the side of peace and security.

This is the real test. It's going to take time. So let us continue to draw inspiration from the iron will of the Ukrainian people.

To our fellow Ukrainian Americans, who forged a deep bond that connects our two nations. we stand with you. We stand with you.

Putin may circle Kyiv with tanks, but he'll never gain the hearts and souls of the *Iranian* people.

He'll never extinguish their love of freedom. And he will never, never weaken the resolve of the free world." [2; 8].

Guidelines on Summary Writing.

According to Oxford Learner's Dictionaries a summary is short statement that gives only the main points of something, not the details.

Reference:

Oxford Learner's Dictionaries. Oxford University Press 2021. URL: https://www.oxfordlearnersdictionaries.com/definition/english/summary_1

Guidelines:

- read an article
- single out the main ideas
- write two-three sentences with each key point. Do not copy and paste any parts of the original text. Paraphrase all word combinations and sentences
- use present tenses
- do not give your person opinion on the original text
- unite the paragraphs bridging your ideas with linking devices
- proofread your text
- the final text is to be approximately one fifth of the original text

The original Article

What is Cop26 and why does it matter? The complete guide

Fiona Harvey Environment correspondent

Mon 11 Oct 2021

What is Cop26?

For almost three decades, world governments have met nearly every year to forge a global response to the climate emergency. Under the 1992 United Nations Framework Convention on Climate Change (UNFCCC), every country on Earth is treaty-bound to “avoid dangerous climate change”, and find ways to reduce greenhouse gas emissions globally in an equitable way.

Cop stands for conference of the parties under the UNFCCC, and the annual meetings have swung between fractious and soporific, interspersed with moments of high drama and the occasional triumph (the Paris agreement in 2015) and disaster (Copenhagen in 2009). This year is the 26th iteration, postponed by a year because of the Covid-19 pandemic, and to be hosted by the UK in Glasgow.

When?

The conference will officially open on 31 October, a day earlier than planned, because of Covid-19, and more than 120 world leaders will gather in the first few days. They will then depart, leaving the complex negotiations to their representatives, mainly environment ministers or similarly senior officials. About 25,000 people are expected to attend the conference in total.

The talks are scheduled to end at 6pm on Friday 12 November, but past experience of Cops shows they are likely to extend into Saturday and perhaps even to Sunday.

Why do we need a Cop – don't we already have the Paris agreement?

Yes – under the landmark Paris agreement, signed in 2015, nations committed to holding global temperature rises to “well below” 2C above pre-industrial levels, while “pursuing efforts” to limit heating to 1.5C. Those goals are legally binding and enshrined in the treaty.

However, to meet those goals, countries also agreed on non-binding national targets to cut – or in the case of developing countries, to curb the growth of – greenhouse gas emissions in the near term, by 2030 in most cases. Those national targets – known as nationally determined contributions, or NDCs – were inadequate to hold the world within the Paris temperature targets. If fulfilled, they would result in 3C or more warming, which would be disastrous.

Everyone knew at Paris that the NDCs were inadequate, so the French built into the accord a “ratchet mechanism” by which countries would have to return to the table every five years with fresh commitments. Those five years were up on 31 December 2020, but the pandemic prevented many countries coming forward.

All countries are now being urged to revise their NDCs before Cop26 in line with a 1.5C target, the lower of the two Paris goals. Scientists estimate that emissions must be reduced by 45% by 2030, compared with 2010 levels, and from there to net zero emissions by 2050, if the world is to have a good chance of remaining within the 1.5C threshold.

Reference:

Fiona Harvey. What is Cop26 and Why Does It Matter? The Guardian, 2021. URL: <https://www.theguardian.com/environment/2021/oct/11/what-is-cop26-and-why-does-it-matter-the-complete-guide>

An Example of a Summary

Fiona Harvey, an environmental correspondent to the Guardian newspaper in her article entitled *What is Cop26 and Why Does It Matter?* published on 11 October 2021 gives a detailed explanation of the work of the conference of the parties, Cop26 hosted by the United Kingdom of Great Britain and Northern Ireland in Glasgow.

Thus, the author gives a short description of the history of the conference, singles out its current objectives, clarifies why it is held every five years and outlines its future targets.

APPENDIX 3

Pronunciation Guide (English/Academic Dictionaries)

This guide will help you to understand and use the pronunciation symbols found in the *Oxford Advanced Learner's Dictionary* and the *Oxford Learner's Dictionary of Academic English*.

Consonants

| | | |
|---|-----|-------|
| p | pen | /pen/ |
| b | bad | /bæd/ |
| t | tea | /ti:/ |
| d | did | /dɪd/ |
| k | cat | /kæt/ |

| | | |
|----|--------|---------|
| g | get | /get/ |
| tʃ | chain | /tʃeɪn/ |
| dʒ | jam | /dʒæm/ |
| f | fall | /fɔ:l/ |
| v | van | /væn/ |
| θ | thin | /θɪn/ |
| ð | this | /ðɪs/ |
| s | see | /si:/ |
| z | zoo | /zu:/ |
| ʃ | shoe | /ʃu:/ |
| ʒ | vision | /'vɪʒn/ |
| h | hat | /hæt/ |
| m | man | /mæn/ |
| n | now | /naʊ/ |
| ŋ | sing | /sɪŋ/ |
| l | leg | /leg/ |
| r | red | /red/ |
| j | yes | /jes/ |
| w | wet | /wet/ |

The symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in **far away**; otherwise the /r/ is omitted. For American English, all the /r/ sounds should be pronounced.

/x/ represents a fricative sound as in /lɒx/ for Scottish **loch**, Irish **lough**.

Vowels and diphthongs

| | | |
|----|--------|----------------------------------|
| i: | see | /si:/ |
| i | happy | /'hæpi/ |
| ɪ | sit | /sɪt/ |
| e | bed | /bed/ |
| æ | cat | /kæt/ |
| ɑ: | father | /'fɑ:ðə(r)/ |
| ɒ | got | /gɒt/ (<i>British English</i>) |
| ɔ: | saw | /sɔ:/ |
| ʊ | put | /pʊt/ |

| | | |
|----|--------|-------------------------------------|
| ʊ | actual | /ˈæktʃuəl/ |
| u: | too | /tu:/ |
| ʌ | cup | /kʌp/ |
| ɜ: | fur | /fɜ:(r)/ |
| ə | about | /əˈbaʊt/ |
| eɪ | say | /seɪ/ |
| əʊ | go | /gəʊ/ |
| aɪ | my | /maɪ/ |
| ɔɪ | boy | /bɔɪ/ |
| aʊ | now | /naʊ/ |
| ɪə | near | /nɪə(r)/ (<i>British English</i>) |
| eə | hair | /heə(r)/ (<i>British English</i>) |
| ʊə | pure | /pʊə(r)/ (<i>British English</i>) |

Nasalized vowels, marked with /̃/, may be retained in certain words taken from French, as in **penchant** /ˈpɒ̃ʃɑ̃t/.

While represented by the same symbols in the dictionary, some vowels and diphthongs differ in quality between British and American English.

Pronunciation in the dictionary

The pronunciations given are those of younger speakers of ‘mainstream’ or ‘unmarked’ Received Pronunciation (British English) and ‘General’ or ‘Network’ American (American English). These models represent accents that are widely taught and easily recognized as British or American. They enable clear communication, are not old-fashioned or strongly regional, and are acceptable in formal and informal situations.

Pronunciations given between slashes /,laɪk ˈðɪs/ are transcribed broadly, using a phonemic system. This means that symbols from the International Phonetic Alphabet are used to represent the sounds and features that distinguish one word from another in English. If the symbols are treated simply as sounds the speaker will be clearly understood — words such as **cap** /kæp/ and **cup** /kʌp/ will not be confused. The more advanced learner will understand that these symbols (phonemes) represent groups of related English sounds (allophones), and that the choice of symbols is guided by a long tradition of teaching and representing English pronunciation in this way.

