

Министерство образования Республики Беларусь

Учреждение образования
«Полоцкий государственный университет»

АНГЛИЙСКИЙ ЯЗЫК

Учебно-методический комплекс
для студентов специальности 1-24 01 02 «Правоведение»

Составители

Т. М. Котенкова, Л. В. Танана

Под общей редакцией Т. М. Котенковой

2-е издание, переработанное и дополненное

Новополоцк

ПГУ

2010

УДК 811.111(075.8)
ББК 81.432.1-923
А64

Рекомендовано к изданию методической комиссией юридического факультета
в качестве учебно-методического комплекса (протокол №1 от 25.09.2009)

РЕЦЕНЗЕНТЫ:

канд. филол. наук, доц. кафедры иностранных языков
УО «Витебский технологический университет» С. С. АНУФРИЕВА;
магистр пед. наук, ст. преподаватель кафедры иностранных языков
УО «Полоцкий государственный университет» Т. М. КОРОЛЕВА;
магистр пед. наук, ст. преподаватель кафедры иностранных языков
УО «Полоцкий государственный университет» И. Г. РАДИШЕВСКАЯ

Английский язык : учеб.-метод. комплекс / сост. Т. М. Котенкова,
А64 Л. В. Танана; под общ. ред. Т. М. Котенковой. – 2-е изд., перераб. и доп. –
Новополоцк : ПГУ, 2010. – 352 с.
ISBN 978-985-531-093-9.

Приведено предметно-тематическое содержание изучаемого курса в рамках модуля профессионального общения, определены цели и задачи обучения английскому языку на юридическом факультете, представлено содержание курса, объем в часах практических занятий.

Содержание обучения предложено в форме блоков. Предлагаются рекомендации для успешного усвоения материала, входные и итоговые тесты уровня усвоения тем.

Имеет практическую направленность и способствует введению в область иноязычного профессионально-ориентированного общения и развитию приобретенных умений активного владения английским языком в общественно-политической и профессиональной сферах устной и письменной форм коммуникации.

Впервые издан в двух частях в 2005 году.

Предназначен для студентов юридических специальностей. Может быть использован для обучения английскому языку лиц, работающих в сфере юриспруденции.

УДК 811.111(075.8)
ББК 81.432.1-923

ISBN 978-985-531-093-9

© Котенкова Т. М., Танана Л. В., составление, 2005
© Котенкова Т. М., Танана Л. В., составление, 2010, с изменениями
© УО «Полоцкий государственный университет», 2010

СОДЕРЖАНИЕ

Введение.....	4
Рекомендации студентам для успешного усвоения учебного материала.....	7
Содержание учебного материала	10
Тест для входного контроля сформированности лингвистической компетенции в сфере социокультурного общения(Entry test)	14
Учебный блок № 0 Государство (The State. Elections) Review (Talking about the present, past and future)	18
Учебный блок № 1 Правительство Великобритании (System of Government in Great Britain) Perfect Tenses. Past Tenses (Review).....	103
Учебный блок № 2 Профессия юриста (The Legal Profession).....	128
Учебный блок № 3 Судебная система в США. Судостроительство Великобритании. (Judicial system in the USA. Judicial institutions in the UK). The Passive Voice (1)	166
Учебный блок № 4 Проблема насилия в США (The problem of violence in the USA). The Passive Voice (2)	182
Учебный блок № 5 Профессия юриста в Англии. Участники судебного процесса. (Judicial profession in England. Participants of a law-court trial). The Sequence of Tenses. Reported Speech.....	194
Тесты для итогового контроля для определения уровня сформированности навыков и умений иноязычного профессионально-ориентированного чтения	225
Учебный блок № 6 Источники права (The sources of law).....	233
Учебный блок № 7 Уголовное право и гражданское право Великобритании (Criminal law and civil law of Great Britain)	269
Приложение 1 (Appendix 1) Тексты для внеаудиторного чтения (Supplementary Reading) «The man who escaped»	302
Приложение 2 (Appendix 2) Тексты для внеаудиторного чтения к учебному блоку № 7 (Supplementary Reading)	330
Приложение 3. (Appendix 3) Наиболее трудные грамматические явления (Some Most Difficult Grammar Phenomena)	345
Литература	350

ВВЕДЕНИЕ

Данное пособие предназначено для студентов специальности 1-24 01 02 «Правоведение».

Главная цель обучения иностранным языкам – формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Достижение главной цели предполагает комплексную реализацию нескольких целей, одними из которых являются:

- **познавательная**, позволяющая сформировать представление об особенностях профессиональной деятельности в соизучаемых странах;
- **воспитательная**, связанная с формированием общечеловеческих и личностных ценностей, таких как уважение к другим культурам, патриотизм, культура общения;
- **практическая**, предполагающая овладение иноязычным общением в единстве всех его компетенций (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной), что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности в рамках определённой программой предметно-тематического содержания, а также овладения технологиями языкового самообразования.

В результате изучения данной дисциплины студент юридических специальностей должен *знать*:

- особенности системы английского языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);
- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие юристу эффективно использовать английский язык как средство общения на международном уровне;
- историю развития права стран изучаемого языка.

Студент должен *уметь*:

- вести общение социокультурного характера в рамках тем предусмотренных учебной программой:

- 1) «Моя визитная карточка» («About myself»);
- 2) «Национальность» («Novopolotsk, Polotsk State University»);
- 3) «Страны, языки» («Belarus», «Great Britain»);

– вести общение юридического характера в рамках тем, предусмотренных программой:

- 1) Моя будущая профессия (My Future profession);
- 2) Профессия юриста в Англии (Participants of a Law-court trial);
- 3) Источники права (The Sources of Law);
- 4) Английское право (English Law);
- 5) Британская Конституция (The British Constitution);
- 6) Уголовное и гражданское право Великобритании (Criminal Law and Civil Law);

– читать и переводить литературу по юридическим специальностям (изучающее, ознакомительное, просмотровое и поисковое чтение);

– письменно выражать свои коммуникативные намерения в сфере юриспруденции.

Изучение дисциплины «Иностранный язык» рассчитано на 272 учебных часа, из них 150 аудиторных часов и 122 часа самостоятельной работы студента.

В основу структурирования содержания учебного материала положен принцип модульного подхода, который предполагает разбивку учебного материала на относительно самостоятельные модули (разделы) курса.

В учебно-методическом комплексе разработаны блоки к практическим занятиям по английскому языку согласно «Модулю профессионального общения» (Английский язык. Учебная программа для специальности 1-24 01 02 «Правоведение» Новополюцк, 2008).

Обучение в рамках «Модуля профессионального общения» начинается с повторения. Учебный блок № 0 «The State (Review)» содержит задания, имеющие своей целью совершенствование и контроль умений, полученных студентами в процессе изучения дисциплины в рамках модуля социально-культурного общения и формирование умений применения знаний полученных при изучении тем социокультурного характера для выражения коммуникативных намерений в сфере юриспруденции.

Содержание обучения, согласно вышеуказанным положениям наполняется, учитывая специфику дисциплины «Английский язык» для студентов специальности 1-24 01 02 «Правоведение» предметно-тематическим содержанием, представленным в таблице 1.

Таблица 1

Предметно-тематическое содержание обучения

Сферы общения	Изучаемые вопросы	Содержание
Модуль профессионального общения		
Учебно-профессиональное общение	Моя будущая профессия	Предмет и содержание специальности.
	Профессия юриста в Англии	Общее представление о структуре и характере профессиональной деятельности юриста и её социокультурные особенности в Англии и США.
Итоговый контроль знаний		Итоговый тест
Учебно-профессиональное общение	Участники судебного процесса в Великобритании	Социокультурные особенности профессиональной деятельности юриста Великобритании.
	Источники права. Введение в право – основные концепции. Английское право	Избранная специальность как научная отрасль.
	Британская Конституция	Писаное и неписаное право. Особенности Британской Конституции.
	Уголовное и гражданское право Великобритании. Судебные иски по причинению личного вреда	Особенности классификации права в Великобритании. Деликтные правонарушения.
	Уголовное право Великобритании. Что есть «Закон»?	Преступления и их классификация. Оправданное и неоправданное применение силы в Британском правосудии.
Итоговый контроль знаний		Итоговый тест

РЕКОМЕНДАЦИИ студентам для успешного усвоения учебного материала

Уважаемые студенты!

Прежде чем приступить к изучению учебного материала, внимательно прочитайте информацию о порядке представления учебного содержания в блоках и инструкции по его изучению.

Каждый блок имеет следующую структуру и содержание:

1. Тема.

2. Таблица, состоящая из трех колонок:

– в левой колонке указан номер учебного элемента (УЭ), на которые разбивается каждый блок;

– в средней колонке «*Учебный материал с указанием заданий*» содержатся вопросы к теоретическому содержанию каждого учебного элемента и номера упражнений данного блока, которые следует выполнить (упражнения к учебным элементам блока предлагаются после таблицы). В этой же колонке определяются цели, которые Вам следует достичь по окончании изучения теоретических положений и выполнения практических заданий (упражнений), учебных элементов и блока в целом;

– в правой колонке «*Управление обучением*» даны дополнительные указания, которые помогут Вам в усвоении учебного материала.

3. Раздел «*Упражнения к элементам блока*» начинаются с УЭ-1, в котором дан словарь основных юридических и грамматических понятий блока и входной тест (Entry Test). Его цель выделить основные юридические и грамматические понятия данного блока и раскрыть их значение. Если Вы затрудняетесь ответить на вопросы теста, то проконсультируйтесь в «*листке контроля*» и в учебных пособиях по Уголовному, Гражданскому праву и др.

4. «*Листок контроля*» содержит ключи ко всем заданиям блока и схему уровня знаний, в которой предлагаются критерии оценки всех заданий блока, соответствующие общепринятым международным стандартам.

I. Рекомендации по работе с учебным содержанием блока.

1. Внимательно прочитайте тему блока.

2. Изучите *интегрирующую цель* блока, которая представлена в УЭ-0 в средней колонке таблицы «*Учебный материал с указанием заданий*». Это то, чему Вы должны научиться по окончании изучения учебного содержания блока.

3. Прежде чем приступить к выполнению упражнений учебного элемента (УЭ), ответьте на вопросы, данные перед ними в таблице.

4. Если затрудняетесь ответить на вопросы, изучите рекомендованные в правой колонке теоретические положения.

5. Проверяйте правильность выполнения заданий по «листочку контроля».

6. Оценивайте работу по схеме уровня знаний.

Желаем успеха!!! Good luck!!!

II. Рекомендации по общей «стратегии» и «тактике» чтения.

1. Вдумайтесь в заголовок: возможно, он подскажет Вам о чем текст.

2. Произведите «разведку» вокруг текста: выясните, в частности, кто его написал и возможные сведения об авторе из введения или из лингвострановедческого справочника; рассмотрите иллюстрации, вчитайтесь в пред- и послетекстовые задания – все это поможет предвосхитить содержание.

3. Прочитайте бегло весь текст или его законченный отрывок, обходя трудности, чтобы составить себе общее представление о его содержании; это поможет в последующем при чтении преодолеть трудности.

4. При встрече с незнакомым словом – не останавливайтесь: дальнейшее изложение может внести ясность в понимание его значения, при этом старайтесь использовать свои знания фактов, событий действительности, о которых упоминается в тексте.

5. Постарайтесь догадаться о значении слова; языковая догадка возможна, если данное незнакомое слово:

– напоминает по своему звучанию или графическому образу слово родного языка;

– состоит из знакомых словообразовательных элементов;

– относится к интернациональным словам;

– включено в словосочетание, элемент/элементы которого вам известны.

6. Слова, значение которых не удалось установить, найдите в словаре. Для этого необходимо:

– знать условные обозначения, принятые в словаре (они даются в начале любого словаря), и его структуру;

– усвоить правила расположения слов в словаре, в частности тот факт, что место слова определяется не только первой буквой алфавита, но и последующими;

- уметь придать слову исходную словарную форму, отталкиваясь от его производной контекстной формы;
- выбрать нужное значение из имеющихся, проверить его соответствие тексту.

III. Рекомендации для самостоятельной подготовки монологического высказывания.

1. Представьте, о чем вы будете говорить, и составьте план своего высказывания.
2. Прочитайте текст (тексты) на нужную вам тему.
3. Выделите из текста (текстов) материал – слова, словосочетания, предложения, нужные для вашего высказывания; соотнесите его с пунктами плана.
4. Вспомните, какой еще языковой материал вы сможете использовать в своем высказывании и припишите его.
5. Сделайте преобразования, необходимые для передачи замысла.
6. «Прорепетируйте» свое высказывание, пользуясь построенной вами программой.

IV. Рекомендации для самостоятельной подготовки устного высказывания на основе опор.

1. Представьте, что вы хотите сказать по данной теме/ситуации, и спланируйте свое высказывание.
2. Подберите к каждому пункту плана соответствующие языковые средства: слова, словосочетания, предложения из данных в учебнике и по памяти.
3. Скомбинируйте этот материал для передачи своего замысла (помните при этом о времени, лице, числе и т.д.).
4. Представьте себе конкретных слушателей и, обращаясь к ним, произнесите свое высказывание.

V. Рекомендации для письменного выполнения лексико-грамматических упражнений.

1. Прочитайте задание и определите в чем его суть.
2. Если задание предполагает подстановку или ответ на вопрос, помните (выясните, уточните) значение требуемого языкового явления.
3. Установите его грамматические формы, обратите внимание на порядок слов. (Если забыли, как образуются грамматические формы, то обратитесь к словарю и грамматическому справочнику.)

4. Письменно вставьте данное языковое явление в предложение (или в ответ на вопрос), придав ему сначала соответствующую производную форму.
5. Прочитайте полученное предложение.
6. Произнесите его без опоры на запись.

VI. Рекомендации для письменной компрессии текста в ходе самостоятельной работы.

После того как текст был прочитан и в целом понят, можно приступить к составлению «своего» текста на его основе.

1. Читайте текст по абзацам, выделяя в каждом из них предложение, в котором заключена главная мысль абзаца, и выпишите его.
2. Проведите сокращения внутри выделенных предложений за счет второстепенных слов, то есть слов и словосочетаний, лишь уточняющих основное.
3. Соедините полученные предложения в единый текст, предусмотрев при этом соответствующие способы связи: личные, указательные и притяжательные местоимения, союзы и союзные слова и т.д.
4. Придайте записи форму в зависимости от того, пишете ли вы аннотацию, реферат, рецензию или резюме.

Прежде чем приступить к изучению блоков, ознакомьтесь с содержанием учебного материала.

Содержание учебного материала

Разделы, темы, вопросы	Содержание
Модуль профессионального общения	
1. Моя будущая профессия (12 ч.)	<p>Основные юридические понятия. Л.Е. <i>furtherance, argue, behalf, expansion, cherish, violation, humanity, frame, impose.</i></p> <p>Входной контроль сформированности лексических навыков в рамках тематики «Моя будущая профессия».</p> <p>Формирование лексических навыков в рамках тематики «<i>My Future Profession</i>».</p> <p>Формирование фонетических и лексических навыков, развитие навыков словообразования в рамках тематики «<i>My Future Profession</i>».</p> <p>Совершенствование навыков изучающего чтения и перевода, лексических навыков. Текст «<i>My Future Profession</i>».</p> <p>Диалогическая и монологическая речь в рамках устной экзаменационной темы «<i>My Future Profession</i>».</p>

	<p>Совершенствование навыков перевода и работы со словарём. Текст «<i>The Declaration of Independence</i>».</p> <p>Формирование лексических навыков чтения и говорения в рамках тематики «<i>The Legal Profession</i>». Словообразование.</p> <p>Совершенствование навыков изучающего чтения. Текст А «<i>The Legal Profession</i>».</p>
2. Профессия юриста в Англии (12 ч.)	<p>Формирование лексических навыков в рамках подтемы «Судьи».</p> <p>Совершенствование умений ознакомительного чтения. Текст «<i>Judges</i>». Монологическое высказывание. Беседа по тексту.</p> <p>Формирование лексических навыков в рамках подтемы «Жюри присяжных».</p> <p>Совершенствование навыков просмотрового чтения текстов юридического характера. Текст С «<i>Juries</i>».</p> <p>Словообразование Л.Е. to defend, dependence, to institute, undertake, deal with, evidence, guarantee, select, summarize, abolish, appear.</p> <p>Просмотровое Чтение. Текст D «<i>The Attorney – General and the Director of Public Prosecutions</i>». Устная речь. Беседа по тексту.</p> <p>Словообразование, словосложение Л.Е.</p> <p>Поисковое чтение. Текст «<i>Administration of Justice in Great Britain</i>». Устная речь. Беседа по тексту.</p> <p>Словообразование. Формирование лексических навыков говорения и чтения в рамках тематики «<i>The Legal Profession</i>». Ознакомительное чтение. Текст «<i>Barristers and Solicitors</i>».</p> <p>Диалогическая речь. Повторение изученного лексического материала в рамках тематики «<i>My Future Profession</i>» и «<i>Agents of the Law</i>».</p> <p>Итоговый контроль уровня сформированности лексических навыков, уровня усвоения темы.</p> <p>Итоговый тест I.</p> <p>Итоговый тест II.</p>
3. Итоговый тест (1 ч.)	
4. Участники судебного процесса в Великобритании (10 ч.)	<p>Контроль сформированности грамматических навыков употребления правила согласования времён в английском языке и перевода прямой речи в косвенную. Входной тест.</p> <p>Употребление правила согласования времён в письменной и устной речи. Изучающее чтение. Текст «<i>Steve tells about judicial profession in England</i>».</p> <p>Обращение прямой речи в косвенную в повествовательных, вопросительных и повелительных предложениях.</p> <p>Перевод прямой речи в косвенную и наоборот, косвенной речи в прямую, формирование навыков ознакомительного чтения. Текст «<i>The man who escaped</i>» (Episode 15). Устная речь.</p> <p>Просмотровое чтение. Текст «<i>Bribery Stopped</i>».</p> <p>Формирование лексических навыков говорения и чтения в рамках тематики «<i>Participants of a law-court trial</i>».</p> <p>Изучающее чтение. Перевод. Текст «<i>Participants of a trial</i>».</p> <p>Диалогическая и монологическая речь в рамках устной экзаменационной темы «<i>Participants of a law-court trial</i>».</p>

	<p>Повторение изученного грамматического и лексического материала в рамках тематики «Участники судебного процесса». Итоговый контроль уровня усвоения темы. Итоговый тест. Контроль уровня усвоения учебного материала II-го этапа обучения.</p> <p>Итоговый тест I. Итоговый тест II.</p>
<p>5. Источники права (10 ч.)</p> <p>Введение в право – основные концепции</p> <p>Английское право</p>	<p>Входной контроль знаний:</p> <p>1) основных юридических понятий: <i>Law, legislation, the sources of Law, Common Law, Roman Law, Napoleonic Code, The Ten Commandments. (Entry Test I).</i></p> <p>2) основных грамматических понятий Причастия I, II (<i>Entry Test II</i>). Способы образования и перевода Причастия I, II.</p> <p>Введение юридических терминов: <i>authority, court, govern, judge, law enforcement agency, lawyers, legal action, legal system, the judiciary.</i> Изучающее чтение. Текст «<i>Why do we have Laws and legal systems?</i>».</p> <p>Соотнесение юридических терминов с их значением и узнавание в тексте. «<i>The description of the sources of Law</i>». Изучающее чтение, закрепление юридических терминов. Словообразование.</p> <p>Изучающее чтение. Текст «<i>English Law</i>». Послетекстовые упражнения.</p> <p>Устная речь. Темы для обсуждения:</p> <ol style="list-style-type: none"> 1. <i>Two main types of sources of Law.</i> 2. <i>Two main traditions of Law in the world.</i> <p>Дискуссия на тему: «<i>The main purpose of Law is to protect property ownership</i>».</p>
<p>6. Британская Конституция (10 ч.)</p>	<p>Введение и закрепление юридических терминов. Словообразование, изучающее чтение. Текст «<i>The British Constitution</i>».</p> <p>Грамматика: функции и способы перевода конструкций с Причастием I, II, упр. 2, 3, 4, 5, 6.</p> <p>Устная речь. Вопросы для обсуждения:</p> <ol style="list-style-type: none"> 1. <i>What do you understand by the British Constitution?</i> 2. <i>What is the purpose of the UK Constitution?</i> 3. <i>What are the characteristics of the British Constitution?</i> 4. <i>Does the United Kingdom have a written constitution?</i> 5. <i>Who can alter the rules of the British Constitution?</i> <p>Устная речь. Вопросы для обсуждения:</p> <ol style="list-style-type: none"> 1. <i>The main sources of the constitution.</i> 2. <i>Who makes legislation in England?</i> 3. <i>Is the most English Law written in a code?</i> 4. <i>What are the two main types of the sources of Law?</i> 5. <i>The British Constitution.</i> <p>Итоговый контроль уровня сформированности навыков узнавания юридических терминов и соотнесения со значением.</p>

	Контроль умения изучающего и ознакомительного чтения текстов юридического характера в рамках темы « <i>The Sources of Law</i> ».
7. Уголовное и гражданское право Великобритании (10 ч.) Судебные иски по причинению личного вреда (10 ч.)	<p>Входной контроль знаний основных юридических понятий в рамках темы «<i>Criminal Law and Civil Law</i>». <i>Entry Test</i>. Формирование лексических навыков чтения и говорения в рамках данной темы Л.Е. <i>Civil, civil Law, crime, criminal, criminal Law, compensation, damage, injure, injury, tort</i>. Текст «<i>Criminal and Civil Law</i>».</p> <p>Формирование лексических навыков чтения и говорения в рамках темы «<i>Law suits for personal injury</i>». Л.Е. <i>Lawsuit, injury, harm, tort, tortuous, liable, intentional, conduct, negligent, assault, battery, trespass, conversion, defamation, deceit, charge</i>. Словообразование (существительных от глаголов). Текст «<i>Law suits for personal injury. Liability resulting from Intentional Conduct</i>». Устная речь. Вопросы для обсуждения: <i>The examples for every intentional tort mentioned in the Text «Lawsuits for personal injury»</i>.</p>
8. Уголовное право Великобритании (10 ч.) Что есть «Закон»?	<p>Формирование умений изучающего чтения в рамках подтемы «<i>Criminal Law</i>». Л.Е. <i>charging, convicted, voluntary, act, omission, state of mind, epilepsy, awareness, recklessness, mental disorder, absolve</i>. Текст «<i>Criminal Law</i>». Послетекстовые упражнения. Повторение. Вопросы для обсуждения: 1. <i>What does criminal Law deal with?</i> 2. <i>Crime and its definition.</i> 3. <i>Unjustifiable and justifiable use of force.</i></p> <p>Совершенствование умений ознакомительного и изучающего чтения текстов юридического характера в рамках темы «<i>Criminal Law and Civil Law</i>». Текст 1. «<i>What is Law</i>». Текст 2. «<i>Kinds of Law</i>». Совершенствование умений монологического высказывания в рамках темы «<i>Criminal Law and Civil Law</i>». Вопросы для обсуждения: 1. <i>Give some examples for a criminal wrong and some examples for a civil wrong.</i> 2. <i>Explain the kinds of Laws in English to your partners.</i> Тема для дискуссии «<i>What is Law?</i>» Контроль уровня сформированности навыков узнавания юридических терминов и соотнесения со значением, умений изучающего и ознакомительного чтения текстов юридического характера в рамках темы «<i>Criminal Law and Civil Law</i>» монологического высказывания в рамках данной темы.</p>
9. Итоговый тест I (2 ч.) Итоговый тест II (3 ч.)	

Тест для входного контроля сформированности
лингвистической компетенции в сфере социокультурного общения

Entry Test

Part 1. Read the text about boot camps for criminals and answer the questions after it.

1. The criminal situation in Britain is getting worse. The number of crimes committed by young people in Britain is going up. A possible solution is the introduction of boot camps. Are they cruel or a good idea?

2. Boot camps started in America because the prisons were too full. They decided it was better to send young, less serious criminals to strict military camps to learn to «respect and obey». British boot camps will be similar. However, at the moment, there are only plans for male boot camps.

3. The criminals are sent to boot camps for a shorter period of time than to prison but the life there is much harder. There are more rules and a lot of hard training. Prisoners (called «trainees») have to get up at 5 a.m. and march at 8 a.m. One of the punishments is staying in a push-up position for five minutes without moving, then doing 30 push-ups. The other characteristic of boot camps is their attitude towards the «trainees» – cruel. Their main aim is to «break bad attitude». An officer said, «The more they cry, the better it is».

4. The officers start to hurt and threaten the young criminals the minute they arrive. An officer explains, «We want them to experience pure fear and feel small. We shout in their faces as loudly as possible. We insult them and tell them they are nothing, rubbish. We also remind them of their crimes and ask them how their poor parents and victims feel».

5. Many people are worried that boot camps might help criminals to be physically and mentally stronger and therefore they will be more dangerous criminals than before. A criticism of both prisons and boot camps is that they just introduce to more criminals. For this reason, some people believe that neither prison nor boot camps are good for young criminals. They believe they should receive more help and training so they don't need to break the law.

6. The percentage of people who commit crimes again after going to a boot camp is lower than the percentage for those who went to prison. However, boot camps only take less serious criminals (those who have never been to prison) so it is no surprise that the percentage is lower.

solution – решение
punishment – наказание
push-up – отжимание
to insult – оскорблять
to commit crimes – совершать преступления

Answer the questions. Write the number of the paragraph or paragraphs next to the question.

In which paragraph we can read:

1. why and how the boot camps appeared? _____
2. what the results are? _____
3. how the officers treat «trainees»? _____
4. what are the disadvantages of boot camps? _____

Answer the questions choosing one of the options A, B, C D or E. Make a circle around the chosen letter. Only one option is correct.

5. What is the writer's opinion about boot camps?

- A. Boot camps are not better than prisons.
- B. Criminals need more help and training.
- C. All of the above are correct.
- D. None of the above are correct.

6. What made the writer speak about boot camps?

- A. Boot camps show good results.
- B. Boot camps might be built in Britain.
- C. Criminals feel unhappy in boot camps.
- D. «Trainees» should change punishments.

7. What is writer trying to do in the text? The writer describes

- A. boot camps and opinions about them.
- B. A way of life in boot camps.
- C. What people think about boot camps.
- D. How boot camps function.

Fill in gaps using the information from the text. Write only one word in a gap as it is done in item 8. Choose words from the text.

This is article about **8. boot** camps. They appeared in **9.** _____. There are no boot camps in **10.** _____ yet. They were built to **11.** _____ young criminals to **12.** _____ and **13.** _____. The discipline in the camp is **14.**

_____. The «trainees» have to follow many. **15.** _____ and **16.** _____ a lot. The officers **17.** _____ and **18.** _____ them. They make them feel **19.** _____ There are different **20.** _____ about the camp. **21.** _____ people think that young criminals get acquainted with other **22.** _____ and learn them more about **23.** _____. Some think that society should **24.** _____ and **25.** _____ before they have broken the **26.** _____.

