МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ИНОСТРАННЫЙ ЯЗЫК
учебное пособие по английскому языку

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PART ONE
TEXT I

After the War of 1812, most American leaders insisted that the United States must avoid any further economic or political entanglements with Europe. To do so, America had to become completely self-sufficient. By 1815, many Republicans, President Madison among them-sounded like the old Federalists as they talked about the measures necessary to achieve national self-sufficiency: a protective tariff to stimulate American industry, another national bank to stabilize the country's financial system, and government-subsidized internal improvements to unite the sections and facilitate the flow of trade. The name given to this neo-Federalist program was the American System. To implement it, Congress in 1816 not only established the Second United States but enacted the first protective tariff in American history. Because of constitutional scruples, Madison vetoed the third measure- a bonus bill that would have given federal funds to the states for internal improvements. By the time Republican James Monroe entered the presidency in 1816, the American System was under way and the states were building their own canals and railroads.

Under Monroe, America also began a new era of westward expansion, thanks to Secretary of State John Quincy Adams of Massachusetts. The son of John Adams, the second president, John Quincy had been a distinguished diplomat, serving in such capacities as American minister to Russia and to Great Britain. He was keenly aware of the intricacies and perils of world diplomacy. Moreover, he was the first to note the dangers of prolonging the Revolutionary alliance with France. Also he was one of the negotiators of the Treaty of Ghent and before becoming Secretary of State, he was Minister to the premier position in the American diplomatic service.

Adams, like Jefferson before him, was a "clear-eyed man of destiny" when it came to American expansion. Adams and Jefferson laid the foundations of United States expansionism. Jefferson, envisioning an inland democratic empire, vastly extended American territory in the Louisiana Purchase. Adams, for his part, had a vision of the United States as a self-sufficient continental stronghold and pre-eminent power in the Western Hemisphere. As Monroe's secretary of state, Adams negotiated with Spain the Adams-Onis Treaty, which acquired Florida for the United States and gave the United States a transcontinental corridor to the Pacific. This treaty was perhaps Adam’s greatest achievement, for it cleared the way for an American march across the continent. Adams also formulated the principle of non-colonization in the Monroe Doctrine, of which he claimed to be the primary author. By the time he himself became president in 1824, the United States had acquired its own continental empire and taken a significant place in the family of nations.

Vocabulary Exercises
I Find in the text the English for:
1. запутанное, затруднительное положение
2. независимый
3. колебания, сомнения
4. выполнять, осуществлять
5. должность, обязанность
6. опасность
7. меры
8. улучшения
9. содействовать
10. признанный
11. сложность
12. продлить
13. государственный секретарь

II Substitute the words in italics with their synonyms from the text.
1. The country aims to be independent.
2. There are policies that they would like to carry out in the next parliament.
3. He wondered if Tom had any religious qualms.
4. Information was given to him in his post as Commander-in-chief.
5. He took us into agreement with the French Socialist Party.
6. The arms race is the greatest single hazard now facing the world.
7. The government blocked their proposal.
8. The government has signed an agreement with Moscow.

III Insert the suitable word from the text
1. The following measures were necessary to … national self-sufficiency.
2. It was the best was to … American industry.
3. National bank could … the country’s financial system and to … the flow of trade.
4. He … in such capacities as American minister.
5. His aim was to … the territory.
6. John Quincy Adams … a significant place in history.
7. These measures only … inflation.

IV Find sentences in the text in which the following word combinations are used, reproduce the situation.
1. a protective tariff
2. new era
3. to lay the foundations
4. greatest achievement

V Translate into English:
1. Руководители страны настаивали на прекращении всяческой путаницы в отношениях со странами Европы.
2. Целью данных мер явилось обретение страной независимости и содействие развитию торговли.
3. Медиссон без колебаний наложил вето на этот закон.
4. В 1816 году Монро вступил в должность президента.
5. США были примером независимой континентальной цитадели.
6. Благодаря проведенным переговорам, которые явились величайшим достижением Адамса, США приобрели Флориду и межконтинентальный коридор в Тихом океане.
7. Будучи человеком осведомленным в сложностях и опасностях, связанных с дипломатической деятельностью, он первый осознал опасность продления такого альянса.

**IV Complete the table**

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<td>distinction</td>
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**Grammar Exercises**

**Conditionals**

**I Translate from English into Russian**

1. If you study hard, you will pass your exams successfully.
2. If it were not so cold, we would go for a walk.
3. We would invite him unless he left London.
4. If I had had free time, I should have devoted it to reading.
5. I might have answered the letter if I had had his address.

**II Put the verbs in brackets into the correct form.**

1. If I (see) him, I will give him a lift.
2. If you eat junk food, you (put on) weight.
3. You (achieve) better results if you apply this method.
4. If you sleep under a mosquito net you (not be ) bitten so often.
5. You wouldn’t have so much trouble with your car, if you (have) it served regularly.
6. If I had known that you don’t eat oysters I (not buy) them.

**III Look at the situations described below. For each one , write a sentence using *if*. Study the examples carefully.**

Example: I overslept, so I was late.
If I hadn’t overslept I wouldn’t have been late.
1. He didn’t give me his address, so I couldn’t go to the party.
2. She is very shy; that is why she isn’t fond of parties.
3. I couldn’t park where you asked; that’s why I was late.
4. I haven’t got a map so I can’t show you the way.
5. It’s important to protect endangered species or there will be nothing left for future generation.
6. Cutting down rainforests leads to the extinction of many unique plants.
7. I’m sorry I threw your newspaper away yesterday. I didn’t know you were reading it.
8. I expect you’ll see Jack today. Please, remind him about tomorrow’s meeting.
9. She must have loved him very much because she waited for him so long.

