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Практикум
по развитию навыков перевода
и устной речи для студентов ФСПН

Методические указания

Рекомендовано
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обучающихся по специальности Политология

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Данные методические указания содержат материалы и упражнения для развития навыков аналитического чтения, говорения и аудирования у студентов третьего курса факультета социально-политических наук, состоят из пяти уроков, темы которых отражают потребности современного политического дискурса, структуру международных организаций, типы государств. Уроки включают аутентичный текст и упражнения лексико-грамматического характера. При составлении использовались материалы соответствующих сайтов Интернета и современных учебников по английскому языку.

Предназначены для студентов, обучающихся по специальности 030201 Политология (дисциплина «Английский язык», блок ГСЭ), очной формы обучения.

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Unit 1

The Art of Public Speaking

Exercises

I. Read and translate the text.

Successful people, either in business or in the professions, possess the ability to communicate well. It is not simply being able to talk, but rather, being able to transmit the exact message desired in a way that will be received and understood. Being able to communicate this message through the vehicle known as "presentation" has become a widely sought-after skill.

Most of us think of communication as just speaking or writing. However, that is only one part of the actual process. In fact, over half of an oral message is actually communicated visually.

Transmission of an Oral Message

Hence, we can say that it is not so much *what* you say as *how* you say it.

Verbal – 7 %

Visual – 57 %

Vocal – 36 %

As students, we are taught more about how to express ourselves by the written word than through presentations. Consequently most of us only learn about giving presentations when the situation is forced upon us. In fact, the degree to which professionals fear speaking in public is almost legendary. There are some basic skills that, with practice, can make presentations enjoyable for the audience and also for the presenter.

The process of delivering an effective talk is comprised of two parts: preparation and presentation. Both are equally important.

STEP ONE: Planning

Careful planning of a presentation will make you more confident and help you to overcome your nervousness. Even more importantly,

an audience better receives a message that is contained in a talk that has been carefully planned. There are five elements to consider when preparing a talk.

1. Objective

Do you want to inform your audience, persuade them, train them, or entertain them? What messages do you want your audience to take away with them?

2. Audience

Who is your audience? How many people will be attending? What do they need to know? What do they already know? What do they expect? Will they be receptive to your message?

3. Contents

Brainstorm your ideas, then decide what is most relevant and appropriate. Make sure that you take enough time to do any research that you need. Be selective - do not try to present too much in your message.

4. Structure

Any presentation should consist of an introduction, a body and a conclusion. There should be examples, figures, stories, etc. The use of humor that is in good taste and relevant is also welcome. Again, remember not to try to put in too many figures or too many details. Too much humor is also out of the question. Everything must be balanced since you are planning to deliver a presentation and not give a show. Your audience should not lose the main idea of your talk.

The structure of your message should be simple, words and sentences short. It is also good to use concrete words because they are easier to understand. Passive verbs and abstract concepts, as well as jargon, are better avoided.

In the course of presentation one is recommended to give the audience clear signals as to the direction your presentation is taking.

As to visual aids, you should use them only as a support or illustration of what you are delivering - to put across certain points that cannot be explained in words. They are also good to add emphasis to a talk, but they must be simple to understand.

5. Rehearsal

Take time to practice your presentation. This will give you a chance to identify any weak points or gaps. You will also be able to

make sure that you can pronounce any figures and proper names correctly and confidently. It will also allow you to finetune the timing.

STEP TWO: Presenting

If you wish to make an effective presentation, take care of five elements.

1. Nervousness

Prepare your talk well. You will be less nervous and more confident than if you have not. Still, you want to be a bit nervous, so that you will remain "on your toes". Do not fall into the trap of speaking too quickly because you are nervous, in fact, speak slower during the first few moments of a talk.

2. Rapport

Rapport is the relationship between you and your audience, or the connection, if you wish. Be friendly and make eye contact with everyone in your audience. If by chance you are unable to make eye contact, do not look over the tops of everyone's head. The audience knows you are not looking at them and they do not like to be fooled. Also, it is critical that you are able to observe their reactions to your message and make any adjustment in your talk. The first yawn is a sign for you to wind up and pass over to your conclusion.

3. Body Language

Remember that 57 % of the message is communicated by what the audience can see. Consequently, how you convey your ideas is critically important. Avoid any distracting mannerisms like pacing, rocking back and forth on your feet, etc. Use open-handed natural gestures - as open handedness conveys sincerity.

4. Vocal Quality

The sound of your voice carries 36 % of the message. It means you should consider the volume, tone, timbre and tempo of your presentation. You must be loud enough to be heard by everyone. The tone of your voice must be consistent with the message. An interesting public speaker or presenter will vary the volume, tone and tempo of the talk to make himself heard.

5. Question Time

Do not be afraid of questions from the audience. It is civilized practice to solicit them. If you have delivered your presentation well,

the audience should want more information. There are some techniques to keep in mind. Pay attention to the speaker when he/she is asking the question. That sounds simple, but many presenters look away when someone is asking a question. It is better to listen carefully, perhaps nodding in approval sometimes, and paraphrasing the question for clarification. Answer the questions shortly and simply. If you do not know the answer it is better to say so.

Developing effective presentation skills is one of the best things you can do for yourself and certainly one of the most rewarding. If you take the time to prepare well, and to present your talk effectively, you will no longer fear speaking in public, but will welcome the opportunity. This will go a long way to further your career.

At school of course many learners do not think about their future careers; but if you work in your class at the course-book *Streetwise*, you certainly have to use “for and against” techniques in the book, just as you are expected to debate on a subject or prove your judgments. Sometimes teachers ask their students to make reports, which is nothing but public presentations, and if you take into account some of the advice given above, you will most certainly succeed.

II. Choose the right answer among the four given below.

I. What are you transmitting in your presentation?

1. a skill
2. a message
3. a story
4. your experience

II. What is effective presentation?

1. a skill
2. a message
3. body language
4. an audience

III. How is over half of an oral message communicated?

1. vocally
2. verbally
3. orally
4. visually

IV. What does any effective presentation consist of?

1. audience and time
2. preparation and audience
3. preparation and presentation
4. planning and task

V. Does preparation planning imply:

1. nervousness, rapport, body language and questions?
2. objectives, audience, rehearsal, vocal quality?
3. rapport, rehearsal, questions and body language?
4. objectives, audience, content, structure and rehearsal?

VI. What must the structure of a good presentation be?

1. long and difficult
2. simple and understandable
3. with a lot of gestures
4. with a good rapport

VII. Why is it important to rehearse your presentation?

1. to make sure that you can pronounce figures and proper names correctly
2. to use visual aids
3. to intone your message rightly

VIII. Does rapport mean:

1. your audience?
2. your presentation skills?
3. the connection between you and your audience?
4. question time?