The broad approach to transcription is accompanied by a selective approach to variant pronunciations. For example, the transcriptions make clear that the vowel /ɒ/ occurs only in British English, with American pronunciations usually having /ɔ:/ or /ɑ:/ instead. For these words there is some variation between /ɔ:/ and /ɑ:/ among speakers of American English, but only one such pronunciation is given.

Some variant pronunciations are represented by the special use of /i/ and /u/ (without a length mark /:/). /i/ represents a weak vowel that can be sounded either as /i:/ or /ɪ/ or a compromise between them. The sequence /iə/ can be pronounced /jə/, so **union** can be /ˈju:niən/ or /ˈju:njən/.

In the same way /u/ represents a weak vowel between /u:/ and /ʊ/. If followed by a consonant sound it can be pronounced as /ə/, and the sequence /uə/ can be pronounced /wə/, as in **actual** /'æktʃuəl, 'æktʃwəl/.

Further information about a pronunciation may be given in square brackets ['laɪk 'ðɪs], referring more specifically to sounds on the [IPA chart](#). This narrow transcription is useful for representing pronunciations or sounds that are not British or American, for example the East African pronunciation ['boma] given at **boma**.

Allophones

Allophones can be demonstrated by looking at the /t/ phoneme. In addition to [t], the /t/ phoneme also contains tap [ɾ] and glottal stop [ʔ] sounds, which are used in certain contexts.

The [ɾ] **tap** sound is very much like the /d/ in **ri-der**. It is widely used by American speakers when the /t/ is between two vowels and the second vowel is not stressed, as in **wri-ter**. Both British and American speakers sometimes use the glottal stop [ʔ] (a momentary tight closure of the vocal cords) for the /t/ in words like **foot-ball** /'fʊtbɔ:l/ and **but-ton** /'bʌtn/. Use of the glottal stop for /t/ in these positions is more common and more widely accepted than its use between vowels, as in **wa-ter**.

Such considerations are not limited to the /t/ phoneme. For example, the /l/ phoneme encompasses a clear [l] sound for words such as **li-ke** /laɪk/ (where the /l/ is before or between vowels) and a dark [ɫ] sound for other positions, as in **fu-ll** /fʊl/ or **mi-lk** /mɪlk/. The sound files that accompany our phonemic transcriptions are intended to supplement the phonemic transcriptions and demonstrate such detail.

Syllabic consonants

The sounds /l/ and /n/ can often be syllabic — that is, they can form a syllable by themselves. They can be thought of as representing a sequence of [ɹl] or [ɹn]. There is a syllabic /l/ at the end of **fi-nal** /'faɪnəl/, but for clarity the schwa /ə/ is shown in the transcription of **fi-nally** /'faɪnəli/ so that it is not confused with **fi-nely** /'faɪnli/.

Weak and strong forms

Some pronunciations are labelled as strong or weak forms. The first pronunciation given usually represents the one most commonly used, but where a strong form is indicated it should be used when the word is stressed. A strong form is also usually used when the word is at the end of a sentence. For example:

- *Can* /kən/ *you help?*
- *I'll help if I can* /kæn/.

Stress

Stress is very important in English — it can be used to distinguish the meaning of similar-sounding words, compounds, phrasal verbs and idioms. The stress patterns indicated in our dictionaries will enable the learner to sound natural and clearly communicate their intended meaning.

The mark /' / shows the main stress — compare **able** /'eɪbl/, stressed on the first syllable, and **ability** /ə'bɪləti/, stressed on the second. A stressed syllable is relatively loud, long in duration, said clearly and distinctly, and made noticeable by the pitch of the voice. A stressed syllable does not usually contain the weak vowels /ə/, /ɪ/ or /ʊ/.

Longer transcriptions may have one or more secondary stresses before the main stress. These are marked with /, / as in **abbrev-ia-tion** /ə,bri:vi'eɪʃn/ and **agri-cultural** /,ægrɪ'kʌltʃərəl/. They feel like

beats in a rhythm leading up to the main stress. Weak stresses after the main stress can sometimes be heard, but they are not marked in our dictionaries.

A word or compound that has two stresses in its dictionary form may show a shift of stress when used in a phrase. For example, the adjective ,**well**-'**known** has the main stress on **known**, but in the phrase ,**well-known** '**author** the main stress is shifted to the noun that follows.

APPENDIX 3

LIST OF ONLINE ENGLISH DICTIONARIES

Dictionaries are a collection of lexemes from the lexicon of one or more specific languages, often arranged alphabetically, which may include information on definitions, usage, etymologies, pronunciations, translation, etc.

TYPES OF DICTIONARIES:

- ✓ General dictionaries
- ✓ Specialized dictionaries
- ✓ Defining dictionaries
- ✓ Online dictionaries
- ✓ Encyclopaedia dictionaries
- ✓ Monolingual dictionaries
- ✓ Bilingual dictionaries
- ✓ Multilingual dictionaries
- ✓ Phonetic dictionaries
- ✓ Electronic dictionaries
- ✓ Rhyming dictionaries

- ✓ Reverse dictionaries
- ✓ ... and more

An **online dictionary** is a dictionary that is accessible via the Internet through a web browser. They can be made available in a number of ways: free, free with a paid subscription for extended or more professional content, or a paid-only service. Many dictionaries have been digitized from their print versions and are available at online libraries.

Here is a list of free online dictionaries for learners of English. The following is a concise list of online English dictionaries whose definitions are based upon well-established content.

BEST DICTIONARIES OF THE ENGLISH LANGUAGE:

- **American Heritage Dictionary** *American Heritage Dictionary of the English Language, Fifth Ed.*
- **Collins Online Dictionary** *Collins Unabridged English Dictionary; Collins Unabridged Thesaurus; Collins Webster's American English Dictionary*
- **Dictionary.com** *Dictionary.com Unabridged, based on the Random House Webster's Unabridged Dictionary*
- **Merriam-Webster Online** *Merriam-Webster Online Dictionary*
- **Oxford Dictionaries Online** *Oxford Dictionary of English; New Oxford American Dictionary; Oxford Thesaurus of English; Oxford American Writer's Thesaurus*




ADVANCED LEARNER'S DICTIONARIES:

- **Oxford Advanced Learner's Dictionary** *Oxford Advanced Learner's Dictionary*
- **Cambridge Dictionaries Online** *Cambridge Advanced Learner's Dictionary*
- **Longman** *Longman Dictionary of Contemporary English*
- **Macmillan** *Macmillan English Dictionary for Advanced Learners*

MULTILINGUAL:

- **Foboko** *example sentence dictionary that lets you type in a word and see many example sentences. It even has informal words and slang.*
- **Google Dictionary** *one of the most famous dictionaries since it boasts one of the most comprehensive online word directories. Its strongest attribute is the fact that it supports several languages. It also provides synonyms, use case examples, the origin of a word, and antonyms. It also comes with an audio pronunciation tool, autosuggest feature, and displays a word's present tense, past tense, present, and past participle.*
- **Linguee** *free multilingual dictionary and contextual sentences. English, German, French, Spanish, Portuguese, Russian, Dutch, Italian, Venda and among other languages.*
- **Multitran** *multilingual online dictionary centered on Russian, and provides an opportunity of adding your own translation*
- **Reverso** *multilingual collaborative dictionary and contextual translations. Reverso is an incredibly powerful tool you can use to learn English.*
- **The Free Dictionary** *The World's most comprehensive free online dictionary, thesaurus, and encyclopedia with synonyms, definitions, idioms, abbreviations, and medical, financial, legal specialized dictionaries etc.*
- **Ultralingua** *free and premium multilingual dictionary*
- **Wiktionary** *collaborative project run by the Wikimedia Foundation*