IV Answer the following questions using Conditional of a certain type.
1. If you were offered two jobs, one which was interesting but badly paid, and one which was boring but well-paid, which would you accept?
2. What would you do if you were the leader of your country?
3. What would you do if you were a millionaire?
4. If you came home and found someone burgling your house, what would you do?

The Subjunctive Mood.
I Write a wish/ if only for each of the following sentences.
1. You want to go out but you haven’t go out but I haven’t got enough money.
2. You forgot to have your holiday photographs developed.
3. You dream of being a world class racing driver.
4. Please, stop whispering!
5. He regrets not taking her threats seriously.
6. Stop treating me that way!
7. I’m fed up with your lies!
8. It’s a pity I can’t speak English.
9. You didn’t take your parents advice and now you regret it.
10. It didn’t cross your mind to wear a coat and now you are cold.
11. I’m sorry I neglected my responsibilities.
12. Please, stop shouting at me!

II Answer the following questions by expressing a preference for a different action.
Example: Can I write my essay on the back of an envelope?
Possible answers: I’d rather you didn’t
I’d rather you wrote it on a sheet of foolscap.
I prefer you to write it on foolscap.
1. Can I park my helicopter on the roof of your house?
2. Can I go out tonight?
3. Can I have a snake tattooed round my neck?
4. Can I paint your door red?

III Put down the verbs in brackets into the correct tense.
1. I’d rather we … (leave) next Friday.
2. I’d rather you … (tell) me where you went yesterday.
3. She’d rather he… (stay) at home last night.
4. I’d rather I … (give) up smoking.
1. I’d rather I … (not to go out) yesterday.

IV Make up sentences according to the example.
Example: time/ he/ come back. It’s time for him to come back.
1. high/time/ we/ say goodbye to everybody.
2. time/ the child/ go to bed.
3. time/ she/ put up with his behaviour.
4. high time/ they develop a new model.

V Change your sentences according to the example.
Example: It’s high time for them to come back. It’s high time they came back.
1. It’s high time for her to make a decision.
2. It’s high time for us to put up with it.
3. It’s high time for you to get married.
4. It’s high time for the chairman to make a break.
5. It’s high time for the government to change their policy.

VI Translate into Russian.
1. It is necessary that he be here.
2. It was proposed that the conference open at 10 a.m.
3. They suggested that the museum should be reconstructed this summer.
4. Leave her a note so that she should know where to find us.
5. Close the window lest we should catch cold.
6. He ordered that we should bring the devices to the library.

VII Translate the following sentences using Indefinite or Perfect Infinitive.
Example: Он должен быть в университете. He must be at the University
1. Что бы они не говорили о нем, я им не поверю. Whatever they might say ...
2. Возьмите номер телефона, чтобы вы могли ему позвонить. Take this telephone number so that you might ...
3. Не могли бы вы помочь мне с английским? Could you ...
4. Она, должно быть, спит. She must ...
5. Вы должны были с ним встретиться. You must ...
6. Он должен быть на уроке. He must ...
7. Вы должны были видеть этот фильм. You must ...

Make an essay from the text Use the words and phrases from the Appendix II
The Monroe Doctrine grew out of this anti-European position. Interested in maintaining good relations with South America, the British Minister, George Canning, proposed in 1823 that the United States join with England in making a declaration against any further attempts by the continental powers to colonize the New World. At Adams' insistence Monroe refused to join the British plan. Instead he issued an independent American statement, since known as the Monroe Doctrine, although Adams claimed to be its primary author. The Monroe Doctrine declared:

1. That the United States did not wish to take part in the politics or wars of Europe.
2. That the United States would regard as manifestations of an unfriendly disposition to itself the effort of any European power to interfere with the political system of the American continents, or to acquire any new territory on these continents.

The Monroe Doctrine . . . was something more and something less than tradition has made it seem. Enforcement of the doctrine depended ... on the British fleet, and in this sense many have considered it a hollow gesture although it was a true commitment. Later generations have seen it as a weapon or facade behind which the United States was able to interfere unduly in the internal affairs of its neighbors, and it has also on occasion served this purpose. Still others regard it as one more inflexible American principle that by its unyielding quality has limited American maneuverability in Latin American affairs, and this is certainly correct. But understood in the context of its own day, the Monroe Doctrine would appear to have several other legitimate purposes. First, it was a refusal to allow Latin America to become exclusively a British protectorate. Second, it reinforced American trading interests in the hemisphere. Third, it announced America's emergence as a power among nations that had to be reckoned with. Fourth, it was a gesture of genuine goodwill and concern for the new Latin republics. Fifth, it was a continual renunciation of European political alliances and a strategic refusal to play the balance-of-power game on Britain's terms. And finally, it was a rallying cry, a nationalistic symbol for Americans at home, that drew the nation together in terms of its ultimate ideals of republican democracy for all. Only the fact of slavery beclouded the lofty pretensions of such a democratic mission.