IX. What does good vocal quality mean?

1. the pace of the talk
2. the message of the talk
3. the rehearsal of the talk
4. the volume, tone, tempo and tenor, your talk

X. Does the presenter always know all the answers to possible questions?

1. yes
2. sometimes
3. not always
4. never

III. Say whether the statements below are true or false, express your doubt or uncertainty. Use some of the expressions from the list below:

you are not quite right, of course, exactly is very much so, far from it, it goes without saying, I don't think so, I disagree, it seems. so, quite likely, maybe, it's hard to say.

1. More than half of any oral message is communicated visually.
2. There are not any basic skills that can make a presentation enjoyable for the audience.
3. If you plan your presentation carefully, you may overcome your natural nervousness.
4. If you structure your message simply, and use simple and short words and sentences, you can not rehearse your presentation.
5. The sound of your voice carries 57% of the message.
6. Rapport or good connection with the audience always brings a lot of questions from the listeners.
7. If you prepare your talk well and present it effectively, you will no longer fear speaking in public.

IV. Match the word on the left with its definition on the right.

a) to overcome	1. to think about with care or caution
b) to consider	2. to accept with pleasure
c) to persuade	3. to strike upon a bright idea
d) to brainstorm	4. to gain the superiority, win
e) to put across	5. to communicate by statement, suggestion or gesture
f) to convey	6. to move by argument to a belief or position
g) to welcome	7. to help forward, to promote
h) to further	8. to convey effectively or forcefully

V. Match two words to make a common collocation: A) adjective + noun; B) verb+ noun.

A

successful	word
oral	gestures
weak	presentation skills
written	idea
proper	people
effective	practice
careful	message
main	planning
civilized	points
natural	names

B

use	emphasis
transmit	eye contact
communicate	a presentation
add	to conclusion
paraphrase	the exact message
make	the ability
pass over	the question
possess	concrete words

VI. Language Focus Translate the following into English using passive constructions from the text.

a. Лучше избегать жаргонных слов. b. Фактически, ваше сообщение передается визуальным способом. c. Этот процесс составлен из двух частей. d. Всего должно быть понемногу. e. Эта ситуация просто навязывается нам. f. Мое сообщение было тщательно спланировано.

VII. Listening. In the famous speech of Martin L. King “I Have a Dream” identify the features making it a model oral presentation.

VIII. Debate.

1) Sometimes you can see on television some public figure reading his\her speech from paper. What do you think of such a way of presentation?

2) Imagine you are a speechwriter for some very important person. You have been given a task of writing a speech at the opening of a monument or school or hospital etc. Make a plan of your text.

IX. Listening

Martin Luther King, Jr.

"I Have a Dream"

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are

concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many

of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest – quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day – this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

Unit 2

Information Society

Exercises

I. Before reading and translating the text study the vocabulary and give Latinized versions of the same stem in the Russian language, if possible. For example: import – ввоз, импорт.

Paragraph 1

reside	пребывать, находиться
facilitate	облегчать
instantaneous	мгновенный
commonly	обычно
essential	обязательный, необходимый
apart from	помимо
evolve	развиваться, превращаться

Paragraph 2

content	содержимое, содержание
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Paragraph 4

domain	область, сфера
leisure	досуг, свободное время
coherent	логичный
indispensable	незаменимый
consumption	потребление

Paragraph 5

demanding	требовательный
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Paragraph 7

instigation	здесь: побуждение
envisage	предусматривать, намечать
means	средства
master	овладевать, подчинять себе
intrusion (on privacy)	вмешательство в личную жизнь
integrity	целостность

Paragraph 8

maturation	созревание
navigate	направлять
alter	переделывать, менять
peer	ровня, равный

Paragraph 9

dubious	неясный, двусмысленный
stifle	душить, подавлять
deflect	отклонять, -ся

II. Read and translate the text

1. The "information society" has become the symbol of a new hope for the future of humanity as the value of the information technology resides in its capacity to facilitate human communication with no limit of time and distance and to provide instantaneous access to knowledge that took millennia to build up. Experts in social science and social work commonly consider that an international political strategy is essential for a successful transition to the information society on a global scale and that apart from matters concerning the technical and legal infrastructure, such a strategy should include a vision of the kind of civilization we wish to evolve towards.

2. However, many observers warn that the development of the social applications of information technology along market lines alone would lead to stronger social divisions and less individual responsibility and participation in public decision-making, as the means of communication and the definition of the content of communication would be in the hands of the elite.

3. The global information society should be a synonym for a civilization of human rights and social justice. Furthermore, the practical implications of the concept of social justice should be a subject of permanent debate involving citizens as much as possible. Massive participation in political debate is a guarantee that the collective wisdom of humanity can control the destructive potential of technological progress.

4. Education is the domain where societies should invest a larger part of their human and material resources. New technologies require individuals trained to use them adequately and creatively in

professional and leisure contexts. Skills for finding, sorting and sharing information and turning it into knowledge, for finding solutions to non-standard problems, will be more than ever necessary to maximise benefits and control risks at individual and societal level. Coherent value frameworks and a critical attitude will be indispensable for making informed choices in the extraordinary range of products designed for leisure and professional consumption.

5. Educational and training systems, methods and even objectives will have to be radically adapted to a rapidly changing world which is more demanding than ever on each individual's learning abilities.

6. New socialisation environments, more sensitive to each individual's needs, capacities and rhythms, should be created in order to facilitate personality development and social integration.

7. The political construction of the information society should not be an exercise in social engineering but the instigation of a community-based framework for the support and empowering of individuals. Its primary objective ought to be to ensure for each citizen access to the global information infrastructure but, equally importantly, it should envisage means for promoting diversity of content, culture and language of information transactions. A serious effort must be made to guarantee that the information technology remains a device that people master and not one that masters them. In this respect, the protection of young people from any attempt of intrusion on their privacy and integrity by means of information technology is a duty that governments must not neglect.

8. The postindustrial society, or postmodern society has altered basic relationships. Whereas industrial production was characterised by relationships between human beings and objects, the information society is characterised by relationships between individuals and other human beings. New forms of relationships and communication, notably computer-mediated communication (CMC) are especially attractive to young people and therefore should be considered as a central mechanism for developing effective youth work. Digital media needs to be promoted as a pedagogical instrument. The contexts of transition and maturation have altered and the means of navigating them successfully have also altered. Old forms of institutional intervention (through, for example, schools, family and youth organisations) to promote various

forms of moral and political citizenship are being replaced by new goals such as membership of cultural communities which can be achieved only through different kinds of intervention and experience: non-formal educational intervention, peer group learning, direct participation, virtual democracy.