Part 2. Read what the students think about their first year at the university. Write only the initial letter of the name next to the question, as it is done in item 1.

Jeremy (20)

I can't afford to live in the halls of residence so I have to travel from home on the other side of London every day. It takes me about two hours in the morning and two in the evening and costs me about 33\$ a week. But it's cheaper than living in a hall of residence. Hall costs about 50\$ a week at the cheapest.

You need to be self motivated in your first year. The teachers are very good. They give you great ideas and they are there for you if you need them. But at the end of the day, they can't make you do the work.

You can't afford to sit back and not to do the work for a week even if you don't want to do it.

It's not going to go away. It's very easy to fall behind. And once you do that it's very difficult to get on again.

Ben (19)

I'm living in a hall of residence. In the hall there're flats, with fine people sharing a kitchen and a bathroom. The kitchen is probably the most sociable place. People meet together there at the end of the day. We are all busy people but we don't mind cooking for each other.

There's a lot of one-to-one teaching. We have two individual consultations (tutorials) a week but if you want to see your tutor (teacher) for extra help you can arrange a tutorial at any time. The lectures haven't been so important in your first year.

Money is a big problem for any university student. By the end of the first year every student will have spent too much money. I get a full grant, which is about \$800 a term. But the fees for my hall of residence are \$763 a term.

Peter

I'm in my first year of architecture at Kingston but I've already done a degree in languages at Oxford, I found the freedom fantastic. Suddenly you are

not living at home, and you can do exactly what you want. There are a huge number of young people living close to each other. You don't see people of different ages, neither children nor older adults.

In my first year at Oxford, I found that there was a tug* between work and social life. Generally I found that social life won out. I only got into my work in my last year and started to enjoy it more. In my first year work seemed like a heavy burden, probably because I always left it until the last moment.

I sometimes wish I had worked harder in my first year at Oxford. I think I would have enjoyed it more if I had. But then again, I did meet an awful lot of people. I might not have if I'd spent too much time in the library.

*tug – напряжение, перетягивание

Tim (tutor)

First-year students have to make a break from home, from a set of school friends they've probably been with for the last eight years. So it's always a bit stressful coming to a strange university. But on the whole I think most of them settle down and make friends.

The main problem is money. There's no way that the grant can possibly cover your expenses. It's very difficult to tell your parents to give you an extra \$ 25 a week, so many students have a job. I think it's particularly stressful combining work and study for architecture students because they have to produce projects to a deadline every two weeks.

My advice to school leavers about to start University? Make sure you have got some savings (extra money) and that you've got a very friendly bank manager!

1. Students like to have a talk in the kitchen. B_____
2. Save as much money as you can for education. _____
3. It is cheaper to live at home. _____
4. First year students don't know how to use money. _____
5. He spent more time with friends than doing homework. _____
6. You need to be responsible for your study. _____
7. It is exiting to live far from home under no control. _____
8. Many students have to work while studying. _____
9. He is sorry he didn't work hard in his first year. _____
10. Some students are depressed during the first year. _____
11. You can have an extra class with your teacher. _____

УЧЕБНЫЙ БЛОК № 0
Государство
(The State, Elections)
Review (Talking about the present, past, future)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none"> 1. Контроль и совершенствование умений, необходимых для формирования языковой и речевой компетенций в рамках социокультурного общения. 2. Формирование умений применения знаний полученных при изучении тем социокультурного характера для выражения коммуникативных намерений в сфере юриспруденции. 3. Формирование навыков изучающего и ознакомительного чтения текстов юридического характера. 	
УЭ-1	<p>Входной контроль</p> <p>Цель: проверить сформированность грамматических навыков образования форм <i>Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect</i></p> <ol style="list-style-type: none"> 1. Ознакомьтесь с объяснениями основных грамматических понятий данного модуля. 2. Выполните входной тест (Entry Test). 3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний. 4. Проанализируйте свои ошибки 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 65 – 89; 94 – 99.</p> <p>Работайте письменно самостоятельно</p> <p>Повторите необходимые теоретические положения. Работайте устно в группах</p>
УЭ-2	<p>Цели:</p> <p>– совершенствовать умения употребления настоящего времени глагола <i>-be</i>, структур <i>there is, there are</i> в вопросно-ответной форме в устной и письменной речи в рамках тем повседневного общения;</p>	

	<p>– проконтролировать понимание значения глагола <i>-be</i> посредством перевода текста;</p> <p>– сформировать навыки изучающего и ознакомительного чтения.</p> <ol style="list-style-type: none"> 1. Вспомните, как изменяется по лицам глагол <i>-be</i> в настоящем времени. 2. Выполните упражнение 1. 3. Проверьте правильность выполнения по листку контроля, оцените работу по схеме уровня знаний. <p>Выполните упражнения 2, 3, 4, 5.</p> <ol style="list-style-type: none"> 4. Проверьте правильность выполнения и оцените работу по схеме уровня знаний. 5. Выполните упражнение 6. 6. Выполните упражнение 7, 8. 7. Проверьте правильность выполнения и оцените работу. 8. Прочитайте и переведите текст «<i>Meet my friends</i>». 9. Выполните задания упражнения 10. 10. Прочитайте текст «<i>The man who escaped</i>» (Episode 1). 	<p>Сделайте устное сообщение по образцу упражнения 1, работайте в парах, самостоятельно</p> <p>Работайте устно в парах</p> <p>Приложение 1 Работайте устно в парах</p>
УЭ-3	<p>Цель:</p> <p>– совершенствовать грамматические навыки употребления глагола <i>have got</i>;</p> <p>– совершенствовать умения употребления глагола <i>have got</i> в вопросно-ответной форме в устной и письменной речи в рамках темы: «<i>My family</i>»;</p> <p>– проконтролировать понимание значения глагола <i>-have got</i> посредством перевода текста в рамках тематики: «<i>My studies</i>»;</p> <p>– сформировать навыки изучающего и ознакомительного чтения.</p> <ol style="list-style-type: none"> 1. Вспомните, как изменяется по лицам глагол <i>have got</i>. 2. Выполните упражнения 1, 2. 3. Проверьте правильность выполнения по листку контроля. 4. Выполните упражнение 3. 5. Выполните упражнение 4. 6. Проконтролируйте правильность выполнения упражнений по листку контроля. 7. Оцените свою работу по схеме уровня знаний. 	

	<p>8. Выполните задания упражнения 5.</p> <p>9. Прочитайте тексты А, В.</p> <p>10. Прочитайте текст «<i>The man who escaped</i>» (Episode 2).</p>	Приложение 1
УЭ-4	<p>Цель:</p> <ul style="list-style-type: none"> – совершенствовать грамматические навыки образования форм времени <i>Present Simple</i>; – совершенствовать умения в употреблении времени <i>Present Simple</i> в вопросно-ответной форме в рамках социокультурного общения; – проконтролировать понимание аспектов употребления <i>Present Simple</i> посредством перевода текста «<i>Where do they live?</i>»; – сформировать навыки изучающего чтения. <ol style="list-style-type: none"> 1. Вспомните способы образования утвердительной формы в третьем лице, единственном числе, времени <i>Present Simple</i> 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте и оцените работу. 4. Выполните упражнения 4, 5. 5. Проконтролируйте и оцените работу. 6. Вспомните, как образуется вопросительная форма <i>Present Simple</i>. 7. Выполните упражнения 6, 7, 8, 9. 8. Проконтролируйте и оцените работу по листку контроля и схеме уровня знаний. 9. Выполните задания упражнений 10, 11. 10. Прочитайте текст «<i>The man who escaped</i>» (Episode 3). 	<p>Учебное пособие Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 71 – 74.</p> <p>Работайте устно в парах</p> <p>Работайте устно в парах</p> <p>Приложение 1</p>
УЭ-5	<p>Цель:</p> <ul style="list-style-type: none"> – совершенствовать грамматические навыки образования форм времени <i>Present Continuous</i>; – сформировать умения в употреблении времени <i>Present Continuous</i> в вопросно-ответной форме в рамках темы юридического характера: «<i>The State</i>» в устной и письменной речи; – проконтролировать понимание аспектов употребления <i>Present Continuous</i> посредством перевода текста «<i>Pete is preparing for the seminar</i>»; – сформировать навыки изучающего и ознакомительного чтения текста юридического характера, содержащего структуры <i>Present Continuous</i>. 	

	<ol style="list-style-type: none"> 1. Вспомните, как образуется утвердительная, вопросительная и отрицательная формы <i>Present Continuous</i>? 2. Выполните упражнения 1, 2, 3, 4. 3. Проконтролируйте правильность выполнения и оцените работу. 4. Вспомните для обозначения какого действия употребляется <i>Present Continuous</i>. 5. Выполните упражнения 5, 6. 6. Проконтролируйте правильность выполнения и оцените работу. 7. Выполните задания упражнения 7. 	<p>Работайте письменно самостоятельно</p> <p>Работайте устно в парах</p>
УЭ-6	<p>Цель: – осуществить контроль сформированности умений употребления форм <i>Present Simple</i> и <i>Present Continuous</i> в письменной и устной речи; – сформировать навыки ознакомительного чтения.</p> <ol style="list-style-type: none"> 1. Вспомните, для обозначения каких действий используются <i>Present Simple</i> и <i>Present Continuous</i>? 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте и оцените работу. 4. Выполните упражнения 4, 5, 6, 7, 8. 5. Проконтролируйте правильность выполнения. 6. Оцените свою работу по схеме уровня знаний. 7. Прочитайте текст «<i>The man who escaped</i>» (<i>Episode 4</i>). 	<p>Работайте письменно самостоятельно</p> <p>Работайте устно в группах.</p> <p>Приложение 1</p>
УЭ-7	<p>Цель: – совершенствовать умения использования глаголов обычно неупотребляемых во временах группы <i>Continuous</i>.</p> <ol style="list-style-type: none"> 1. Вспомните, какая группа глаголов обычно не употребляется в продолженных временах. 2. Выполните упражнения 1, 2, 3, 4, 5, 6. 3. Проконтролируйте правильность выполнения упражнений по листку контроля. 4. Оцените свою работу по схеме уровня знаний. 	<p>Учебное пособие Карпышева М.Н., Янушкова В.Н. Практическая грамматика английского языка. См. стр. 85 – 86.</p>
УЭ-8	<p>Цель: – совершенствовать умения употребления глагола <i>-be</i> в прошедшем времени в вопросно-ответной форме в устной и письменной речи; – сформировать навыки ознакомительного чтения юридического текста.</p> <ol style="list-style-type: none"> 1. Вспомните формы глагола <i>-be</i> в прошедшем времени. 	

	<p>2. Выполните упражнения 1, 2, 3.</p> <p>3. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний.</p> <p>4. Выполните упражнение 4, 5, 6.</p> <p>5. Проконтролируйте правильность выполнения по листку контроля.</p> <p>6. Оцените работу по схеме уровня знаний.</p> <p>7. Прочитайте текст «<i>The man who escaped</i>» (<i>Episode 5</i>).</p>	Работайте устно в группах.
УЭ-9	<p>Цель:</p> <p>– сформировать умения употребления времени <i>Past Simple</i> как в монологической форме, так и в вопросно-ответной в регистре сферы повседневного общения и в рамках юридической темы «<i>The history of Parliament in GB</i>»</p> <p>– сформировать умения изучающего чтения текста юридического характера.</p> <p>1. Вспомните, как образуются утвердительная, отрицательная и вопросительная формы времени <i>Past Simple</i>.</p> <p>2. Выполните упражнения 1, 2, 3.</p> <p>3. Проконтролируйте правильность выполнения и оцените работу.</p> <p>4. Выполните упражнения 4, 5. Проконтролируйте правильность выполнения и оцените работу.</p> <p>5. Выполните упражнение 6.</p> <p>6. Выполните упражнения 7, 8, 9, 10, 11.</p> <p>7. Проконтролируйте правильность выполнения и оцените свою работу.</p> <p>8. Выполните упражнения 12, 13, 14, 15.</p> <p>9. Выполните задания упражнения 16.</p>	<p>Учебное пособие: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 74 – 76</p> <p>Работайте в группах устно</p> <p>Работайте устно в группах</p> <p>Работайте письменно самостоятельно</p>
УЭ-10	<p>Цель:</p> <p>– провести контроль сформированности умений употребления форм времени <i>Past Simple</i> и <i>Past Continuous</i>;</p> <p>– сформировать навыки ознакомительного чтения юридического текста.</p> <p>1. Вспомните, для обозначения каких действий используются <i>Past Simple</i> и <i>Past Continuous</i>?</p> <p>2. Выполните упражнения 1, 2.</p> <p>3. Проконтролируйте правильность выполнения и оцените свою работу по листку контроля и схеме уровня знаний.</p> <p>4. Прочитайте текст «<i>The man who escaped</i>» (<i>Episode 6</i>).</p>	Приложение 1

УЭ-11	<p>Цель:</p> <ul style="list-style-type: none"> – совершенствовать умения в употреблении времени <i>Present Perfect</i>, <i>Present Perfect Continuous</i> в рамках юридической темы «<i>The procedure of the Parliament</i>» – совершенствовать навыки изучающего чтения юридических текстов. <ol style="list-style-type: none"> 1. Вспомните, как образуются вопросительная, отрицательная и утвердительная формы времени <i>Present Perfect</i>. Для обозначения какого действия она употребляется? 2. Выполните упражнения 1, 2, 3, 4, 5. 3. Проконтролируйте правильность выполнения по листку контроля. 4. Оцените работу по схеме уровня знаний. 5. Выполните задания упражнения 6. 	<p>Учебное пособие: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 94 – 99.</p> <p>Работайте письменно самостоятельно</p>
УЭ-12	<p>Цель:</p> <ul style="list-style-type: none"> – провести контроль сформированности умений употребления форм <i>Present Perfect</i> и <i>Past Simple</i>; – сформировать навыки ознакомительного чтения юридического текста. <ol style="list-style-type: none"> 1. Вспомните, для обозначения каких действий употребляются времена <i>Present Perfect</i> и <i>Past Simple</i>. 2. Выполните упражнения 1, 2, 3, 4. 3. Проверьте правильность выполнения и оцените работу по листку контроля и по схеме уровня знаний. 4. Прочитайте текст «<i>The man who escaped</i>» (<i>Episode 7</i>). 	<p>Приложение 1</p>
УЭ-13	<p>Цель:</p> <ul style="list-style-type: none"> – формировать умения в правильном употреблении <i>will</i> и <i>going to</i> в устной речи в рамках темы «Elections» – сформировать навыки изучающего чтения текстов юридического характера. <ol style="list-style-type: none"> 1. Вспомните разницу в употреблении <i>will</i> и <i>going to</i> для обозначения будущего действия. 2. Выполните упражнения 1, 2, 3. 3. Проверьте правильность выполнения и оцените работу. 4. Выполните задания упражнения 4. 5. Прочитайте текст «<i>The man who escaped</i>» (<i>Episode 8</i>). 	<p>Приложение 1</p>

УЭ-14	<p>Цель:</p> <ul style="list-style-type: none"> – совершенствовать умения в употреблении <i>Present Continuous</i> и <i>going to</i> для обозначения заранее запланированного действия в будущем; – провести контроль сформированности умения правильного употребления <i>will, going to, Present Continuous</i> для обозначения будущего действия в вопросно-ответной форме в письменной и устной речи в стилистически нейтральном регистре сферы повседневного общения. <ol style="list-style-type: none"> 1. Выполните упражнения 1, 2, 3, 4, 5, 6, 7. 2. Проконтролируйте правильность выполнения и оцените работу по листку контроля и по схеме уровня знаний. 3. Выполните упражнения 8, 9, 10. 4. Проконтролируйте и оцените работу. 	<p>Работайте в парах устно</p> <p>Работайте письменно самостоятельно</p>
УЭ-15	<p>Цель:</p> <ul style="list-style-type: none"> – провести контроль сформированности умений употребления видовременных форм глагола в вопросно-ответной форме, монологической форме в устной и письменной речи в рамках социокультурного и профессионального общения. <ol style="list-style-type: none"> 1. Выполните упражнения 1, 2. 2. Выполните упражнение 3. 3. Проверьте правильность выполнения с помощью преподавателя. 	<p>Работайте в парах, группах</p> <p>Работайте письменно самостоятельно</p>
УЭ-16	<p>Цель:</p> <ul style="list-style-type: none"> – провести итоговый контроль сформированности умений употребления формы настоящего и прошедшего времени глагола <i>-be</i>, времен <i>Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect</i>, структур <i>will</i> и <i>going to</i>. <ol style="list-style-type: none"> 1. Выполните итоговый Test I. 2. Проверьте правильность выполнения по листку контроля. 3. Оцените работу по схеме уровня знаний. 4. Выполните итоговый Test II. 5. Проверьте и оцените свою работу. 	<p>Работайте письменно самостоятельно</p>

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ БЛОКА №0

Основные юридические понятия данного блока

- Authority** 1) the power or right to give commands, enforce obedience, take action, or make final decisions; jurisdiction.
2) a person with much knowledge or experience in some field whose information or opinion is hence reliable; expert.
- Government** 1) the exercise of authority over a state, district, organization, institution etc.
2) an established system of political administration by which a nation, state, district, etc. is governed (we need honest government)
- Parliament** 1) the national legislative body of Great Britain, composed of the House of Commons and the House of Lords.
- Primaries in the U.S.** 1) a local meeting of voters of a given political party to nominate candidates for public office.
2) Direct Primary Election.
- Society** *n* 1) a group of persons regarded as forming a single community, esp. as forming a distinct social or economic class.
- Suffrage** 1) vote or voting; esp., a vote in favor of some candidate or issue.
2) the right to vote, esp. in political elections.
- Vote** *n. v.* 1) a decision by a group on a proposal, resolution, bill, etc., or a choice between candidates for office, expressed by written ballot, voice, show of hands, etc.
2) to express the will or a preference in a matter by ballot, voice etc.

Основные грамматические понятия данного блока

- affirmative** утверждение. *e.g. We are English is affirmative; We aren't English is negative.*
- continuous** *be + -ing e.g. I'm working* (present continuous); *I was working* (past continuous).

full verb	обычный глагол. an ordinary verb e.g. <i>play, watch, eat.</i>
infinitive	инфинитив. In <i>I can swim</i> , <i>swim</i> is the infinitive without to . In <i>I want to swim</i> , <i>to swim</i> is the to infinitive .
-ing form	verb + <i>-ing</i> e.g. <i>working, playing</i>
negative	see affirmative
past participle	причастие прошедшего времени. The past participle of regular verbs ends in <i>-ed</i> e.g. <i>finished</i> . Some verbs have irregular past participles e.g. <i>go – gone</i>
perfect	совершенное. <i>have</i> + past participle e.g. <i>I've finished</i> (present perfect).
short answer	краткий ответ. e.g. « <i>Are you hot?</i> » « <i>Yes, I am.</i> »
short form	краткая форма. e.g. <i>I'm</i> and <i>isn't</i> are short forms ; <i>I am</i> and <i>is not</i> are full forms .
simple	простое. not continuous e.g. <i>I work</i> (present simple); <i>I worked</i> (past simple); <i>I've worked</i> (present perfect simple).
verb	глагол. <i>Play, work</i> and <i>go</i> are examples of verbs (or full verbs). See also modal verbs .

ENTRY TEST

(Входной тест)

I. Name the tense form of the following.

1. has taken
2. goes
3. understood
4. were applauding
5. are answering
6. will appreciate

II. Form the appropriate tense forms of the following.

1. Past Continuous (*swim*)
2. Present Simple (*cut*)
3. Past Simple (*stand*)
4. Present Perfect (*wait*)
5. Future Simple (*decide*)

III.

A. Define the correct tense form (the Present Continuous or the Present Simple) in the following.

1. Cathy can't come to the phone because she (*wash*) her hair.
2. Ann (*wash*) her hair every other day or so.
3. Cathy (*sit, usually*) in the front row during class, but today she (*sit*) in the last row.
4. Please be quiet. I (*try*) to concentrate.
5. Every morning, the sun (*shine*) in the window and (*wake*) me up.
6. – Look! It (*snow*).
– It's beautiful! This is the first time I've ever seen snow. It (*not, snow*) in my country.

B. Explain the use of the Present Simple or the Present Continuous in the following.

1. I'm tired. I (*go*) to bed now. Goodnight!
2. We can go out now. It (*rain*) any more.
3. The library (*open*) at 10 and (*close*) at 7.
4. People (*use*) the strangest things as bookmarks.
5. She (*drive*) to the country at weekends.

УЭ-2

Talking about the present

(Способы выражения настоящего времени в английском языке)

be

1. Complete what Frank says. Use *am, is or are*.

My name is (1) Frank Mancini. I _____(2) 23 years old and I _____(3) a life-guard. I _____(4) from Santa Monica, California. I have one sister and one brother. Their names _____(5) Gina and Paul. Gina _____(6) 20 years old. She _____(7) a student. Paul _____(8) 28. He _____(9) a fireman with the Los Angeles Fire Department.

2. Put in *to be* in the Present Simple.

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? – Yes, she 4. ... they at home? – No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? – Yes, I 7. ... your sister a typist? – No, she ... not a typist, she ... a student. 8. ...

your brother at school? – Yes, he 9. ... your sister at school? – No, she ... not at school. 10. My sister ... at home. 11. ... this your watch? – Yes, it 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

3. Complete the table. Add *am*, *is* or *are*. Then write the short form.

FULL FORMS	SHORT FORMS
I <u><i>am</i></u> _____	<u><i>I'm</i></u> _____
you _____	_____
he _____	_____
she _____	_____
it _____	_____
we _____	_____
you _____	_____
they _____	_____

4. Make true sentences. Use ‘*m*, ‘*m not*, *is*, *isn't*, *are* or *aren't*.

Example:

1. My teacher is _____ English.
or My teacher isn't _____ English.

1. My teacher _____ English.
2. I _____ married.
3. My favourite colour _____ blue.
4. My favourite sports _____ tennis and windsurfing.
5. My best friend _____ a student.

5. Complete the questions with *is* or *are*. Give true short answers.

Example:

1. Are you a good singer?
– Yes, I am. or No, I'm not.

1. you / a good singer?
2. your teacher / married?
3. tennis / your favourite sport?
4. your shoes / new?
5. your best friend / English?
6. you / very intelligent?

6. Complete the questions with *is* or *are*. Give true answers.

Example:

1. What is your name?

– Carlos Sanchez.

1. What / your name?
2. Where / you from?
3. How old / you?
4. When / your birthday?
5. What colour / you eyes?
6. Who / your best friend?

7. Translate into English. Use *to be* in *Present Simple*.

1. Я ученик. Я в школе.
2. Мой брат художник. Он не инженер.
3. Моя сестра на работе. Она врач.
4. Он студент.
5. Вы студент? – Нет, я врач.
6. Моя сестра дома.
7. Мы не в школе. Мы дома.
8. Мой брат ученик. Он в школе.
9. Ваша мама дома? – Нет, она на работе.
10. Ваш двоюродный брат дома? – Нет, он в школе. Он ученик.
12. Ваша сестра учительница? – Нет, она студентка.
12. Твой папа на работе? – Нет, он дома.
13. Твоя сестра машинистка? – Да. – Она дома? – Нет, она на работе.
14. Мой дедушка ученый.
15. Моя мама не учительница. Она врач.

there is, there are

8. Complete the conversation. Use *there is, there are, is there, are there, it is* and *they are*.

A: Where can you go in the Europe Holiday Camp?

B: 1 a park and a zoo in the camp.

A: 2 a swimming pool?

B: Yes, 3, 4 in the park.

A: 5 any tennis courts?

B: Yes, 6. 7 in the park too.

A: How many restaurants 8?

B: 9 two. 10 both near the swimming pool.

9. Vocabulary. Reading practice.

1) Read the international words and try to guess their meaning:

student, university, secretary, park, college, Russian, American, English, London, New York.

2) Look, listen, repeat and memorize:

law [lɔ:] – право

law student – студент-правовед

a lawyer – юрист

to be busy – БЫТЬ ЗАНЯТЫМ

court – суд

studies – занятия

3) Match English and Russian equivalents:

- | | |
|------------------|---------------------|
| 1. to be happy | a) посмотреть на; |
| 2. easy | b) БЫТЬ СЧАСТЛИВЫМ; |
| 3. to look at | c) работа; |
| 4. work (n.) | d) легкий; |
| 5. life | e) учитель; |
| 6. teacher | f) жизнь; |
| 7. (girl)-friend | g) друг (подруга); |
| 8. man | h) очень; |
| 9. name | i) имя; |
| 10. very | j) мужчина. |

Proper names: Steve King; Jane Snow.

4) Read and translate:

MEET MY FRIENDS

Hello! Let me introduce myself¹. My name's Pete Sokolov. I'm 19. I'm a law student of Rostov State University. I'm a first year student and this is my first day of studies. I'm happy.

Look at this girl. Her name's Nell Pavlova. She's Pete's girl-friend. She's 18 but she's not a student. She's a secretary at the court. She's very pretty. She's not at work now. She's in the park with Pete. They're happy!

Let's look at this man. His name's Steve King. Is he Russian? No, he isn't. He's English. Is he a student? No, he isn't. He's a lawyer in London. He's 30. He's very busy. He isn't very happy.

Hi!² My name's Jane Snow. I'm an American. I'm 25. And I'm a teacher at the college in New York. A teacher's life isn't easy! Oh, no!

Notes: 1. Let me introduce myself – Позвольте представиться.

2. Hi! (amer.)=Hello!

5) Retell the text paying attention to the short forms of – be.

6) Tell the group mates what you know about

a) Peter Sokolov

b) Jane Snow

10. Reading Practice. Speaking Practice. «Family».

1) Read and memorize the active vocabulary

ancestor	предок
answer	ответ, отвечать
family	семья
photograph	фотография
record	запись

Family members

aunt	тётя	wife	жена
baby	малыш, крошка	alive	живой
child (ren)	ребёнок (дети)	big	большой
cousin	двоюродный брат (сестра)	dead	умерший
daughter	дочь	only (an ... child)	единственный ребёнок
grandfather	дедушка	small	маленький
grandmother	бабушка	have got	иметь (обладать чем либо)
grandparents	дедушка и бабушка	any	любой
husband	муж	together	вместе
nephew	племянник	How many?	Сколько? (с исч.)
niece	племянница		
son	сын		
uncle	дядя		

2) Write the following words in the correct place in the chart.

grandmother mother husband aunt son nephew parent grandfather baby uncle sister brother wife cousin child daughter grandparent father niece

Female	Male	Male and female
		<i>grandparent</i>
<i>wife</i>		
	<i>father</i>	
<i>daughter</i>		
	<i>brother</i>	
<i>niece</i>		
		<i>baby</i>

3) Complete the table with the correct singular or plural form.