TOP INTERNATIONAL ORGANISATIONS

| No | Organization | Abbreviation | Year | Headquarters | Logo |
|-----------|--------------------------------|---------------------|-------------|---------------------|---|
| 1 | United Nations Organization | (UNO) | 1945 | New York |  |
| 2 | United Nations Children's Fund | (UNICEF) | 1946 | New York |  |
| 3 | World Health Organization | (WHO) | 1948 | Geneva |  |

| | | | | | |
|----|---|----------|------|---------------|--|
| 4 | International Committee of the Red Cross | (ICRC) | 1863 | Geneva | |
| 5 | World Trade Organization | (WTO) | 1995 | Geneva | |
| 6 | World Meteorological Organization | (WMO) | 1950 | Geneva | |
| 7 | United Nations Educational Scientific and Cultural Organization | (UNESCO) | 1945 | Paris | |
| 8 | International Atomic Energy Agency | (IAEA) | 1957 | Vienna | |
| 9 | Organization of Petroleum Exporting Countries | (OPEC) | 1960 | Vienna | |
| 10 | International Monetary Fund | (IMF) | 1945 | Washington DC | |
| 11 | World Bank | (WB) | 1944 | Washington DC | |
| 12 | Amnesty International | (AI) | 1961 | London | |
| 13 | International Maritime Organization | (IMO) | 1959 | London | |
| 14 | Commonwealth of Nations | (CWN) | 1926 | London | |

| | | | | | |
|----|---|---------|------|-----------------------|---|
| 15 | International Court of Justice | (ICJ) | 1945 | The Hague |  International Court Of Justice |
| 16 | North Atlantic Treaty Organization | (NATO) | 1949 | Brussels |  |
| 17 | Association of South East Asian Nations | (ASEAN) | 1967 | Jakarta |  |
| 18 | International Olympic Committee | (IOC) | 1894 | Lausanne, Switzerland |  |
| 19 | World Economic Forum | (WEF) | 1971 | Geneva, Switzerland |  |
| 20 | Transparency International | (TI) | 1993 | Berlin |  |

! JBG

APPENDIX 7

GUIDELINES FOR ACADEMIC WRITING: ARTICLE / LETTER / ESSAY

Writing tips

Steps to Writing an Essay

Follow these 7 steps for the best results:

1. **Read and understand the prompt:** Know exactly what is being asked of you. It's a good idea to dissect the prompt into parts.
2. **Plan:** Brainstorming and organizing your ideas will make your life much easier when you go to write your essay. It's a good idea to make a web of your ideas and supporting details.
3. **Use and cite sources:** Do your research. Use quotes and paraphrase from your sources, but NEVER plagiarize.
4. **Write a Draft:** Ernest Hemingway once said, "The first draft of anything is always crap." While the truth behind this statement is debatable, drafts are always a good place to get any of your "crappy" ideas out of the way and are often required by professors and instructors.
5. **Make a strong thesis:** The thesis (main argument) of the essay is the most important thing you'll write. Make it a strong point.
6. **Respond to the prompt:** Once you have worked out any kinks in your draft, you can start writing the final draft of your essay.

7. **Proofread:** Read your response carefully to make sure that there are no mistakes and that you didn't miss anything.

Of course, every essay assignment is different and it's important to be mindful of that. If one of these steps isn't applicable to the essay you are writing, skip it and move to the next one.

The Five Paragraph Essay

Though more advanced academic papers are a category all their own, the basic high school or college essay has the following standardized, five paragraph structure:

Though it may seem formulaic – and, well, it is - the idea behind this structure is to make it easier for the reader to navigate the ideas put forth in an essay. You see, if your essay has the same structure as every other one, any reader should be able to quickly and easily find the information most relevant to them.

The Introduction

Want to see sample essays?

Check out our [Sample Essay section](#) where you can see scholarship essays, admissions essays, and more!

The principle purpose of the introduction is to present your position (this is also known as the "thesis" or "argument") on the issue at hand but effective introductory paragraphs are so much more than that. Before you even get to this thesis statement, for example, the essay should begin with a "hook" that grabs the reader's attention and makes them want to read on. Examples of effective hooks include relevant quotations ("no man is an island") or surprising statistics ("three out of four doctors report that...").

Only then, with the reader's attention "hooked," should you move on to the thesis. The thesis should be a clear, one-sentence explanation of your position that leaves no doubt in the reader's mind about which side you are on from the beginning of your essay.

Following the thesis, you should provide a mini-outline which previews the examples you will use to support your thesis in the rest of the essay. Not only does this tell the reader what to expect in the paragraphs to come but it also gives them a clearer understanding of what the essay is about.

Finally, designing the last sentence in this way has the added benefit of seamlessly moving the reader to the first paragraph of the body of the paper. In this way we can see that the basic introduction does not need to be much more than three or four sentences in length. If yours is much longer you might want to consider editing it down a bit!

Here, by way of example, is an introductory paragraph to an essay in response to the following question:

"Do we learn more from finding out that we have made mistakes or from our successful actions?"

"No man is an island" and, as such, he is constantly shaped and influenced by his experiences. People learn by doing and, accordingly, learn considerably more from their mistakes than their success. For proof of this, consider examples from both science and everyday experience.

The Body Paragraphs

The middle paragraphs of the essay are collectively known as the body paragraphs and, as alluded to above, the main purpose of a body paragraph is to spell out in detail the examples that support your thesis.

For the first body paragraph you should use your strongest argument or most significant example unless some other more obvious beginning point (as in the case of chronological explanations) is required. The first sentence of this paragraph should be the topic sentence of the paragraph that directly relates to the examples listed in the mini-outline of introductory paragraph.

A one sentence body paragraph that simply cites the example of "George Washington" or "LeBron James" is not enough, however. No, following this an effective essay will follow up on this topic sentence by explaining to the reader, in detail, who or what an example is and, more importantly, why that example is relevant.

Even the most famous examples need context. For example, George Washington's life was extremely complex – by using him as an example, do you intend to refer to his honesty, bravery, or maybe even his wooden teeth? The reader needs to know this and it is your job as the writer to paint the appropriate picture for them. To do this, it is a good idea to provide the reader with five or six relevant facts about the life (in general) or event (in particular) you believe most clearly illustrates your point.

Having done that, you then need to explain exactly why this example proves your thesis. The importance of this step cannot be understated (although it clearly can be underlined); this is, after all, the whole reason you are providing the example in the first place. **Seal the deal by directly stating why this example is relevant.**

Here is an example of a body paragraph to continue the essay begun above:

Take, by way of example, Thomas Edison. The famed American inventor rose to prominence in the late 19th century because of his successes, yes, but even he felt that these successes were the result of his many failures. He did not succeed in his work on one of his most famous inventions, the lightbulb, on his first try nor even on his hundred and first try. In fact, it took him more than 1,000 attempts to make the first incandescent bulb but, along the way, he learned quite a deal. As he himself said, "I did not fail a thousand times but instead succeeded in finding a thousand ways it would not work." Thus Edison demonstrated both in thought and action how instructive mistakes can be.

A Word on Transitions

You may have noticed that, though the above paragraph aligns pretty closely with the provided outline, there is one large exception: the first few words. These words are example of a transitional phrase – others include "furthermore," "moreover," but also "by contrast" and "on the other hand" – and are the hallmark of good writing.

Transitional phrases are useful for showing the reader where one section ends and another begins. It may be helpful to see them as the written equivalent of the kinds of spoken cues used in formal speeches that signal the end of one set of ideas and the beginning of another. In essence, they lead the reader from one section of the paragraph of another.