By the time Adams became president, the United States had acquired a continental empire of its own that looked both inward and outward, south toward the Caribbean, and west toward China and the Pacific. It had, moreover, taken an important place in the world family of nations and, following Jefferson's prophecy, it had spawned sister republics based on the American model as far as Cape Horn. ' The French had been ousted from North America, and the British, Spanish, and Russians severely circumscribed. This was not the work of a nation that sought or needed a comfortable security. It was the missionary impulse of individuals who had fought their way to freedom and independence, and therefore appreciated their virtues, an impulse making itself felt for the first time around the world.
Vocabulary Exercises

I Match the word from column A with its definition in column B
1. doctrine a announce, proclaim
2. declare b territory
3. protectorate c principle, belief
4. renunciation d release, make statement publicly
5. prophecy e get hold of
6. issue f rejection
7. acquire g prediction
8. maneuverability h ability to change a situation with benefit for you

II Insert the verbs from column A into the gaps
1. In Britain we have this very well-established … of Parliament being sovereign.
2. The government … a state of emergency.
3. He flew over the British … of Aden.
4. The public … by the party leader of the prospective candidate.
5. The … was fulfilled.
6. We considered … some sort of statement or press release.
8. They limit their … in Latin America.

III Find in the text the English for the following words and use them in sentences of your own.
1. провозглашать
2. поддерживать отношения
3. сделать заявление
4. претендовать
5. недоброжелательное расположение в чей — либо адрес
6. давление, принуждение
7. показной жест
8. преданность
9. внутренние дела страны
10. непоколебимый
11. законодательный
12. считаться с чем- либо
13. высокомерный

IV Translate from Russian into English
1. Попытка вмешательства во внутренние дела Америки расценивалась как недоброжелательное расположение в ее адрес.
2. Данное заявление явилось следствием его антиевропейской политики.
3. Вскоре выяснилось, что за этим стояли более серьезные намерения.
4. Правительство должно задуматься о будущих законодательных реформах.
5. Они надеются усилить свое влияние в этих странах.
6. Совет был той силой, с которой следовало считаться.
7. Это был жест доброй воли.
8. Причина данной политики было желание вызвать националистическую вражду.
9. Парламент сохранил за собой право окончательного решения вопроса о смещении правительства.

V Complete the table

<table>
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<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
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<td>flexibility</td>
<td>...</td>
<td>maneuverable</td>
</tr>
</tbody>
</table>

Grammar exercises

Infinitive

I Translate from English into Russian.
1. I like to invite my friends to the theatre.
2. I like to be invited to the theatre.
3. I am happy to have been invited to the theatre.
4. To read is useful.
5. To fulfil this plan is not an easy risk.
6. His dream was to become an artist.
7. He cannot read English.
8. He likes to read.
9. I want to be invited to the conference.
10. I am waiting to be told the results.
11. To master English you must work hard.
12. It was a difficult problem to solve.
13. Here is a good house to live in.
14. To tell you the truth, I shall not be able to finish this work today.
15. To begin with, you must see the doctor.

II Say that action happened in the past.

Example: We are glad to see you.
We are glad to have seen you.

1. She is happy to meet you.
2. We are sure to see him in the library.
3. She is sure to be accepted to the University.
4. I am glad to be invited to the party.
5. We are glad to hear the news.
6. She is sorry to keep you waiting.

III Use the infinitive instead of the relative clause.
*Example: This is the list of words which must be learnt.*
*This is the list of words to be learnt.*
1. We’ll find someone who will help us if you are busy.
2. The project which is to be submitted next week is not ready yet.
3. The work which is to be done by the students includes written translation from English into Russian.

IV Make up sentences according to the example.
*Example: time / he / come / back.*
*It’s time for him to come back.*
1. high time / we / say goodbye to everybody.
2. time / the child / go to bed.
3. time / she / put up with his behaviour.
4. about time / we / leave / the house.
5. High time / he / ring me up.

The Complex Object
I Open the brackets and use the Complex Object.
1. Do you want (they, stay) at the hotel or with us?
2. I’d like (the professor, look through) my report.
3. Do you want (I, show) you the sight of the city?
4. We expect (he, arrange) everything by the time we come.
5. I want (she, tell) me the news in brief.
6. He expected (the meeting, hold) in the Red Room.
7. I would like (they, fix) an appointment for me for Tuesday.
8. I suspect (he, help) by her.

II Change complex sentences into sentences with the Complex Object.
1. I did not expect that she would forget about my birthday.
2. She saw how the children were playing in the park.
3. Do you know that he went abroad two days ago?
4. I like to watch how she dances.
5. She could hardly believe that he had been rescued.
6. He expects that everybody will be ready to this work.
7. I hate when people shout at each other.
Complex Subject

I Translate from English into Russian.
1. This river is believed to be suitable for navigation.
2. The river Thames is known to divide the city into two parts.
3. Many famous generals and admirals are said to have been buried inside the Cathedral.
4. This ancient Cathedral is considered to have been designed by an outstanding English architect.
5. This monument is considered to have been erected as early as 11th century.

II Substitute relative clauses with the Complex Subject.
Example: It is said that he knows the subject well.
He is said to know the subject well.
1. The ship is believed to be suitable for navigation.
2. It is supposed that the students have already submitted their term papers.
3. It was said that the performance had been a success.
4. It is supposed that the coming conference is of great importance for our work

III Translate from Russian into English using Complex Subject.
1. Говорят, что он хороший врач.
2. Кажется, его доклад состоял из трех частей.
3. Время встреч, по-видимому, будет изменено.
4. Вы обязательно должны посетить эту конференцию.

TEXT III

TRANSCENDENCE OF THE TRAGIC.