9. That is the provocative contention which needs careful consideration. How much has the world moved in the direction of the cyber-punks living in a virtual world? Has the medium become more important than the message? Can one really find authentic communities and relationships inside the Internet? What, anyway, is "authentic"? Are electronic communication and communities pedagogically useful, or socially empty and ethically dubious? Do they stifle and deflect from reality, or do they provide choice and enrichment? There is limited knowledge of new technologies: how are they used?, what is their impact?, what is their meaning?, and what is their potential?

10. There have always been connections between new technological developments, young people and wider questions of socialisation and social outcomes. Youth and youth culture make use of such resources in unexpected and often hard-to-understand ways. But, invariably, it all contributes to the development of their "communicative competence". Style, language, clothing, music all transmit "codes of meaning" on an analogue dimension, a dimension which is very different from the digital dimension of formal, singular mechanisms such as teachers, parents, books or newspapers. Yet they are connected, through different levels of interaction. One is not necessarily a threat to the other and indeed, more "analogisation" arguably leads to more "digitalisation": "teenagers making video films write more text than ever, being good in music means to write notes for your own compositions", and so on.

III. Answer the question choosing the right variant from A, B, C, D:

What is the main idea of the text?

A. The information society is a bright new world for the whole humanity.

B. The information society is promising for youth.

C. The impact of CMC (computer – mediated communication) on the development of society needs careful consideration.

D. In the information society teachers will be replaced by the Internet.

IV. Match the paragraphs of the text to their headings

1. Questions without answers
2. Adapt education to a changing world.
3. How to develop and integrate a personality.
4. A duty of governments in the political building of the information society.
5. Stronger social divisions, less individual responsibility.
6. Why invest in education.
7. Youth culture in analogue and digital dimensions.
8. Old and new pedagogical instruments.
9. How to control technological process.
10. The symbol of a new hope.

V. In the text find the words which are similar in meaning to these words or phrases. The first one has been made for you.

• a human society having an advanced stage of development – **civilization**

- to commit money in order to get a return
- usually
- necessary
- to make easier
- besides
- to develop
- variety
- real, genuine
- free time
- to change
- existing in the computer- created world

VI.

Does the word “contention” (paragraph 9) mean: 1) спор, раздор, препирательство; 2) точка зрения?

Does the word “virtual” in combination with “democracy” (paragraph 8) mean: 1) фактический, действительный; 2) возможный, предполагаемый; 3) мнимый?

Does the phrase “youth (-) work” (paragraphs 8, 11) mean: 1) работа с молодежью; 2) работа для молодежи; 3) молодежная деятельность?

VII. The text belongs to the publicistic style the purpose of which is to persuade (убедить) people to do something. The common means of persuasion are modal verbs with Infinitive. Identify modal structures in the text and put them in the correct groups.

advice (совет)	obligation (долг, обязанность)	supposition (предположение)	ability (способность)

VIII. In the following text fill in the gaps with suitable words from the list.

The Internet, the provision of information, promotes,-ing, access training, distributed.

So if computer technology ... skills and qualifications in many different ways, then questions of... become important. Clearly, ... opportunities are very differentially distributed. In Helsinki, computers are located in schools, libraries and youth clubs, and over 25 per cent of young people have recently made use of computer-mediated communication. But how can ... be used as an instrument of youth work? Beyond, there are questions of ... , guidance and , as well as communication between youth projects. Moreover, CMC can be used to facilitate international co-operation.

IX. Debate on the questions from paragraph 9 and use the formulas of expressing opinion, agreement, disagreement or doubt.

In my view \ In my opinion (fairly formal), to my mind (fairly informal),

if you ask me (informal), I agree (with), I disagree (with), I am not sure if (whether, that), I have my doubts about ...

Unit 3

Politics and Public Institutions

Types of government:

republic: a state governed by representatives and usually a president (e.g. USA, France)

monarchy : a state ruled by a king or queen (e.g. UK, Sweden)

federation: a union of political units (e.g. provinces) under a central government (e.g. Russia)

democracy: government of, by and for the people

dictatorship: system of government run by a dictator

independence: freedom from outside control; self-governing

INSTITUTIONAL STRUCTURES OF ENGLISH-SPEAKING COUNTRIES

The United States of America

The United States of America is a federal republic consisting of 50 states. States have their own constitutions. Within each State there are at least two additional levels of government, generally designated as counties (графства) and cities, towns or villages. The relationships between different levels of government are complex and varied.

The Federal government is composed of three branches: the legislative branch, the executive branch and judicial branch. Budgetary decision-making is shared primarily by the legislative and executive branches.

The legislative branch includes the **Congress** and some offices.

The Congress consists of two **Houses: the Senate** and the **House of Representatives**. The major differences between the two are the number of members and the term of office. The Senate is composed of 100 members, two from each State, who are elected to serve for a term of six years. Direct Senate elections take place every two years, for one-third of all Senators. The House of Representatives comprises 435

members elected by the people for two-year terms, all terms running for the same period.

The executive branch is headed by the President. The President is elected by the people for a four-year term. The last Presidential election was held in the fall of 2008.

The President's Cabinet is composed of the heads of the 13 executive departments. In addition, the President may accord Cabinet rank on other executive branch officials. Under R. Reagan's administration the following officials were accorded Cabinet rank: Director of the Office of Management and Budget (OMB), Director of the CIA, U.S. Representative to the U.N., and the Chief of Staff of the President.

In addition to the Cabinet agencies, there are six large agencies. Also, there are approximately 70 small agencies, boards, and temporary commissions.

Depending on one's definition of "executive" the estimated number of "executives" with political appointments varies, but it probably approximates 2000 – of whom all are appointed by the President or by his appointees.

The judicial branch or judiciary is also elected separately but the President can appoint federal judges. The Supreme Court, the highest court, can overrule the President and Congress.

The United Kingdom

Unlike the USA, which has the Presidential government, the UK has the Parliamentary government. The government consists of a legislature (Parliament) and a Cabinet of Ministers from the majority party in Parliament. The Prime Minister is the head of the government and the leader of the majority party in the House of Commons, holding office while the party holds a majority. The Prime Minister selects high officials and heads the Cabinet. Parliament consists of two chambers, the House of Commons and the House of Lords. MPs are members of Parliament elected from each constituency [избирательный округ] to the House of Commons. The judiciary is independent but it cannot overrule the Prime Minister or Parliament. The Highest Court consists of Lords.

Parliamentary elections

During a general election each constituency has to choose which politician it wants as its representative. Usually there are several candidates to choose from. These candidates are all standing (or running) for Parliament. They present the policies that they represent. On polling day each citizen goes to the polling station and casts a vote by marking a cross on their ballot paper. The candidate who gets the majority of votes wins the seat. If the vote is very close, the constituency may be referred to as a marginal seat. If an MP dies in office, then there has to be a by (e)-election to replace him or her. The public can also occasionally vote in a referendum – a direct vote by the people on an important public issue.