To further illustrate this, consider the second body paragraph of our example essay:

In a similar way, we are all like Edison in our own way. Whenever we learn a new skill - be it riding a bike, driving a car, or cooking a cake - we learn from our mistakes. Few, if any, are ready to go from training wheels to a marathon in a single day but these early experiences (these so-called mistakes) can help us improve our performance over time. You cannot make a cake without breaking a few eggs and, likewise, we learn by doing and doing inevitably means making mistakes.

Hopefully this example not only provides another example of an effective body paragraph but also illustrates how transitional phrases can be used to distinguish between them.

The Conclusion

Although the conclusion paragraph comes at the end of your essay it should not be seen as an afterthought. As the final paragraph it represents your last chance to make your case and, as such, should follow an extremely rigid format.

One way to think of the conclusion is, paradoxically, as a second introduction because it does in fact contain many of the same features. While it does not need to be too long – four well-crafted sentences should be enough – it can make or break an essay.

Effective conclusions open with a concluding transition ("in conclusion," "in the end," etc.) and an allusion to the "hook" used in the introductory paragraph. After that you should immediately provide a restatement of your thesis statement.

This should be the fourth or fifth time you have repeated your thesis so while you should use a variety of word choice in the body paragraphs it is an acceptable idea to use some (but not all) of the original language you used in the introduction. This echoing effect not only reinforces your argument but also ties it nicely to the second key element of the conclusion: a brief (two or three words is enough) review of the three main points from the body of the paper.

Having done all of that, the final element – and final sentence in your essay – should be a "global statement" or "call to action" that gives the reader signals that the discussion has come to an end.

In the end, then, one thing is clear: mistakes do far more to help us learn and improve than successes. As examples from both science and everyday experience can attest, if we treat each mistake not as a misstep but as a learning experience the possibilities for self-improvement are limitless.

Taken together, then, the overall structure of a five paragraph essay should look something like this:

Introduction Paragraph

- An attention-grabbing "hook"
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs.

First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Concluding Paragraph

- Concluding Transition, Reverse "hook," and restatement of thesis.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

More tips to make your essay shine

Planning Pays

Although it may seem like a waste of time – especially during exams where time is tight – it is almost always better to brainstorm a bit before beginning your essay. This should enable you to find the best supporting ideas – rather than simply the first ones that come to mind – and position them in your essay accordingly.

Your best supporting idea – the one that most strongly makes your case and, simultaneously, about which you have the most knowledge – should go first. Even the best-written essays can fail because of ineffectively placed arguments.

Aim for Variety

Sentences and vocabulary of varying complexity are one of the hallmarks of effective writing. When you are writing, try to avoid using the same words and phrases over and over again. You don't have to be a walking thesaurus but a little variance can make the same idea sparkle.

If you are asked about "money," you could try "wealth" or "riches." At the same time, avoid beginning sentences the dull pattern of "subject + verb + direct object." Although examples of this are harder to give, consider our writing throughout this article as one big example of sentence structure variety.

Practice! Practice! Practice!

In the end, though, remember that good writing does not happen by accident. Although we have endeavored to explain everything that goes into effective essay writing in as clear and concise a way as possible, it is much easier in theory than it is in practice.

As a result, we recommend that you practice writing sample essays on various topics. Even if they are not masterpieces at first, a bit of regular practice will soon change that – and make you better prepared when it comes to the real thing.

General Do's and Don'ts

Do: Use transitions to start new thoughts and paragraphs.

Don't: Start a new thought without a transition or overuse transitions.

Do: Use paragraph structure to organize thoughts and claims.

Don't: Write one big paragraph without any sort of organization.

Do: Use quotes and paraphrase to back up your claims.

Don't: Plagiarize.

Do: Use active voice, meaning verbs and action words.

Don't: Use passive voice or I/my. Try to avoid words like “have” or “be”, and never use I or my unless the essay is being written in the narrative form.

Do: Use vivid and descriptive words to bring your essay to life.

Don't: Misuse words that you don't know the meaning of.

Now that you've learned how to write an effective essay, check out our [Sample Essays](#) so you can see how they are done in practice. If you need a professional opinion on edits to your admission essay, learn about [EssayMaster](#) to see if they're the right choice for you.

How To Write an Article?

The following steps guide you on how to write an article in a well-structured manner which helps you grab your audience's attention & traffic for web-based published articles.

1. Choose/Pick your topic which is required for your target audience.
2. Do some research and collect the needed information for your selected topic.
3. Organize all important topic related facts & stats in a logical way.
4. Write all your reader's needs to influence & help them.
5. Make your views unique & specific.
6. Read, Revise, and Repeat.
7. Cross-check the grammatical mistakes & avoid unnecessary & repetitive lines.

Article Writing Rules – Rules for Writing a Good Articles

- **Rule 1:** Minimize your barrier to entry.
- **Rule 2:** Conduct in-depth Research
- **Rule 3:** Structure & Form
- **Rule 4:** Keep your paragraphs short and your text visually appealing
- **Rule 5:** Be Succinct
- **Rule 6:** Always proofread your writing

FAQs on Article Writing Format | Topics of Article Writing & Article Writing Tips

1. What is the format for article writing?

There are four stages that students should remember while writing an article on any of the subjects. By following the structure you can reach more audiences with your article. So, check out the structure for article writing & publish it in that form for gaining a huge traffic. The article writing format is as follows:

1. Heading/Title
2. By line

3. Body/Paragraphs
4. Conclusion

2. Where can I get a huge variety of article writing topics to fulfill the reader's needs?

You can find a wide range of article writing topics from our page along with related information about article writing like tips, rule, format, & how to write it uniquely.

3. What are some good topics to write an article?

You can avail the list of good article topics on our website Aplustopper.com along with some enough examples of article writing on our page.

4. What are some best tips to write good articles?

Here are some of the important tips to write good articles:

1. The topics of the articles should be unique and relevant
2. The title must be eye-catching, clear and attractive
3. The article has to get attention
4. It has to be interesting & easy to read
5. Use clear statements and make assertions
6. Write a good and logical ending
7. Avoid repetition of ideas

How To Write Good Letters

Even though most written communication today is carried out via e-mail, there is sometimes a need to write a proper **letter**. A letter is normally sent outside an organisation. It is a medium through which an organisation or business can communicate with another organisation or business. Because so much communication is done through e-mails, proper letters are seen as more formal, important and permanent. Typical uses of a letter are contracts, proposals, and applications.

Letter formats

The format of a letter has to do with the way it is printed and formatted. Two different ways of formatting a letter are **full block format** and **unblocked format** (Björk & Räisänen 1997). The full block format means that the text with its paragraphs is aligned (flush) with the left-hand margin, no indentations are used at the beginning of paragraphs, and date, salutation and complimentary close are all likewise left-aligned with the rest of the text. In the unblocked format, on the other hand, the heading, date and complimentary close are indented about two thirds into the page, whereas all other components are left-aligned. However, paragraphs are indented. To see examples of the two formats, click on the links below:

Salutations and closings

The old adage of 'first impressions last' not only applies to appearance in the business world but also in writing. The choice of **salutation** (greeting) and **closing** (endings), largely depends on the purpose of the correspondence and the familiarity of the recipient. The following provides tables with examples of salutations and closures with a comparison of the British and American English variations.