The tragedy of American diplomacy is aptly symbolized by the relations between the USA and Cuba from April 1898 through April 1961. The eruption of two wars involving the same two countries is often associated with tragedy. After three years of pressure culminating in an ultimatum, the USA declared war against Spain. The generally avowed objectives were to free Cuba from Spanish tyranny, to establish and underwrite the independence of the island, and to initiate and sustain its development toward political democracy and economic welfare. During the subsequent 63 years, the USA exercised continuous, extensive influence in and over all aspects of Cuban affairs. This ongoing intervention produced some positive results and Cuba enjoyed slow and sporadic economic development. A modest number of Cubans improved their personal and group economic welfare. Furthermore, some of the forms and mechanism of representative government were established and legalized, and some of the resulting institutions put out shallow roots into Cuban thoughts and culture. Reform was instituted that helped stabilize Cuban politics and contributed to the elementary and routine kind of law and order necessary for moderately efficient economic activity. The Cubans were encouraged to define their future in terms of the kind of democracy and prosperity provided in the USA.
For the USA dominated the economic life of an island by controlling, directly and indirectly, the sugar industry and by preventing any dynamic modification of the island’s one-crop economy. It defined clear and narrow limits on the island’s political system. It tolerated the torture and terror by Cuba’s rulers. But it intervened with economic and diplomatic pressure and with force of arms, when Cubans threatened to transgress the economic and political restrictions established by American leaders.

That sad result was not the result of malice, indifference, or ruthless and predatory exploitation. American leaders did not conceive and excuse some dreadful conspiracy. They believed deeply in the ideals they proclaimed, and they were sincere in arguing that their policies would ultimately create a Cuba that would be responsibly self-governed, economically prosperous, and socially stable and happy. Precisely for those reasons, however, American diplomacy contained the fundamental elements of tragedy. It held within itself several contradictory truths.

There was first the truth of American power. Measured in relative or absolute terms, the USA has possessed overweening power in relation to Cuba.

There was secondly the truth that the use of that power failed to create in Cuba or in its relationship with America a reality that enjoyed any persuasive correlation with the ideals avowed as the objectives of the power.

A third truth resulted from that deployment and use of American power. Gradually, but with increasing momentum, Cubans evolved a coalition of groups committed to important changes in their society. In turn, that objective implied significant modifications in Cuba’s relations with the USA.

Vocabulary Notes

I Match the meaning in column B with the right word in column A:

<table>
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<tr>
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<td>8 restrictions</td>
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<td>9 to proclaim</td>
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<td>10 coalition</td>
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</tbody>
</table>

II Insert the words from the column A in the gaps:
1. The demonstration … between the police and students.
2. On 3 August Belgium rejected the … and war was declared.
3. If this policy is reserved we shall never achieve our ….
4. It was a period of unprecedented wealth and ….
5. Many of the prisoners died under ….
6. Apologize at once for your ….
7. Later the police arrested her on a charge of … to murder.
8. The Free Democrats have served as … partners.
9. The government placed … on sales.
10. The government … the state of emergency.

III Find in the text the English for the following words:
Начало войны, объявить войну, завершиться ultimatummом, цель, провозгласить независимость, поддерживать развитие, экономическое благосостояние, представительное правительство, определять будущее, благосостояние, сдерживать агрессию, правители, нарушать закон, злоба, самоуправление, дипломатическое давление.

IV Insert the right preposition.
1. This was is associated … tragedy.
2. This was symbolized … the relations … two countries.
3. The negotiations culminated … a tragedy.
4. This reform contributed … law and order.
5. The USA exercised influence … and … all aspects of Cuban State affairs.
6. They intervened … diplomatic pressure.

V Which words go together according to the text?
A) Political, economic (2), extensive, ongoing, representative, predatory, contradictory, overweening, persuade, significant.
B) Activity, government, power, correlation, exploitation, intervention, truths, welfare, democracy, influence, modifications.

VI Insert the suitable word from the text.
1. … some of the institutions put out shallow roots into Cuban thoughts and culture.
2. The Cubans were encouraged to … their future in terms of the kind of democracy and prosperity provided in the USA.
3. That sad result was not the result of malice, indifferent or ruthless and … exploitation.
4. In turn, the objectives … significant modifications in Cuba’s relations with the USA.
5. Measured in relative terms, the USA has possessed overweening power in relation to Cuba.
VII Translate from Russian into English.
1. Две страны были вовлечены в разразившуюся войну.
2. Борьба между Королем и парламентом закончилась Гражданской войной.
3. Через три года США объявили войну Испании.
4. Основными задачами были освобождение от тирании, установление и гарантия независимости острова.
5. Это налагало определенные рамки на политический строй страны.
6. Они глубоко верили в провозглашаемые ими идеалы и искренне заверяли, что их политика создаст самоуправляемое, процветающее государство.

Grammar Exercises

Gerund
I Translate from English into Russian.
1. I’ m fond of reading.
2. I am not fond of being read to.
3. I remember having read the book.
4. I remember having been read the letter.
5. Drawing is his hobby.
6. My favourite occupation is translating.
7. I don’t like getting up early.
8. He insisted on adopting a new plan.
9. He never missed the opportunity of listening to this singer.
10. In spite of being tired we continued our way.
11. I heard of your friend’s having accepted our offer.
12. Her being sent on business is quite unexpected to us.
13. Ring us up before leaving home.
14. Instead of writing the letter himself, he asked his friend to do it.

II Paraphrase the sentences using the gerunds. Use prepositions or adverbs where necessary (gerundial phrases are in bold type).
Example: We have no objections. They may leave at once. - We have no objections to their leaving at once.
1. They told the truth. You shouldn’t deny it.
2. You shouldn’t take advantages of people’s weakness. It’s no good.
3. She accepted the proposal. Her mother was displeased with it.
4. You submitted the report to the secretary. I remember it.
5. We are looking forward to the fact that you will spend the summer with us.