Singular	Plural
..... <i>uncle</i>	<i>wives</i>
..... <i>cousin</i>	<i>babies</i>
<i>aunt</i>
<i>child</i>

4) Read about Cher, a famous American film star, and answer the questions.

- What nationality were her ancestors?
- What was her first husband's name?
- What was the name of their first hit record?
- How many children has she got?

CHER

Cher's real name is Cherilyn La Pierre. Her family ancestors were French, Turkish, Armenian and Cherokee Indian. Her first husband was called Sonny Bono and together, as Sonny and Cher', their record. *I Got You, Babe* was a big hit in 1965. Cher won an Oscar for Best Actress in the film *Moonstruck* in 1988. She has got two children, a daughter called Chastity by her first husband and a son by her second husband called Elijah Blue.

ACTRESS SINGER OSCAR WINNER - BORN 1946

5) Write a paragraph about your family. Say if you come from a big family or not. Mention any interesting ancestors you have got. Start like this:

I come from a big/small family. I've got ...

6) Read about people from different parts of the world. Then answer the questions.

Who has got grown-up children? a baby daughter? two teenage children?

Who lives at home? with friends? with her mother?

Who lives in a flat? in the country? in a hostel?

Who is a student? a musician? a bus driver? a journalist?

Who works at an airport? in a factory? for the government? on a farm?

Shirley Norris is a telephone operator from Houston, Texas

«I'm divorced and I live with my mother. She's quite old can't look after herself. My children are all grown-up.»

Carlos and Helen Garcia are Spanish

«We live in the centre of Madrid in a flat. I'm a journalist and my wife is a musician. She plays the violin for the Spanish national Orchestra.»

Brenda Churchill comes from England

«I'm a bus driver and a housewife. I live with my two teenage children near Leeds. My husband works in a factory.»

Michel Moulin comes from France

«I live at home with my family. We live in the country near Perpignan. I work on a farm.»

Selma da Silva comes from Recife, Brazil

«I'm Brazilian. I work for the airline VARIG. I work at the check-in desk at the airport in Recife. I live with my husband and baby daughter in a small flat in Recife.»

Kevin Johnson comes from Ireland

«I live with friends in a hostel in Belfast. We're all students at the university.»

Vera Laucas is Portuguese

«I live in a flat in a suburb of Lisbon. I live alone and I work for the government.»

7) Ask your partner about a friend from another city or country and take notes.

A: My friend's called ...

B: Oh, yes. Where does she come from?

A: She comes ...

8) Speak about yourself.

11. Read the text «The man who escaped» (Episode 1)

YЭ-3

have got

1. Complete the table. Add *have got* or *has got*. Then give the short form.

FULL FORMS

SHORT FORMS

I *have got* _____

I've got _____

you _____

he _____

she _____

it _____

we _____

you _____

they _____

2. Complete the questions. Use *have got* or *has got*.

Example:

1. Have you got any brothers or sisters?

1. you / any brothers or sisters?

2. you / any children?

3. How many cousins / you?

4. you / a cat or a dog?

5. your teacher / a car?

6. your house / a garden?

3. Now answer the questions in 2. Give true answers.

Example:

1. Have you got any brothers or sisters?

– Yes, I have. I've got two sisters. or No, I haven't.

4. Complete the sentences. Use the correct form of *have got*.

1. I ___ a brother, but I ___ (not) any sisters.
2. My brother ___ (not) blue eyes. He ___ brown eyes.
3. ___ (you) a fax machine? – No, I ___ (not).
4. ___ (your car) a radio? – Yes, it ___.
5. ___ (your parents) a house or a flat? – They ___ a flat.

5. Reading Practice. Speaking Practice. «My day»

1) Read and try to memorize the active vocabulary.

1.	a steady (job)	– постоянная работа
2.	relax	– расслабиться
3.	watch a video	– смотреть видео
4.	own	– владеть
5.	to take (smb) for a walk	– выводить на прогулку
6.	to spend on average	– тратить в среднем ...
7.	at the weekend	– по выходным
8.	every day (evening)	– каждый день, вечер
9.	to potter (in the garden)	– копаться в саду
10.	to go on holiday	– ездить в отпуск
11.	once a year (a week)	– раз в год (неделю)
12.	run the home	– вести домашнее хозяйство
13.	to work outside in the open air	– работать на открытом воздухе
14.	to earn money	– зарабатывать деньги

2) Read the text.

The happiest person in Britain

The happiest person in Britain today is a professional married man between the ages of 35 and 54. He *lives* in the south of England but not in London. He *owns* a comfortable, detached house and *has* two children.

What does he do?

He *has* a steady job in an office in London. After a hard day at work, he *relaxes* in front of the television or *watches* a video. He *doesn't go out* every evening, but two evenings a week he *meets* friends for a drink in the local pub. He *owns* a pet, usually a dog, and *takes* it for a walk every day after work. He *spends* on average £120 per week.

Where does he go?

At the weekend, he regularly *eats* in restaurants, *goes* to see shows, and *plays* a sport (usually golf). Most weekends he *puts* on a pair of old blue jeans, and *pot-ters* in the garden. He usually *goes* on holiday abroad more than once a year.

What does his wife do?

His wife is happy, too, but not quite as happy. She *runs* the home and *has* a job, but she *doesn't earn* as much as her husband.

Grammar questions

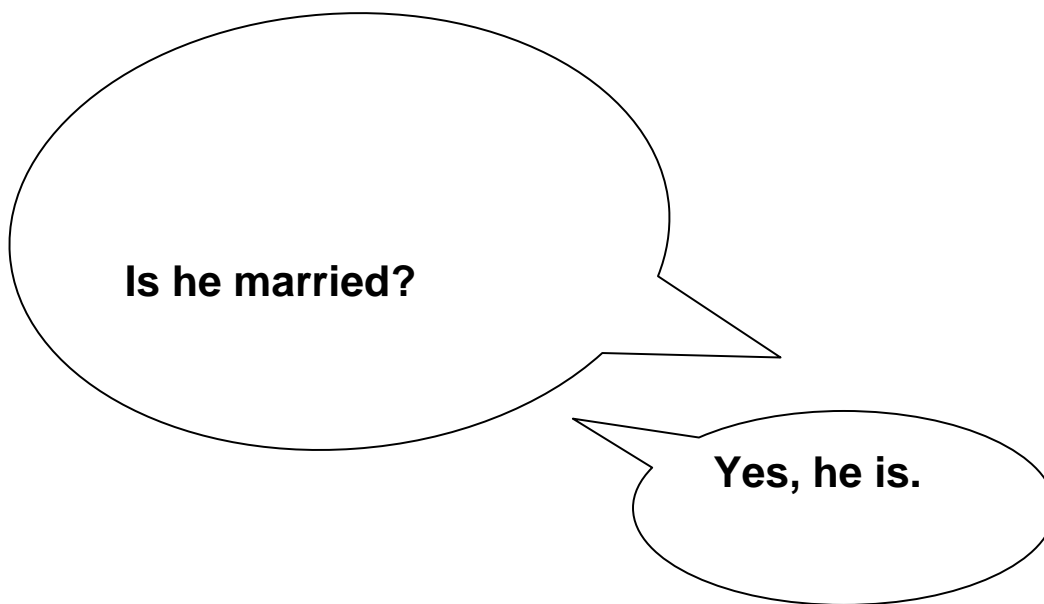
- What tense are all the verbs in *italics*? Why?
- Why do the verbs in the text end in *-s*?
- Which auxiliary verb is used to form questions and negatives in the Present Simple?

Speaking practice

3) Ask and answer questions about John Smith.

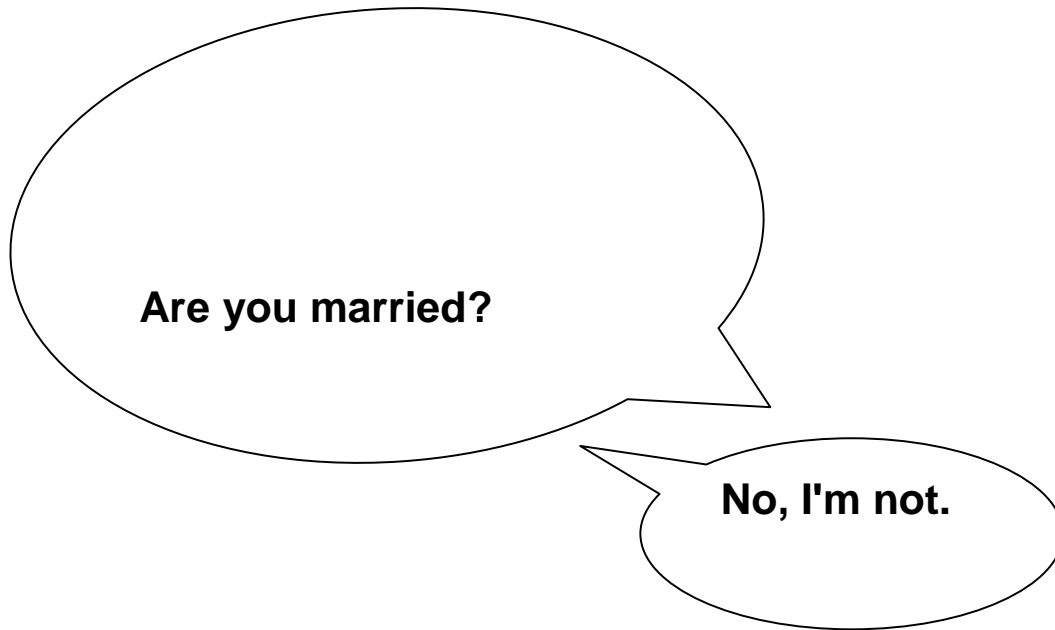
Example

... married?



- a. Where ... live?
- b. What... do?
- c. How many children ...?
- d. How ... relax after work?
- e. How much ... per week?
- f. What... do at the weekend?
- g. How often ... holiday abroad?

4) Ask and answer the same questions with a partner.



5) Write about your partner's lifestyle

6) Write about your lifestyle

7) Describe your working day and day off

Supplementary Text A.

Read the text

ROGER THE GARDENER

D'you know the best thing that ever happened to me? D'you know what it was? It was when I lost my last job. Yes, really! I never liked it -hated it in fact - stuck in an office all day with computers and a telephone. *Now* my hobby is my full-time job! I start work very early, er ... in summer I usually leave home about 5.30 in the morning, but in winter not until about 8.00. I have a small van, and I carry all my tools and equipment in that. It's autumn now so I'm tidying the gardens - I'm picking up leaves and pulling up old summer flowers. Oh, and I'm planting bulbs as well. I'm planting lots of daffodils and tulips. Every season is so different, and I love them all. I just love working outside in the open air after all those years in a stuffy office. I never noticed the seasons there! After work I always go home and relax in a hot bath. I have a flat in London but most of my work is outside of London, in the suburbs. I'm not married but I live with my girlfriend, Fiona. I usually cook our evening meal because she gets home from

work after me. She's a graphic designer and earns a lot of money, much more than me! She *earns* more but I think I enjoy my work more.

At weekends we often drive into the country and go to antique shops and antique sales. I collect old radios, you see. We don't have a television! Can you believe it? Everybody has one these days but we don't! Yes, er ..., er ... I collect old radios and Fiona collects old cookery books. We take our dog, we have a lovely dog, and we like taking her on long walks. I've just bought two 1930s radios and I'm cleaning them and mending them. All my radios work, you know! I never play *any* sports. Is this unusual?

I think there is only one problem with my job. It's seasonal, so I don't earn much in the autumn and winter, so er ... I'm not earning much at the moment. I earn most money in spring and summer. But it's OK, I earn enough, not enough to eat out often in expensive restaurants or go to shows, but enough for my dog and my hobby. I'm a very happy man!

Answer the questions.

- What's the best thing that ever happened to him?
- What was his job before? What does he do now?
- Where does he live?
- Is he married?
- What does Fiona do? Does Roger earn more than Fiona?
- What is Roger's hobby? What is Fiona's hobby?
- Does Roger play any sports?
- Are there any problems with his job?
- Does he often eat out in restaurants?
- Is Roger's life like John Smith's? Is he happy?

Supplementary Text B.

Vocabulary. Reading practice «Work and Studies»

1. Read the international words and try to guess their meaning:

lecture, subject, photo, lamp, telephone, vase, client, cigar.

2. Look, listen, repeat and try to memorize:

Theory of state and law – Теория государства и права
attentive – внимательный

office – контора, учреждение
job – работа
to be pleased – БЫТЬ ДОВОЛЬНЫМ
note-book – тетрадь
rather – ДОВОЛЬНО

3. Additional vocabulary:

blue, beautiful, important, often, difficult,
paper, flower, window, to be in a hurry, far.

Read and translate:

WORK AND STUDIES

It's nine o'clock and Pete Sokolov is in the class-room. He's at the lecture now. It's the lecture in Theory of State and Law. This subject is rather difficult. But Pete isn't attentive. He's got a pen and some note-books on the table. He hasn't got any text-books. His text-books are in his bag. He's got a photo of Nell on his table too. Nell's lovely, isn't she? She has big deep blue eyes and a lovely little nose.

Nell Pavlova's at her office now. This table is hers. She's got a lamp and a telephone on it. She's got some papers on the table too. Nell's got a vase of flowers. The flowers are fresh and beautiful. Hasn't she got a nice office? She's got no photos on the table She's very busy. Her job isn't easy.

I'm at my office. My office is in the Strand not far from the Temples and the Inns¹. I've got the notice on the door of my office: «S. King, Sol., LLB»². I've got a lot of files on the table and on the shelves. These files on the table are very important for me. This arm-chair is mine and that one near the window is for my clients. I've got many cigars and some water in the water-bottle for my clients too.

Miss Jane Snow's in the college. She has classes now. Many of her students are attentive but few students are not. These students are busy and those are lazy. Jane is often angry with them. But sometimes she's pleased. It's time for break now. Jane's in a hurry. She's got little time and so much work to do!

Notes: 1. the Strand – one of the main streets in London. The Temples and the Inns – название четырех корпораций барристеров в Лондоне (Inner Temple, Middle Temple, Lincoln's Inn, Gray's Inn).

2. Sol., LLB – Solicitor, Bachelor of Laws – солиситор (поверенный), _____ бакалавр прав.

4. Answer the questions.

- 1) Where is Pete Sokolov?
- 2) What has Pete got on his table?
- 3) Where are his text-books?
- 4) Where is Nell Pavlova?
- 5) What has Nell got on her table?
- 6) Where is Steve King?
- 7) What has Steve got on the door of his office?
- 8) What has Steve got on his table and his shelves?
- 9) Where is Miss Jane Snow?

5. Role play.

You are – a) Pete Sokolov, b) Nell Pavlova, c) Jane Snow and try to speak about your work or studies.

6. Role play.

You are one of the clients of Steve King. Try to describe his office.

7. Try to know what your friend has got at home.

8. Speak about your studies.

9. Read the text «The man who escaped» (Episode 2).

УЎ-4

Present Simple

1. Write the –s / -es forms of these words.

A.

get *gets* _____

cook *cooks* _____

leave _____

use _____

sing _____

stop _____

test _____

read _____

start _____

B.

teach *teaches* _____
finish _____
kiss _____
go _____

C.

carry *carries* _____
study _____
fly _____

1. How do we say the -s / -es endings? Practice saying these words.

/ɪz/	/z/	/s/
closes	lives	puts
watches	brings	works
brushes	sends	rests
passes	snows	helps
	hurries	
	tidies	
	plays	

2. Now put the -s / -es forms from 1 into three groups.

/ɪz/	/z/	/s/
<i>uses</i> _____	<i>leaves</i> _____	<i>gets</i> _____
_____	_____	<i>cooks</i> _____
_____	_____	_____
_____	_____	_____

4.

A.

Jill is a postwoman. What does she do every day? Read what she says. Find the examples of the present simple.

Jill: *I get up at 5.00 every morning. I have breakfast at 5.30 and leave home at 6.00. I start work at 6.30 and finish at 3.00. I have dinner at 7.00 and go to bed at about 10.00.*

B.

What do you do every day? Compare yourself and Jill. Make true sentences.

Example:

1. *Jill gets up _____ at 5.00.*

I get up at 7.00. _____

1. Jill _____ at 5.00.

I _____

2. She _____ breakfast at _____

I _____

3. She _____ home at _____

I _____

4. She _____ work at _____

I _____ work/school at _____

5. She _____ work at _____

I _____ work/school at _____

6. She _____ dinner at _____

I _____

7. She _____

I _____

C.

Now write about a friend or someone in your family. What does he or she do every day?

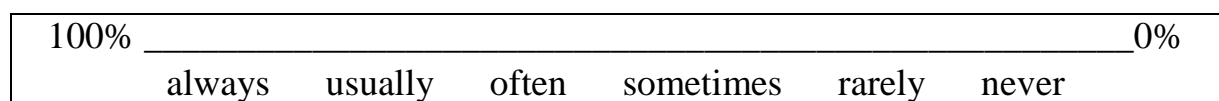
Examples:

My father gets up at 6.30.

He has breakfast at 7.00.

5. What do you do at weekends? What do your family and friends do? Look at the table.

(I/We/They)	always usually often	play _____.
(He/She)	sometimes rarely never	go



Make four (or more) true sentences from the table.

Examples:

I usually go shopping.

I sometimes play tennis.

My father often goes swimming.

My friend and I sometimes go to the cinema.

6. Complete the sentences. Use these words:

do does live lives

1. Do you live alone?

– No, I don't. I live with two friends.

2. We don't live in a house. We live in a flat.

3. Where do your parents live?

– They live in Toronto.

4. Does your brother live with your parents?

– Yes, he does.

5. My sister doesn't live in Canada. She lives in Mexico.

7.

A.

Ask the questions. Use do or does and these words:

read do drive wear rain

Give true short answers.

1. you / a lot of books?

2. your best friend / a Ferrari?

3. it / a lot in your country?

4. you / yoga?

5. your teacher / glasses?

Example:

1. Do you read a lot of books? – Yes, I do. or – No, I don't.

B.

Now make true sentences about the things in A.

Example:

1. I read a lot of books. or I don't read a lot of books.

1. I own a lot of books.

2. My best friend owns a Ferrari.

3. It is a lot in my country.

4. I _____ yoga.
5. My teacher _____ glasses.

8.

A. Read what Greg says. Some information is missing.

Greg: *I come from 1 . I'm 19 years old and I'm a college student. What do I do every day? I get up at 2 and have breakfast. Then I go to college on my 3 . College starts at 4 and finishes at 5 . I usually have lunch in the 6 . After college I go to the 7 . That's when my day really begins! I 8 there every day.*

B. Ask Greg for the missing information.

1. Where *do you come from?* _____
2. What time _____
3. How _____
4. What time _____
5. What time _____
6. Where _____
7. Where _____
8. What _____

C. Now find Greg's answers to the questions.

- | | |
|--------------------------|-----------------------------|
| (a) On my motorbike. | (e) It starts at 9.00. |
| (b) It finishes at 3.00. | (f) From Sydney, Australia. |
| (c) I surf there. | (g) In the college canteen. |
| (d) To the beach. | (h) I get up at 7.30. |

9. Complete the sentences. Use the *Present Simple*.

1. School _____(start) at 9.00 and _____(finish) at 4.00 every day.
2. Those people _____(not/come) from England. They (come) from Scotland.
3. The post office _____(open) at 9.00 every day. – What time _____(it/close)?
4. Jill _____(get up) early six days a week. She _____(not/get up) early on Sundays.
5. I _____(speak) French and Italian. I _____(not/speak) Spanish. How many languages _____(you/speak)?

10. Vocabulary. Reading practice «Where do they live?»

1) Read the international words and try to guess their meaning:

apartment-house, stereo system, casset, comfortable, coffee,

2) Look, listen, repeat and try to memorize:

floor – этаж
people's judge – народный судья
in the suburbs – в пригороде
bathroom – ванная
kitchen – кухня
fine – (зд.) чудесно
in front of – перед
late – поздно
car – машина
to do the room – убирать комнату
sunny – солнечный
sleepy – сонный
at last – наконец
fridge – холодильник
besides – кроме того, to know – знать.

3) Match English and Russian equivalents:

- | | |
|--------------------|----------------------|
| 1. working day | a) жить; |
| 2. to be afraid of | b) квартира; |
| 3. supper | c) семья; |
| 4. to give back | d) родители; |
| 5. long | e) завтра; |
| 6. picture | f) сегодня вечером; |
| 7. to be tired | g) картина; |
| 8. to want | h) нравиться; |
| 9. dining-room | i) сын; |
| 10. what | j) дочь; |
| 11. to like | k) жена; |
| 12. why | l) столовая; |
| 13. where | m) что; |
| 14. son | n) почему; |
| 15. also | o) где; |
| 16. tomorrow | p) вещь; |
| 17. daughter | q) так же; |
| 18. thing | r) хотеть; |
| 19. family | s) устать; |
| 20. tonight | t) длинный (долгий); |

- | | |
|-------------|------------------|
| 21. wife | u) рабочий день; |
| 22. flat | v) ужин; |
| 23. parents | w) бояться; |
| 24. to live | x) возвращать. |

4) Read and translate:

WHERE DO THEY LIVE?

Pete Sokolov lives in Pushkin street. He lives on the fifth floor of a new nine-storied apartment-house. His family lives in a three-room flat. There are four of them in the family. Pete's father's a worker and his mother's a people's judge. Pete's younger brother Mike is a schoolboy. There are two bedrooms and a sitting-room in their flat. One bedroom is for Pete's parents, the other is for the boys. There are two beds, two chairs, a wardrobe, a desk and a lot of books in their bedroom. There is no TV-set in their room, but there's an excellent stereo system. Mike and Pete always do their room themselves. Mike often takes Pete's books and cassetts and Pete gets angry. «Where are my things?» he asks or «Why do you take my books?» Mike doesn't answer anything. He gives everything back. But still the two brothers are good friends.

Nell Pavlova hasn't got a family and she lives alone in a small flat. She likes her flat very much. Why does she like it? Because it's so sunny and comfortable. There are many flowers in the room and a lot of photos and pictures on the walls. Nell makes photos by herself. She likes everything in her room. But there's something she doesn't like. She doesn't like to be alone.

This is Steve's house. It's in the suburbs of London and Steve gets to work in his car. Still it takes him about an hour to get there¹. Steve's got a large family: a wife, two daughters and a son. There are three bed-rooms, a dining-room, a bathroom and a large kitchen in his house. There's also a little garden in front of the house. «Do you want tea or coffee?», Steve's wife asks him. But Steve wants nothing. He's very tired. He's sleepy.

I'm at home at last! It's so nice to be at home after a long working day. What's for supper tonight? Oh, I don't know myself. There's something in the fridge... Oh, there's someone on the phone!² «2457336 – two four five seven double three six»³. Jane Snow's here⁴. Oh, hi John! What? Pictures? I'm afraid it's too late. Besides I don't want to go anywhere tonight. Next time, perhaps? Fine! See you tomorrow then. Bye!»

Notes: 1. It takes him about an hour to get there. – Ему требуется около часа, чтобы добраться туда.

2. There's someone on the phone – Кто-то звонит.

3. Pay attention to the way the telephone number is pronounced.
4. Jane Snow's here.—Говорит Джейн Сноу.

5) Answer the questions:

- 1) How many rooms are there in Pete's flat? Describe them.
- 2) Why does Nell Pavlova like her flat?
- 3) Speak about Steve's house.

6) Describe the flat of your own.

Reading and Speaking practice

11. Describing where you live

1) Read the text

MY HOUSE

I live in a house near the sea. It's an old house, about 100 years old, and it's very small. There are two bedrooms upstairs but no bathroom. The bathroom is downstairs next to the kitchen and there's a living room where there's a lovely old fireplace. There's a garden in front of the house. The garden goes down to the beach and in spring and summer there are flowers everywhere.

I live alone with my dog, Boxer, but we have a lot of visitors. Many my friends work in the city, so they often stay with me because they want to relax.

I love my house for many reasons: the garden, the flowers in summer, the fire in winter, but the best thing is the view from my bedroom window.

2) Answer the questions

- 1) Where is the house?
- 2) What is the house like?

- 3) How many rooms are there in the house? What are they?
- 4) Is there a garden in front of the house? What is it like?
- 5) Who does she/he live with?

3) Write a similar description of your house or flat in about 100 words.

Paragraph 1

- Where is it?
- Is it old or new?
- How many rooms are there?
- Is there a garden?

Paragraph 2

- Who do you live with?

Paragraph 3

- Do you like it? Why? What is the best thing?

4) Read the texts and answer the questions:

Text 1

- a) How many rooms are there in Manola's flat?
- b) What can she see of the window?

MANOLA FROM LISBON

I live in the old town near the sea. It is called the Alfama. I have a very beautiful flat. There's just one room in my flat, one very big room with one very big window. My bed's next to the window so I see the sea and all the lights of the city when I go to sleep. I live alone, but I have a cat and I'm near the shops and lots of friends come to visit me. I love my flat.

Text 2

- a) How many rooms are there in their house?
- b) What is there in their favorite room?

RAY AND ELSIE FROM TORONTO

Elsie Our house is quite old, about fifty years old. It's quite near to the city centre. We have a living room, quite a big kitchen and three bedrooms, but the room we all love is our family room.

Ray Yes, there's a TV and a stereo and a large comfortable sofa in it, and some big, old armchairs. We love sitting there in winter with the snow outside.

Elsie Our children aren't at home now, they both have jobs in the USA, so most of the time it's just Ray and me.

Text 3

- a) How many rooms are there in Brad's house?
- b) What are they like?

BRAD FROM MALIBU

My house is fantastic. It's right next to the sea. My neighbours are very rich. Some of them are famous film stars. In my house there are ten rooms, five are bedrooms, and everything is white, the floors, the walls, the sofas, everything. I also have a swimming pool, a cinema and an exercise room. I live here alone. I'm not married at the moment. My ex-wife is French. She lives in Paris now with our three sons.

Text 4

- a) Why houses in Samoa don't have walls?
- b) Where do they sit and sleep?

ALISE FROM SAMOA

I live with my family in a house near the sea. We have an open house,... er ... that is ... er ... our house doesn't have any walls. Houses in Samoa don't have walls because it is very, very hot, but we have blinds to stop the rain and sun. Our house is in the old style. We have only *one* room for living and sleeping, so it is both a bedroom and a living room. We have rugs and we sit and sleep on the floor.

5) Read the text again and speak about:

- 1) Manola's flat.
- 2) Ray and Elisise's house.
- 3) Brad's house.
- 4) Alises's house.