Australia

Australia has a federal system of government comprising the Federal or Commonwealth government, the six State governments and the Northern Territory, to which Commonwealth laws give state-like powers in most regards, and local government authorities which derive their powers and responsibilities from the State governments.

The Commonwealth Constitution assigns certain functions and revenue raising powers to the Commonwealth government leaving the residual powers with the States. Commonwealth government functions are organized mainly around 28 departments and several agencies. Each department has one minister (a limited number also having a “minister assign”); the Secretary of each department is a non-political appointment, in the sense that it is not limited by the life time of Cabinet; the same applies to the rest of the departmental personnel.

Parliament has two chambers, the House of Representatives and the Senate. In the House 3 political parties are represented.

Elections for the House of Representatives and half of the Senate are required to be held at intervals of no longer than 3 years. The ministers are nominated to the Governor – General by the Prime Minister from among the members of Parliament. A sub-set of ministers (numbering approximately 17) form the Cabinet which is the main executive arm of government. Within Cabinet, the treasurer and the Minister for Finance assume the principal responsibility for the budget

with the former being responsible for the majority of budget receipts and for borrowing and the latter for budget outlays and personnel resources.

Canada

Canada is a federal country with expenditure jurisdiction and revenue powers divided among the departments of government. The ten provinces have responsibilities in the broad areas of health and education, welfare and social services, the administration of justice and the disposition of crown lands. Many major expenditure programs administered by provincial authorities are jointly financed by federal and provincial governments.

Canada has a two-chamber parliamentary system of federal government in which the legislative function rests with the Parliament of Canada itself, whereas the executive function is exercised by a Cabinet chosen by the Prime Minister. The two chambers are the Senate and the House of Commons. Cabinet Ministers, including the Prime Minister, are members of Parliament and usually the sitting members of the House of Commons, although Senators (non-elective) occasionally are appointed to Cabinet. There are three main political parties, and the current government has a very large majority in Parliament.

Central government functions are divided amongst some 75 departments and agencies, a few reporting directly to Parliament (e.g. the Auditor General) but most responsible to one of about 40 Cabinet Ministers. The most senior public service positions (heads of departments and Deputy Ministers) are appointed by the Prime Minister. All department personnel are non-political appointments.

Exercises

I. Give the English equivalents for the following.

1. ветви власти: законодательная, исполнительная, судебная
2. принятие решения
3. избираются на срок
4. раз в два года
5. на 2 (4) года
6. возглавляется
7. выборы проводятся (проводились)
8. кабинет формируется из глав (руководителей)
9. руководящий работник; служащий
10. палата (2 вар.)
11. баллотируются в парламент (2 вар.)
12. день голосования
13. избирательный участок
14. отдавать свой голос, голосовать (за, против)
15. бюллетень
16. быть на выборной должности
17. брать

верх над, пересиливать 18. поступления в бюджет (2 вар.)
 19. расходы (2 вар.) 20. высшие государственные должности.

II. Choose the correct word from the choices offered

- India gained republic\ independence\ democracy from the UK in 1948.
- Our MP’s just died and so we’ll soon need to have a vote \ referendum\ by- election.
- She’s running\sitting\ walking for Parliament in the next election.
- His father was voted\stood\elected MP for Cambridge City.
- What is your country’s economic politics\policy\ politician?
- The USA is legislature\ federation\ judiciary of fifty states.

III. Look at this text about politics in the UK. Fill in the missing words.

Parliament in the UK consists of two(1): the House of Commons and the House of Lords. In the House of Commons there are 650.....(2), each representing one(3). The ruling party in the Commons is the one which gains a(4) of seats. The main figure in that party is called the(5). The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general(6) at any time within that period.

IV. Make some more words based on those you studied before.

abstract noun	person noun	verb	adjective
revolution	revolutionary	revolutionize	revolutionary
representation
election
dictatorship
presidency

V. Take a political quiz:

- Name three monarchies
- Which is the oldest parliament in the world?

- Name the President and the Vice – President of the USA
- Who is the current Prime Minister of the United Kingdom?
- What politicians represent you in local and national government?
 - What are the main political parties in the country where you now are?
 - What are the main political issues in that country and what are the policies of the different parties on those issues?
 - What do these political abbreviations stand for- MP, PM, UN, EN, NATO, OPEC?

VI. Using the words from texts above write a paragraph about the political system in your country.

Follow –up : find a newspaper article in English relating to a political issue that interests you. Note down any further useful vocabulary in it.

VII. Match the words from two columns, adding an appropriate preposition:

- | | |
|-----------------------------|-------------------------|
| 1. I have strong views | a) my opinion |
| 2. most people believe | b) the proposed changes |
| 3. I was in favour | c) marriage |
| 4. what does she think | d) my mind |
| 5. this is absurd | e) life after death |
| 6. he's quite wrong | f) the new teacher? |
| 7. well, that's just silly, | g) our point of view |

VIII. Use adjectives from the list below which fit the phrases describing the beliefs and views of these people, as in the example .

1. a person who insists that the earth is flat. (an eccentric belief)
2. a person who believes absolutely in the power of love to solve world problems. (a..... believer in the power of love)
3. a socialist neither on the left or the right of the party. (a Socialist)
4. a vegetarian who refuses even to be in the same room as people who love meat. (a.....vegetarian)

5. someone who is always suspicious of change. (a..... view of the world)

fanatical/obsessive,, eccentric/odd, conservative/traditional, middle-of-the road/moderate, dedicated/committed, firm/strong.

IX. Rewrite these sentences using the verbs in brackets.

1. I've always suspected that ghosts don't really exist. (doubt)
2. My view has always been that people should really rely on themselves more. (hold)
3. Claudia is convinced that the teacher has been unfair to her. (maintain)
4. I had a very strong feeling that I had been in that room before. (be convinced)
5. In his view, we should have tried again. (feel)

X. Consider how many of these words apply to you, and in what situations. Some ideas for situations are given in the box, but you can add your own. Look up any words you don't know in a dictionary. Write sentences about yourself.

- | | |
|--------------------|-------------------|
| A perfectionist | left-wing |
| A moralist | an intellectual |
| A traditionalist | a philosopher |
| Middle-of-the-road | a radical thinker |
| Narrow-minded | open-minded |
| Dedicated | dogmatic |

Unit 4

COUNCIL OF EUROPE

Exercises

I. Match two words from A and B to make a common collocation:

A. judgment, protection, social, law, working, assistance, law, lodge, computer, heritage, adopt, education, sign, setting, a place of, institutions, public, conditions.

B.