III Gerund.
Choose the correct variant.
1. He was clever enough … … in this delicate situation.
   a) avoiding, speaking
   b) to avoid, to speak
   c) avoiding, to speak
2. I wonder if there is any use … … him.
   a) trying, improving  
   b) trying, to improve  
   c) to try, to improve  
   d) to try, improving

3 Please let it … clearly. I am not used … something twice.
   a) understand, to saying  
   b) to understand, to say  
   c) be understood, to saying  
   d) be understood, to say

4. Suddenly she burst out … with the words. “I’m sick and tired … soups and porridges for him. I can’t go on … my best years.
   a) crying, of making, wasting  
   b) to cry, to make, to waste  
   c) to cry, of making, wasting  
   d) crying, to make, wasting

5. He had some difficulty … his temper. This scene was worth … . After that he avoided … by his friends.
   a) to control, to watch, to see  
   b) controlling, watching, seeing  
   c) controlling, watching, being seen  
   d) being controlled, being watched, to be seen

**IV Infinitive. Choose the correct variant.**

1. The doctor wanted the patient … .
   a) to examine  
   b) to be examined  
   c) being examined

2. There are a lot of people who expect your country … the same as their own.
   a) not to be  
   b) not being  
   c) not be

3. Did you hear the chairman … an announcement?
   a) to make  
   b) making  
   c) be made

4. When I was waiting in the hall, I saw a girl … with a file in her hand.
   a) came out  
   b) to come out  
   c) come out

5. Nobody expected the president of the company … to the party.
   a) coming  
   b) to come
c) come
6. I saw him … round the corner and … .
   a) turn, disappear
   b) to turn, to disappearing
   c) turning, disappearing

V Write the sentences in the way shown.
Example: He did not paint the walls.- He had (got) them painted.
1. He did not fix the fridge.
2. I did not wash the floor.
3. He did not translate the letter.
4. They did not repair the house.
5. They did not build the fence.

PART TWO
TEXTS TO READ AND DISCUSS

TEXT II
The sentences in the following two paragraphs have been mixed up. Number the sentences in the proper sequence.

Paragraph One

--- More recent histories have tended to emphasize psychological or ideological factors as causes for the war instead of economic or political conflict.

--- Progressive historians, around the turn of the twentieth century, debunked this historical interpretation, insisting that the revolution resulted as much from class conflict in America as it did from resentment toward the English.

--- Historians have offered several reasons for the origins of the American Revolution.

--- This point of view gave the Americans a historic role as defenders of freedom.

--- The Whig view of history saw the revolution as the struggle of human liberty against the forces of oppression.

Paragraph Two

--- The English were overtaxed, so it seemed logical to tax the Americans who had gained greatly from the French defeat.
--- The break with the empire brought on by England’s efforts to exercise greater control over America after the French and Indian War (1754-1763).

--- Americans saw the new rigor in the English policy as an effort to deprive them of their freedoms, and war followed as a consequence of this perception.

--- The efforts of the English government to collect the Americans’ share of the debt elicited cries of “no taxation without representation” and “death to mercantilism;” but their worst mistake was to try to enforce laws over the colony that had not been enforced in the past.

--- England had defeated the French in America and overpowered the Indians, but the struggle had left them with a huge debt.

In groups of four, take one of the two roles below and argue for your cause.
ROLE A: British Official (one person)
As a British official living in the American colonies in 1763, you must persuade the colonists to pay taxes to the King of England.

ROLE B: American Colonists (three people)
As American colonists, you argue against paying taxes to the King.

TEXT II
Read the essay about Turner Thesis and answer the comprehension questions which follow.

Historical writing about American history has been profoundly influenced by the Turner Thesis. In an essay written in 1893, “The Significance of the Frontier in American History”, historian Frederic Jackson Turner attributed American characteristics of toughness, inventiveness, and self-reliance to the formative experience of overcoming from the vast frontier.

Americans were different from Europeans, and it was the frontier that had modified their character. Most contemporary American historians claim that Turner was wrong, but historians continue to write essays and books either refuting Turner or reinterpreting some aspect of his thesis; and by their denial of the Turner Thesis they give it life. The appeal of the Turner hypothesis lies in its epic proportions, suggesting that the vast frontier formed American character, made the Americans themselves larger than life and integrated American character, mystically perhaps, with the development of the nation’s history.

It is true that the frontier determined American history, even if it did not form American character. In 1783, America was a narrow strip of a nation on the eastern seaboard; but 70 years later the nation had taken the western lands from the Appalachian Mountains to the Pacific Ocean. Americans justified their conquest of the continent with the self-serving idea of Manifest Destiny: God had ordained them to take the land. But in taking the land, populating it, and dominating it, Americans took on the historic task of overcoming time and space. In this way, the frontier molded American purpose, if not the American character. The idea of the frontier is a
A mixture of myth, legend, and truth which endures as part of the American mind and the American vision of the world. Even in this day and age, Americans often define any great task they take on as another frontier.

1. **What were the unique traits of the American character cited in the Turner Thesis?**
2. **According to Turner, how did these characteristics develop?**
3. **Do you agree or disagree with Turner?**
4. **Explain the concept of Manifest Destiny.**

**TEXT III**

After the epic struggle at Gettysburg, a national cemetery was established on the battlefield. For the dedication of this cemetery on November 19, 1863, President Lincoln went to Pennsylvania. There, where more than 50,000 Americans had been killed or wounded, Lincoln addressed a nation of mourners. He spoke for only two minutes. Yet his brief words summarised the President’s reasons for the need to save the Union.