6) Speak about your flat and your town.

7) Describe Novopolotsk.

8) Read the text «The man who escaped» (Episode 3).

УД-5

Present Continuous

1. Add -ing.

A

sing	write	take	sit	play
read	look	pick	swim	jump
run	stay	go	do	buy
help	eat	brush	clean	set

B

make		speak	spend	live	rain	
begin	hit		shave	die	cut	
sleep		meet		drop	type	listen
talk		fly		lie	wish	trick

2. Open the brackets. Use the verbs in the *Present Continuous*.

(NOW) 1. The boys (to run) about in the garden. 2. I (to do) my homework. 3. John and his friends (to go) to the library. 4. Ann (to sit) at her desk. She (to study) geography. 5. A young man (to stand) at the window. He (to smoke) a cigarette. 6. The old man (to walk) about the room. 7. The dog (to lie) on the floor. 8. You (to have) a break? 9. What language you (to study)? 10. Who (to lie) on the sofa? 11. What they (to talk) about? 12. It still (to rain).

3. Make the sentences into negatives and questions.

1. We are listening to the teacher. 2. I am writing on the blackboard. 3. You are learning English Grammar. 4. It is raining cats and dogs. 5. He is going to the cinema. 6. The horses are running very fast. 7. Mary is helping her mother to cook. 8. I am working very hard. 9. Tom's brother is coming to the party. 10. You are singing very well.

4. Make up questions. Take care of the word order.

1. you / what / are / doing
2. cooking / are / you / what
3. tonight / out / you / going / are

4. playing / we / time / tennis / what / are
5. crying / daughter / why / is / your
6. dinner / are / Ken / and / Ellen / for / coming / when

5. Where are you now? What is happening? Complete the questions. Give true answers.

Example:

1. Are you studying at home now?

– Yes, I am. or No, I'm not.

1. you / study / at home now?
2. Where / you / sit?
3. What / you / wear?
4. the sun / shine?

6. What are your family and friends doing now? Write some sentences.

Examples:

My brother and his wife are working.

My friend Astrid is playing tennis.

7. Complete the sentences. Use these verbs in the Present Continuous:

wear	not/read	eat	play	talk
not/rain	write	paint	shine	

1. I _____ a letter to my sister at the moment.
2. Frank and Gina are at the beach. They _____ volleyball.
3. Look, George _____ a new Nike T-shirt.
4. Where's Julia? _____ she _____ on the phone?
5. We _____ our flat at the moment.
6. What _____ you _____? – A cheese sandwich.
7. You can look at my newspaper. I _____ it.
8. The weather is lovely now. It _____. The sun _____ -

8. Vocabulary. Reading practice «Pete is preparing for the seminar»

1) Read the international words and guess their meaning:

seminar, product, exploit (er), class, special, machinery, economic, political, system, regulate, instrument, official, institution, organ, machine, army, police, individual, collective, parliament, tradition, constitution, type, function, historical, category.

2) Look, listen, repeat and try to memorize:

reading-room	– читальный зал
library	– библиотека
to make notes	– конспектировать
to be good at smth.	– успевать (по какому- либо предмету)
to judge	– судить
society	– общество
stage of development	– стадия развития
private property	– частная собственность
to keep order	– поддерживать порядок
relation	– отношение
power	– власть
ruling	– правящий
government	– правительство
consist of	– состоять из
legislation	– законодательство
chief	– глава
to create	– создавать
to include	– включать

3) Read and translate:

PETE IS PREPARING FOR THE SEMINAR

Pete Sokolov is in the reading-room of the library. He is reading something and making notes. Let's come up to him and ask what he is reading. «Hello, Pete! What are you doing now?» – «Oh, hello! I'm preparing for my seminar in the theory of state and law. I'm not good at this subject and I'm working very hard now. And I haven't much time either¹. Please, don't bother me any more, will you?» Isn't Pete a busy boy? But let's see what he is reading. Is it really so very difficult? Look an judge for yourself.

THE STATE

The state is a product of society at a definite stage of its development. Private property divides men and allows them to exploit each other and in this way class contradictions begin. The special machinery created by the class of exploiters – the state helps them to keep order. In a class society the state is an instrument of political power of the ruling class. The state is a system of official institutions and organs. This system of organs is the machinery of government, the state

machine. This machine includes such organs as the army, the police, the courts. The other part of the state machine consists of the system of state organs including the chief of the state (an individual or collective), parliament, government, departments and other organs. These organs are political; they are the organs of state power of the ruling class. The constitution, legislation or traditions regulate the power of each state organ. Different types of states have different functions. That's why we speak about the state only as the historical category.

Notes: 1. *either* – в отрицательных предложениях соответствует русским словам тоже, также. Слова *too*, *also* в отрицательных предложениях не употребляются.

5) Answer the questions

- Where is Pete and what is he doing?
- What is Pete preparing for?
- Give the definition of the state.
- What way do class contradictions begin?
- Name the political state organs.
- Why do we speak about the State only as the historical category.

6) Speak about the State as a product of society.

УЭ-6

PRESENT SIMPLE AND PRESENT CONTINUOUS (review)

1. Complete the sentences. Use the *Present Continuous* or the *Present Simple*.

teach *have* *drive* *have* *leave*

It's 7.30am. Suzanne Wells is in her kitchen at home. She's having (1) breakfast. She _____(2) breakfast at this time every morning. She _____(3) home at 8.30am every day and _____(4) to work. Suzanne is a teacher. She _____(5) at a school in Canberra, Australia.

spend *teach* *come* *teach* *not speak*

It's 10.00 am now and Suzanne is at school. At the moment she _____(6) her class of 8-year-old children. All the children in her class _____(7) from Canberra. Many of the children _____(8) English at home. So Suzanne _____(9) a lot of time teaching English. She _____(10) English to the class now.

2. Complete the sentences. Use the appropriate tense form.

1. He often (go) to the cinema. 2. They (watch) TV at the moment. 3. John is outside. He (wash) the car. 4. Nina usually (drive) to work. 5. Father (lie) on the sofa now. 6. Claire (not/like) pizza. 7. My friend (live) in Great Britain. 8. In summer we usually (go) to the seaside. 9. My mother (cook) very well. 10. Look at Tom. He (ride) a horse.

3. Complete the table. Use the *Present Continuous* and the *Present Simple* of the verb work.

PRESENT CONTINUOUS

I

am working _____

you _____

he _____

she _____

it _____

we _____

you _____

they _____

PRESENT SIMPLE

I

work _____

4. Complete the questions. Use the *Present Continuous* or the *Present Simple*. Give true answers.

Example:

Do you often wear jeans? – Yes, I do. or No, I don't.

1. you / often / wear / jeans?
2. you / wear / jeans now?
3. it / rain / now?
4. it / often / rain / in your country?
5. you / study / English every day?
6. you / study / English at the moment?

5. Now make true sentences about the things in 4.

Example:

I often wear jeans. or I don't often wear jeans.

6. Choose the correct form. Explain your choice.

1. It is 5 o'clock. The family (has/is having) tea. 2. Every day the family (has/is having) tea at 5 o'clock. 3. In the morning mother (cooks/is cooking) breakfast for us. 4. It is 8 o'clock. Mother (cooks/is cooking) breakfast. 5. Every day father (leaves/is leaving) the house at half past eight. 6. It is half past eight. Father (leaves/is leaving) the house. 7. We often (watch/are watching) TV. 8. Now we (sit/are sitting) in armchairs and (watch/are watching) TV. 9. Sometimes Mike (does/is doing) his lessons in the evening. 10. Look at Mike. He (does/is doing) his lessons. 11. It often (rains/is raining) in September. 12. It (rains/is raining) now. 13. It sometimes (snows/is snowing) here in April. 14. It (snows/is snowing) now.

7. Choose the correct answer – A, B or C.

1. Jenny ____ to Italy on holiday every summer.
a. go b. goes c. is going
2. Goodbye. ____ home now.
a. I go b. I goes c. I'm going
3. Charles ____ the bus to work in the mornings.
a. usually take b. usually takes c. is usually taking
4. Tony ____ at the moment. He's at the beach.
a. don't work b. doesn't work c. isn't working
5. Normally ____ to bed very late.
a. I don't go b. I doesn't go c. I'm not going

8. Complete the questions and the short answers. Use the *Present Continuous* or the *Present Simple*.

1. ____ (you/work) at the moment? – Yes, I ____.
2. ____ (you/work) every Saturday? – Yes, I ____.
3. ____ (Pete/usually/walk) to school? – No, he ____.

9. Read the text «The man who escaped» (Episode 4).

УЭ-7

Verbs not normally used in the Continuous

1. Here are some verbs that we do not normally use in the *Continuous*:

hate like love prefer want
believe forget know mean realize recognize

remember think (=believe) understand
belong to have (=possess) need own seem

2. Complete the sentences. Use the *Present Simple* or the *Present Continuous*.

1. I like (like) this photograph.
2. Emily _____ (watch) TV at the moment.
3. Mrs Reed _____ (own) an export company.
4. My parents _____ (love) their old cat.
5. _____ (you/want) a coffee?
6. _____ (you/go) home now?
7. _____ (you/know) my friend?
8. I can't go out now. I _____ (do) my homework.

3. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. ~~I'm hating~~ cold weather. *I hate*
2. Are you studying at the moment? v
3. Are you believing me?
4. This car isn't belonging to me.
5. What is this word meaning?
6. Tony is waiting outside.
7. I'm preferring jazz to pop music.
8. Are you enjoying yourself?
9. I'm seeing a dog in the garden.
10. You're seeming very happy.
11. How are you feeling?

4. Are these actions (A) or not actions (NA).

1. Tony has a good job. NA
2. Tony has a shower every morning. ____
3. Tony is having a shower now. ____
4. Tony has a sister. ____
5. I think life is wonderful. ____
6. What are you thinking about? ____
7. I think about you every day. ____
8. They have dinner at about 7.30. ____
9. They have a new car. ____
10. They're having a game of chess. ____

5. Choose the correct answer.

1. I listen / ~~I'm listening~~ to the radio every morning.
2. Be quiet! I listen / I'm listening to the radio.
3. Jill is in the kitchen. She has / She's having breakfast.
4. She often has / She's often having yoghurt for breakfast.
5. She has / She's having a brother and two sisters.
6. How many languages do you speak / are you speaking?
7. Do you like / Are you liking this music?

6. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. Mmm! I'm liking this ice cream.
2. I'm not understanding this sentence.
3. Michael is having lunch at the moment.
4. Michael is having black hair and brown eyes.
5. You look sad. What are you thinking about?
6. Are you thinking Julia Roberts is a good actress?
7. Are you knowing those people?

УЭ-8

Talking about the past

(Способы выражения прошедшего времени в английском языке)

Past tense of the verb *be*

1. Complete the sentences. Use *is*, *was*, *are* or *were*.

- Sylvester Stallone is (1) an actor and a film maker now. His first job was (2) in an Italian restaurant. He _____ (3) a pizza chef.
- Sting _____ (4) a singer and an actor now. His first job _____ (5) in a primary school. He _____ (6) a teacher.
- Madonna _____ (7) a singer and an actress now. Her first job _____ (8) in a Burger King restaurant. She _____ (9) a waitress.
- Clint Eastwood _____ (10) an actor and a film maker now. His first job _____ (11) in the army. He _____ (12) a swimming instructor.
- Rod Stewart and Julio Iglesias _____ (13) singers now. Before they _____ (14) singers, they _____ (15) both footballers.
- Mark Knopfler _____ (16) a singer and a guitarist now. His first job _____ (17) with the *Yorkshire Evening Post* newspaper. He _____ (18) a journalist.

2. Where were you yesterday? Make true sentences.

Example:

I was at home at 7 o'clock yesterday morning. or I wasn't at home at 7 o'clock yesterday morning.

1. at home at 7 o'clock yesterday morning
2. at the cinema at 2 o'clock yesterday afternoon
3. in bed at 6 o'clock yesterday evening
4. at home at 9 o'clock last night
5. at a disco at midnight last night

3. Complete the questions with *was* or *were*.

1. Were you ill last week?
2. _____ the teacher fine yesterday?
3. _____ your parents in Paris in 1980?
4. _____ you and your family in England last year?

4. Give true short answers to the questions in 3.

Example:

1. Were you ill last week?

– Yes, I was. or No, I wasn't.

5. Now make sentences about these things.

Example:

I was ill last week. or I wasn't ill last week.

1. I _____ ill last week.
2. The weather _____ fine yesterday.
3. My parents _____ in Paris in 1980.
4. My family and I _____ in England last year.

6. These famous people are not alive now. Who were they? Complete the questions and answers with *was* or *were*.

QUESTIONS

ANSWERS

- | | |
|--------------------------------------|---|
| 1. Who <u>was</u> Maria Callas? | – She <u>was</u> a Greek opera singer. |
| 2. Who _____ Yuri Gagarin? | – He _____ the first man in space. |
| 3. Who _____ James Dean? | – He _____ an American actor. |
| 4. Who _____ Laurel and Hardy? | – They _____ comedians. |
| 5. Who _____ Agatha Christie? | – She _____ an English writer. |
| 6. Who _____ Marilyn Manroe? | – She _____ an American actress. |
| 7. Who _____ Marie and Pierre Curie? | – They _____ scientists. |
| 8. Who _____ Indira Gandhi? | – She _____ India's first woman prime minister. |

7. Read the text «The man who escaped» (Episode 5).

Past Simple

1. Write the *-ed* forms of these words.

1.
 start *started*
 play _____
 watch _____
 need _____
 finish _____
 cook _____
 sail _____
2.
 use *used*
 live _____
 dance _____
 like _____
 hate _____

3.
 stop *stopped*
 plan _____
 slip _____
4.
 hurry *hurried*
 carry _____
 tidy _____

2. How do we say the *-ed* endings? Practise saying these words.

/id/	/d/	/t/
visited	stayed	reached
ended	called	brushed
	closed	worked
	arrived	kissed
	cleaned	helped
	married	
	studied	

3. Now put the *-ed* forms from 1 into three groups.

/id/	/d/	/t/
<u><i>started</i></u>	<u><i>played</i></u>	<u><i>watched</i></u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What do you usually do at weekends? Do you do any of these things?

visit friends play tennis study clean the car cook meals
clean your room work in the garden stay at home and watch TV
tidy your flat or house

Tick (v) the things that you do.

5. What about you, and your family and friends? What did you do last weekend? Did you do any of the things in 4?

Examples:

I cleaned my room.

I visited a friend.

My friend and I played tennis.

6. Form the past simple of these irregular verbs.

build _____	<i>built</i> _____	lose _____	lost _____
buy _____		make _____	
come _____		meet _____	
cut _____		read _____	
do _____		run _____	
drink _____		see _____	
drive _____		sell _____	
eat _____		sit _____	
fly _____		speak _____	
get _____		spend _____	
give _____		swim _____	
go _____		take _____	
grow _____		teach _____	
have _____		wear _____	
know _____		write _____	
leave _____			

7. Mr Bird always does the same things every day. Read what he does.

He gets up at 6.45 every morning and has a shower. Then he has breakfast. He always has tea and cornflakes for breakfast. He leaves home at 7.55 and goes to work by bus. He always takes the 8.05 bus and gets to work at 8.30. He has lunch from 1.00 till 2.00 and leaves work at 6.00 in the evening. When he gets home, he reads the newspaper. Then he has dinner. He always has dinner at 7.15. After dinner he takes his dog for a walk. He always goes to bed at 10.30 exactly!

8. What did Mr Bird do yesterday? Yesterday was a normal day for Mr Bird. What did he do?

Examples:

He got up at 6.45 and had a shower. Then he had breakfast. He had tea and cornflakes for breakfast.

9. Complete the sentences. Use did, have or had.

1. Emily had a big breakfast yesterday, so she didn't have any lunch.
2. ____ you ____ a lot of homework last week?
– No, I ____n't.
3. What ____ you ____ for dinner last night?
– We ____ chicken.
4. It was Tony's birthday last week. He ____ a party on Friday.
– Where ____ he ____ the party?
– He ____ it at his flat.
5. ____ Nick and Sarah ____ a good time at the concert last weekend?
– Yes, they _____. They ____ a great time.

10. Complete the questions. Give true short answers.

Example:

Did you go out last night?

– Yes, I did. or No, I didn't.

1. you / go / out last night?
2. you / play / tennis yesterday?
3. you / study / last weekend?
4. you / have / a haircut last week?
5. you / have / a birthday party last year?
6. you / have / a holiday last summer?

11. Now make true sentences about the things in 10.

Example:

I went out last.

or I didn't go out last night.

12. Read about Henry Ford. Some of the information is missing.

American engineer Henry Ford started the Ford Motor Company in ___1___. Ford produced ___2___. He called the car ___3___. He started making the Model T in ___4___ in 1908. Millions of people bought ___5___ and Ford became ___6___.

13. Ask about the missing information.

1. When did Henry Ford start the Ford Motor Company?
2. What _____ he _____?
3. What _____ he _____ the car?
4. Where _____ he _____ making the Model T?
5. What _____ millions of people _____?
6. What _____ Ford _____?

14. Now find answers to the questions.

American engineer Henry Ford started the Ford Motor Company in 1903. Ford produced the first cheap motor car. He called the car the Ford Model T. He started making the Model T in Detroit in 1908. Millions of people bought the car and Ford became a very rich man.

15. Look at the answers. What are the questions?

QUESTIONS

1. you / out last Saturday?
2. you / on your own?
3. Which film / you?
4. you / the film?
5. What time / the film?
6. When / it?
7. Where / you / after the film?
8. What / you / after that?

ANSWERS

- Yes, I went to the cinema.
- No, I went with a friend.
- We saw a film called Zero.
- Yes, we enjoyed it very much.
- It started at 3.30.
- It finished at 5.00.
- We went for a coffee in the Tropical Café.
- I went home.

16. Vocabulary. Reading practice «John's Composition»

1) Read the international words and try to guess their meaning.

composition, history, structure, basis, feudal, capitalist, group, baron, aristocracy, centre, real, to base, modern, fundamental, to control, forum, criticism, information.

Palace of Westminster, Britain, Saxon, Magna Carta, «Lords», «Commons», House of Commons, Cabinet.

2) Look, listen, repeat and try to memorize:

- to hold – проводить
- to date back – относиться (к прошлому)
- king – король

powerful	– могущественный
to discuss	– обсуждать
to argue	– спорить
to sign	– подписывать
to accept	– принимать
to support (er)	– поддерживать (сторонник)
to defeat	– наносить поражение
in the middle of	– в середине
development	– развитие
armed forces	– вооруженные силы
adviser	– советник
difference	– различие
division	– разделение
to summon	– созывать
growth	– рост

3) Match English words and Russian equivalents:

- | | |
|-------------------|--------------------|
| 1. change (n., v) | a) столетие; |
| 2. century | b) последний; |
| 3. to call | c) созывать; |
| 4. to bring | d) изменять; |
| 5. to meet | e) партия; |
| 6. mark | f) след (отметка); |
| 7. last | g) встречать(ся); |
| 8. party | h) приносить. |

4) Read and translate:

JOHN'S COMPOSITION

Steve's son John was to write a composition about the History of Parliament. He has just finished it and asked, his father to read it. Steve couldn't say «no» to his son. That's what he has read:

Britain has the oldest Parliament in the world. This institution has changed over the centuries and has reflected the class structure and economic basis of feudal and capitalist societies.

Parliament is held in the Palace of Westminster. This tradition dates back to Saxon times when the king called to this place a group of powerful barons who discussed with him matters of state. The king often argued with them for

his power and money. In 1215 King Henry III refused to accept Magna Carta. A group of powerful barons supported him. But Symon de Monfort defeated them and in 1265 called the first Parliament. From that time the king summoned Parliament and representatives of counties and cities together with the King's advisers from the clergy, and his supporters among the feudal barons met together. As the class differences between the representatives and aristocracy became more marked, the division into the «Lords» and the «Commons» took place.

In the middle of the last century the House of Commons was a centre of real political power. Since those days the growth of the power of the Cabinet, based on the development of the modern party system has brought about a fundamental change. The House of Commons is still the centre of the political stage; but it isn't the centre of the real political power. The House of Commons doesn't control the Cabinet, the civil service or the armed forces. It is in fact a forum for criticism of the Government and for getting the information.

5) Answer the questions:

- a) What kind of composition was John to write?
- b) What kind of institution is the Parliament?
- c) Why is the Parliament held in the Palace of Westminster?
- d) When did the division into the «Lords and the «Commons» take place?

6) Speak about the House of Commons.

УЭ-10

PAST CONTINUOUS AND PAST SIMPLE (Review)

1. You and a friend saw a bank robbery yesterday. What happened? Complete the sentences. Use the *Past Simple* or the *Past Continuous*.

It 1 (be) about 3 o'clock yesterday afternoon. We 2 (sit) in a cafe opposite the bank. A motorbike suddenly 3 (stop) outside the bank. There 4 (be) two men on the bike. One of the men 5 (get) off and 6 (run) into the bank. He 7 (carry) a gun. After a short time, he 8 (come) out of the bank. He 9 (carry) a large bag. He 10 (get) back on the bike. Then they 11 (ride) off down the street. A few minutes later the police 12 (arrive).

2. Make sentences. Put the verbs into the *Past Simple* or the *Past Continuous*.

Example:

It was raining when I got up this morning.

1. It / rain / when / I / get / up this morning.
2. When / I / get / up, I / have / a shower.
3. We / go / home / when / we / see / the accident.
4. When / we / see / the accident, we / phone / the police.
5. John / ride / on his bike / when / he / fall / off.
6. He / break / his leg / when / he / fall / off.
7. I / get / undressed / when / I / hear / a strange noise outside my bedroom window.
8. When / I / hear / the noise, I / go / over to the window and / look / outside.

3. Read the text «The man who escaped» (Episode 6).

УЭ-11

Present Perfect Simple

1. Complete the table.

INFINITIVE	PAST TENSE	PAST PARTICIPLE
<i>be</i> _____ _____ _____	_____ _____ _____	_____ <i>broken</i> _____ _____
<i>eat</i> _____ _____	<i>did</i> _____ _____	_____ _____
<i>go</i> _____ _____	<i>had</i> _____ _____	_____ _____
<i>live</i> _____ _____	_____ _____	<i>known</i> _____ _____

2. Complete the sentences. Use verbs from 1 in the *Present Perfect Simple* or the *Past Simple*.

1. Did you go to the cinema last night?
2. _____ you ever _____ to Australia?
3. We _____ to Canada last summer.
4. I _____ n't _____ to work last Monday.

5. Tony isn't here. He _____ home.
6. We aren't hungry. We _____ lunch.
7. We _____ lunch at McDonald's last Saturday.
8. _____ you _____ breakfast yesterday?
9. How long _____ you _____ in your present flat?
10. How long _____ you _____ in your old flat?

3. Choose the correct answer.

1. I had / ~~I've had~~ my old job for three years.
2. I had / I've had my present job for a year.
3. We were / We've been at home last night.
4. The bus left / has left five minutes ago.
5. When did you get / have you got married?
6. I'm / I've been a teacher since 1980.
7. Curtis has lived in New York for / since ten years.

4. Complete what Sylvia says. Use the *Present Perfect Simple*, and *for* or *since*.

1. I'm from Switzerland, but I live in London now.
I 've lived (live) here since 1988.
2. I'm a photographer. I work for a sports magazine in London. I _____
(work) there _____ two years.
3. I'm married. My husband's name is Theo. We _____ (be) married
_____ 1989.
4. Theo works in a bank. He _____ (work) there _____ three years.
5. We have a flat in north London. We _____ (have) the flat _____ last
January.

5. Look at Sylvia's answers. What are the questions? Use *How long ...?*

Example:

How long have you worked for the sports magazine?

- | | | |
|------------------|-----------------------|--------------------|
| 1. For two years | 3. Since 1988 | 5. For three years |
| 2. Since 1989 | 4. Since last January | |

6. Vocabulary Reading practice. «Steve's Story»

1) Read the international words and try to guess their meaning

procedure, session, throne, sovereign, debates, Speaker,
Prime Minister, Leader of the Opposition, parliamentary.

2) Look, listen, say, try to memorize:

rule (n.)	– правило, норма
occasion	– случай
right (n.)	– право
Queen	– королева
to arrive	– прибывать
independence	– независимость
honour	– честь
duty	– обязанность
dangerous	– опасный
to preside	– председательствовать
to decide	– решать
vote (n. v.)	– ГОЛОС, ГОЛОСОВАТЬ
full	– ПОЛНЫЙ
particular	– (зд.) специальный

3) Match English and Russian equivalents:

1. already	a) набор, список;
2. beginning	b) посылать;
3. set (n.)	c) уже;
4. to send	d) начало;
5. to follow	e) следовать;
6. speech	f) стул;
7. chair	g) речь;
8. equal	h) равный;
9. to believe	i) верить.

4) Read and translate.

STEVE'S STORY

Steve has been telling his story for half an hour already. Would you like to listen to him? That's what he is saying:

«Many forms and rules of parliamentary procedure date back to the beginning of the sixteenth century.

People outside Great Britain believe that if they elect the man to sit in the Parliament he has a seat there. But the House of Commons has seats for only about two thirds of its members. Thus on great occasions when the House is full, members have to sit in the gangways. Only four members of the House of Commons have reserved seats: the Speaker, the Prime Minister, the Leader of the Opposition and the member who is in the Parliament for the longest unbroken period. Ministers sit on the front bench, but have no right to any particular seat there.

The Queen usually opens the new session of Parliament. When she takes her seat on the throne she sends the official of the House of Lords, called Black Rod, to call the Commons. When he arrives at the door of the House of Commons they bang it in his face to show their independence. After this they follow Black Rod into the chamber of the House of Lords, where they stand while the Queen reads her speech. During the election of the Speaker, when he is going to his great chair at one end of the House, he struggles and pretends that he doesn't wish to accept the honour. This comes from the days when men were afraid to become the Speaker. It was because the sovereign and the House of Commons often quarreled and the Speaker's duty of acting as go-between was both difficult and dangerous.

Nowadays the Speaker no longer takes part in debates as other members do. He presides over the debates and decides which member is to speak at any particular moment. Often several wish to speak and they stand up and try «to catch the Speaker's eye», as they call it. The Speaker doesn't take part in the debates, and he doesn't vote at the end of them. But if the Government and the Opposition gain an equal number of votes, then the Speaker has the casting vote».

1. Black Rod – «Черный жезл», герольдмейстер (постоянное должностное лицо в Палате лордов, во время церемоний несет черный жезл, титул существует с 1350 г.)

5) Answer the questions.