The rule of, final, a complaint, detention, democratic, constitutional, services, environmental, medical, security, sex, equality, standards, networks, cultural, policies, secondary, a declaration,

II. Match the word in the left column with its definition in the right column:

discrimination	shared by, coming from, or done by two or more people, groups, or things
control	a conversation between two or more people as a feature of a book, play, or film
democracy	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
structure	principles or standards of behavior; one's judgment of what is important in life
value	the power to influence or direct people's behavior or the course of events
strategy	the system of laws which formally states people's rights and duties.
common	the arrangement of and relations between the parts or elements of something complex
dialogue	a system of government in which people choose their rulers by voting for them in elections
constitution	a plan of action designed to achieve a long-term or overall aim

III. Fill in the blanks with appropriate words from the list below:

1. They needed the money a special school for gifted children.
2. All countries in the region had the right to protect themselves against external
3. Theordered all foreign embassies to close.
4. The Socialists introduced fairly radical
5. It was the second airin the region in less than two months.
6. They signed ato settle all border disputes by arbitration.
7. For logistical and political reasons, scientists have only recently been able to gainto the area.
8. There were doubts as to whether she was in the invitation

Reform, set up, threat, access, was included, disaster, treaty, authorities.

IV. Fill in the gaps with suitable verbs in the required form from the list below:

1. They are using famous personalitiesthe library nationally.
2. When people someone, they choose that person to represent them, by voting for them.
3. The Russian Parliament hasa program of radical economic reforms.
4.his position in Parliament, he held talks with leaders of the Peasant Party.
5. Visitors are from feeding the animals.
6. I couldn't help feeling that sheme.
7. The Ministry of Educationsstandards for school leavers in several subjects.

Set, strengthen, elect, use, approve, promote, prohibit.

V. Translate the following sentences into Russian:

1. The Council of Europe still faces many challenges throughout the continent and is always on the alert for new threats to our democratic way of life.

2. The tangible results of co-operation take many forms depending on the topics being dealt with:

3. Basic principles of the Framework Convention for the Protection of National Minorities include equality before the law, preserving culture, identity, religion, languages and traditions, access to the media, free and peaceful contact with people legally resident in other states and using minority languages.

4. The European Social Charter safeguards fundamental human rights, including the right to work, to professional training, fair pay and working conditions, union membership, social and medical assistance and social security.

VI. Read and translate the text:

The Council of Europe

The Council of Europe has come a long way since it was set up in 1949. Today it serves 800 million people in 47 states, but its basic principles are unaltered – democracy, human rights and the quality of life are at the heart of its activities. These values are a strong unifying force in Europe and we seek to promote these ideals in joint solutions to common problems.

The Council of Europe still faces many challenges throughout the continent and is always on the alert for new threats to our democratic way of life. Today these threats include terrorism, racism and anti-semitism, organised crime, corruption and trafficking in human beings.

Origins and membership

Set up in 1949, the Council of Europe is a political intergovernmental organisation. Its permanent headquarters are in Strasbourg, France. It represents 47 European pluralist democracies, with 5 observers (Canada, the Holy See, Japan, Mexico and the United States of America).

Aims

- to protect human rights and the rule of law in all member states;
- to consolidate democratic stability in Europe by backing political, legal and constitutional reform nationally, regionally and locally;
 - to seek solutions to social problems such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking in human beings, organised crime and corruption, cybercrime, violence against children;
 - to promote social cohesion and social rights.

Structure

The Committee of Ministers, the decision-making body, comprising the Foreign Ministers of the 47 member states or their permanent diplomatic representatives;

The Parliamentary Assembly, the deliberative body, grouping 318 members (and 318 substitutes) from the 47 national parliaments and delegations from non-member states;

The Congress of Local and Regional Authorities of the Council of Europe - two chambers, one for local and one for regional authorities;

The European Court of Human Rights, based in Strasbourg, permanently in session and dealing with all procedures from admissibility to final judgment. The Parliamentary Assembly elects judges for a six-year term.

The present **Secretary General** is elected for a five-year term. He directs and co-ordinates the activities of the Organisation.

The Council of Europe's 2000-strong **Secretariat** is divided into specialised directorates:

- Political Affairs;
- Legal Affairs;
- Human Rights;
- Social Cohesion;
- Education, Culture and Heritage, Youth and Sport;
- Administration and Logistics.

The official languages are English and French but German, Italian and Russian are also used as working languages. A number of texts exist in several languages on the website: www.coe.int.

Budget

The total budget of the Council of Europe amounted to 197,2 million Euros for 2007. It is financed by member states. Contributions are based on population and wealth.

How the Council works

The Council of Europe is run on the basis of a dialogue between its main bodies, the Committee of Ministers, the Parliamentary Assembly and the Congress of Local and Regional Authorities of the Council of Europe.

The Intergovernmental programme of activities is approved annually by the Committee of Ministers according to the Organisation's political priorities.

The tangible results of co-operation take many forms depending on the topics being dealt with:

- conventions and international agreements binding on states which ratify them;
- recommendations to member states on solutions to common problems;
- meetings and conferences between experts in various fields, politicians, non-governmental organisations (NGOs) and other specialised groups;
- training, technical assistance and partnership programmes to promote democracy and legal reform;
- reports and studies as a basis for action in individual states;
- awareness campaigns and events of European interest.

Major activities

Human rights for everyone

The 1950 European Convention on Human Rights establishes a single, permanent system to control and protect human rights: the European Court of Human Rights. Anyone who claims that his or her

rights have been infringed may lodge a complaint if no further legal remedies are available in the national courts.

The European Convention for the Prevention of Torture appoints independent experts to the Committee for the Prevention of Torture (CPT) to make spot checks on the treatment of prisoners in places of detention and to recommend measures to strengthen their protection.

The Convention on Human Rights and Biomedicine is the first internationally binding agreement providing protection against the misuse of biological and medical techniques. It aims to safeguard fundamental rights, freedoms and the dignity and identity of individuals. The Additional Protocol (1998) prohibits human cloning.

The Framework Convention for the Protection of National Minorities is the first legally binding multilateral instrument safeguarding national minorities. Its basic principles include equality before the law, preserving culture, identity, religion, languages and traditions, access to the media, free and peaceful contact with people legally resident in other states and using minority languages.

A Charter for Regional or Minority Languages aims to halt the decline of unofficial languages traditionally used within a state by its nationals and to promote their spoken and written use in public life. It also encourages people to teach and use them.

The European Commission against Racism and Intolerance (ECRI) was formed in 1993 to combat all forms of racism, xenophobia and anti-semitism. It assesses the efficiency of existing national and international measures.

The Commissioner for Human Rights promotes education, awareness and respect for human rights in member states and ensures compliance with the Council of Europe's conventions and recommendations.