Salutations (Greetings/Openings)

| To: | British English | American English |
|--|---------------------------------|-----------------------------------|
| Academic Titles | Find out the title | Find out the title |
| Professor (unknown contact) | Dear Professor Smith | Dear Professor Smith |
| Doctor (unknown contact) | Dear Dr Smith | Dear Dr. Smith |
| Formal Occasions | Find out the name | Find out the name |
| Name and gender unknown | To Whom it May Concern | To Whom it May Concern |
| Male (name unknown) | Dear Sir* | Dear Sir* |
| Female (name unknown) | Dear Madam* | Dear Madam* |
| Gender (unknown) | Dear Sir/Madam* | Dear Sir/Madam* |
| Female (married or widowed) | Dear Mrs Smith | Dear Mrs. Smith |
| Female (Unmarried) | Miss Smith Ms Smith ** | Miss. Smith Ms. Smith ** |
| Female (unknown marital status) | Ms Smith ** | Ms Smith ** |
| Male | Dear Mr Smith | Dear Mr. Smith |
| Married couple | Dear Mr and Mrs Smith | Dear Mr. and Mrs. Smith |
| Married couple different names | Dear Mr Smith and Mrs Jones | Dear Mr. Smith and Mrs. Jones |
| Unmarried couple | Dear Mr Smith and Miss/Ms Jones | Dear Mr. Smith and Miss/Ms. Jones |
| Colleagues | | |
| Individuals | Dear | Dear |
| Friendly | Hi | Hi |
| Groups | Dear Colleagues | Dear Colleagues |
| | Dear All | Dear All |
| Friendly | Hi | Hi |
| Friend or Acquaintance | | |
| Name known | Dear Terri | Dear Terri |
| | Hi | Hi |
| Close Relationship | Hi *** | Hi*** |
| | | |

* Ms is pronounced as [mz] - It is used when females would prefer a neutral title

** Avoid sexist titles and stilted titles such as "Ladies and Gentlemen" .

*** Can vary considerably depending on the relationship

Closings

Choosing the right closing largely depends on the formality of the opening salutation. The following are examples of typical salutations matched with their typical closings; however, there are other variances that are less common and far less formal, which are not used in business writing or for writing at university.

| Salutation | Closing | |
|----------------------------------|---|--|
| | British English | American English |
| Dear Sir/Madam | Yours faithfully | Sincerely yours |
| Dear Mr/Mrs/Miss/Ms/Dr/Professor | Yours sincerely | Yours sincerely Sincerely yours Sincerely |
| Dear John | (With) Best wishes Regards Kind Regards All the best | (With) Best wishes Regards Yours truly |
| Informal *** | Thanks Cheers Many thanks | Thanks Many thanks |

*** Can vary considerably depending on the relationship.

A phrase bank for letter writing

The following is a bank of phrases generally used in English letter writing. Each heading represents a reason for writing, followed by a bulleted list of phrases.

Starting/Opening the letter

- We are writing **to inform** you that...
 - **to confirm...**
 - **to request...**
 - **to enquire** about...
- I am **contacting you for the following reason.**
- I **recently read/heard about** _____ and **would like to know...**
- **Having seen** your publication in _____, I **would like to...**
- I would **be interested in** (obtaining/receiving)...
- I received your address from _____ and **would like to...**
- I am writing **to inform you** about...

Referring to previous contact

- **Thank you for your letter of** November 13.
- **Thank you for contacting** us.

- **In reply to** your request...
- Thank you for your **letter regarding**...
- **With reference to** our telephone conversation yesterday...
- **Further to** our meeting last week...
- **It was a pleasure** meeting you in Denmark last month.
- **I enjoyed** having lunch with you last week at the conference.
- **I would just like to confirm** the main points we discussed at the meeting on Tuesday.

Making a request

- **We would appreciate** it if you would...
- **I would be grateful** if you could...
- **Could you please** send me...
- **Could you possibly** tell us/let us have...
- **In addition, I would like** to...
- **It would be helpful** if you could send us...
- **I am interested** in (obtaining/receiving...)
- **I would appreciate** your immediate attention to this matter.
- **Please let me know** what action you propose to take.

Offering help

- **We would be happy** to...
- **Would you like** us to...
- **We are quite willing** to...
- **Our university would be pleased** to...

Giving good news

- We are **pleased to announce** that...
- I am **delighted to inform** you that...
- You will be **pleased to learn** that...

Giving bad news

- We **regret to inform** you that...
- I am **afraid it would not be possible** to...
- **Unfortunately** we are **unable to**...
- **After careful consideration** we have decided (not) to...

Complaining

- I am writing **to express my dissatisfaction** with...
- I am writing **to complain about**...
- **Please note** that _____ has not been supplied.
- We **regret to inform** you that _____ is now **considerably overdue**.
- I would like **to query** the costs incurred, which seem unusually high.

Apologising

- We are **sorry for the delay** in replying...
- I **regret any inconvenience** caused
- I would like to **apologise for** (the delay/the inconvenience)...

- Once again, I **apologise for any inconvenience**.

Orders

- **Thank you for the quotation** of...
- We are **pleased to place** an order with...
- We would **like to cancel**...
- Please **confirm receipt** of...
- I am pleased to **acknowledge receipt** of...
- Your **request will be processed** as quickly as possible.
- It will **take** about (three) weeks **to process your**...
- We can **guarantee**...
- Unfortunately these **options are no longer**...

Prices

- Please **send us** your price list.
- You will **find enclosed** our most recent catalogue and price list.
- **Please note** that our prices are subject to change without notice.
- We have **pleasure in enclosing** a detailed quotation.
- We can **make you a firm offer** of...
- Our **terms of payment** are as follows:

Referring to payment

- **Our records show** that we have not yet received payment of...
- **According to our records**...
- **Please send** payment as soon as possible.
- **You will receive** a credit note for **the sum of**...

Enclosing documents

- I am **enclosing**...
- Please **find enclosed**...
- You will **find enclosed**...

Closing remarks

- If we can be of **any further assistance**, please let us know
- If I can **help in any way**, please **do not hesitate to** contact me
- If you **require more information**...
- For **further details**...
- Thank you for **taking this into consideration**
- **Thank you for your help**.
- We hope you are **happy with this arrangement**.
- We hope you can **settle this matter to our satisfaction**
- We hope we can **settle this matter to your satisfaction**

Referring to the future

- We **look forward to** a successful working relationship in the future
- We would be **(very) pleased to**...
- I would be **happy to have an opportunity to**...

Referring to future contact

- I look **forward to seeing** you next week
- Looking **forward to hearing** from you
- Looking **forward to receiving** your comments
- I **look forward to meeting** you on the 13th
- I would **appreciate a reply** at your **earliest convenience**.

APPENDIX 7

News Presentation

Guidelines:

1. Structure your Presentation

Introduction and the goal of the presentation

- Today, I'd like to talk about...
- This presentation will take about 5 minutes, and I'll talk about/discuss...
- Can everyone hear me well? Let me know if you encounter any technical difficulties throughout the presentation. Please let me know if you feel that the sound quality is poor throughout the presentation.
- If you are not speaking, please put yourselves on mute (on Zoom).
- The main goal/objective/purpose of this presentation is...

2. Glossary

Be sure to write out unfamiliar words/word-combinations and give definitions in English to be audience-friendly.

e.g. a front-runner (n) the person or organization that is most likely to get or win something:

Right now he's the front runner in next month's elections.

Do not forget to give references of the dictionaries you have used:

e.g. Cambridge Dictionary. Cambridge University Press 2022. URL: <https://dictionary.cambridge.org/dictionary/english/front-runner>

3. Giving introductory information

Let's get started/ Let me start with some general information on references:

- The title of the article

e. g. The title of the article under consideration is "Energy bills in Great Britain 'could hit £3,600 a year this winter'".

- The source (a newspaper, a magazine, a journal, the news agency, etc.)

e. g. The article is taken from a British daily newspaper.

- The author

e. g. Mark Sweney

- The date of publication

e. g. 2 August 2022

- give references to the source

e.g. Mark Sweney. Energy bills in Great Britain 'could hit £3,600 a year this winter'.