- a) How long has Steve been telling his story?
- b) Who has reserved seats in the Parliament?
- c) Do the ministers have the right for reserved seats?
- d) Where does the Queen send Black Rod?
- e) Why were the men afraid of becoming the Speaker?
- f) What is the business of the Speaker nowadays?

6) Speak about the procedure of the Parliament.

УЭ-12

PRESENT PERFECT AND PAST SIMPLE (review)

1. Read the sentences. Define the Present Perfect in the following situations. Explain your choice.

1. Я *получила* два письма.
(1) (т.е. письма у меня, вот они)
(2) вчера

(3) на этой неделе

(4) на прошлой неделе

(5) уже

(6) только что

(7) два дня тому назад

2. – Петровы *уехали* (1) в Киев?

– Да. Они *уехали* (2) туда на прошлой неделе.

3. – Джон, признавайся честно, кто *написал* (1) тебе домашнее сочинение?

– Честное слово, не знаю сэр. Я рано *лёг* (2) спать вчера.

4. – Как называется станция, которую мы только что *проехали* (1)?

– Не мешай мне, ты же видишь, что я читаю.

– Но наш маленький Джон только что *сошел* (2) на этой станции.

5. – Мама, наш учитель никогда не *видел* (1) лошадей.

– Как же так?

– Вчера я *нарисовал* (2) лошадь, а учитель подошел и спросил: «Что это такое?»

2. Answer the questions.

1. Have you ever worked as interpreter?

2. Have you ever had a blind date? (When a third person arranges a date between two strangers, it is a blind date.) What do you think of this custom?

3. Which of the following cities or places of interest have you visited and which of them have you not yet visited? (Leningrad, Novgorod, Pskov, Minsk, the Black Sea, Kiev, Tallinn, Tashkent)

4. Which of the following well known places of interest in Moscow have you not visited yet? (The Kremlin, the Lenin Mausoleum, the Palace of Congresses, St. Basil's Cathedral in Red Square, the Tretyakov Gallery, the Exhibition of Economic Achievements)

5. Which of the following films have you seen and where and when did you see them? («Chapayev», «Teheran-43», «Without Witnesses»)

6. Who is your best friend? How long have you known him / her? When did you first meet him / her?

3. Open the brackets. Use the verbs in the *Present Perfect* or the *Past Simple*.

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to

live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he can not catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

4. Choose from the brackets the suitable form of the verb.

1. (Have you ever seen/did you ever see) rock concert? 2. (I saw/have seen) the Rolling Stones last year. 3. I love rock-n-roll. I (like/have liked) it all my life. 4. The Stones' concert (has been/was) excellent. 5. I (have bought/bought) all their records after the concert. 6. How long (have you known/do you know) Peter? 7. I (know/ have known) him since we were at school together. 8. When (did you get/have you got) married to him? 9. We (have been/are) together for over ten years, and we (have got/got) married eight years ago.

5. Read the text «The man who escaped» (Episode 7).

УЭ-13

Talking about the future

(Способы выражения будущего времени)

1. Choose the correct variant *a*, *b* or *c*.

1. – There are a lot of mistakes in this text.

– All right. I ... it again.

a) write b) 'll write c) am writing

2. Can you clean the windows? – Sure, I ... them tomorrow afternoon.

a) clean b) am cleaning c) shall clean

3. It's too late to phone now. I ... him in the morning.

a) phone b) am phoning c) 'll phone

4. – Where is my book? I can't find it.

– Just a minute. I ... for it.

a) look b) have looked c) shall look

5. – Do you think it ... tomorrow? – I hope not.

a) rains b) will rain c) is raining

6. I'm very tired. I think I ... at home this evening.

a) stay b) shall stay c) am staying

7. I'm sure the boy ... this day all his life.

a) will remember b) remember c) have remembered

2. Define the correct form of *Shall/will* or *going to*, in the following situations.

1. Do you want to go shopping with me? I (go) to the shopping centre.
2. – What do you want to be when you grow up?
– I (be) an astronaut.
3. – Who wants to erase the board? Are there any volunteers?
– I (do) it!
4. – Why do you have an eraser in your hand?
– I (erase) the board.
5. I think the weather (be) nice later.
6. – Why are you turning on the TV-set?
– I (watch) the news.
7. – Why are you filling that bucket with water?
– (I, wash) the car.

3. Explain the use of *shall/will* or *going to* in the following.

1. – I've decided to repaint this room. – Oh, have you? What colour (you, paint) it?
2. – Are you going shopping? – Yes, I (buy) something for dinner.
3. – I don't know how to use this camera. – It's quite easy. I (show) you.
4. – What would you like to eat? – I (have) a sandwich, please.
5. – Did you post that letter for me? – Oh, I'm sorry. I completely forgot. I (do) it now.
6. – The ceiling in this room doesn't look very safe, does it? – No, it looks as if it (fall) down.
7. I (go) to party tomorrow night. Would you like to come too?

4. Vocabulary. Reading practice.»Elections»

1) Read the international words and try to guess their meaning:

constitution, organ, candidate, to inform, deputy, local, periodically,
President, practice, register, guarantee, qualification, Democrats,
Republicans, platform, Russia, referendum, Federation.

2) Look, listen, repeat and try to memorize:

population	– население
suffrage	– избирательное право
citizen	– гражданин
mass media	– средства массовой информации
majority	– большинство
to elect	– выбирать

elector	– выборщик
to represent	– представлять
voter	– избиратель
to receive	– получать
as well as	– так же, как
right (n)	– право
to participate	– принимать участие
set	– набор, список
authority	– власть

3) Read and translate:

ELECTIONS

Tomorrow is the great day for Peter Sokolov. For the first time in his life he'll take part in the general elections of this country. According to the constitution of Russia all organs of state power are elected by the entire adult population on the basis of universal, equal and direct suffrage by secret ballot.¹ The right to elect and be elected to the bodies of state power and local authorities, and also to take part in the referendum is guaranteed by the Constitution of Russian Federation. Pete will vote for some candidate tomorrow, but he himself can't be elected yet, because he's only 18. Under the law every citizen of this country at the age of 21 can be elected to the Parliament. The candidate whom Pete will vote for was nominated by the university. Pete knows that periodically the deputies will inform their electors about their activity during the meetings with them and also with the help of mass media.

Jane Snow will also take part in the elections of the President next year. But her vote isn't a direct one. In November voters in each state give their votes for candidates. By practice the electors must vote for the candidate who gets majority of votes in their state even if his majority is very small. Before voting in November every citizen must register in accordance with the laws of his state. This gives him the right of participating in «primaries»². The US constitution guarantees every citizen the right to vote but the states with the help of numerous qualifications deprive a lot of people of this right. And those who do vote can only make their choice practically between two sets of candidates – Democrats and Republicans whose political platforms are practically alike.

Notes: 1. universal, equal and direct suffrage by secret ballot – всеобщее, равное и прямое избирательное право при тайном голосовании.

2. «primaries» – первичные выборы.

5) Answer the questions.

- a) Why is tomorrow the great day for Peter Sokolov?
- b) Who will Peter vote tomorrow for?
- c) How will the deputies inform their electors?
- d) When will Jane Snow take part in the elections?
- e) Why is her vote not a direct one?

6) Complete the sentences. Don't consult the text.

- a) Voters in each state ...
- b) Before voting in November every citizen must ...
- c) The state with the help of numerous qualifications ...

7) Speak about the elections in Belarus.

8) Speak about the elections in the USA.

5. Read the text «The man who escaped» (Episode 8).

УЎ-14

Present Continuous for the future

1. A. Diana Snow is going away on a business trip next week. Ask about Diana's trip next week. Look at the answers. What are the questions?

Example:

Where is Diana going?

QUESTIONS

ANSWERS

- | | |
|--|---------------------------------------|
| 1. Where / Diana / go? | – To Milan. |
| 2. Where / she / fly / from? | – From Heathrow Airport. |
| 3. When / she / leave? | – On Monday morning. |
| 4. How long / she / stay / in Milan? | – She's staying there for three days. |
| 5. Which hotel / she / stay / at? | – At the Hotel Mediterranean. |
| 6. When / she / come / back to England? | – She's coming back on Wednesday. |
| 7. What time / she / arrive / in London? | – At 8 o'clock in the evening. |

1. B. Now write what Diana is doing next week.

Example:

1. She's going to Milan.

2. She's flying from Heathrow Airport.

2. Have you made any arrangements for the future? What are you doing? Make true sentences.

Example:

1. I'm going out this evening. or I'm not going out this evening.

1. go / out this evening
2. have / an English lesson tomorrow
3. meet / a friend tomorrow evening
4. go / to the doctor's this week
5. play / tennis next weekend
6. go / away on holiday next month

3. What are you doing next weekend? Complete the questions.

Example:

1. Are you going out on Friday evening?

1. you / go / out on Friday evening?
2. What / you / do / on Saturday afternoon?
3. you / go / out on Saturday evening?
4. you / do / anything on Sunday morning?
5. you / stay / at home on Sunday evening?

4. Now answer the questions in 3.

Example:

1. Are you going out on Friday evening?

– Yes, I am. I'm going to the cinema. or No, I'm not.

5. A. What have you decided to do this evening? Are you going to do these things?

1. watch TV	3. cook dinner	5. go to bed early
2. read a book	4. wash your hair	

Make true sentences.

Example:

1. I'm going to watch TV. or I'm not going to watch TV.

5. B. Now ask someone if he or she is going to do these things this evening.

1. Are you going to watch TV this evening?

2. Are you going to read a book?

6. Read the sentences in A and decide what to do. Use *I think I'll ...* and the words in B.

Example:

I think I'll open a window.

A.

1. It's hot in this room.
2. I'm hungry.
3. My flat is in a mess.
4. I haven't got any stamps.
5. I want some new glasses.
6. I'm cold.
7. I've just missed my bus.
8. There's a good film on TV.
9. My watch is broken.

B.

- go to the optician's
- buy a new one
- open a window
- turn on the heating
- watch it
- take a taxi home
- get something to eat
- go to the post office
- tidy it

7. Do you think that, in the future, you will:

1. learn a new language?
2. travel a lot?
3. move to a different country?
4. learn a musical instrument or a new musical instrument?
5. be richer?

Write sentences.

I think Perhaps I don't think	I'll _____.
-------------------------------------	-------------

Example:

1. I think I'll learn a new language.

or Perhaps I'll learn a new language.

or I don't think I'll learn a new language.

8. When can we use the *Present Continuous* to talk about the future? Can you find mistakes in some of these sentences?

1. Tony is meeting a friend tomorrow evening. v

2. I think ~~it's snowing~~ soon.
3. I'm visiting my parents at the weekend.
4. Perhaps I'm visiting New York one day.
5. What time are you leaving tomorrow?
6. Who is winning the next World Cup?
7. I'm sure you aren't failing the exam next week.

9. Choose the correct answer.

1. Don't touch that dog. ~~It's going to bite~~ / *It'll bite* you.
2. I'm going out for a walk now.
– But it's raining.
– Oh, is it? Well, *I'm going* / *I'll go* out later.
3. Why don't you change your hair style? *You're going to look* / *You'll look* much better.
4. Why do you want to sell your flat?
– *I'll move* / *I'm going to move* to Madrid.

10. Make the sentences into negatives and questions.

1. You'll be at home tonight.
You won't be at home tonight.
Will you be at home tonight?
2. I'm going to see you tomorrow.
3. He's working next Saturday.
4. It'll rain tomorrow.
5. They're coming next week.
6. She's going to be late tonight.
7. We'll be here tomorrow.

YD-15

Review

1. Ask questions from the questionnaire.

Make a note of your partner's answers.

FAMILY

Got / any brothers or sisters? How many?

ROUTINES

What time / usually get up / morning?

What / usually have / breakfast?

READING HABITS

What newspaper / read every day?

What magazines / usually buy?

PRESENT ACTIVITIES

What book / read / at the moment?

What other languages / learn?

FUTURE PLANS

What / going to do this evening?

What / going to do at the weekend?

BIRTHDAYS

When / be / your birthday?

What / usually do / your birthday?

INTERESTS AND SPORTS

What / like doing / spare time? What music / like?

Play any sports? Which?

LAST NIGHT

What / do last night? What time / go to bed?

HOLIDAYS

Where / go / last summer holiday? Where / stay?

EXPERIENCES

Ever be / Britain or the USA?

Ever live / foreign country?

2. Tell the class about the things you have known about your partner.

3. Write down about yourself and the things you have in common with your partner.

4. Speak on the topics:

a) «About Myself»

b) «Novopolotsk»

c) «Polotsk State University»

PROGRESS TESTS

(ИТОВОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

The Verb *to be*

I. Choose the correct variant *a, b* or *c*.

1. Tom ... a good boy.
a) am b) is c) are
2. Jack and Jill ... my friends.
a) am b) is c) are
3. Mr and Mrs Brown ... on holidays.
a) am b) is c) are
4. I ... ten years old.
a) am b) is c) are
5. He ... a pupil of the fifth grade.
a) am b) is c) are
6. Mike and I ... in the yard.
a) am b) is c) are
7. Simon ... absent today.
a) am b) is c) are
8. Karen ... our new English teacher.
a) am b) is c) are
9. We ... doing test.
a) am b) is c) are
10. Peter and his brother ... playing football.
a) am b) is c) are
11. Jane ... from London.
a) am b) is c) are
12. I ... fond of music.
a) am b) is c) are
13. Randy ... Tom's sister.
a) am b) is c) are
14. What ... this?
a) am b) is c) are
15. Who ... absent?
a) am b) is c) are

16. What ... your favourite book?
a) am b) is c) are

Present Simple and Present Continuous

II.

1. I ... in London.
a) live b) lives c) am living
2. My brother ... tennis every Saturday.
a) play b) plays c) is playing
3. What is the noise? Jane ... in the next room.
a) sing b) sings c) is singing
4. Linda ... in Los Angeles.
a) live b) lives c) is living
5. My granny is in the kitchen. She ... cakes.
a) cook b) cooks c) is cooking
6. Fred ... English.
a) speak b) speaks c) is speaking
7. John and Jack ... test now.
a) write b) is writing c) are writing
8. Susan ... five lessons on Monday.
a) have b) has c) is having
9. ... you drink tea for breakfast?
a) Do b) Does c) Are
10. It .. now.
a) rains b) is raining c) rain
11. This house ... to me.
a) belongs b) belong c) is belonging
12. I ... the rule now.
a) understand b) understands c) am understanding
13. I .. to speak to Dan.
a) wants b) am wanting c) want
14. ... it ... in autumn?
a) Do ... rain b) Is ... raining c) Does ... rain.
15. I'm listening hard, but I ... anything.
a) not hear b) don't hear c) am not hearing

Past Simple and Past Continuous

III.

1. I ... down the street yesterday when I saw a man I know.
a) walked b) was walking
2. She ... at the bus stop when it started to rain.
a) stood b) was standing
3. The police picked him up when he ... the rules.
a) was breaking b) broke
4. When the phone rang, he ... it.
a) answered b) was answering
5. When the phone rang he ... the dishes.
a) washed b) was washing
6. Nick ... a new guitar in January.
a) was buying b) bought
7. Scott ... the wallet yesterday, but luckily he found it.
a) was losing b) lost c) was lost
8. In the morning I left London, it ... heavily.
a) rained b) was raining c) was rained
9. Where were you sitting when the film ...?
a) started b) was starting c) will start
10. I ... into Willow Street when the car hit me.
a) was turning b) turned c) turn
11. She ... the road when we saw her.
a) crossed b) had crossed c) was crossing
12. We ... when we were living in Italy.
a) met b) were meeting c) have met
13. He ... up and walked into the room.
a) was standing up b) stood up
14. He ... across the room and closed the window.
a) was crossing b) crossed
15. Yesterday evening Mrs Taylor ... in her garden, while her cat was sleeping nearby.
a) was working b) worked c) were working
16. Peter ... while his sister was sunbathing.
a) swam b) was swimming c) was swam

Past Simple and Present Perfect

IV.

1. Sarah ... her key.
a) lost b) have lost c) has lost
2. Mr McKein ... Egypt several times.
a) visited b) have visited c) has visited
3. I ... to London two months ago.
a) have been b) was c) have gone
4. Tom ... this film twice.
a) saw b) has saw c) has seen
5. She ... to us yet.
a) didn't write b) hasn't written c) doesn't write
6. Randy ... me since July.
a) didn't visit b) hasn't visited c) not visited
7. Last Sunday I ... the National Gallery.
a) visited b) have visited c) did visit
8. When I was a child I ... in the country.
a) have lived b) was lived c) lived
9. ... ever ... a car?
a) Did you ... drive b) Have you ... driven c) Have you ... driven
10. When ... to the library?
a) did you go b) have you gone c) have you been
11. I ... in Dublin since March.
a) wasn't b) hasn't been c) haven't been
12. We ... each other since we were children.
a) knew b) have knew c) have known
13. How long ... your car?
a) have you had b) did you have c) had you
14. Helen isn't here. She ... to the cinema.
a) went b) has been c) has gone
15. Mr Thompson ... here in 1995.
a) come b) has come c) came
16. W. Shakespeare ... over four hundred years ago.
a) was born b) has been born c) were born

Test II (уровень знаний 4)

Past, present and future

Complete the sentences.

1. A: *Did you go* (go / you) out last night?

B: No, (I / stay) at home.

A: What (you / do)?

B:(I / watch) television.

A: (you / go) out tomorrow night?

B: Yes,(I / go) to the cinema.

A: Which film (you / see)?

B: (I /not / know). (I / not / decide) yet.

2. A: Are you on holiday here?

B: Yes, we are.

A: How long (you / be) here?

B: (we / arrive) yesterday.

A: And how long (you / stay)?

B: Until the end of next week.

A: And (you / like) it here?

B: Yes, (we / have) a wonderful time.

3. A: Oh, (I / just / remember) – (Jill / phone) while you were out.

B: (she / always / phone) when I'm not here. (she / leave) a message?

A: No, but (she / want) you to phone her back as soon as possible.

B: OK, (I / phone) her now. (you / know) her number?

A: It's in my address book. (I / get) it for you.

4. A: (I / go) out with Chris and Steve this evening.
.....(you / want) to come with us?

B: Yes, where (you / go)?

A: To the Italian restaurant in North Street. (you / ever / eat) there?

B: Yes, (I / be) there two or three times. In fact I (go) there last night but I'd love to go again!

5. A:(I / lose) my glasses again. (you / see) them?

B: (you / wear) them when (I / come) in.

A: Well, (I / not / wear) them now, so where are they?

B: (you / look) in the kitchen?

A: No, (I, go) and look now.

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

**УЧЕБНЫЙ БЛОК № 0
(Review)**

УЭ-1

**Entry Test
(Входной тест)**

- I.**
- | | |
|--------------------|-----------------------|
| 1. Present Perfect | 4. Past Continuous |
| 2. Present Simple | 5. Present Continuous |
| 3. Past Simple | 6. Future Simple |
- II.**
- | | |
|------------------------|----------------------|
| 1. was / were swimming | 4. have / has waited |
| 2. cut, cuts | 5. will decide |
| 3. stood | |
- III.**
- A.**
- | | |
|---------------------|--------------------------------|
| 1. is washing | 4. am trying |
| 2. washes | 5. shines, wakes |
| 3. sits, is sitting | 6. it is snowing, doesn't snow |
- B.**
- | | |
|------------------|-----------|
| 1. am going | 4. use |
| 2. isn't raining | 5. drives |
| 3. opens, closes | |

УЭ-2

Talking about the present

(Способы выражения настоящего времени в английском языке)

be

1.

- | | | |
|-------|--------|-------|
| 1. is | 4. am | 7. is |
| 2. am | 5. are | 8. is |
| 3. am | 6. is | 9. is |

2.

- | | | | |
|------------------|---------------|------------|--------------------------------------|
| 1. am | 5. is, is | 9. is, is | 13. is |
| 2. is, is | 6. are, am | 10. is | 14. is |
| 3. is, is | 7. is, is, is | 11. is, is | 15. is |
| 4. are, are, are | 8. is, is | 12. is | 16. is, are, is, is, is, is, is, is. |

3.

FULL FORMS

I am
you are
he is
she is
it is
we are
you are
they are

SHORT FORMS

I'm
you're
he's
she's
it's
we're
you're
they're

4.

- | | | |
|-----------------|------------------|----------------|
| 1. is or isn't | 3. is or isn't | 5. is or isn't |
| 2. 'm or 'm not | 4. are or aren't | |

5.

1. Are you a good singer? – Yes, I am. or No, I'm not.
2. Is your teacher married? – Yes, he/she is. or No, he/she isn't.
3. Is tennis your favourite sport? – Yes, it is. or No, it isn't.
4. Are your shoes new? – Yes, they are. or No, they aren't.
5. Is your best friend English? – Yes, he/she is. or No, he/she isn't.
6. Are you very intelligent? – Yes, I am. or No, I'm not.

6.

Questions:

1. What is your name?
2. Where are you from?
3. How old are you?
4. When is your birthday?
5. What colour are your eyes?
6. Who is your best friend?

Example answers:

- Carlos Sanchez.
- Madrid.
- 25.
- 1st May.
- Brown.
- My sister.

7.

Check up with the help of a dictionary

there is, there are

8.

- | | | | | |
|-------------|-------------|--------------|--------------|--------------|
| 1. There is | 3. there is | 5. Are there | 7. They are | 9. There are |
| 2. Is there | 4. It is | 6. there are | 8. are there | 10. They are |

Y9-3

have got

1.

FULL FORMS

I have got
you have got
he has got
she has got
it has got
we have got
you have got
they have got

SHORT FORMS

I've got
you've got
he's got
she's got
it's got
we've got
you've got
they've got

2.

1. Have you got any brothers or sisters?
2. Have you got any children?
3. How many cousins have you got?
4. Have you got a cat or a dog?
5. Has your teacher got a car?
6. Has your house or flat got a garden?

3.

Example answers:

1. Yes, I have. I've got two sisters. *or* No, I haven't.
2. Yes, I have. I've got a son. *or* No, I haven't.
3. I've got four cousins.
4. Yes, I have. I've got a cat. *or* No, I haven't.
5. Yes, he/she has. *or* No, he/she hasn't.
6. Yes, it has. *or* No, it hasn't.

4.

1. have ('ve) got; haven't got
2. hasn't got; has ('s) got
3. Have you got; haven't
4. Has your car got; has
5. Have your parents got; have ('ve) got

YD-4

Present Simple

1.

A.

gets
cooks
leaves
uses
sings
stops
tests
reads
starts

B.

teaches
finishes
kisses
goes

C.

carries
studies
flies

2.

Speaking practice

3.

/ɪz/	/z/	/s/
uses	leaves	gets
teaches	sings	cooks
finishes	reads	stops
finishes	goes	tests
kisses	carries	starts
	studies	
	flies	

4.

A.

Get up; have; leave; start; finish; have; go

B.

1. Jill gets up at 5.00. I get up at
2. She has breakfast at 5.30. I have breakfast at
3. She leaves home at 6.00. I leave home at
4. She starts work at 6.30. I start work/school at
5. She finishes work at 2.00. I finish work/school at
6. She has dinner at 7.00. I have dinner at
7. She goes to bed at about 10.00. I go to bed at

C

Example answer:

My father gets up at 6.30. He has breakfast at 7.00. He leaves home at 7.30. He starts work at 8.00. He finishes work at 6.00. He has dinner at 8.00. He goes to bed at about 11.30.

5.

Example answers:

I usually go shopping.

I sometimes play tennis.

My father often goes swimming.

My friend and I sometimes go to the cinema.

My friend often goes windsurfing.

I never play football.

6.

1. Do; live; do; live

4. Does; live; does

2. do; live; live

5. does; live; lives

3. do; live; live

7.

A.

1. Do you read a lot of books? – Yes, I do. *or* No, I don't.

2. Does your best friend drive a Ferrari? – Yes, he/she does. *or* No, he/she doesn't.

3. Does it rain a lot in your country? – Yes, it does. *or* No, it doesn't.

4. Do you do yoga? – Yes, I do. *or* No, I don't.

5. Does your teacher wear glasses? – Yes, he/she does. *or* No, he/she doesn't.

B.

1. read *or* don't read

2. drives *or* doesn't drive

3. rains *or* doesn't rain

4. do *or* don't do

5. wears *or* doesn't wear

8.

A. *Reading what Greg says*

B.

1. do you come from?

2. do you get up?

3. do you go to college?
4. does college start?
5. does college finish?
6. do you usually have lunch?
7. do you go after college?
8. do you do there?

C.

1. f; 2. h; 3. a; 4. e; 5. b; 6. g; 7. d; 8. c.

9.

1. starts; finishes
2. don't come; come
3. opens; does it close
4. gets up; doesn't get up
5. speak; don't speak; do you speak

УЭ-5

Present Continuous

1.

A. singing; writing; taking; sitting; playing; reading; looking; picking; swimming; jumping; running; staying; going; doing; buying; helping; eating; brushing; cleaning; setting;

B. making; speaking; spending; living; raining; beginning; hitting; shaving; dying; cutting; sleeping; meeting; dropping; typing; listening; talking; flying; lying; wishing; tricking.

2.

- | | |
|----------------------------|-----------------------|
| 1. are running | 7. is lying |
| 2. am doing | 8. are you having? |
| 3. are going | 9. are you studying? |
| 4. is sitting, is studying | 10. is lying? |
| 5. is standing, is smoking | 11. are they talking? |
| 6. is walking | 12. is raining |

3.

1. We are not listening to the teacher. Are we listening to the teacher? 2. I am not writing on the blackboard. Am I writing on the blackboard? 3. You are not learning English Grammar. Are you learning English Grammar. 4. It isn't raining cats and dogs. Is it raining cats and dogs? *etc.*

4.

1. What are you doing? 2. What are you cooking? 3. Are you going out tonight?
4. What time are we playing tennis? 5. Why is your daughter crying? 6. When
are Ken and Ellen coming for dinner?

5.

1. Are you studying at home now? – Yes, I am. *or* No, I'm not.
2. Where are you sitting? – I'm sitting
3. What are you wearing? – I'm wearing
4. Is the sun shining? – Yes, it is. *or* No, it isn't.

6.

Examples answers:

My brother and his wife are working now.

My friend Astrid is playing tennis. My sister is studying. My friend Carlos is
shopping.

7.

1. am ('m) writing
2. are ('re) playing
3. is wearing
4. Is she talking
5. are ('re) painting
6. are you eating
7. am ('m) not reading
8. isn't raining; is shining

YD-6

Present Simple and Present Continuous.

(review)

1.

1. 's having	5. teaches	9. spends
2. has	6. 's teaching	10. 's teaching
3. leaves	7. come	
4. drives	8. don't speak	

2.

1. goes	4. drives	7. lives	10. is riding
2. are watching	5. is lying	8. go	
3. is washing	6. doesn't like	9. cooks	

3.*Present continuous*

I am working
 you are working
 he is working
 she is working
 it is working
 we are working
 they are working

Present simple

I work
 you work
 he works
 she works
 it works
 we work
 they work

4.