Building democracy

The Council of Europe Commission for Democracy through Law, based in Venice (Italy), provides legal advice on the development and functioning of democratic institutions and constitutional law.

The European Charter of Local Self-Government is the model constitutional text for new democracies. Some states have already incorporated it into their constitutions.

The Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities is a legal framework for co-operation in regional, urban and rural development, environmental protection, improved infrastructure and public services and mutual help during disasters.

Social cohesion and social rights

The European Social Charter, the counterpart of the European Convention on Human Rights, safeguards fundamental human rights, including the right to work, to professional training, fair pay and working conditions, union membership, social and medical assistance and social security. The revised Charter (1996) strengthens measures for sex equality and recognizes rights in other areas, such as the right to decent housing.

The European Committee for Social Cohesion monitors the Council of Europe's social cohesion strategy. Its purpose is fourfold: setting standards and monitoring compliance with legal instruments, developing policy, projects in member states and research and analysis.

Protecting citizens

The European Convention for the Suppression of Terrorism lays down ground rules for extraditing suspected terrorists and aims to make this easier.

The Council of Europe has adopted the **Criminal and Civil Law Conventions on Corruption**. GRECO (Group of States Against Corruption) monitors implementation of the conventions.

A major convention to combat cybercrime is the first international treaty on crimes committed against or using computer networks.

The **Council of Europe Convention on Action against Trafficking in Human Beings** adopted in 2005 aims to protect victims of trafficking and to prosecute traffickers. The Convention

provides for an independent monitoring mechanism to ensure member states apply these measures.

Cultural and natural heritage

The European Cultural Convention, adopted in 1954, is a vast framework convention. It covers schooling, higher education and research, culture, heritage, sport and youth policy and is a basis for dialogue and co-operation for 49 nations, including the 47 member states.

The Convention for the Protection of the Architectural Heritage of Europe and the **European Convention on the Protection of the Archaeological Heritage** provide a legal framework for international co-operation.

The Convention on the Conservation of European Wildlife and Natural Heritage (Bern Convention) provides legal protection for many threatened animal and plant species.

The European Landscape Convention aims to encourage public authorities to adopt policies and measures for protecting, managing and planning landscapes throughout Europe.

Education for democratic citizenship

The Council of Europe runs programmes on **human rights and citizenship**, history and language teaching, teacher training, European-oriented secondary education, access to higher education, student mobility and recognition of qualifications.

The European Youth Centres in Strasbourg and Budapest are residential international training and meeting centres for the leaders of European youth organisations. The European Youth Foundation funds international activities.

The European Convention on Spectator Violence and Misbehaviour recommends practical crowd security measures at major football matches.

The Anti-doping Convention enables states to collaborate in doping control programmes.

Europe-wide campaigns

At the close of the Council of Europe Summit of Heads of State and Government in Warsaw (May 2005), leaders signed a declaration and adopted an action plan charting the future of the organisation and defining priority activities so that its work addresses today's challenges.

These activities include the launching of three Europe-wide campaigns on:

– Children and Violence : Building a Europe for and with children;

– “All Different – All Equal” European Youth Campaign for Diversity, Human Rights and Participation;

– Combating violence against women, including domestic violence.

47 member states: Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, “the former Yugoslav Republic of Macedonia”, Turkey, Ukraine, United Kingdom.

Observers to the Council of Europe

Canada, Holy See, Japan, Mexico and the United States of America.

Candidate for membership

Belarus (12/03/1993).

VII. Find in the text synonyms for the following words:

Unchanged, target, protect, stop, guarantee, collaboration, criterion, unbiased.

VIII. Find in the text antonyms for the following words:

Auxiliary, imperfect, temporary, unimportance, beginner, minor, discourage, tiny, peace.

IX. Divide the words connected with activities of the Council of Europe into 2 logical groups in what seems to you to be the most logical way:

Violence, democracy, trafficking, environmental protection, terrorism, racism, education, intolerance, human rights, discrimination, freedom, xenophobia, human dignity, equality before the law.

X. Say whether the statements are true or false:

1. The Council of Europe was set up in the nineteenth century.
2. Belarus is a full member of the Council of Europe.
3. The Parliamentary Assembly groups representatives of national parliaments from all member states.
4. Secretary General is elected for a period of five-years.
5. Each year the Committee of Ministers approves the Intergovernmental programme of activities.
6. Organised crime is not a threat to democracy.
7. A Charter for Regional or Minority Languages aims to develop unofficial European languages.
8. Italian has a status of an official language of the Council of Europe.
9. The budget of the Council of Europe is financed by its member states and observers.
10. In 2005 in Poland leaders of the member-states signed a declaration charting the future of the Council of Europe.

XI. Answer the questions:

1. When was the Council of Europe set up?
2. What are the main bodies of the Council of Europe?
3. Where are the headquarters of the Council of Europe?
4. Is the Council of Europe a political or a financial organization?
5. How many countries have a full membership of the Council of Europe?
6. How many countries have a status of an observer?
7. What is the main function of the Commissioner for Human Rights?

8. What languages are official languages of the Council of Europe?

9. How regularly the intergovernmental programme of activities is approved by the Committee of Ministers?

10. Where are the European Youth Centres located?

XII. Debate:

1. Recent social studies show that when Russians speak about Europe they tend to use positive words like: prosperity, humanism, culture, comfort, security, civilization, freedom, discipline, and democracy.

2. Russia should terminate its membership in the Council of Europe for the sake of reinstating the death penalty.

XIII. Comment on the following statement:

Russia has irked many in the 47-member council by being the only country that has not ratified two amendments to the European Convention on Human Rights: protocol 6 requires signatories to restrict the use of the death penalty to times of war, protocol 14 stipulates reforms for the European Court of Human Rights.

Unit 5 UNITED NATIONS

Exercises

I. Match two words from A and B to make a common collocation:

A.

Settle, collect, changes, force, peace, hold, undertake, disputes, condition, role, mass, weapons, relations.

B.

Friendly, make, information, preserve, the dispute, session, mediation, improve, major, destruction, chemical, decide, action.

II. Match the word in the left column with its definition in the right column:

maintain	make consistent
amend	the action or manner of controlling or regulating a state, organization, or people
concern	an important topic or problem for debate or discussion
harmonize	make minor changes in order to make it fairer, more accurate, or more up-to-date
issue	observe and check the progress or quality of (something) over a period of time;
affect	make (someone) anxious or worried
guideline	keep (something) at the same level or rate
government	begin again or continue after a pause or interruption:
monitors	all the people employed by a particular organization
resume	make a difference to
staff	a general rule, principle, or piece of advice

III. Fill in the blanks with appropriate words from the list below:

1. Washington and Moscow are believed to have similar on Kashmir...
2. We talked to professionals in various
3. If you experience any unusual symptoms after of the treatment then contact your doctor.
4. He told Americans that solving the energywas very important.
5. Theya market-research survey.
6. I'd like a friendship that might lead to something deeper, but I wouldn't wantmyself too soon.
7. There is talk of raising the admission requirementsthe number of students on campus.
8. Inflation was the most problem.
9. The UN Security Councilany lifting of sanctions to compliance with the cease.
10. Negotiators failed to resolve the bitter between the European partners.