The Guardian, 2022. URL: <https://www.theguardian.com/money/2022/aug/02/energy-bills-great-britain-winter-discount>

4. Organize the Content

Present the main idea

e.g. The author of the article gives a thorough analysis on the serious economic repercussions of the world crisis.

Give facts

e.g. A striking fact is that prices are expected to surge dramatically.

Provide the context

e.g. As a result of the inflation running at a 40-year high all spheres of economy throughout the country are facing the challenges such as...

Prove with a few good quotes.

5. Conclusion

- To sum up, / So in a nutshell... /So to recap, .../In brief, .../To conclude, .../ So to draw all that together, ...
- I'd like to conclude by emphasizing the main points...
- That's it on [topic] for today. In short, we've covered...
- And this brings us to the end of this presentation.

e.g. Mark Sweney concludes citing the statement of the spokesperson for the Department for Business, Energy and Industrial Strategy that any government can control the global gas prices but can support vulnerable households with the rising cost of living.

6. Personal Opinion

- I think/suppose/guess/find/consider that
- To my mind the news is...
- I don't share/share the author's point of view...
- To tell the truth/frankly speaking I am inclined to think that

e.g. To tell the truth I am inclined to believe that necessity will mother invention. Countries will manage to win the global crisis and even get benefits from it. As an old saying goes every cloud has a silver lining.

7. Questions

- If you have any questions about anything, please feel free to ask.
- If anything isn't clear, please click on the 'raise hand' button and I'll do my best to answer your question.
- I'd be happy to answer your questions.
- You are welcome with your questions.
- So, now I'd be very interested to hear your comments/thoughts on the issue under consideration.

8. Use a range of Vocabulary, avoid repetitions

Sequencing Phrases

| | | |
|------------------|--------------|--------------|
| in the beginning | after that | furthermore |
| first of all | later | further |
| firstly | after awhile | moreover |
| to begin | next | another |
| to start | second | in addition |
| once | third | also |
| soon | secondly | subsequently |
| meanwhile | thirdly | after |
| then | and | before |

Verbs:

admit
analyze
argue
carry on
clarify
comment
concede
conclude
criticize
define
discuss
elucidate
emphasize

reject
focus on
get carried away
highlight
identify
prove
respond
send around
suggest
suggests
point out remind
sum up

present the idea
say
states
imply
insist
list
note
observe
observe
outline
persuade

COMMUNICATION PHRASES

ASKING FOR AN OPINION

What is your opinion of...?
 What is your view on the subject?
 Do you share this point of view?
 Do you think we should...?
 Do you happen to know that...?
 I wonder if you remember...
 Do you think the government should...?
 Do you think that...?
 Do you believe in...?
 Would you (ever) consider...?
 Would you rather... or...?
 What do you think of/about...?
 What do you think is the problem between...?
 What do you think are the causes of...?
 What are the advantages and disadvantages of...?
 How about...? Don't they say...?
 Don't you think ...?
 How do you feel about...?
 Are you for or against...?
 Would you prefer... or...?

AGREEING

I agree with you
 That's true
 Exactly. Absolutely
 There is no doubt about it
 No doubt about it
 Undoubtedly
 Without doubt...
 I completely agree
 That's a good point
 I agree with you up to a point, but
 You are dead right
 I see eye to eye with you on the issue
 That's exactly the point
 That's exactly what I think
 I suppose you have a point here
 I think you are right
 I can't agree more
 I fully agree
 That sounds like a good idea
 I won't deny it
 I'm of the same opinion
 Well, I think you have a point here,
 Sure/naturally/certainly/exactly/definitely/of course

| |
|--|
| <p>On the whole I agree but...</p> <p>Yes, but on the other hand ...</p> <p>I agree with you to a certain extent but...</p> |
| <p>DISAGREEING</p> |
| <p>I totally disagree with you</p> <p>I don't share your point of view/viewpoint</p> <p>I'm afraid I can't agree with you</p> <p>Well, maybe, but think about...</p> <p>I see things rather differently</p> <p>Nonsense/No way/Rubbish</p> <p>It's just/simply not true that...</p> <p>I think you are wrong</p> <p>I wish I could agree with you but...</p> <p>That doesn't necessarily follow</p> <p>That isn't strictly true</p> <p>I wonder whether that's the case</p> <p>That's highly debatable</p> <p>That's highly unlikely</p> <p>Come off it!</p> <p>I disagree entirely</p> <p>Not necessarily</p> <p>I object to it</p> <p>That may be true but...</p> <p>You must be joking</p> <p>That's not the way I see it</p> <p>I think you are mistaken</p> <p>That may be so, but...</p> <p>That may be true, but...</p> <p>That might have been the case once, but...</p> <p>You've got a point, but...</p> <p>It's pointless/useless to...</p> <p>I'm against it</p> <p>I'm opposed to it</p> <p>Just the other way round</p> <p>I see your point but...</p> <p>I respect your point of view, but...</p> <p>Well, I think you have a point here, but...</p> <p>To a certain extent, yes, but...</p> <p>I personally find it useless to ...</p> <p>On the contrary, I think</p> |
| <p>CLARIFICATION</p> |
| <p>Pardon? Sorry?</p> <p>Would you mind repeating that, please?</p> <p>Sorry, I missed that</p> <p>Can you be a bit more specific?</p> <p>Sorry, I didn't catch that</p> <p>What is wrong with...?</p> <p>What do you mean?</p> <p>What do you mean by...?</p> <p>How come?</p> <p>In what way?</p> |

Why do you say that?
 Are you speaking about...?
 Are we talking about,,, or...?
 Are you saying that...?
 I don't understand what you mean by
 What are you trying to say?
 I'm sorry, I didn't get that... Could you say that again?
 I'm sorry can you say that again, please?
 What I'd like to know is ...
 I don't quite see what you are getting at,
 I don't quite see what you mean, I'm afraid
 I'm sorry, could you explain what you mean by...
 What exactly do mean by ...?
 I'm afraid I don't know much about...
 Could you explain it again?
 Please pay your attention to...
 What I'm saying is that...
 All I'm trying to say is ...
 Well, what I'm trying to say is ...

LINKING WORDS

firstly
 to begin/start with
 for a start/first of all/in the first place
 first of all ... next... finally ...
 There are two points here. Firstly... Secondly...
 On the one hand, ...but on the other hand...
 as opposed to
 moreover/besides/ in addition/furthermore/what's more/on top of that
 however/nevertheless/all the same
 as well as/in addition to
 above all
 even so/all the same
 due to/because of/owing to/in view of
 on condition that/provided (that)/as long as
 for example/instance
 in other words
 accordingly/in turn ...
 in contrast
 on the contrary
 whereas, meanwhile
 (al)though/even though/while/despite the fact that
 by the way/incidentally
 most importantly
 consequently/as a result/accordingly/hence/thus/ for that reason
 that is to say
 in spite of the fact that
 Instead
 in particular
 In conclusion, ...
 after all
 Last but not least, ...