1. Do you often wear jeans? – Yes, I do. *or* No, I don't.
2. Are you wearing jeans now? – Yes, I am. *or* No, I'm not.
3. Is it raining now? Yes, it is. *or* No, it isn't.
4. Does it often rain in your country? – Yes, it does. *or* No, it doesn't.
5. Do you study English every day? – Yes, I do. *or* No, I don't.
6. Are you studying English at the moment? – Yes, I am.

5.

1. I often wear jeans. *or* I don't often wear jeans.
2. I'm wearing jeans now. *or* I'm not wearing jeans now.
3. It's raining now. *or* It isn't raining now.
4. It often rains in my country. *or* It doesn't often rain in my country.
5. I study English every day. *or* I don't study English every day.
6. I'm studying English at the moment.

6.

1. is having; 2. has; 3. cooks; 4. is cooking; 5. leaves; 6. is leaving; 7. watch; 8. are sitting and watching; 9. does; 10. is doing; 11. rains; 12. is raining; 13. snows; 14. is snowing

7.

1. b; 2. c; 3. b; 4. c; 5. a

8.

1. Are you working; am
2. Do you work; do
3. Does Pete usually walk; doesn't

Y9-7

Verbs not normally used in the continuous

2.

- | | | | |
|----------------|---------|------------------|----------------|
| 1. like | 3. owns | 5. Do you want | 7. Do you know |
| 2. is watching | 4. love | 6. Are you going | 8. 'm doing |

3.

1. I hate cold weather.
2. v
3. Do you believe me?
4. This car doesn't belong to me.
5. What does this word mean?
6. v
7. I prefer jazz to pop music.
8. v
9. I can see a dog in the garden.
10. You seem very happy.
11. v

4.

- | | | |
|-------|-------|-------|
| 1. NA | 5. NA | 9. NA |
| 2. A | 6. A | 10. A |
| 3. A | 7. A | |
| 4. NA | 8. A | |

5.

- | | |
|------------------|-----------------|
| 1. I listen | 5. She has |
| 2. I'm listening | 6. do you speak |
| 3. She's having | 7. Do you like |
| 4. She often has | |

6.

1. Mmm! I like this ice cream.
2. I don't understand this sentence.
3. v
4. Michael has black hair and brown eyes.
5. v
6. Do you think Julia Roberts is a good actress?
7. Do you know those people?

УЭ-8

Talking about the past

(Способы выражения прошедшего времени в английском языке)

Past tense of the verb *be*

1.

- | | | | | |
|--------|--------|---------|----------|---------|
| 1. is | 5. was | 9. was | 13. are | 17. was |
| 2. was | 6. was | 10. is | 14. were | 18. was |
| 3. was | 7. is | 11. was | 15. were | |
| 4. is | 8. was | 12. was | 16. is | |

2.

1. I was at home at 7 o'clock yesterday morning. *or* I wasn't at home at 7 o'clock yesterday morning.
2. I was at the cinema at 2 o'clock yesterday afternoon. *or* I wasn't at the cinema at 2 o'clock yesterday afternoon.
3. I was in bed at 6 o'clock yesterday evening. *or* I wasn't in bed at 6 o'clock yesterday evening.
4. I was at home at 9 o'clock last night. *or* I wasn't at home at 9 o'clock last night.
5. I was at a disco at midnight last night. *or* I wasn't at a disco at midnight last night.

3.

1. Were; 2. Was; 3. Were; 4. Were

4.

1. Yes, I was. *or* No, I wasn't.
2. Yes, it was. *or* No, it wasn't.
3. Yes, they were. *or* No, they weren't.
4. Yes, we were. *or* No, we weren't.

5.

- | | |
|------------------|--------------------|
| 1. was or wasn't | 3. were or weren't |
| 2. was or wasn't | 4. were or weren't |

6.

- | | | |
|-------------|---------------|---------------|
| 1. was; was | 4. were; were | 7. were; were |
| 2. was; was | 5. was; was | 8. was; was |
| 3. was; was | 6. was; was | |

Y9-9

Past Simple

1.

1.	2.	3.	4.
started	used	stopped	hurried
played	lived	planned	carried
watched	danced	slipped	tidied
needed	liked		
finished	hated		
cooked			
sailed			

2.

Speaking practice

3.

/id/	/d/	/t/
started	played	watched
needed	sailed	finished
hated	used	cooked
	lived	danced
	planned	liked
	hurried	stopped
	carried	slipped
	tidied	

4.

Ticking the things that you usually do at weekends

5.

Example answers:

I cleaned my room. I visited a friend. My friend and I played tennis. I studied. I cooked a meal. I stayed at home and watched TV.

6.

built	lost
bought	made
came	met
cut	read
did	ran
drank	saw

drove	sold
ate	sat
flew	spoke
got	spent
gave	swam
went	took
grew	taught
had	wore
knew	wrote
left	

7.

Reading about Mr Bird

8.

He got up at 6.45 and had a shower. Then he had breakfast. He had tea and corn-flakes for breakfast. He left home at 7.55 and went to work by bus. He took the 8.05 bus and got to work at 8.30. He had lunch from 1.00 till 2.00 and left work at 6.00 in the evening. When he got home, he read the newspaper. Then he had dinner. He had dinner at 7.15. After dinner he took his dog for a walk. He went to bed at 10.30 exactly!

9.

- | | |
|-------------------|------------------------|
| 1. had; did; have | 4. had; did; have; had |
| 2. Did; have; did | 5. Did; have; did; had |
| 3. did; have; had | |

10.

1. Did you go out last night? – Yes, I did. *or* No, I didn't.
2. Did you play tennis yesterday? – Yes I did. *or* No, I didn't.
3. Did you study last weekend? – Yes, I did. *or* No, I didn't.
4. Did you have a haircut last week? – Yes, I did. *or* No, I didn't.
5. Did you have a birthday party last year? – Yes, I did. *or* No, I didn't.
6. Did you have a holiday last summer? – Yes, I did. *or* No, I didn't.

11.

1. I went out last night. *or* I didn't go out last night.
2. I played tennis yesterday. *or* I didn't play tennis yesterday.
3. I studied last weekend. *or* I didn't study last weekend.
4. I had a haircut last week. *or* I didn't have a haircut last week.
5. I had a birthday party last year. *or* I didn't have a birthday party last year.
6. I had a holiday last summer. *or* I didn't have a holiday last summer.

12.

Reading about Henry Ford

13.

- | | |
|-----------------|---------------------|
| 1. did; start | 4. did; start |
| 2. did; produce | 5. did; do (or buy) |
| 3. did; call | 6. did; become |

14.

American engineer Henry Ford started the Ford Motor Company in 1903. Ford produced the first cheap motor car. He called the car the Ford Model T. He started making the Model T in Detroit in 1908. Millions of people bought the car and Ford became a very rich man.

15.

1. Did you go out last Saturday?
2. Did you go on your own?
3. Which film did you see?
4. Did you enjoy the film?
5. What time did the film start?
6. When did it finish?
7. Where did you go after the film?
8. What did you do after that?

Y3-10

Past Continuous and Past Simple
(Review)

1.

- | | |
|-----------------|-----------------|
| 1. was | 7. was carrying |
| 2. were sitting | 8. came |
| 3. stopped | 9. was carrying |
| 4. were | 10. got |
| 5. got | 11. rode |
| 6. ran | 12. arrived |

2.

1. It was raining when I got up this morning.
2. When I got up, I had a shower.
3. We were going home when we saw the accident.
4. When we saw the accident, we phoned the police.

5. John was riding on his bike when he fell off.
6. He broke his leg when he fell off.
7. I was getting undressed when I heard a strange noise outside my bedroom window.
8. When I heard the noise, I went over to the window and looked outside.

Y3-11

Present Perfect simple

1.

INFINITIVE

be

break

do

eat

go

have

know

live

PAST TENSE

was/were

broke

did

ate

went

had

knew

lived

PAST PARTICIPLE

been

broken

done

eaten

gone

had

known

lived

2.

Example answers:

1. Did; go

2. Have; been

3. went

4. did; go

5. has gone

6. 've had

7. had

8. Did; have

9. have; lived

10. did; live

3.

1. I had

2. I've had

3. We were

4. left

5. did you get

6. I've been

7. for

4.

1. 've lived; since

2. 've worked; for

3. 've been; since

4. 's worked; for

5. 've had; since

5.

Example answers:

1. How long have you worked for the sports magazine?

2. How long have you and Theo been married?

3. How long have you lived in London?
4. How long have you had your flat?
5. How long has Theo worked in the bank?

УЭ-12

Present Perfect and Past Simple

(review)

1.

1(1); 1(3); 1(5); 1(6); 2(1); 3(1); 4(1); 4(2); 5(1).

2.

1. Yes, I have.
2. No, I have not.
3. I have visited... No, I haven't visited...
4. Yes, I have been to ... No, I haven't been to.
5. I have seen ... I haven't seen
6. I've known him for ... I met him Years ago.

3.

- | | | |
|------------------|-----------------|------------------|
| 1. travelled | 7. have decided | 13. has bought |
| 2. has travelled | 8. decided | 14. bought |
| 3. have seen | 9. has lived | 15. has blown up |
| 4. saw | 10. lived | 16. has changed |
| 5. met | 11. has stopped | 17. changed |
| 6. have met | 12. stopped | |

4.

1. Have you ever seen; 2. saw; 3. have liked; 4. was; 5. bought; 6. have you known; 7. have known; 8. did you get; 9. have been; got.

УЭ-13

Talking about the future

(Способы выражения будущего времени)

1.

1. b; 2. c; 3. c; 4. c; 5. b; 6. b; 7. a

2.

- | | | |
|-------------|----------------------|-----------------------------|
| 1. am going | 3. will do | 5. will be / is going to be |
| 2. am going | 4. am going to erase | 6. am going to watch |
| | | 7. am going to wash |

3.

- | | |
|---------------------------|--------------------------|
| 1. are you going to paint | 5. will do |
| 2. am going to buy | 6. is going to fall down |
| 3. will show | 7. am going |
| 4. will have | |

YD-14

Present Continuous for the future

1.

A.

1. Where is Diana going?
2. Where is she flying from?
3. When is she leaving?
4. How long is she staying in Milan?
5. Which hotel is she staying at?
6. When is she coming back to England?
7. What time is she arriving in London?

B.

1. She's going to Milan.
2. She's flying from Heathrow Airport.
3. She's leaving on Monday morning.
4. She's staying in Milan for three days.
5. She's staying at the Hotel Mediterranean.
6. She's coming back to England on Wednesday.
7. She's arriving in London at 8 o'clock in the evening.

2.

- | | | |
|---|-----------|--|
| 1. I'm going out this evening. | <i>or</i> | I'm not going out this evening. |
| 2. I'm having an English lesson tomorrow. | <i>or</i> | I'm not having an English lesson tomorrow. |
| 3. I'm meeting a friend tomorrow evening. | <i>or</i> | I'm not meeting a friend tomorrow evening. |
| 4. I'm going to the doctor's this week. | <i>or</i> | I'm not going to the doctor's this week. |
| 5. I'm playing tennis next weekend. | <i>or</i> | I'm not playing tennis next weekend. |
| 6. I'm going away on holiday next month. | <i>or</i> | I'm not going away on holiday next month. |

3.

1. Are you going out on Friday evening?
2. What are you doing on Saturday afternoon?
3. Are you going out on Saturday evening?
4. Are you doing anything on Sunday morning?
5. Are you staying at home on Sunday evening?

4.

Example answers:

1. – Yes, I am. I'm going to the cinema. *or* No, I'm not.
2. I'm meeting some friends.
3. Yes, I am. I'm going to a party. *or* No, I'm not. I'm staying at home.
4. Yes, I am. I'm going swimming. *or* No, I'm not.
5. Yes, I am. *or* No, I'm not. I'm going out.

5. A.

1. I'm going to watch TV. *or* I'm not going to watch TV.
2. I'm going to read a book. *or* I'm not going to read a book.
3. I'm going to cook dinner. *or* I'm not going to cook dinner.
4. I'm going to wash my hair. *or* I'm not going to wash my hair.
5. I'm going to go to bed early. *or* I'm not going to go to bed early.

B.

1. Are you going to watch TV this evening?
2. Are you going to read a book?
3. Are you going to cook dinner?
4. Are you going to wash your hair?
5. Are you going to go to bed early?

6.

1. I think I'll open a window.
2. I think I'll get something to eat.
3. I think I'll tidy it.
4. I think I'll go to the post office.
5. I think I'll go to the optician's.
6. I think I'll turn on the heating.
7. I think I'll take a taxi home.
8. I think I'll watch it.
9. I think I'll buy a new one.

7.

Example answers:

1. I think I'll learn a new language. *or* Perhaps I'll learn a new language. *or* I don't think I'll learn a new language.
2. I think I'll travel a lot. *or* Perhaps I'll travel a lot. *or* I don't think I'll travel a lot.
3. I think I'll move to a different country. *or* Perhaps I'll move to a different country. *or* I don't think I'll move to a different country.
4. I think I'll learn a musical instrument. *or* Perhaps I'll learn a musical instrument. *or* I don't think I'll learn a musical instrument.
5. I think I'll be richer. *or* Perhaps I'll be richer. *or* I don't think I'll be richer.

8.

Mistakes:

2, 4, 6, 7.

Example corrections:

2. I think it *will* snow soon. *or* I think it is *going to* snow soon.
4. Perhaps *I'll* visit New York one day.
6. Who *will* win the next World Cup? *or* Who *is going to* win the next World Cup?
7. I'm sure you *won't* fail the exam next week. *or* I'm sure you *aren't* going to fail the exam next week.

9.

- | | |
|---------------|----------------------|
| 1. It'll bite | 3. You'll look |
| 2. I'll go | 4. I'm going to move |

10.

1. You won't be at home tonight. Will you be at home tonight?
2. I'm not going to see you tomorrow. Am I going to see you tomorrow?
3. He isn't working next Saturday. Is he working next Saturday?
4. It won't rain tomorrow. Will it rain tomorrow?
5. They aren't coming next week. Are they coming next week?
6. She isn't going to be late tonight. Is she going to be late tonight?
7. We won't be here tomorrow. Will we be here tomorrow?

YD-15

Review

1. *Speaking practice.*
2. *Speaking practice.*
3. *Composition.*

УЭ-16

Progress tests (ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

The Verb *to be*

I.

1. b	4. a	7. b	10. c	13. b	16. b
2. c	5. b	8. b	11. b	14. b	
3. c	6. c	9. c	12. a	15. b	

Present Simple and Present Continuous

II.

1. a	4. b	7. c	10. b	13. c
2. b	5. c	8. b	11. a	14. c
3. c	6. b	9. a	12. a	15. b

Past Simple and Past Continuous

III.

1. b	4. a	7. b	10. a	13. b	16. b
2. b	5. b	8. b	11. c	14. b	
3. b	6. b	9. a	12. a	15. a	

Past Simple and Present Perfect

IV.

1. c	4. c	7. a	10. a	13. a	16. a
2. c	5. b	8. c	11. c	14. c	
3. b	6. b	9. b	12. c	15. c	

Test II (уровень знаний 4) past, present and future

- I stayed
did you do
I watched
Are you going
I'm going
are you going to see
I don't know. I haven't decided
- have you been
We arrived
are you staying / are you going to stay
do you like
we're having

3. I've just remembered – Jill phoned
 She always phones... Did she leave.
 she wants
 I'll phone... Do you know
 I'll get

4. I'm going... Do you want
 are you going
 Have you ever eaten
 I've been... I went

5. I've lost... Have you seen
 You were wearing.. I came
 I'm not wearing
 Have you looked / Did you look
 I'll go

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61 60 и менее	1 – 2 0
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61 60 и менее	1 – 2 0
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61 60 и менее	1 – 2 0

УЧЕБНЫЙ БЛОК № 1

Правительство Великобритании (System of Government in Great Britain) Perfect Tenses. Past Tenses (Review)

Номер УЭ	Учебный материал с указанием заданий	Управление обучением
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none"> 1. Сформировать умения: <ul style="list-style-type: none"> – употребления времен Past Perfect, Past Perfect Continuous в письменной и устной речи в рамках тематики: <i>British Parliament: customs and traditions</i>; – употребления прошедших времен английского языка в вопросно-ответной форме. 2. Сформировать лексические навыки в рамках тематики: «<i>System of Government in Great Britain</i>» (Правительство в Великобритании). 3. Формировать навыки изучающего, ознакомительного и просмотрового чтения текстов юридического характера. 4. Проверить уровень усвоения темы самостоятельно, в парах и группах по листкам контроля. 	
УЭ-1 Проверка изученного материала	<p>Входной контроль</p> <p>Цель: Проверить сформированность грамматических навыков образования и употребления прошедшего совершенного / прошедшего совершенного длительного времен.</p> <ol style="list-style-type: none"> 1. Повторите основные грамматические понятия данного модуля и ответьте на вопросы: <ol style="list-style-type: none"> а) Когда употребляется The Past Perfect Tense, какое действие выражает? Как образуется данное время? б) В каких случаях и для выражения какого действия может употребляться The Past Perfect Continuous Tense? Каковы особенности образования данного времени? в) Какие слова показатели этого времени вы знаете? 2. Выполните входной тест (Entry Test). 3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний. 4. Проанализируйте свои ошибки. 	<p>Изучите теоретические положения в учебном пособии: Карпышева Н.М., Янушков В.Н. Практическая грамматика английского языка. См. с. 99 – 102; с. 108 – 110</p> <p>Работа всей группой. Контроль фронтальный. Работайте письменно самостоятельно.</p> <p>Повторите необходимые теоретические положения.</p>

УЭ-2 Закрепление пройденного материала	<p>Цель: совершенствовать грамматические навыки образования и употребления времен Past Perfect / Past Perfect Continuous; формировать навыки изучающего чтения.</p> <ol style="list-style-type: none"> 1. Выполните упр. 1, 2 2. Проверьте правильность выполнения заданий по листку контроля. 3. Выполните задания упражнения 3. 	
УЭ-3 Закрепление пройденного материала	<p>Цель: сформировать умения употребления времен Past Perfect / Past Perfect Continuous в вопросно-ответной форме; формировать навыки ознакомительного чтения.</p> <ol style="list-style-type: none"> 1. Выполните упр. 4,5 2. Проконтролируйте выполнение по листку контроля. 3. Оцените свою работу по схеме уровня знаний. 4. Прочитайте текст «<i>The man who escaped</i>» (Episode 9). 	<p>Работайте самостоятельно письменно. Работайте устно в парах.</p> <p>Приложение 1</p>
УЭ-4 Закрепление пройденного материала	<p>Цель: Сформировать умения употребления прошедших времен английского языка; формировать навыки изучающего чтения</p> <ol style="list-style-type: none"> 1. Выполните упр. 6. 2. Проконтролируйте выполнение по листку контроля. 3. Оцените свою работу по схеме уровня знаний. 4. Выполните задания упражнения 7. 5. Прочитайте текст «<i>The man who escaped</i>» (Episode 10). 	<p>Работайте самостоятельно письменно.</p> <p>Приложение 1</p>
УЭ-5	<p>Цель: формировать лексические навыки в рамках тематики «British Parliament» совершенствовать навыки изучающего чтения.</p> <ol style="list-style-type: none"> 1. Выполните предтекстовые упражнения. 2. Прочитайте текст А «<i>British Parliament</i>». Проконтролируйте правильность выполнения с помощью словаря и пояснений к тексту. 3. Проверьте правильность понимания текста с помощью упражнений 2; 3; 4. 4. Проверьте правильность выполнения с помощью преподавателя и по листку контроля. 5. Поставьте оценку за выполнение упражнений по схеме уровня знаний. 	<p>Работайте устно в парах.</p>

УЭ-6	<p>Цель: развивать навыки словообразования, лексические навыки; совершенствовать навыки изучающего чтения и перевода.</p> <ol style="list-style-type: none"> 1. Выполните предтекстовые упражнения 1; 2; 3. 3. Прочитайте текст В «<i>Monarchy in Britain</i>» и переведите его. 4. Выполните упражнения 4; 5. 5. Проверьте правильность понимания текста с помощью упражнений 6; 7; 8; 9. 6. Проконтролируйте правильность выполнения заданий по листку контроля и оцените свою работу по схеме уровня знаний. 7. Выполните упражнение 10. 8. Проверьте правильность выполнения с помощью преподавателя. 	<p>Работа всей группой. Контроль фронтальный.</p> <p>Работайте устно в парах.</p>
УЭ-7	<p>Цель: формировать лексические навыки; развивать навыки просмотрового чтения.</p> <ol style="list-style-type: none"> 1. Прочитайте текст С «<i>Procedure of Passing Bills</i>» и выполните данное перед текстом задание. 2. Проконтролируйте правильность выполнения с помощью пояснений к тексту и преподавателя. 3. Выполните упражнение 2. 4. Проверьте правильность выполнения с помощью преподавателя. 	<p>Работайте устно.</p> <p>Работайте самостоятельно письменно.</p>
УЭ-8 Закрепление пройденного материала	<p>Резюме: Повторение изученного грамматического и лексического материала в рамках тематики: <i>System of Government in Great Britain</i>.</p> <ol style="list-style-type: none"> 1. Повторите способ образования времен Past Perfect / Past Perfect Continuous, а также образование и употребление прошедших времен английского языка. Сделайте обобщение. 2. Повторите активный лексический материал данного модуля. 	<p>Работайте устно.</p> <p>Работайте самостоятельно письменно.</p>
УЭ-9 Подведение итогов	<p>Выходной контроль</p> <ol style="list-style-type: none"> 1. Выполните итоговый тест I (Progress Test I). 2. Проверьте правильность выполнения по листку контроля. Оцените уровень усвоения темы. 3. Проанализируйте свои ошибки. 4. Выполните итоговый тест II (Progress Test II). 5. Оцените уровень усвоения темы. 6. Проанализируйте свои ошибки. 	<p>Работайте самостоятельно письменно.</p> <p>Работайте самостоятельно письменно.</p> <p>Смотрите схему уровня знаний.</p>

Задания и упражнения к учебным элементам блока № 1

УЭ-1

Основные грамматические понятия данного блока

perfect	совершенное. <i>have + past participle</i> eg. <i>I've written</i> (present perfect); <i>I had written</i> (past perfect). The Past Perfect is used to express that one past event happened before another eg. <i>They went home after they had solved this problem.</i>
past participle	причастие прошедшего времени. The past participle of regular verbs ends in <i>-ed</i> eg. <i>worked</i> . Some verbs have irregular past participles eg. <i>take</i> → <i>taken</i>
continuous	длительное (продолженное). <i>be + -ing</i> eg. <i>I was reading</i> (past continuous); <i>I had been working</i> (past perfect continuous).

Entry Test (Входной тест)

I.

A. Name the tense form of the following.

1. had swum
2. were sleeping
3. stole
4. had been writing
5. had promised
6. was moving
7. had been living
8. broke

B. Form the appropriate tense forms of the following.

1. Past Continuous (*drink*)
2. Past Perfect (*give*)
3. Past Simple (*bring*)
4. Past Perfect Continuous (*stay*)

II. Choose the suitable grammar form to fill in the blanks:

1. Aunt Polly punished Tom Sawyer because he _____ naughty.
a) has been
b) had been
c) was

2. He quickly forgot everything he _____ at school.
- learnt
 - had learnt
 - was learning
3. When the police _____ the car _____ .
- arrived; has gone
 - arrived; had gone
 - had arrived; went
4. By the time we _____ , they _____ to an agreement.
- returned; had come
 - had returned; came
 - returned; came
5. He _____ the pen for some time when he realized that there was no ink in it.
- has been using
 - had been using
 - has used
6. I couldn't get into the car, because the children _____ the car key.
- had hide
 - have hidden
 - had hidden

YD-2

Ex. 1. Rewrite the following pairs of sentences so that one sentence is in the Past Perfect Tense. Add any words that are necessary:

- John studied French.
 - He went to Paris.
- We arrived at the cinema.
 - The film started.
- Richard ate all the cakes.
 - Fred arrived home.
- The army commander studied all the maps of the district.
 - He made the attack.
- The gardener finished digging the garden.
 - He put in some cabbage plants.

Ex. 2. Put the verb in brackets into the Past Indefinite and the Past Perfect Continuous.

- She (say) she (teach) at school for twenty years.
- I slowly released a breath and only then (realize) that I (hold) it for some time.
- The postman (come) after lunch and (bring) me a letter which I (expect) for a long time.
- I (realize) that he had come away with me in order to discuss once more what he already (discuss) for hours with his lawyer.

Ex. 3. Vocabulary Reading practice. «Pete's travel to London»

1) Look, listen, repeat.

delegation, mile, bank, firm, business, theatre, restaurant, guide [gaid], lady, clerk [kla:k], Great Britain, Thames [temz], Westminster ['westministə], City Mansion House ['mæn](ə)n], Lord Mayor [mɛə], Royal Exchange, St. Paul's Cathedral [kə'θɪ:dr(ə)], Tower of London, Inner Temple, Middle Temple, Lincoln's Inn, Grey's Inn.

2) Read and try to memorize.

to travel	– путешествовать
at the invitation of	– по приглашению
city	– город (крупный)
Council ['kaunsl]	– совет
trip	– путешествие, поездка
pleasure	– удовольствие, развлечение
capital	– столица
stay (v. n.)	– останавливаться, пребывание
to be situated	– быть расположенным
heavy traffic	– интенсивное движение
to cover	– покрывать
square (n. adj.) [skwɛə]	– площадь; квадратный
talk (n. v.)	– беседа, беседовать
famous	– знаменитый
building	– здание
cinema	– кино
barrister ['bærɪstə]	– адвокат
to study	– изучать, учиться
to agree	– соглашаться

3) Read and translate. Pay attention to the Past Perfect (Continuous).

PETE'S TRAVEL TO LONDON

Last month there was a great event in Pete's life. He was traveling to London the capital of Great Britain as the member of the delegation of Rostov which came there at the invitation of London city council. Pete has just returned from this trip and is going to tell you about his impression. «It was a wonderful trip! I'm even in doubt what to begin with. We had been staying there only for a week but still managed to see a lot. London is situated near the sea on both banks of the Thames and stretches for nearly thirty miles from east to west and

for nearly thirty miles from north to south. When we were traveling about the city we saw that the street traffic of London was very heavy. During our stay we had been visiting all important parts of London: the City, the West End, the East End and the Westminster. The City is the commercial part of the capital. There are most of London banks, offices and firms there. It covers an area of about one square mile and the Englishmen call it a square mile of money. It's so difficult to talk about the City, because almost every stone, every wall, every house remind us of some famous man, book, historic event. Three buildings are the heart of the City: the Mansion House where the Lord Mayor lives, the Royal Exchange, the Bank of England, which the Londoners call «the Old Lady of Threadneedle Street». There are some ancient and famous buildings within the city, such as St. Paul's Cathedral and the Tower of London. The Strand, one of the oldest streets in London is a link between the City and the West End. It brings together Business (the City), the Law (the Temple and the Inns) and Pleasure (West End, theatres, best cinemas, fine restaurants and shops). This part of London was the most interesting for me because since the beginning of the 14th century English judges, barristers, lawyers, clerks had been working, living and studying in these places: Inner Temple, Middle Temple, Lincoln's Inn, Grey's Inn. There I got acquainted with an English Lawyer Steve King by name. He agreed to be guide and show the most interesting places of London. I'll tell you about it next time».