Problem, view, restrict, withdrawal, field, has linked, carry out, disputes, pressing, commit.

IV. Fill the gaps with suitable adjectives from the list below:

1. This policy has led to aincrease in our prison populations.
2. Air bombardment raised criticism on thegrounds that innocent civilians might suffer.
3. Lithuania and Armenia signed a treaty in Vilnius recognising each other as independentstates.
4. Robert has a relationship with his customers.
5. They plan to meet again in Rome very soon to beginnegotiations.
6. Society is now much morethan ever before.
7. One in four people worldwide are without homes.
8. They emphasized that their equipment was for and not for military purposes.

9. They rejected a demand for the removal of all weapons from UK soil.

Friendly, sovereign, diverse, peaceful, nuclear, dramatic, substantive, adequate, humanitarian.

V. Translate the following sentences into Russian:

1. When States become Members of the United Nations, they agree to accept the obligations of the UN Charter, an international treaty which sets out basic principles of international relations.

2. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote.

3. The UN Charter gives the Security Council primary responsibility for maintaining international peace and security.

4. Except in votes on procedural questions, a decision cannot be taken if there is a "no" vote, or veto, by a permanent member.

5. On rare occasions, the Council has authorized Member States to use "all necessary means" including collective military action, to see that its decisions are carried out.

6. The Economic and Social Council also consults with non-governmental organizations (NGOs), thereby maintaining a vital link between the United Nations and civil society.

7. The Secretariat carries out the substantive and administrative work of the United Nations as directed by the General Assembly, the Security Council and the other organs.

8. Halting the spread of arms and reducing and eventually eliminating all weapons of mass destruction are major goals of the United Nations.

9. Under the Charter, Member States agree to settle disputes by peaceful means and refrain from threatening or using force against other States.

VI. Read and translate the text:

United Nations

How the UN works

The United Nations was established on 24 October 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN: membership now totals 189 countries.

When States become Members of the United Nations, they agree to accept the obligations of the UN Charter, an international treaty which sets out basic principles of international relations. According to the Charter, the UN has four purposes: to maintain international peace and security, to develop friendly relations among nations, to cooperate in solving international problems and in promoting respect for human rights, and to be a centre for harmonizing the actions of nations.

UN Members are sovereign countries. The United Nations is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflict and formulate policies on matters affecting all of us. At the UN, all the Member States – large and small, rich and poor, with differing political views and social systems - have a voice and vote in this process.

The United Nations has six main organs. Five of them – the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council and the Secretariat - are based at UN Headquarters in New York. The sixth, the International Court of Justice, is located at the Hague, the Netherlands.

The General Assembly

All UN Member States are represented in the General Assembly – a kind of parliament of nations which meets to consider the world's most pressing problems. Each Member State has one vote. Decisions on "important matters," such as international peace and security, admitting new members, the UN budget and the budget for peacekeeping, are decided by two-thirds majority. Other matters are decided by simple majority. In recent years, a special effort has been

made to reach decisions through consensus, rather than by taking a formal vote.

At its 2000/2001 session, the Assembly is considering more than 170 different topics, including globalization, nuclear disarmament, development, protection of the environment and consolidation of new democracies. The Assembly cannot force action by any State, but its recommendations are an important indication of world opinion and represent the moral authority of the community of nations.

The Assembly holds its annual regular session from September to December. When necessary, it may resume its session, or hold a special or emergency session on subjects of particular concern. When the Assembly is not meeting, its work is carried out by its six main committees, other subsidiary bodies and the UN Secretariat.

The Security Council

The UN Charter gives the Security Council primary responsibility for maintaining international peace and security. The Council may convene at any time, day or night, whenever peace is threatened. Under the Charter, all Member States are obligated to carry out the Council's decisions.

There are 15 Council members. Five of these - China, France, the Russian Federation, the United Kingdom and the United States - are permanent members. The other 10 are elected by the General Assembly for two-year terms. Member States have discussed making changes in Council membership to reflect today's political and economic realities. Decisions of the Council require nine "yes" votes. Except in votes on procedural questions, a decision cannot be taken if there is a "no" vote, or veto, by a permanent member.

When the Council considers a threat to international peace, it first explores ways to settle the dispute peacefully. It may suggest principles for a settlement or undertake mediation. In the event of fighting, the Council tries to secure a ceasefire. It may send a peacekeeping mission to help the parties maintain the truce and to keep opposing forces apart. The Council can take measures to enforce its decisions. It can impose economic sanctions or order an arms embargo. On rare occasions, the Council has authorized Member

States to use "all necessary means" including collective military action, to see that its decisions are carried out.

The Council also makes recommendations to the General Assembly on the appointment of a new Secretary-General and on the admission of new Members to the UN.

The Economic and Social Council

The Economic and Social Council, under the overall authority of the General Assembly, coordinates the economic and social work of the United Nations and the UN family. As the central forum for discussing international economic and social issues and for formulating policy recommendations, the Council plays a key role in fostering international cooperation for development. It also consults with non-governmental organizations (NGOs), thereby maintaining a vital link between the United Nations and civil society.

The Council has 54 members, elected by the General Assembly for three-year terms. It meets throughout the year and holds a major session in July, during which a special meeting of Ministers discusses major economic and social issues. Beginning in 1998, the Council expanded its discussions to include humanitarian themes.

The Council's subsidiary bodies meet regularly and report back to it. The Commission on Human Rights, for example, monitors the observance of human rights throughout the world. Other bodies focus on such issues as social development, the status of women, crime prevention, narcotic drugs and environmental protection. Five regional commissions promote economic development and strengthened economic relations in their respective regions.

The Trusteeship Council

The Trusteeship Council was established to provide international supervision for 11 Trust Territories administered by 7 Member States and ensure that adequate steps were taken to prepare the Territories for self-government or independence. By 1994, all Trust Territories had attained self-government or independence, either as separate States or by joining neighboring independent countries. The last to do so was the Trust Territory of the Pacific Islands (Palau), administered by the United States, which became the 185th Member State.

Its work completed, the Trusteeship Council now consists only of the five permanent members of the Security Council. It has amended its rules of procedure to allow it to meet as and when occasion requires.