MAKING A PRESENTATION

| |
|--|
| Introduce the Presentation Topic |
| <p>Today, I'd like to talk to you about ...</p> <p>I would like to take this opportunity to talk to you about ...</p> <p>By the end of the presentation, you will know how to ...</p> <p>I plan to say a few words about...</p> <p>I'm going to talk about...</p> <p>The subject of my talk is...</p> <p>By the end of the talk/presentation/session, you'll know how to... / ...you will have learned about...</p> |
| Outline |
| <p>My presentation is divided into (number) parts/sections.</p> <p>My presentation is in 3 parts.</p> <p>To begin with/Firstly, I'm going to look at/I'll show you ...</p> <p>Following that I'll/Next/Then ...</p> <p>And finally, we'll look at ...</p> <p>My talk will be in (three parts).</p> <p>In the first part...</p> <p>Then in the second part...</p> <p>Finally, I'll go on to talk about...</p> |
| Questions |
| <p>Please interrupt if you have any questions.</p> <p>After my talk, there will be time for a discussion and any questions.</p> <p>Feel free to interrupt if you have any questions.</p> <p>I'd be happy to answer any questions at the end of my talk.</p> |
| Main Body |
| <p>Beginning the Main Body</p> <p>Now let's move to / turn to the first part of my talk which is about...</p> <p>So, first...</p> <p>To begin with...</p> <p>I'd like to start with ...</p> <p>Okay, so let's start with ...</p> <p>To begin with ...</p> <p>Ending Parts within the Main Body</p> <p>That completes/concludes...</p> <p>That's all (I want to say for now) on...</p> <p>Ok, I've explained how...</p> |

Beginning a New Part

So, let's move on to ...
So, let's turn to ...
So, now we've come to ...
Now, I'd like to discuss ...
Let's move to (the next part which is)...
So now we come to the next point, which is...
Now I want to describe...
Let's turn to the next issue...
I'd now like to change direction and talk about...

Listing

There are three things to consider. First... Second... Third...
There are two kinds of... The first is... The second is...
We can see four advantages and two disadvantages. First, advantages...
One is... Another is... A third advantage is... Finally...

Sequencing

There are (four) different stages to the process.
First / then / next / after that / then (x) / after x there's y.
There are two steps involved. The first step is... The second step is...
There are four stages to the project.
At the beginning / later / then / finally...
I'll describe the development of the idea. First the background, then the present situation, and then the prospect for the future.

Ending the Main Body

So, that completes ... Let's move on to ...
So, that's it on ... Now, moving on to ...
Okay, I've explained how ... Now, I'd like to discuss ...
Okay, that ends (the third part of) my talk.
That's all I want to say for now on...

Beginning the Summary and/or Conclusion

To sum up...
Ok, in brief, there are several advantages and disadvantages.
To conclude...
I'd like to end by emphasizing the main points.
I'd like to end with a summary of the main points.

Concluding

I think we have seen that we should...
In my opinion, we should...
I recommend/suggest that we...
There are three reasons why I recommend this. First, ... / Second, ... / Finally,...

An Ending Phrase

| |
|---|
| <p>Well, I've covered the points that I needed to present today. That sums up (my description of the new model). That concludes my talk for today. That's it on ... for today. In brief, we've covered ... Well, that concludes my presentation for today. We've talked about ... Returning to the original question, I suggest that we ... That brings me to the end of my presentation. I hope you're a little clearer on ...</p> |
| <p>Involving the Audience in the Discussion</p> |
| <p>Thank you for listening. Now we have (timing) for questions. That concludes my talk. I'd be happy to answer any questions. Thank you for your attention. I'd be happy to take any questions. Comment the question before you answer: Thank you for your question. That's an interesting question. I'm glad you asked me that. Clarify if you don't understand the question. Are you asking about/if ... Make sure that the person who asked is happy with the answer. I hope this explains it to you. Does this answer your question? Now we have (half an hour) for questions and discussion So, now I'd be very interested to hear your comments</p> |
| <p>Interacting with the Audience</p> |
| <p>I've been thinking about some things and would like to hear your thoughts. Thank you for sharing that with me. So you feel like... Is that correct? Thank you for sharing that with me, do you mind if I think about it for a little bit. I appreciate all you do - you're doing a great job. Thank you for pointing this out. I will work on it right away. I understand the vision we are trying to accomplish is... Do you feel this is the best alternative to fulfill our vision? Let's see if I understood this correctly, what you're saying is... Okay, what is your biggest concern? Let's get some ice cream and talk about this some more. How are you feeling about...? I really appreciate it when you..." I'm sorry. I take responsibility for that and I will work on fixing it right away. Yes, I'll do that. These are some thoughtful ideas, have you had any other thoughts that can help us fulfill our vision? You seem defensive right now. Are you feeling attacked? Let's brainstorm this together. It helps me trust you when you... I can tell you have given a lot of thought to this. Let me be sure I understand what you're thinking about. I want to know all about this and I'm very interested in how you came to the conclusion you did. I love this kind of thinking. Do you mind if I chew on this a little longer?</p> |
| <p>Thanking the Audience</p> |

I'd like to thank you for taking time out to listen to my presentation
Thank you for listening / your attention.

Handouts/Slides

If you look at this graph, you will see ...
From this chart, we can understand how ...
This chart shows how ...
Please check that you have a handout
More handouts are available by the door
In the top left/top right/bottom left/bottom right, you can see...
Now that we've identified the issues, let's look at the possible solutions

COUNTRIES AND NATIONALITIES CHART

| Name of country | Adjective used for that country (also describes nationality) | Noun used for a person from that country |
|--------------------|--|--|
| Afghanistan | Afghan | an Afghan |
| Albania | Albanian | an Albanian |
| Algeria | Algerian | an Algerian |
| Andorra | Andorran | an Andorran |
| Angola | Angolan | an Angolan |
| Argentina | Argentinian | an Argentinian |
| Armenia | Armenian | an Armenian |
| Australia | Australian | an Australian |
| Austria | Austrian | an Austrian |
| Azerbaijan | Azerbaijani | an Azerbaijani |
| Bahamas | Bahamian | a Bahamian |
| Bahrain | Bahraini | a Bahraini |
| Bangladesh | Bangladeshi | a Bangladeshi |
| Barbados | Barbadian | a Barbadian |
| Belarus | Belarusian <i>or</i> Belarusan | a Belarusian <i>or</i> a Belarusan |
| Belgium | Belgian | a Belgian |
| Belize | Belizean | a Belizean |
| Benin | Beninese | a Beninese |
| Bhutan | Bhutanese | a Bhutanese |
| Bolivia | Bolivian | a Bolivian |
| Bosnia-Herzegovina | Bosnian | a Bosnian |

| | | |
|--|--------------------------|------------------------------|
| Botswana | Botswanan | a Tswana |
| Brazil | Brazilian | a Brazilian |
| Britain | British | a Briton |
| Brunei | Bruneian | a Bruneian |
| Bulgaria | Bulgarian | a Bulgarian |
| Burkina | Burkinese | a Burkinese |
| Burma (<i>official name Myanmar</i>) | Burmese | a Burmese |
| Burundi | Burundian | a Burundian |
| Cambodia | Cambodian | a Cambodian |
| Cameroon | Cameroonian | a Cameroonian |
| Canada | Canadian | a Canadian |
| Cape Verde Islands | Cape Verdean | a Cape Verdean |
| Chad | Chadian | a Chadian |
| Chile | Chilean | a Chilean |
| China | Chinese | a Chinese |
| Colombia | Colombian | a Colombian |
| Congo | Congolese | a Congolese |
| Costa Rica | Costa Rican | a Costa Rican |
| Croatia | Croat <i>or</i> Croatian | a Croat <i>or</i> a Croatian |
| Cuba | Cuban | a Cuban |
| Cyprus | Cypriot | a Cypriot |
| Czech Republic | Czech | a Czech |
| Denmark | Danish | a Dane |
| Djibouti | Djiboutian | a Djiboutian |
| Dominica | Dominican | a Dominican |