(to be continued)

УЭ-3

Ex. 4. Answer the questions.

Examples: Did you work at your English yesterday? Yes, I did.

How long had you been working at your English before you went for a walk? (for an hour) I had been working at my English for an hour.

1. Did she work at the University before she retired? _____

How long had she been working there before she retired? (for 25 years) _____

2. Did you stay at the hotel when you were in London? _____

How long had you been living there when Jane arrived? (for a fortnight) _____

3. Did they study French before they went to France? _____

How long had they been studying it before they went there? (for 5 years) _____

4. Did he listen to that record yesterday? _____

How long had he been listening to it before he could understand all the words? (for an hour) _____

5. Did they work on their book last year? _____
How long had they been working on it before they sent it to the publishing house? (for 2 years) _____

Ex. 5. Open the brackets using the Past Perfect or the Past Perfect Continuous.

- a) He already (park) the car when I arrived.
- b) He (drive) all day, so he was very tired when he arrived.
- c) I (finish) cleaning the car by one o'clock.
- d) What you (do) in the garden before I came?
- e) I live in Germany before I came to Russia.
- f) They already (write) a letter when the light went down.
- g) Last year the plant (fulfil) the plan by the end of November.
- h) The train (not, arrive) yet by that time.
- i) The child (sleep) for an hour before we came.

(Reading Practice)

Read the text «The man who escaped» (Episode 9).

УЧ-4

Ex. 6. Here is a story. Rewrite it putting the verbs in brackets into the Past Perfect Tense or Simple Past.

ONE GOOD TURN DESERVES ANOTHER

One evening Mr. Green was driving in his car along a lonely country road. He ...1.(be) to London where he ...2.(draw) £50 from the bank, and he was now returning home with the money which he ...3.(put) in his pocket book.

At the loneliest part of the road a man in shabby, badly-fitting clothes stopped him and asked for a lift¹. Mr. Green ...4.(tell) him to get into the car and continued on his way. As he talked to the man he learned that he ...5.(be) in prison for robbery and ...6.(break out) of prison two days ago. Mr. Green was very worried at the thought of the £50 that he ...7.(put) in his pocket book. Suddenly he ...8.(see) a police-car and had a bright idea. He just ...9.(reach) a small town where the speed limit was 30 miles an hour. He pressed down the accelerator and drove the car as fast as it would go. He looked back and saw that the police-car ...10.(see) him and ...11.(begin) to chase² him. After a mile or so the police-car overtook him and came to Mr. Green's car. Mr. Green ...12.(hope) that he could tell the policeman about the escaped robber, but the man ...13.(take) a gun out of his pocket and ...14.(put) it to Mr. Green's back. The policeman took

out his notebook and pencil and said he wanted Mr. Green name and address. Mr. Green asked to be taken to the police station but the policeman ...15.(say), «No, I want your name and address now. You will have to appear at the police court later.» So, Mr. Green gave the policeman his name and address. The policeman ...16.(write) it down, put his pocket book and pencil back in his pocket and ...17.(give) Mr. Green a talk about dangerous driving.

Then Mr. Green started up his car again and drove on. He ...18.(give up) all hope of his £50 but, just as he reached the outskirts of London, the passenger said he wanted to get out here. Mr. Green ...19.(stop) the car; the man got out and ...20.(say), «Thanks for the lift. You've been good to me. This is the least I can do in return.» And he handed Mr. Green the policeman's notebook.

While the policeman ...21.(talk) to Mr. Green, the thief ...22.(steal) the notebook.

¹ to give a lift – подвезти кого-либо

² to chase – преследовать

Ex. 7. Vocabulary Reading practice. «Pete's travel to London»

1) Look, listen, repeat.

Scheme ['skɪ:m], start, discussion, sort, residence ['rezɪd(ə)ns], Cabinet, concert, museum, hotel [ho(u)'tel], Big Ben, Westminster Abbey ['æbɪ], Poet's Corner, Chaucer, Charles Dickens, Alfred Tennyson, Rudyard Kipling, Whitehall, Downing Street, Trafalgar Square, Nelson Column, National Gallery, Hyde Park, Speaker's Corner.

2) Read and try to memorize.

to appear	– (зд.) оказываться
custom	– обычай
district	– район
to produce an impression on...	– производить впечатление
to exist	– существовать

3) Read and translate. Pay attention to the Past Perfect (Continuous).

PETE'S TRAVEL TO LONDON (continued)

«Hello, everybody! I go on with my story about London. Last time I told you that Steve King had promised to be my guide. And what a nice guide he appeared to be! First he took me to Westminster where most governmental buildings are situated. From the Westminster bridge we could get the best view of the Houses of Parliament with the famous clock tower called Big Ben. We could even get inside

the Houses. Before we left the Palace of Westminster (its official name) Steve had told me many interesting things about old customs which exist to this day. I'd like to tell you only about one of them. There is a strip of carpet in front of the members' benches in the House of Commons and when a member, speaking in the House puts his foot beyond that strip there is a cry «Order!». This dates from the time when the members had swords on them and during hot discussions might start fighting. The carpet had become the sort of frontier. We also had visited Westminster Abbey. Steve told me that all the kings and queens of England – 37 in all – had been crowned there and many of them had been buried there too. One of the parts of the Abbey is called Poet's Corner, because many of the greatest writers are buried there: Chaucer, Charles Dickens, Alfred Tennyson, Rudyard Kipling and some others. Leaving the Abbey we went along Whitehall and then turned into a narrow lane – Downing Street. There's Number Ten, the official residence of the Prime Minister. All the Cabinet meetings take place there. I was really happy when we came to the famous Trafalgar Square with the tall (185 feet high) Nelson Column in the centre and the national Gallery forming one side of the square.

Then Steve took me to the West End, the richest and the most beautiful part of London, where I could see the finest theatres, cinemas and concert halls, famous museums and large hotels, department stores and shops. There are many parks and gardens in the West End, among them Hyde Park, most famous of all because of its Speaker's Corner.

The East end, which is the poorest district of London where most of the workers live, didn't produce great impression on me. There are still many people who live in poverty. They keep their houses and streets clean but all of them are not half as nice as they are in the West End.

So thanks to Steve I had managed to see the most interesting sights of London by the end of my stay there. Next day after I had said good-bye to Steve and he had promised to come to our country and visit Rostov, our group left London».

Ex. 8. Read the text «The man who escaped» (Episode 10)

УЭ-5

Text A

Vocabulary

Ex. 1. Read and memorize the active vocabulary to the text «British Parliament»

appeal n

апелляция

belong v

принадлежать

bill n

законопроект

borough n	город с самоуправлением
church n	церковь
constituency	избирательный орган
county n	графство
executive a	исполнительный
hereditary a	наследственный
influence n	влияние
introduce v	представлять, вносить на рассмотрение
job n	работа
judge n	судья
legislative a	законодательный
nominate v	назначать на должность
resign v	уходить в отставку
society n	общество
vote v	голосовать

Text.

Task: *read the text, get ready to render its contents in Russian.*

BRITISH PARLIAMENT

The legislative power resides in Parliament, which, strictly speaking¹, consists of the Sovereign, the House of Commons and the House of Lords².

There are 635 members of the English House of Commons, or MPs as they are usually called. They are elected by popular vote and represent the counties and borough constituencies. The House of Commons seems to have most of power within Parliament. It is here that the Government is formed. The Prime Minister is usually the leader of that party which has majority in the House of Commons. Any member of the House may introduce a Bill. The maximum life of the House of Commons has been restricted³ to 5 years since the Parliament Act 1911.

Each session of Parliament is usually opened in the House of Lords. The House of Lords, or the Upper House⁴, consists of hereditary and life peers and top church officials. In the full House of Lords there are some 650 members. The House of Lords is not an elective body. The House of Lords like the Monarch has now lost most of its power and cannot influence the process of decision-making⁵ in Parliament. In practice, the powers of the House of Lords have been truncated⁶ to limited revising and delaying functions. It is the House of Commons which is the dominant part of the legislature. The Lords and the Commons began to meet separately some five centuries ago. The House of

Lords consists of the Lords «Spiritual and Temporal»⁷. The Lords Spiritual are the two archbishops (Canterbury and York) and twenty-four bishops of the Church of England. The Lords Temporal include peers by hereditary right, peers by virtue or their office (the Law Lords), and Life peers created under the Life Peerage Act, 1958.

¹ strictly speaking – строго говоря

² the Sovereign, the House of Commons and the House of Lords – монарх, палата общин и палата лордов.

³ to restrict – ограничивать

⁴ Upper House – верхняя палата парламента

⁵ decision-making – принятие решений

⁶ to truncate – сокращать

⁷ the Lords «Spiritual and Temporal» – лорды духовные и светские

Ex. 2. Answer the following questions.

1. What does British Parliament consist of?
2. Where is the Government formed?
3. Who may introduce a Bill?
4. Is the House of Lords an elective body?
5. When did the Lords and the Commons begin to meet separately?

Ex. 3. Choose the right word or the word-combination.

1. The ... power belongs to British Parliament.

a) executive; b) judicial; c) legislative

2. There are ... members of the English House of Commons.

a) 635; b) 620; c) 650

3. MPs are ... by popular vote.

a) appointed; b) elected; c) nominated

4. The ... is usually the leader of that party which has majority in the House of Commons.

a) Prime Minister; b) Monarch; c) Speaker

5. Each session of Parliament is usually opened in the

a) House of Commons; b) House of Lords; c) Cabinet of Ministers

Ex. 4. Find in the text the English equivalents for the following words and phrases:

– законодательная власть;

– монарх;

– представлять графства;

- вносить на рассмотрение законопроект;
- наследственный;
- процесс принятия решений;
- епископ, архиепископ;
- судебные лорды.

УЭ-6

Text B

Ex. 1. Read the international words and guess their meaning. Mind the stress.

ˈmonarchy	ˈabsolute	ˈparliament
ˈindustry	ˈpractice	ˈleader
ˈPrime ˈMinister	ˈdocuments	ˈthrone
ˈprogramme	ˈofficers	ˈjudge
ˈtheory	ˈCabinet	constiˈtutional
ˈpublic	ˈoffice	comˈmittee
ˈfinal	ˈaspect	oppoˈsition

Ex. 2. Memorize the following pairs of derivatives:

N → Adj	V → N
constitution – constitutional	govern – government
practice – practical	appoint – appointment
monarchy – monarchical	oppose – opposition
theory – theoretical	limit – limitation
industry – industrial	conclude – conclusion
office – official	develop – development

Ex. 3.

Vocabulary

adviser n	советник
body of advisers	совещательный орган
affair n	дело
state affairs	государственные дела
appoint v	назначать (<i>на пост</i>), утверждать (<i>в должности</i>)
appointment n	назначение (<i>на должность, пост</i>)
to make appointments	делать назначения
conduct v	вести, руководить

court n	суд
Royal Court	Королевский суд
Court of Appeal	апелляционный суд
dissolve v	распускать парламент
duty n	обязанность; долг
elect v	избирать
govern v	править
heir n	наследник
hereditary a	наследственный
judicial a	судебный
leader n	лидер, глава
legislation n	законодательство
legislative a	законодательный
limit v	ограничивать
limitation n	ограничение
majority n	большинство
measure n	мера; мероприятие
monarch n	монарх
obtain v	получить
to obtain majority	получить большинство
occupy v	занимать
oppose v	противостоять
opposition n	оппозиция
power n	власть, полномочия
reign [rein] v	царствовать
responsible a	ответственный
rule v	управлять
ruler n	правитель
summon v	созывать парламент
virtual a	действительный, фактический
wealth n	богатство

Text

MONARCHY IN BRITAIN

Task: *read the text; translate it into Russian.*

Great Britain is a monarchy, but the Queen of Britain is not absolute but constitutional. Her powers are limited by the Parliament. The Parliament is the supreme legislative authority in Britain. Queen's power is hereditary and not elective.

In practice the Monarch has no actual power: they say¹ the Monarch reigns but does not rule. The Prime Minister is usually the leader of the party that obtains a majority in the House of Commons. That party which has majority of seats in the House of Commons is called the Government and the other is the Opposition. The leader of the party in the opposition occupies a salaried office of the Leader of the Opposition. The Government may hold office for five years.

All the affairs of the state are conducted in the name of the Queen, but really the Prime Minister is responsible for every measure submitted to Parliament.

The Queen summons, prorogues and dissolves Parliament². Normally she opens each session with a speech from the throne outlining the Government's programme. It is her duty to make appointments to all important state offices, including those of judges, officers in the armed forces, diplomats. She must, in theory at least, see all Cabinet documents. The Queen has the power to conclude treaties, to declare war and make peace.

The Queen has her own Privy Council³. The Cabinet developed from this Council, which used to be body of advisers of English monarchs. As the system of Cabinet developed the Privy Council declined in importance. The Privy Council consists of members of the royal family, the archbishops⁴, colonial governors and senior ministers. There are about 300 of them altogether. The committee of the Privy Council, the Judicial Committee, however, is the final court of appeal for the British – a Royal court.

Queen Elizabeth II came to the throne in 1952 after the death of her father, King George VI. She has four children: one daughter and 3 sons. The Queen's heir is Charles, Prince of Wales. He was born in 1948, educated in Cambridge, served in the Royal Navy⁵. Now he is involved in various aspects of public life, in particular industry and government.

The Royal family is the principal aristocratic house in Britain, closely connected with other members of the hereditary aristocracy and with big finance interests. The Queen is known to be among the wealthiest women in the world.

¹ they say – говорят

² summons, prorogues and dissolves Parliament – созывает, прерывает и распускает парламент

³ Privy Council – Тайный совет

⁴ archbishops – архиепископы

⁵ Royal Navy – Королевский флот, ВМС Великобритании

Ex. 4. Match English and Russian equivalents:

- | | |
|---------------------------------|------------------------------------|
| 1. hereditary power | a. лидер партии |
| 2. actual power | b. действительный правитель |
| 3. virtual ruler | c. вооруженные силы |
| 4. armed forces | d. партия, находящаяся в оппозиции |
| 5. party in the opposition | e. наследственная власть |
| 6. leader of the party | f. действительная власть |
| 7. in the name of the Queen | g. делать назначения |
| 8. responsible for all measures | h. от имени королевы |
| 9. to make appointments | i. ответственный за все меры |

Ex. 5. Choose the right word or word-combination.

- The Queen's power is ...
a) elective b) hereditary c) unlimited
- Prime Minister is a ... ruler of the country.
a) formal b) hereditary c) virtual
- The Party which has majority in the House of Commons forms
a) opposition b) parliament c) government
- It's the ... duty to make appointments to all important state offices.
a) Queen's b) Prime Minister's c) Lord Chancellor's
- The Cabinet developed from ...
a) Privy Council b) Judicial Committee c) House of Lords

Ex. 6. Complete the sentences:

- The Queen's power in the United Kingdom is
- Prime Minister is the leader of the party that
- Prime Minister is responsible for
- The Queen has the power
- The Privy Council consists of

Ex. 7. Insert the right words:

(Great Britain, House of Commons, Prime Minister, Parliament, Privy Council, Council, Court of Appeal, Queen)

- ... is a monarchy. Queen's powers are limited by
- ... is the virtual ruler of the country.
- That party which has majority of seats in the ... forms the government.
- The ... opens each Session of Parliament with a throne speech.
- The Queen has her own There are about 300 members in this
- The Judicial Committee is the final

Ex. 8. Mark the statements that are true.

1. Great Britain is a constitutional monarchy. 2. The Queen's powers in Britain are unlimited. 3. The Prime Minister is the leader of the party which has majority in the House of Lords. 4. The Queen opens each Session of Parliament with a throne speech. 5. The Privy Council is responsible for all government measures. 6. The Judicial Committee is the final court of appeal in Britain.

Ex. 9. Answer the questions on the text:

1. What kind of monarchy is Great Britain? 2. Is the Queen's power hereditary or elective? 3. Who is the virtual ruler of the country? 4. What are the functions of the Queen of Britain? 5. The Privy Council consists of 300 members, doesn't it? 6. What is the final appeal court in Britain?

Ex. 10. Make a short summary of the text.

УЭ-7

Text C

PROCEDURE OF PASSING BILLS

allow	позволять, давать разрешение
to allow an argument	признавать (справедливым) довод
amend	вносить поправки, изменения
amendment	поправка (к резолюции, законопроекту)
to make amendments (to)	вносить поправки (в)
delay	откладывать, отсрочить
explain	объяснять; толковать
law	закон; право
civil law	гражданское право
criminal law	уголовное право
labour law	трудовое право
pass	принимать (решение, резолюцию)
to pass the bill	принимать закон
reject	отвергать
sign	подписывать
support	содействовать, поддерживать
vote	голосовать

Task: read the text and say, how many stages a bill must pass to become an Act of Parliament.

A law passing through Parliament is called a bill. It becomes a law, an Act of Parliament, when it is passed by Parliament.

Preparing a bill for submission to Parliament may take many months, and it may be preceded by other government publications. A Green Paper sets out various alternatives or discussion. Pressure groups make their views known. Government departments concerned are also consulted. The Government then issues a White Paper containing its definite proposals for legislation.

Any member of the House of Commons may introduce a bill. When the bill is introduced it receives its formal «first reading»¹, after which it is printed² and circulated to members. The first reading of a bill is scarcely³ objected to as there is no debate or amendment allowed at this stage, but a date is fixed for the second reading.

At the «second reading» the bill is debated. When this second reading takes place, the member who has introduced the bill makes speech explaining the proposed new law and his reasons for bringing it forward⁴. Some members may support the bill, but others may oppose it. There may be a discussion. If the bill passes this stage it is sent to a Committee when details are discussed and amendments generally made.

Finally the bill is given a «third reading». The House of Commons may be unanimous in favour of⁵ the bill or not. The Speaker must then call for a division⁶. If the bill has a majority of vote it will go before the House of Lords.

The House of Lords can not reject bills passed by the House of Commons. The Lords can merely delay⁷ bills which they don't like.

A bill becomes Act of Parliament when the Queen signs it.

¹ «first reading» – «первое чтение» (законопроекта)

² to print – печатать

³ scarcely – редко

⁴ bringing forward – выдвижение

⁵ in favour of – в пользу

⁶ call for a division – призвать к голосованию

⁷ to delay – отсрочить

Ex. 2. Make up a plan of the text «Procedure of Passing Bills». Compare your plan with other members of the class.

УЭ-8

Review

PROGRESS TESTS
(ИТОГОВЫЕ ТЕСТЫ)

TEST 1 (уровень знаний 3)

I. State what part of speech the following words are:

- | | | | |
|-----------------|-----------------|---------------|---------------|
| 1. legislative; | 2. legislature; | 3. legislate; | 4. legally; |
| a) noun; | b) verb; | c) adverb; | d) adjective. |

II. Choose the suitable grammar form to fill in the blanks:

1. Yesterday as I ... down the street I met George.
a) walked; b) was walking; c) had been walking;
2. Yesterday he found the book he ... for several days.
a) looked for; b) was looking for; c) had been looking for;
3. They said they ... the TV programme for four hours yesterday.
a) watched; b) were watching; c) had been watching;
4. The mother ... a nice cake while we were watching TV.
a) made; b) was making; c) had made; d) had been making;

III. Choose the suitable words to fill in the blanks:

1. The famous ... will speak at the session of the court.
a) member; b) council; c) guide; d) barrister;
2. He ... to come back in a month.
a) agreed; b) covered; c) showed; d) stretched;
3. By the invitation of the city ... they had been travelling across the country for three weeks last year.
a) clerk; b) council; c) capital; d) square;
4. They ... at the local hotel.
a) studied; b) returned; c) covered; d) stayed.

IV. Choose the sentences corresponding to the contents of the text «Pete's travel to London»:

1. London is situated on the right bank of the Thames.
2. There are three main parts of London: the City, the West End, the East End.
3. Inner Temple is the part of the City.
4. Three buildings are the heart of the City: the Mansion House; the Royal Exchange and the Bank of England.
5. St. Paul's Cathedral is within the City.

V. Give Russian equivalents to the following:

- | | | |
|---------------------------|-------------------------|--------------------------|
| 1. legislative body; | 4. to introduce a Bill; | 7. to summon Parliament; |
| 2. to be responsible for; | 5. judicial power; | 8. majority vote; |
| 3. to elect; | 6. a ruler; | 9. to nominate. |

TEST II (уровень знаний 4)

I. State what part of speech the following words are:

1. celebrate; 2. critical; 3. unity; 4. shorten
a) noun; b) adjective; c) verb

II. Choose the suitable grammar form for the following sentences:

1. I ... half the work when he came in.
a) didn't do; b) wasn't doing; c) hadn't done; d) hadn't been doing
2. When we arrived the concert already
a) began; b) was beginning; c) had begun; d) had been beginning;
3. We ... it after the teacher had explained it to us.
a) understood; b) were understanding; c) had understood;
d) had been understanding;
4. He recognized me at once, though I was wearing a scarf round my face as I ... from tooth ache.
a) suffered; b) was suffering; c) had been suffering; d) had suffered
5. Mike got tired after he ... 3 miles.
a) swam; b) was swimming; c) had swum; d) had been swimming;

III. Choose the suitable word to fill in the blanks:

1. Yesterday the members of the Cabinet had ... only by 8 o'clock.
a) appeared; b) produced; c) existed; d) become;
2. This ... had come to us since ancient times.
a) fight; b) writer; c) poverty; d) custom;
3. This ... is known to be the most fashionable.
a) sword; b) sight; c) district; d) frontier;

IV. Choose the sentences corresponding to the contents of the text «Pete's travel to London»(continued):

1. All the kings and queens of England had been crowned in Westminster Abbey.
2. All Cabinet meetings take place at the House of Commons.
3. The West End is the most beautiful part of London.
4. Many writers are buried at the Poet's Corner.
5. Hyde Park is the most famous of all because it's situated in the West End.

V. Choose the suitable definition of the following words:

1. council – a) group of people appointed or elected;
b) a person who gives advice;
c) the head of the government;
d) people who govern the state.
2. to agree – a) to discuss something;
b) to get acquainted;
c) to say «yes»;
d) to remind.

VI. Give Russian equivalents to the following:

1. Court of Appeal;
2. executive power;
3. to dissolve Parliament;
4. body of advisers;
5. hereditary;
6. to make appointments;
7. elective;
8. to pass the Bill;
9. amendment;
10. to object;
11. to obtain majority.

ЛИСТОК КОНТРОЛЯ

УЭ-1

Entry Test (Входной тест)

I.

- | | |
|----------------------------------|----------------------------|
| A. 1. Past Perfect | 5. Past Perfect |
| 2. Past Continuous | 6. Past Continuous |
| 3. Past Simple | 7. Past Perfect Continuous |
| 4. Past Perfect Continuous | 8. Past Simple |
| B. 1. was / were drinking | 2. had given |
| 3. brought | 4. had been staying |

II.

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. b |
| 3. b | 6. c |

YD-2

Ex. 1

1. John had studied French before he went to Paris.
2. When we arrived at the cinema the film had already started.
3. Richard had eaten all the cakes before Fred arrived home.
4. The army commander had studied all the maps of the district before he made the attack.
5. When the gardener had finished digging the garden he put in some cabbage plants.

Ex. 2

1. said; had been teaching
2. realized; had been holding
3. came; brought; had been expecting
4. realized; had been discussing

YD-3

Ex. 4.

a) had parked	f) had written
b) had been driving	g) had fulfilled
c) had finished	h) hadn't arrived
d) had /you/ been doing	i) had been sleeping
e) had lived	

Ex. 5.

- | | |
|-------------------|------------------|
| 1. had been | 12. had hoped |
| 2. had drawn | 13. had taken |
| 3. had put | 14. had put |
| 4. told | 15. said |
| 5. had been | 16. wrote |
| 6. had broken out | 17. gave |
| 7. had put | 18. had given up |
| 8. saw | 19. stopped |
| 9. had reached | 20. said |
| 10. had seen | 21. had talked |
| 11. had begun | 22. had stolen |

YD-4

1. *Scanning practice.*
2. *Reading for General Understanding.*

УД-5

Ex. 1. Vocabulary

Text A «*British Parliament*»

Reading for Full Understanding.

Ex. 2.

Oral practice.

Ex. 3.

1 – c; 2 – a; 3 – b; 4 – a; 5 – b.

УД-6

Ex. 1 – 3

Vocabulary and Word Study

Text B «*Monarchy in Britain*»

Reading for Detail and Language Study.

Ex. 4.

1 – e; 2 – f; 3 – b; 4 – c; 5 – d; 6 – a; 7 – h; 8 – i; 9 – g.

Ex. 5.

1 – b; 2 – c; 3 – c; 4 – a; 5 – a.

Ex. 7.

1. Great Britain; Parliament
2. The Prime Minister
3. House of Commons
4. Queen
5. Privy Council; Council
6. Court of Appeal.

Ex. 8 – 9.

Oral practice.

Ex. 10.

Speaking practice

УД-7

Ex. 1. Vocabulary

Text C «*Procedure of Passing Bills*»

Scanning Reading

УЭ-9
Review

УЭ-10

PROGRESS TESTS
(Итоговые тесты)
TEST 1 (уровень знаний 3)

I. 1. d; 2. a; 3. b; 4. c.

II. 1. b; 2. c; 3. c; 4. b.

III. 1. d; 2. a; 3. b; 4. d.

IV. 4; 5.

V.

1. законодательный орган;
2. быть ответственным (за);
3. избирать;
4. вносить на рассмотрение законопроект;
5. судебная власть;
6. правитель;
7. созывать парламент;
8. большинство голосов;
9. назначать на должность, выдвигать кандидатов (*на выборах*)

TEST II (уровень знаний 4)

I. 1. c; 2. b; 3. a; 4. c.

II. 1. c; 2. c; 3. a; 4. b; 5. c.

III. 1. a; 2. d; 3. c.

IV. 1; 4; 3.

V. 1. a; 2. c.

VI.