The International Court of Justice

The International Court of Justice, also known as the World Court, is the main judicial organ of the UN. Consisting of 15 judges elected by the General Assembly and the Security Council, the Court decides disputes between countries. Participation by States in a proceeding is voluntary, but if a State agrees to participate, it is obligated to comply with the Court's decision. The Court also provides advisory opinions to the General Assembly and the Security Council upon request.

The Secretariat

The Secretariat carries out the substantive and administrative work of the United Nations as directed by the General Assembly, the Security Council and the other organs. At its head is the Secretary-General, who provides overall administrative guidance.

The Secretariat consists of departments and offices with a total staff of about 8 900 under the regular budget, drawn from some 160 countries. Duty stations include UN Headquarters in New York as well as UN offices in Geneva, Vienna and Nairobi.

The UN system

The International Monetary Fund, the World Bank group and twelve other independent organizations known as "specialized agencies" are linked to the UN through cooperative agreements. These agencies, among them the World Health Organization and the International Civil Aviation Organization, are autonomous bodies created by intergovernmental agreement. They have wide-ranging international responsibilities in the economic, social, cultural, educational, health and related fields. Some of them, like the International Labour Organization and the Universal Postal Union, are older than the UN itself.

In addition, a number of UN offices, programmes and funds - such as the Office of the UN High Commissioner for Refugees (UNHCR), the UN Development Programme (UNDP) and the UN Children's Fund (UNICEF) – work to improve the economic and social condition of people around the world. These bodies report to the General Assembly or the Economic and Social Council.

All these organizations have their own governing bodies, budgets and secretariats. Together with the United Nations, they are known as the UN family, or the UN system. They provide an increasingly coordinated yet diverse programme of action.

What the UN does for peace

Preserving world peace is a central purpose of the United Nations. Under the Charter, Member States agree to settle disputes by peaceful means and refrain from threatening or using force against other States.

Over the years, the UN has played a major role in helping defuse international crises and in resolving protracted conflicts. It has undertaken complex operations involving peacemaking, peacekeeping and humanitarian assistance. It has worked to prevent conflicts from breaking out.

And in post-conflict situations, it has increasingly undertaken coordinated action to address the root causes of war and lay the foundation for durable peace.

UN efforts have produced dramatic results. The UN helped defuse the Cuban missile crisis in 1962 and the Middle East crisis in 1973. In 1988, a UN-sponsored peace settlement ended the Iran-Iraq war, and in the following year UN-sponsored negotiations led to the withdrawal of Soviet troops from Afghanistan. In the 1990s, the UN was instrumental in restoring sovereignty to Kuwait, and played a major role in ending civil wars in Cambodia, El Salvador, Guatemala and Mozambique, restoring the democratically elected government in Haiti, and resolving or containing conflict in various other countries.

Disarmament

Halting the spread of arms and reducing and eventually eliminating all weapons of mass destruction are major goals of the United Nations, the UN has been an ongoing forum for disarmament

negotiations, making recommendations and initiating studies. It supports multilateral negotiations in the Conference on Disarmament and in other international bodies. These negotiations have produced such agreements as the Nuclear Non-Proliferation Treaty (1968), the Comprehensive Nuclear-Test-Ban Treaty (1996) and the treaties establishing nuclear-free zones.

Other treaties prohibit the development, production and stockpiling of chemical weapons (1992) and bacteriological weapons (1972) Ban~nuclear weapons from the seabed and ocean floor (1971) and outer space (1967); and ban or .restrict other types of weapons. In 1997, more than 100 nations signed the Ottawa Convention outlawing landmines. The UN encourages all nations to adhere to this and other treaties banning destructive weapons of war. The UN is also supporting efforts to control small arms and light weapons.

The Vienna-based International Atomic Energy Agency, through a system of safeguards agreements, ensures that nuclear materials and equipment intended for peaceful uses are not diverted to military purposes. And in the Hague, the Organisation *for* the Prohibition of Chemical Weapons collects information on chemical facilities worldwide and conducts routine inspections to ensure adherence to the chemical weapons

VII. Find in the text synonyms for the following words:

Instrument, state, conform, duty, attempt, opposition, furthermore, region, lively, prohibit, review, substance, talks,

VIII. Find in the text antonyms for the following words:

Unilateral forbid, unusual, war, obligatory, minority, dependent, discourage, short-lived, legal, partial.

IX. Divide the words connected with a military sphere into 3 or 2 logical groups in what seems to you to be the most logical way:

Defuse international crises , chemical weapons, landmines, peace settlement, civil war, nuclear disarmament, small arms, war, use force, ceasefire, resolving protracted conflicts, spread of arms, military action, eliminate weapons, disarmament negotiations, nuclear-free

zones, bacteriological weapons, ban destructive weapons, military purposes, missile.

X. Answer the questions

1. When was the United Nations established?
2. Does every nation in the world belongs to the UN membership?
3. What are the purposes of the UN activities?
4. Does the United Nations has an authority to make laws?
5. What is the General Assembly?
6. How many votes is each nation entitled to?
7. What matters may be brought before the General Assembly?
8. How many members does the Security Council consist of?
9. What are the functions of the Economic and Social Council?
10. Can the International Court of Justice decide disputes between citizens?
11. Who is at the head of the Secretariat?
12. What agencies work in partnership with the UN?
13. What historical examples prove UN successful efforts to preserve world peace?
14. What are major goals of the United Nations in fostering disarmament?

XI. Say whether the statements are true or false:

1. The UN has been an ongoing forum for disarmament negotiations, making recommendations and initiating studies.
2. The Office of the UN High Commissioner for Refugees (UNHCR), the UN Development Programme (UNDP) and the UN Children's Fund (UNICEF) report to the General Assembly or the Economic and Social Council.
3. Judges of the International Court of Justice are elected by the General Assembly and the Security Council.
4. UN played a minor role in ending civil wars in Cambodia.
5. Fifteen regional commissions of the Economic and Social Council promote economic development and strengthened economic relations in their respective regions.
6. The Organisation for the Prohibition of Chemical Weapons is located in the Netherlands.

7. The General Assembly holds its annual regular session from October to December.

8. The majority of UN's organs are based in New York.

9. The International Monetary Fund, the World Bank group, the World Health Organization, the International Civil Aviation Organization are subordinate bodies to the UN.

10. According to the UN Charter the Security Council is able to impose economic sanctions or order an arms embargo.

XII. Comment on the following statement of a contemporary politician:

The United Nations has been a miserable failure at everything it has recently undertaken. This organisation is fraught with corruption and is doing absolutely nothing for mankind.

Contents

Unit 1. The Art of Public Speaking	3
Unit 2. Information Society.....	15
Unit 3. Politics and Public Institutions.....	21
Unit 4. Council of Europe	28
Unit 5. United Nations	39

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и устной речи для студентов ФСПН**

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