| | | |
|------------------------------------|-------------|--------------------------------|
| Dominican Republic | Dominican | a Dominican |
| Ecuador | Ecuadorean | an Ecuadorean |
| Egypt | Egyptian | an Egyptian |
| El Salvador | Salvadorean | a Salvadorean |
| England | English | an Englishman, an Englishwoman |
| Eritrea | Eritrean | an Eritrean |
| Estonia | Estonian | an Estonian |
| Ethiopia | Ethiopian | an Ethiopian |
| Fiji | Fijian | a Fijian |
| Finland | Finnish | a Finn |
| France | French | a Frenchman, a Frenchwoman |
| Gabon | Gabonese | a Gabonese |
| Gambia, the | Gambian | a Gambian |
| Georgia | Georgian | a Georgian |
| Germany | German | a German |
| Ghana | Ghanaian | a Ghanaian |
| Greece | Greek | a Greek |
| Grenada | Grenadian | a Grenadian |
| Guatemala | Guatemalan | a Guatemalan |
| Guinea | Guinean | a Guinean |
| Guyana | Guyanese | a Guyanese |
| Haiti | Haitian | a Haitian |
| Holland (<i>also</i> Netherlands) | Dutch | a Dutchman, a Dutchwoman |
| Honduras | Honduran | a Honduran |
| Hungary | Hungarian | a Hungarian |

| | | |
|----------------------|-------------------------------|-----------------------------------|
| Iceland | Icelandic | an Icelander |
| India | Indian | an Indian |
| Indonesia | Indonesian | an Indonesian |
| Iran | Iranian | an Iranian |
| Iraq | Iraqi | an Iraqi |
| Ireland, Republic of | Irish | an Irishman, an Irishwoman |
| Italy | Italian | an Italian |
| Jamaica | Jamaican | a Jamaican |
| Japan | Japanese | a Japanese |
| Jordan | Jordanian | a Jordanian |
| Kazakhstan | Kazakh | a Kazakh |
| Kenya | Kenyan | a Kenyan |
| Kuwait | Kuwaiti | a Kuwaiti |
| Laos | Laotian | a Laotian |
| Latvia | Latvian | a Latvian |
| Lebanon | Lebanese | a Lebanese |
| Liberia | Liberian | a Liberian |
| Libya | Libyan | a Libyan |
| Liechtenstein | - | a Liechtensteiner |
| Lithuania | Lithuanian | a Lithuanian |
| Luxembourg | - | a Luxembourger |
| Madagascar | Malagasy <i>or</i> Madagascan | a Malagasy <i>or</i> a Madagascan |
| Malawi | Malawian | a Malawian |
| Malaysia | Malaysian | a Malaysian |
| Maldives | Maldivian | a Maldivian |

| | | |
|--|--|--|
| Mali | Malian | a Malian |
| Malta | Maltese | a Maltese |
| Mauritania | Mauritanian | a Mauritanian |
| Mauritius | Mauritian | a Mauritian |
| Mexico | Mexican | a Mexican |
| Moldova | Moldovan | a Moldovan |
| Monaco | Monégasque <i>or</i> Monacan | a Monégasque <i>or</i> a Monacan |
| Mongolia | Mongolian | a Mongolian |
| Montenegro | Montenegrin | a Montenegrin |
| Morocco | Moroccan | a Moroccan |
| Mozambique | Mozambican | a Mozambican |
| Myanmar <i>see</i> Burma | - | - |
| Namibia | Namibian | a Namibian |
| Nepal | Nepalese | a Nepalese |
| Netherlands, the (<i>see</i> Holland) | Dutch | a Dutchman, a Dutchwoman, <i>or</i> a Netherlander |
| New Zealand | New Zealand (used attributively only, as in <i>New Zealand butter</i> but not <i>He is New Zealand</i>) | a New Zealander |
| Nicaragua | Nicaraguan | a Nicaraguan |
| Niger | Nigerien | a Nigerien |
| Nigeria | Nigerian | a Nigerian |
| North Korea | North Korean | a North Korean |
| Norway | Norwegian | a Norwegian |
| Oman | Omani | an Omani |
| Pakistan | Pakistani | a Pakistani |

| | | |
|------------------|-------------------------------------|---|
| Panama | Panamanian | a Panamanian |
| Papua New Guinea | Papua New Guinean <i>or</i> Guinean | a Papua New Guinean <i>or</i> a Guinean |
| Paraguay | Paraguayan | a Paraguayan |
| Peru | Peruvian | a Peruvian |
| the Philippines | Philippine <i>or</i> Filipino | a Filipino (male/female), a Filipina (female) |
| Poland | Polish | a Pole |
| Portugal | Portuguese | a Portuguese |
| Qatar | Qatari | a Qatari |
| Romania | Romanian | a Romanian |
| Russia | Russian | a Russian |
| Rwanda | Rwandan | a Rwandan |
| Saudi Arabia | Saudi Arabian <i>or</i> Saudi | a Saudi Arabian <i>or</i> a Saudi |
| Scotland | Scottish | a Scot |
| Senegal | Senegalese | a Senegalese |
| Serbia | Serb <i>or</i> Serbian | a Serb <i>or</i> a Serbian |
| Seychelles, the | Seychellois | a Seychellois |
| Sierra Leone | Sierra Leonian | a Sierra Leonian |
| Singapore | Singaporean | a Singaporean |
| Slovakia | Slovak | a Slovak |
| Slovenia | Slovene <i>or</i> Slovenian | a Slovene <i>or</i> a Slovenian |
| Solomon Islands | - | a Solomon Islander |
| Somalia | Somali | a Somali |
| South Africa | South African | a South African |
| South Korea | South Korean | a South Korean |
| Spain | Spanish | a Spaniard |

| | | |
|--------------------------------|--|--|
| Sri Lanka | Sri Lankan | a Sri Lankan |
| Sudan | Sudanese | a Sudanese |
| Suriname | Surinamese | a Surinamer <i>or</i> a Surinamese |
| Swaziland | Swazi | a Swazi |
| Sweden | Swedish | a Swede |
| Switzerland | Swiss | a Swiss |
| Syria | Syrian | a Syrian |
| Taiwan | Taiwanese | a Taiwanese |
| Tajikistan | Tajik <i>or</i> Tadjik | a Tajik <i>or</i> a Tadjik |
| Tanzania | Tanzanian | a Tanzanian |
| Thailand | Thai | a Thai |
| Togo | Togolese | a Togolese |
| Trinidad and Tobago | Trinidadian Tobagan Tobagonian | a Trinidadian a Tobagan a Tobagonian |
| Tunisia | Tunisian | a Tunisian |
| Turkey | Turkish | a Turk |
| Turkmenistan | Turkmen <i>or</i> Turkoman | a Turkmen <i>or</i> a Turkoman |
| Tuvalu | Tuvaluan | a Tuvaluan |
| Uganda | Ugandan | a Ugandan |
| Ukraine | Ukrainian | a Ukrainian |
| United Arab Emirates (UAE) | UAE <i>or</i> Emirates (used attributively only, as in <i>UAE buildings, Emirates holidays</i> but not <i>He is UAE, I am Emirates</i>) <i>or</i> Emirati | an Emirati |
| United Kingdom (UK) | UK (used attributively only, as in <i>UK time</i> but not <i>He is UK</i>) <i>or</i> British | a Briton |
| United States of America (USA) | US (used attributively only, as in <i>US aggression</i> but not <i>He is</i> | a US citizen |

| | | |
|---------------|----------------|--------------------------|
| | <i>US</i>) | |
| Uruguay | Uruguayan | a Uruguayan |
| Uzbekistan | Uzbek | an Uzbek |
| Vanuatu | Vanuatuan | a Vanuatuan |
| Vatican City | - | - |
| Venezuela | Venezuelan | a Venezuelan |
| Vietnam | Vietnamese | a Vietnamese |
| Wales | Welsh | a Welshman, a Welshwoman |
| Western Samoa | Western Samoan | a Western Samoan |
| Yemen | Yemeni | a Yemeni |
| Yugoslavia | Yugoslav | a Yugoslav |
| Zaire | Zairean | a Zairean |
| Zambia | Zambian | a Zambian |
| Zimbabwe | Zimbabwean | a Zimbabwean |