**Read Lincoln’s Gettysburg Address and answer the questions at the end.**

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate – we cannot consecrate – we cannot hallow – this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – 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.
What do the following words refer to?
1. our fathers (line 1)
2. so conceived and so dedicated (line 5)
3. that war (line 6)
4. that field (line 7)
5. this (line 9)
6. this ground (line 11)
7. it (line 12)
8. they (line 16)
9. that cause (line 18)
10. this nation (line 19)

Although Lincoln was greatly criticised during the Civil War by his cabinet, his death brought genuine mourning. If he had lived to oversee the reestablishment of the union, what do you think he would have done?

In groups of four, make a list of the goals which you think Lincoln would have set for his country. Compare your list with other groups.
APPENDIX I

СПОСОБЫ ПЕРЕВОДА УСЛОВНЫХ ПРЕДЛОЖЕНИЙ НА РУССКИЙ ЯЗЫК.

a) If you listen to me, you will (can, may) succeed. If you listened to me, you would (could, might) succeed.

If you had listened to me, you would (could, might) have succeeded.

Had you listened to me, you would (could, might) have succeeded.

b) If he were here, he would help us.
Should he come tell him to wait.

If he were to come we would tell him to wait.

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ ПОСЛЕ КОНСТРУКЦИИ С ПРИЛАГАТЕЛЬНЫМИ И ФОРМАЛЬНЫМ ПОДЛЕЖАЩИМ “IT”

It is important
It is necessary
It is requested
It is desirable
It is essential

Важно,
Необходимо,
Требуется,
Желательно,
Очень важно,

чтобы они
чтобы они
присоединились
к нам.

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ ПОСЛЕ ГЛАГОЛОВ ВОЛЕИЗЪЯВЛЕНИЯ

He suggests
He proposes that they
He requires (should) join
He demands us.
He insists

Он предлагает, чтобы они
Он требует, присоединились
Он настаивает, к нам.

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ И МОДАЛЬНЫЕ ГЛАГОЛЫ МАЙ/МИГНТ
ПОСЛЕ СОЮЗОВ И СОЮЗНЫХ СЛОВ

a) He felt as though he were insulted.
She looks as if she might contradict them.

Он чувствовал себя так, как если бы его оскорбили.
Казалось, будто она им может возразить (или: вот-вот возразит).
b) The decision was made in order that peace (should) prevail.

Это решение было принято для того, чтобы мир восторжествовал.

He spoke slowly so that everyone (might) understand him. – Он говорил медленно, так чтобы (для того чтобы) всякий мог его понять.

c) You are certainly right whatever others may say. – Вы, конечно, правы, чтобы ни говорили остальные.

Whoever may support this proposal, I will object. - Кто бы ни поддерживал это предложение, я буду возражать.

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА
Инфинитив (The Infinitive)

Формы инфинитива

<table>
<thead>
<tr>
<th>Active</th>
<th>Indefinite</th>
<th>Continuous</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>to write</td>
<td>to be writing</td>
<td>to have written</td>
<td></td>
</tr>
<tr>
<td>to be written</td>
<td>-</td>
<td>to have been written</td>
<td></td>
</tr>
</tbody>
</table>

Примечания: Частица ‘to’ не ставится 1) после модальных глаголов must, can/could, may/might, need; 2) после глаголов: to make – заставлять; to let – разрешать; 3) после выражений: had better - лучше бы; would rather, would sooner – предпочел бы.

I. Put The Infinitive into the following sentences in an appropriate form. Insert ‘to’ if necessary.

James Smith decided (to dedicate) his book to his friend. 2. Some important decisions must (to take) soon. 3. Let me (to defend) my point of view. 4. There was one more announcement (to make). 5. Let us (to get in touch) with linguists in Moscow. 6. Do you want (to make) John (to do )it? 7. You’d better (to translate) this text yourself.

II. Put an appropriate form of The Infinitive: A) Passive or Active, B) Indefinite or Perfect.

A. 1. The lecturer wants … The student wants … (to understand, to be understood). 2. We expected the meeting … next month. He expected … the attention of the audience (to hold, to be held). 3. Some changes had … He wanted … some changes in the project (to make, to be made). 4. There were a lot of things … He was nowhere … (to see, to be seen).

B. 1. It’s good … work for the day (to finish, to have finished). 2. She admits … the same mistake in her previous paper (to make, to have made). 3. He was sorry not
… the idea earlier (to give up, to have given up). 4. Many nations claim … defending democracy (to be, to have been). 5. She confessed … the man before (to see, to have seen). 6. The negotiations seem … to an end (to come, to have come). 7. The relations between the two countries seem … the lowest point (to reach, to have reached).

IV. Translate into Russian paying attention to the Infinitive constructions.

1. Their intention is to collect funds to fight the disease. 2. The lawyer’s advice was to talk as little as possible. 3. The right solution is to hold an open discussion between the parties concerned. 4. He was too excited to explain his position clearly. 5. The student was clever enough to solve any mathematical problem. 6. Their mutual respect was deep enough to encourage them for future cooperation. 7. The purpose of education is to encourage people to be individuals. 8. The student got a
job to earn money for his trip to the Far East. 9. His desire was to make a career in politics. 10. The task of the City Council is to improve standards of living. 11. It was impossible to explain what he meant. 12. To make a choice between these two proposals was quite difficult. 13. It takes him nearly an hour to get to work. 14. He advised us not to say anything about the incident. 15. He agreed to follow their example.

V. Translate into English.
1. Сегодня нужно обсудить ряд вопросов. 2. Мне нужно сообщить вам кое-что важное. 3. Трудно избежать ошибок. 4. С ним трудно иметь дело (to deal with). 5. Эта тема слишком скучна, чтобы ее так долго обсуждать. 6. Этот фактор достаточно важен, чтобы принять во внимание. 7. Первое, что нужно сделать, это научиться пользоваться словарем. 8. Будущим ученым нужно развивать привычку быстрого чтения.

ОБЪЕКТНАЯ КОНСТРУКЦИЯ С ИНФИНИТИВОМ

The want him to become a journalist.  
Они хотят, чтобы он стал журналистом.

I consider them to be good specialists.  
Я считаю, что они хорошие специалисты.

He heard them discuss their plan.  
Он слышал, как они обсуждали свой план.

I. Translate into Russian.
1. I heard him mention my name. 2. They saw the plane take off. 3. We expect writers to deal with the issues of the modern world. 4. They believed him to be honored by the invitation to the international congress. 5. They do not expect the President to cut taxes as he promised. 6. We assume these truths to be self-evident. 7. The local authorities did not want their housing scheme to fail. 8. They find the experience of this conference to have been a remarkable one.

II. Translate into English.
Мы бы хотели, чтобы у вас было собственное мнение. 2. Эти события заставили президента выступить с речью. 3. Что заставило испанцев проголосовать за социалистов? 4. Угроза ядерной войны заставила политиков преодолеть разногласия (to overcome disagreement of opinions). 5. Эти доводы заставили нас изменить первоначальный план действий. 6. Мы хотим, чтобы он получил хорошее образование. 7. Они ожидали, что этот эксперимент окажется удачным. 8. Ученый полагает, что это довольно редкое явление. 9. Его политический опыт позволил ему объединить людей.
10. Мы знаем, что Бернард Шоу был очень остроумным человеком. 11. Я всегда считал их своими друзьями.

**СУБЪЕКТИВНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ**
(сложное подлежащее)

Субъективный инфинитивный оборот состоит из:

<table>
<thead>
<tr>
<th>Существительного (в общем падеже) или местоимения (в именительном падеже)</th>
<th>инфинитив, стоящий после сказуемого</th>
</tr>
</thead>
</table>

| He is said to know several foreign languages. | Говорят, что он знает несколько иностранных языков. |
| He seems to know little about research work. | По-видимому, он мало знает об исследовательской работе. |
| All our efforts proved (to be) useless. | Оказалось, что все наши усилия бесполезны. |
| He is likely to arrive in the evening. | Вероятно, он придет вечером. |

**I. Translate into Russian.**

1. The President is believed to be in London now. 2. She is supposed to be an experienced secretary. 3. The computer is expected to save the scientists a lot of time. 4. The material loss (материальный ущерб) was estimated to be more than 1min dollars. 5. This discovery is considered to be the result of a long and thorough investigation. 6. These phenomena are believed to be interdependent. 7. The expedition is reported to be moving north. 8. This man is said to be a good psychologist. 9. The talks are reported to be in progress. 10. The head of the expedition was held to be responsible for the accident.

**II. Translate into English.**

1. Известно, что наука значительно изменила условия жизни современного человека. 2. Считается, что Леонардо да Винчи сконструировал первый лифт. 3. Говорят, что этот политический деятель добился больших успехов. 4. Говорят, что он достаточно умен, чтобы правильно оценить ситуацию. 5. Ожидается, что они возобновят испытания на следующей неделе. 6. Сообщают, что президент уже прибыл в столицу. 7. Студенты обязательно примут участие в конференции. 8. Эти ученые наверняка опубликуют результаты своих исследований в журнале. 9. Возможно, он представит свой реферат только к началу конгресса. 10. Едва ли они успеют решить все проблемы за неделю.
ПРИЧАСТИЕ (the PARTICIPLE)
Формы причастий

<table>
<thead>
<tr>
<th></th>
<th>Participle I</th>
<th>Participle II</th>
<th>Perfect participle</th>
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</thead>
<tbody>
<tr>
<td>Active</td>
<td>writing</td>
<td>-</td>
<td>having written</td>
</tr>
<tr>
<td>Passive</td>
<td>being written</td>
<td>written</td>
<td>having been written</td>
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</tbody>
</table>

Причастие в предложении может быть 1) определением; 2) обстоятельством; 3) частью сказуемого.

A person writing reports from abroad is called a foreign correspondent.

Writing his report, the correspondent covered the latest developments in his country.

Having written his report, he posted it.

The report written by an expert was of great interest.

Written by an expert, the report could be trusted.

If confirmed, these facts can be of great value.

When offered help, they accepted it eagerly.

I. Translate into Russian.
A. 1. The man speaking to the students is the head of the Department. 2. At the entrance you will be met by the man holding a folded newspaper. 3. The article being typed now, will be published tomorrow. 4. All the roads leading to the centre of the city were blocked by trucks. 5. We got a letter from him saying that he would stay in Africa for another month. 6. The child was
frightened by an approaching train. 7. The men working on the construction site were in some danger. 8. Being unable to help, I went home. 9. Having completed their tests, the students handed them in. 10. Having spent all the money he started looking for work.

B. 1. Most of the scientists invited to the conference were leading specialists in various branches of economics. 2. Science is knowledge arranged in an orderly manner. 3. Experiment is a test carried out to gain new knowledge. 4. The number of electronic computers used in any given field of human activity is an indication of the degree of its modernity. 5. Many superstitions have been built round the supposed power of dreams to foretell the future. 6. These measures implemented by the government raised the standard of living. 7. Thinking expresses itself in words spoken or written. 8. In some countries there is tax on things sold in the shops.

II. Translate into English

1. Человек, ответивший на наши вопросы, оказался профессором Санкт-Петербургского университета. 2. Ученые, пригласившие нас на конференцию, являются ведущими специалистами в области экспериментальной психологии. 3. Они избрали путь, ведущий к быстрому успеху. 4. Они пошли по пути, приведшему их к успеху. 5. Люди, работающие на этом заводе, пользуются компьютерной техникой. 6. Люди, работавшие на этой строительной площадке, уехали на Север. 7. Он получил письмо от коллеги, в котором говорилось, что съезд состоится в мае.

ОБЪЕКТНАЯ ПРИЧАСТНАЯ КОНСТРУКЦИЯ

We saw him passing the documents to the secretary. Мы видели, как он передавал документы секретарю.

We heard our colleagues discussing the agenda of the conference. Мы слышали, как наши коллеги обсуждали повестку дня.

They saw their luggage brought in. Они видели, что(как) внесли их багаж.

Translate the following sentences:

1. We watched the planes landing and taking off. 2. We heard the engine roaring and the plane started. 3. When we came back we found them still arguing. 4. He was pleased to hear his words quoted several times in the President’s speech. 5. You could hear the loudness of the teacher’s voice changing according to what he was talking about. 6. He wanted his paper published as soon as possible.
ГЕРУНДИЙ (THE GERUND)

Формы герундия

<table>
<thead>
<tr>
<th>Active</th>
<th>Indefinite</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>John’s coming</td>
<td>asking</td>
<td>having asked</td>
</tr>
<tr>
<td>Do you mind</td>
<td>asking</td>
<td>having asked</td>
</tr>
<tr>
<td>In discussing</td>
<td>being asked</td>
<td>having been asked</td>
</tr>
<tr>
<td>They had a</td>
<td>being asked</td>
<td>having been asked</td>
</tr>
<tr>
<td>Discussion</td>
<td>being asked</td>
<td>having been asked</td>
</tr>
</tbody>
</table>

Всех удивило то, что Джон пришел так поздно.

Вы не возражаете, если я присоединюсь к дискуссии.

При обсуждении/обсуждая эту проблему, они коснулись новых методов исследования.

Учитель вводил новый материал задавая вопросы, связанные с ним.

Закончив своё исследование, он опубликовал две работы.

У них был ряд причин для того, чтобы сомневаться в его теории.

Прежде чем ответить на наш вопрос, он разъяснил свою точку зрения.

Дискуссия дает ценную возможность обнаруживать ошибки.

I. Find The Gerund with preposition . Translate into Russian.

1. One usually becomes aware of the problem by asking why or how some process works. 2. Asking “why” is a useful stimulus towards imagining what the cause or purpose of a process may be. 3. “How” is also a useful question in provoking thought about the mechanism of a process. 4. The custom of having lunch and afternoon tea in groups at the laboratory gives opportunities for informal discussions. 5. Before going on to the next section of the text the lecturer asked one of the students to read through the paragraph again. 6. Nowadays you can’t work out
a new theory without discussing it with other people. 7. Before drawing conclusions one must carefully examine all the facts. 8. By working day and night he succeeded in finishing the paper in time. 9. People are afraid of having time to think, so they go to the cinema, watch TV, go to a football match. 10. Reports can cause suffering to individuals by publishing details about their private lives.

II. Translate into English.

1. Пожалуйста, перестаньте разговаривать. Я не слышу, что он говорит. 2. Хотя было очень поздно, он продолжал работать над докладом, который он собирался сделать на следующий день. 3. Они начали работать ровно в девять. 4. Я думаю, мы можем продолжить обсуждение этого вопроса. 5. Он продолжал читать книгу, пока не нашел нужное место. 6. Вы не возражаете, если я приведу с собой друга? 7. Я узнал этого человека, как только она закончила его описание. 8. Я не буду возражать, если вы поможете ему в работе. 9. Ты не возражаешь, если мы потанцуем еще немного,

APPENDIX II.

Words and phrases for an essay.

1 Words and phrases to organize points chronologically:
First(ly)/ first of all; secondly; third(ly); lastly/ last/ last of all/ finally
First and foremost
In the first/ second place; to start/ begin with
For another thing

2 Words and phrases to indicate the addition of a new point or introduce a related topic:
In addition
What is more/ more than that/ furthermore/ moreover
Another thing is that
Above all/ on top of that
As well as
Alongside
Besides/ apart from
Similarly/ equally
A word must be said about
It is important to note that

3 Words and phrases that indicate a concession, a contrast or contradiction of a point previously stated:
While despite the fact that
Whereas in spite of smth
In contrast/ by contrast/ on the contrary notwithstanding
However/ nonetheless/ nevertheless all the same
Yet/ still instead (of this)
Although unlike smb or smth
On the other hand rather than
Contrary to popular belief to oppose (an idea)
The most common argument against this is that…
To put forward/ present arguments against…
A weak/ strong fundamental argument against…
This argument is not hold water.

4 Words and phrases for an essay:
That is to say/ in other words that is
Indeed specifically/ in particular
Strictly speaking to put it simple
The main point here is that for example/ for instance
Therefore/ consequently thus/ so
Hence as a result
It appears that evidently
Undoubtedly beyond any doubt

5 Words and phrases to generalize:
on the whole/ in general/ overall by and large
broadly speaking to some extent
in any case by all accounts
in a word in this respect
in sum/ in the final analysis/ in conclusion
to draw a conclusion

6 Words and phrases to make references:
as far as … is concerned according to
in one’s point of view/ opinion in one’s eyes
Список использованной литературы.


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