1. апелляционный суд;
2. исполнительная власть;
3. распускать парламент;
4. совещательный орган;
5. наследственный;
6. делать назначения;
7. выборный;
8. принять закон;

9. поправка (к законопроекту);
10. возражать;
11. получить большинство.

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (<i>понимание</i>)	1. Входной контроль (Entry Test) 2. Упражнения (Exercises)	100	10
		99 – 96	9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	2
	60 и менее	1 – 0	
III (<i>применение</i>)	1. Упражнения Exercises (Review) 2. Итоговый контроль (Progress Test I)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
	55 и менее	1 – 0	
IV (<i>перенос, обобщение, систематизация</i>)	3. Итоговый контроль (Progress Test II)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
	55 и менее	1 – 0	

УЧЕБНЫЙ БЛОК № 2

Профессия юриста (The Legal Profession)

Номер УЭ	Учебный материал с указанием заданий	Управление обучением
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none"> 1. Сформировать: – лексические навыки в рамках тематики: «<i>My future profession</i>» (Моя будущая профессия) и «<i>Agents of the Law</i>» (Профессия юриста). 2. Формировать навыки изучающего, ознакомительного и просмотрового чтения текстов юридического характера. 3. Формировать навыки монологического высказывания в рамках устной экзаменационной темы «<i>My future profession</i>» (Моя будущая профессия). 4. Проверить уровень усвоения темы самостоятельно, в парах и группах по листкам контроля. 	
УЭ-1 Проверка изучен- ного мате- риала	<p>Входной контроль</p> <p>Цель: Проверить сформированность лексических навыков в рамках тематики: «<i>My future profession</i>» (Моя будущая профессия).</p> <ol style="list-style-type: none"> 1. Ознакомьтесь с основными лексическими понятиями данного модуля. 2. Выполните входной тест (Entry Test). 3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний. 4. Проанализируйте свои ошибки. 	<p>Работа всей группой. Контроль фронтальный. Работайте письменно самостоятельно.</p> <p>Повторно ознакомьтесь с лексическими понятиями данного модуля.</p>
УЭ-2 Изучение нового материала	<p>Цель: Сформировать фонетические и лексические навыки, развивать навыки словообразования в рамках тематики: «<i>My future profession</i>» (Моя будущая профессия).</p> <ol style="list-style-type: none"> 1. Выполните упр. I; II; III. 2. Выполните упражнение IV. 3. Проверьте правильность выполнения задания по листку контроля. 4. Поставьте оценку за выполнение упражнения по схеме уровня знаний. 	<p>Работа всей группой. Контроль фронтальный. Работайте самостоятельно письменно в тетрадях.</p>

<p>УЭ-3 Изучение нового материала</p>	<p>Цель: совершенствовать навыки изучающего чтения и перевода, лексические навыки.</p> <ol style="list-style-type: none"> 1. Выполните упр.V; VI. Прочитайте и переведите текст «<i>My future profession</i>». Проконтролируйте правильность выполнения с помощью словаря. 2. Выполните упр. VII. 3. Проверьте правильность понимания текста с помощью упражнений VIII; IX; X. 	<p>Работа всей группой. Контроль фронтальный.</p> <p>Работайте устно в парах.</p>
<p>УЭ-4 Закрепление пройденного материала</p>	<p>Цель: формировать навыки диалогической речи и монологического высказывания в рамках устной экзаменационной темы «<i>My future profession</i>» (Моя будущая профессия); совершенствовать навыки перевода и работы со словарем.</p> <ol style="list-style-type: none"> 1. Выполните упр. XI; XII; XIII. 2. Выполните упр. XIV. Прочитайте и переведите текст «<i>The Declaration of Independence</i>». 3. Проконтролируйте правильность выполнения с помощью словаря. 	<p>Работайте устно в парах.</p> <p>Работайте самостоятельно письменно.</p>
<p>УЭ-5</p>	<p>Цель: формировать лексические навыки, навыки словообразования в рамках тематики «<i>The Legal Profession</i>»; совершенствовать навыки изучающего чтения.</p> <ol style="list-style-type: none"> 1. Выполните предтекстовые упражнения 1; 2; 3. 2. Прочитайте текст А «<i>The Legal Profession</i>». Проконтролируйте правильность выполнения с помощью словаря и пояснений к тексту. 3. Проверьте правильность понимания текста с помощью упражнений 4; 5; 6; 7; 8. 4. Проверьте правильность выполнения заданий по листку контроля. 5. Поставьте оценку за выполнение упражнений по схеме уровня знаний. 6. Выполните упр. 9. Проверьте правильность выполнения с помощью преподавателя. 	<p>Работа всей группой. Контроль фронтальный.</p> <p>Работайте устно в парах.</p>
<p>УЭ-6</p>	<p>Цель: формировать лексические навыки, развивать навыки ознакомительного чтения.</p> <ol style="list-style-type: none"> 1. Выполните предтекстовые упражнения 2. Прочитайте текст В «<i>Judges</i>». Проконтролируйте правильность выполнения с помощью пояснений к тексту и преподавателя. 3. Проверьте правильность понимания текста с помощью упражнений 1; 2; 3. 4. Проверьте правильность выполнения заданий по листку контроля. 	<p>Работайте устно.</p> <p>Работайте устно в парах.</p>

	<p>5. Поставьте оценку за выполнение упражнений по схеме уровня знаний.</p> <p>6. Выполните упр. 4.</p> <p>7. Проверьте правильность выполнения с помощью преподавателя.</p>	Работайте самостоятельно письменно.
УЭ-7	<p>Цель: формировать лексические навыки, формировать навыки просмотрового чтения текстов юридического характера.</p> <p>1. Выполните упр. 1.</p> <p>2. Прочитайте текст С «<i>Juries</i>».</p> <p>3. Проверьте правильность понимания текста с помощью упражнений 2; 3; 4; 5.</p> <p>4. Проверьте правильность выполнения заданий по листку контроля.</p> <p>5. Поставьте оценку за выполнение упражнений по схеме уровня знаний.</p>	Работайте устно в парах.
УЭ-8	<p>Цель: формировать навыки словообразования, лексические навыки; развивать навыки просмотрового чтения.</p> <p>1. Выполните предтекстовые упражнения</p> <p>2. Прочитайте текст D «<i>The Attorney-General and the Director of Public Prosecutions</i>» и выполните данное перед текстом задание.</p> <p>3. Проверьте правильность понимания текста с помощью упражнений 2; 3; 4.</p> <p>4. Проверьте правильность выполнения заданий по листку контроля.</p> <p>5. Выполните упр. 5.</p> <p>6. Проконтролируйте правильность выполнения по листку контроля и оцените работу по схеме уровня знаний.</p>	<p>Работайте устно.</p> <p>Работайте устно в парах.</p> <p>Работайте самостоятельно письменно.</p>
УЭ-9	<p>Цель: развивать навыки словообразования и словосложения, лексические навыки; формировать навыки поискового чтения; совершенствовать навыки изучающего чтения и перевода.</p> <p>1. Выполните упражнение 1.</p> <p>2. Выполните предтекстовые упражнения 2; 3.</p> <p>3. Прочитайте текст «<i>Administration of Justice in Great Britain</i>» и переведите его.</p> <p>4. Проверьте правильность понимания текста с помощью упражнений 4; 5; 6.</p> <p>5. Выполните упражнение 7.</p> <p>6. Проконтролируйте правильность выполнения заданий по листку контроля и оцените свою работу по схеме уровня знаний.</p>	<p>Работайте устно.</p> <p>Работа всей группой. Контроль фронтальный.</p> <p>Работайте устно в парах.</p>

УЭ-10	<p>Цель: формировать навыки словообразования, лексические навыки; развивать навыки ознакомительного чтения; формировать навыки диалогической речи в рамках тематики «<i>The Legal Profession</i>».</p> <ol style="list-style-type: none"> 1. Выполните предтекстовые упражнения. 2. Прочитайте текст «<i>Barristers and Solicitors</i>». 3. Проверьте правильность понимания текста с помощью упражнений 2; 3; 4. 4. Проверьте правильность выполнения заданий по листку контроля. 5. Поставьте оценку за выполнение упражнений по схеме уровня знаний. 6. Выполните упражнение 5. 7. Выполните упражнение 6. 8. Проверьте правильность выполнения с помощью преподавателя. 	<p>Работа всей группой. Контроль фронтальный. Работайте устно в парах.</p> <p>Работайте самостоятельно письменно.</p>
УЭ-11 Закрепление пройденного материала	<p>Резюме: Повторение изученного лексического материала в рамках тематики: «<i>My future profession</i>» и «<i>Agents of the Law</i>» .</p> <p>Повторите активный лексический материал данного модуля; повторите экзаменационную тему «<i>My future profession</i>»; сделайте обобщение. Подготовьтесь к итоговому лексическому тесту по данному модулю.</p>	<p>Работайте устно.</p>
УЭ-12 Подведение итогов	<p>Выходной контроль</p> <p>Цель: проконтролировать уровень сформированности лексических навыков, уровень усвоения изученной темы.</p> <ol style="list-style-type: none"> 1. Выполните итоговый тест I (Progress Test I). 2. Оцените уровень усвоения темы. Проанализируйте свои ошибки. 3. Выполните итоговый тест II (Progress Test II). 4. Проверьте правильность выполнения по листку контроля. 5. Оцените свою работу по схеме уровня знаний. 	<p>Работайте самостоятельно письменно.</p> <p>Работайте самостоятельно письменно.</p> <p>Смотрите схему уровня знаний.</p>

Задания и упражнения к учебным элементам блока № 2

УЭ-1

Основные лексические понятия блока

<i>Lawyer</i>	a general term for a member of the <i>legal</i> profession, e. g. a judge, barrister, solicitor, law teacher.
<i>legal</i>	of or relating to the law; allowed by law, not contrary to law: <i>The English legal system.</i>
<i>legislature</i>	the supreme body with responsibility and authority to legislate for a political unit such as a State.
<i>crime</i>	<i>illegal</i> conduct for which a person may be prosecuted and punished by the State. A crime is a single illegal act for which a person may be prosecuted and punished by the State.
<i>issue</i>	a point of dispute or matter for consideration in a court case: <i>The main issue in the present case is who should pay costs.</i>
<i>judge</i>	a person with authority to hear and decide disputes brought before a court for decision.
<i>jury</i>	a body of persons (usually 12) who decide the facts of a <i>case</i> (usually <i>criminal</i>) and give a decision of <i>guilty</i> or <i>not guilty</i> called a verdict.
<i>trial</i>	the process of examining and deciding a civil or criminal case before a court: <i>The case was sent for trial at the Crown court.</i>

Entry Test (Входной тест)

I. Answer these questions.

1. What are the duties of a lawyer?
2. What does legal activity involve?
3. Does our judicial system differ from judicial systems of the other countries?
4. What are the two kinds of lawyers in England?

II. The word «*legal*» has the following meanings in Russian:

- юридический;
- правовой;
- судебный;
- законный, дозволенный законом;
- легальный, правомерный.

Match English and Russian equivalents:

- | | |
|---------------------|---------------------------------------|
| 1. legal activities | a. совершеннолетие |
| 2. legal address | b. правомерная, законная деятельность |
| 3. legal advice | c. история права |
| 4. legal document | d. юридическая терминология |
| 5. legal history | e. консультация юриста |
| 6. legal rights | f. юридический адрес |
| 7. legal status | g. юрисконсульт |
| 8. legal expert | h. правовой документ |
| 9. legal age | i. законные права |
| 10. legal language | j. правовой статус |

УЭ-2

MY FUTURE PROFESSION

I. Listen, look, say. Pay attention to the pronunciation. Be ready to translate the words.

Perceive	murder
furtherance	hooliganism
argue [ˈɑ:gju:]	stealing [ˈsti:lɪŋ]
behalf [biˈhɑ:f]	violation
expansion [ɪksˈpæŋʃn]	virtue
cherish	humanity [hju:ˈmænɪti]
worthy	jury
oppose	judge
issue [ˈɪʃju:]	punishment
legislature	witness [ˈwɪtnɪs]
assessor	solicitor
prosecutor	aspire

II. Read and memorize the active vocabulary to the text «My future profession».

The state based on the rule of law	правовое государство
criminal matters	область уголовного правосудия
case	судебное дело
real or perceived violations	реальные или предполагаемые нарушения

protection and furtherance of human rights	защита и способствование осуществлению прав человека
argue to the court on behalf of	приводить доводы, доказывая суду за (кого-либо), от имени (кого-либо)
traffic violation	нарушение правил дорожного движения
pro bono (лат.)	во благо общества
punishment	наказание
judge	судья
jury	1. присяжные 2. состав присяжных 3. суд присяжных
murder	тяжкое убийство (убийство, совершенное с заранее обдуманым злым умыслом)
stealing	похищение имущества
legislature	законодательная власть, законодательный орган
a cherished ideal	взлелеянный идеал
oppose	возражать, выступать против
frame	фабриковать (дело, обвинение)
issue	вопрос, составляющий предмет спора (подлежащий разрешению судом)
worthy (of legal protection)	заслуживающий (правовой защиты)
seek the expansion of the law by virtue of our humanity	добиваться расширения закона в силу нашей человеческой природы (гуманности)
impose	1. налагать 2. облагать 3. обманывать
counsel	1. участвующий в деле адвокат 2. барристер
defence counsel	защитник
prosecutor	лицо, возбуждающее и осуществляющее уголовное преследование, обвинитель
public prosecutor	прокурор
assessor	1. налоговый чиновник 2. эксперт-консультант суда

people's assessor
witness

3. заседатель, асессор
народный заседатель
1. свидетель
2. давать свидетельские показания,
свидетельствовать

III. Word Study

1. Form nouns of the following verbs.

V + ing → N

begin – maintain –
steal – train –
leave –

V + ion → N

V + ment → N

violate – punish –
protect – argue –
legislate – govern –

2. Arrange family related words into pairs and translate them into Russian.

decision	responsible	judge
lawyer	judicial	independent
represent	decide	unlawful
depend	representation	responsibility

IV. Match the words with their definitions.

law, criminal, prevent, stealing, argue, judge, prosecutor, murder

- 1) To show disagreement, esp. strong disagreement, in talking or discussing.
- 2) The crime of intentionally killing a person.
- 3) A legal representative who officially accuses someone of committing a crime, esp. in a court of law.
- 4) The body of rules with authority to govern the actions and relations of people in an organized political community or among states.
- 5) A person who decides how a person who is guilty of a crime should be punished, or who makes decisions on legal matters.
- 6) To stop (something) happening or (someone) doing something.
- 7) Relating to crime or Criminal Law; illegal.
- 8) Dishonestly taking something which belongs to someone else and keeping it; theft.

V. Read (or listen to) the text and try to understand its contents.**MY FUTURE PROFESSION**

Finishing school is the beginning of the independent life for millions of school-leavers. Many roads are opened before them: vocational and technical schools, institutes and universities. But it is not an easy thing to choose a profession out of more than 2000 existing in the world. Some people do this still at the industrial training centers, some follow the advice of their parents, others can't decide even after leaving school.

As for me, I made my choice long ago. I want to become a lawyer. This decision didn't come as a sudden flash. I think, that the profession of a lawyer is one of the most important in the state based on the rule of law which we are creating now. Lawyers have to solve many problems that still exist in our society.

I tried to enter Polotsk State University and now I am a second-year student of the Faculty of Law. Now, some words about my future profession. In fact, it is very popular now with the youth. But it is also a very responsible and difficult profession. The duty of the lawyers is not only to punish people for various crimes: hooliganism, stealing, murder, traffic violation and so on, but they must do their best to prevent crimes, to fight against evil in our country. They should help those people who committed a crime to find the right road in their life. Defending of the accused is very noble to my mind.

In the United States American lawyers are instructed by their rules of ethics that they should aspire – not to do, but aspire to do – 50 hours a year of pro bono or public service legal activities.

These activities often involve the representation of the poor in civil and criminal matters. Some of these cases will include real or perceived violations of human rights. These activities can also include the representation of non-governmental organizations devoted to the protection and furtherance of human rights in America and abroad.

Lawyers study the law, form their legal theories, write their documents and argue to the court on behalf of those who feel that rights have been violated. On behalf of those who are accused of such violations. On behalf of those who seek the expansion of the law to protect a cherished ideal that they consider worthy of legal protection as a human right. And on behalf of those who oppose such expansion of the law. Lawyers frame the issues for the courts and for the legislatures.

The definition of human rights is a simple one. They are the rights we all possess simply by virtue of our humanity. Identifying and maintaining these rights are the critical issues that lawyers face today, whether here in the Republic of Belarus or in the United States of America. Lawyers and their focus on the both the letter and the spirit of the law, are part of both the problem and the solution.

As for our judicial system, it differs greatly from that of the other countries, and it's natural that each country has its own history and traditions. For example, there is no jury at our courts. Our court is presided over by three equal judges who decide what punishment is to be imposed on the accused. The other participants of a trial are: the counsel, people's assessors, the prosecutor and witnesses. I want to be a defence counsel and work at the People's Court.

Our University gives us all opportunities for our studies. A number of highly qualified teachers deliver lectures and carry out seminars in different subjects, such as: History of State and Law of Foreign Countries, Theory of State and Law, History of Public Movements and Political Parties, Logics, English and many others. Later we study Criminal Law, Civil Law, Constitutional Law and other special subjects.

We must study hard to become good specialists and take an active part in the life of our country.

VI. Read and translate the text.

VII. Pick out from the text «My Future Profession» all the word combinations with the following words and give their Russian equivalents.

- | | |
|-------------|---------------|
| – lawyer | – rights |
| – state | – judicial |
| – law | – judge |
| – duty | – participant |
| – violation | – assessor |
| – crime | |

VIII. Answer the questions.

1. What are you to do after finishing school?
2. Is it an easy thing to choose a profession?
3. What do you want to become?
4. Why do you want to become a lawyer?
5. Tell us some words about your future profession.

6. What are American Lawyers instructed by their rules of ethics to do?
7. What do these activities involve?
8. How do Lawyers act on behalf of those who feel that rights have been violated?
9. What is the definition of human rights?
10. What are the critical issues that lawyers face today, whether here in the Republic of Belarus or in the USA?
11. Speak about our judicial system.
12. What opportunities does our University give you for your studies?

IX. Complete the sentences:

1. The profession of a lawyer is one of the most important in the state
2. The duty of the lawyers is not only to punish people for various crimes but they must do their best
3. Legal activities often involve the representation
4. Our judicial system differs greatly
5. Our court is presided over

X. Find in the text the English equivalents for the following phrases:

Начало независимой жизни; нелегко выбрать профессию; я сделал свой выбор; в правовом государстве; решать много проблем; очень популярна среди ...; наказывать за различные преступления; делать все возможное; тем, кто совершил преступление; защита обвиняемого; не делать, а стремиться делать; юридические действия на благо общества; представление малоимущих граждан в гражданских делах; защита и осуществление прав человека; нарушение прав человека; изучают закон; доказывают суду; от имени тех, кто добивается расширения закона; заслуживающий правовой защиты; фабрикуют вопрос, подлежащий рассмотрению судом; определение прав человека; в силу нашей человеческой природы; отождествление и соблюдение этих прав; взгляд как на букву, так и на дух закона.

УЭ-4

XI. Make up a plan of the text «My Future Profession». Compare your plan with other members of the class. Retell the text according to your plan.

XII. Look through the text again and discuss it in the form of a dialogue using the active words and expressions.

XIII. Speak on the topic «My Future Profession».

XIV. Supplementary Text.

Read the text and translate it using the dictionary.

THE DECLARATION OF INDEPENDENCE

Take, for example, the Declaration of Independence, in which the American colonies declared their independence from Britain. The Declaration of Independence was written in 1776, principally by Thomas Jefferson, who later became the third president of the United States. One of its best known passages states:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.

These are beautiful words. But these words, as a legal document, are aspirational only. They are a goal. They do not have the force of law. Yet, for me, they summarize the basic human rights: equality and the right to life, the right to liberty and the right to pursue happiness.

For laws protecting these rights, America had to wait until 1791, when the Bill of Rights was added to our Constitution. These ten amendments guarantee freedom of religion, freedom of speech and freedom of the press. They proclaim the right of the people to peaceably assemble; to petition the government for redress of grievances; to bear arms, and to secure their persons, houses, papers and effects against unreasonable search and seizure. The Bill of Rights promises the people that they are entitled to due process of the law and to a speedy and public trial by an impartial jury. And for those convicted of a crime, the Bill of Rights prohibits cruel and unusual punishments.

This was a good beginning for my country. But as President Franklin D. Roosevelt once said, «The great fact to remember is that the trend of civilization is forever upward».

Reflective of this belief is the fact that in the 200 years since the Bill of Rights, 17 additional amendments have been made part of the Constitution. These amendments, I must note, have been made to our Constitution through the appropriate and legal mechanism prescribed in the Constitution. Some of these amendments have revised the structure and operation of the federal government. None of these amendments, I must note, attempt to alter the careful system of checks and balances that gives life to the principle of separation of powers. Nor do any of these amendments attempt to minimize or circumvent the commitment to the rule of law which is at the heart of the American Constitution and, I may add, at the heart of the Constitution of the Republic of Belarus as adopted in 1994...

AGENTS OF THE LAW

TEXT A.

THE LEGAL PROFESSION

Ex. 1. Read and memorize the active vocabulary to the text.

to defend [di'fend]	– защищать(ся)
dependence	– зависимость
dependent	– зависимый
to institute [ˈɪnstɪtju:t]	– устанавливать, учреждать; начинать (следствие и т.п.)
to institute proceedings (case)	– возбуждать дело
lawyer	– юрист, адвокат
legal	– правовой
undertake	– предпринимать

Ex. 2. Read the international words and guess their meaning. Mind the stress.

ˈsystem	proˈfession	indiˈvidual
ˈbarrister	soˈlicitor	demarˈcation
ˈfunction	hisˈtorical	characteˈristic
ˈspecialist	traˈditional	personˈnel
ˈinterview	comˈmercial	concenˈtration

Ex. 3. Memorize the following pairs of derivatives:

N → Adj	Adj → Adv
history – historical	normal – normally
tradition – traditional	main – mainly
region – regional	indirect – indirectly
commerce – commercial	approximate – approximately
profession – professional	separate – separately

V → N	
execute – execution	divide – division
concentrate – concentration	appear – appearance
demarcate – demarcation	

Text

THE LEGAL PROFESSION

Task: *read the text, translate it into Russian.*

The court system is dependent upon the legal profession to make it work. Although individuals can institute cases and defend them normally lawyers do this job for them. The legal profession is the normal source of judicial personnel for any court system.

England is almost unique in having two different kinds of lawyers, with separate jobs in the legal system. The two kinds of lawyers are solicitors and barristers¹. This division of the legal profession is due mainly to historical causes. Each branch has its own characteristic functions and a separate governing body.

The division has a number of significant impacts upon the judicial system. It is the main reason for the separation between civil and criminal courts. It also has a significant impact upon judicial appointments.

The traditional picture of the English lawyer is that the solicitor is the general practitioner, confined mainly to the office. The solicitor is the legal adviser of the public. Members of the public are able to call at a solicitor's office and seek his advice in a personal interview. The barrister is the specialist adviser much of whose time is taken up with court-room appearance. A barrister can only be consulted indirectly through a solicitor. Today however the lines of demarcation are blurred.

There is approximately one solicitor to every 1300 of the population, with considerable regional and local variations. There is a heavy concentration in commercial centers. The ratio for barristers is about one per every 10.000. Taking the legal profession as a whole (38.500), there is one practising lawyer per 1200 people. This compares with about one lawyer per 600 in the USA. But a lot of work in English solicitors' offices is undertaken by managing clerks, now called «legal executives»², who are a third type of lawyers. (Legal executives now have their own professional and examining body – «the Institute of Legal Executives»).

¹ solicitor – солиситор, стряпчий (*юрист, консультирующий клиентов, организации и фирмы; подготавливает дела для барристеров*)

barrister – барристер (*адвокат, имеющий право выступать в высших судах*)

² «legal executives» – законные исполнители (*персонал, нанимаемый солиситорами, клерки*)

Ex. 4. Match English and Russian equivalents:

- | | |
|-----------------------------|---|
| 1. court system | a. характерные функции |
| 2. to institute a case | b. юридическая профессия |
| 3. legal profession | c. обратиться за советом |
| 4. historical cause | d. выступление в суде |
| 5. characteristic functions | e. личная беседа |
| 6. to seek advice | f. судебная система |
| 7. legal adviser | g. большое количество |
| 8. court-room appearance | h. возбудить дело |
| 9. heavy concentration | i. историческая причина |
| 10. personal interview | j. юрисконсульт,
советник по правовым вопросам |

Ex. 5. Choose the right word or the word-combination.

- The court system is dependent upon the
a) legal system b) governing body c) legal profession
- England is almost ... in having two different kinds of lawyers.
a) characteristic b) unique c) historical
- The division of the legal profession is due to the
a) governing body b) characteristic functions c) historical causes
- Each branch has its own characteristic functions and a separate ... body.
a) governing b) examining c) executive
- A lot of work in English solicitors offices is undertaken by
a) solicitors b) legal executives c) barristers

Ex. 6. Complete the sentences:

- The court system is dependent upon
- The legal profession is the source of judicial personnel for
- The two kinds of lawyers are
- The solicitor is
- The barrister is ...

Ex. 7. Mark the statements that are true:

- The court system is independent upon the legal profession.
- England is almost unique in having two different kinds of lawyers: solicitors and barristers.
- The solicitor is the legal adviser of the public much of whose time is taken up with court-room appearance.
- There is a heavy concentration of barristers in commercial centres.

5. A lot of work in English solicitors' offices is undertaken by «legal executives».
6. Taking the legal profession as a whole, there is one practising lawyer per 1200 people.

Ex. 8. Answer the questions on the text:

1. What is the court system dependent upon?
2. The division of the legal profession is due mainly to historical causes, isn't it?
3. What are the two kinds of lawyers in England?
4. Are solicitors mostly concentrated in towns?
5. What is a third type of lawyers?

Ex. 9. Give a short summary of the text.

УЭ-6

TEXT B.

JUDGES

List of words

crime [kraim]	преступление; преступность
deal (with) to deal with a case	иметь дело (с чем-либо, кем-либо); рассматривать вести процесс (дело)
depend (on, upon)	зависеть
evidence	доказательство; свидетельские показания
guarantee	гарантировать
judiciary	суд, судебная власть
select	отбирать, выбирать
summarize	резюмировать, подводить итог

Text

JUDGES

Task: *read the text, find the answers to the questions given below.*

The judge is the presiding officer of the court. The statutory basis for the appointment of judges dates from the Act of Settlement 1700¹.

Judges are not themselves a separate profession: they are barristers who have been elevated to the bench², itself a name derived from the part of the Court where they sit.

The judge decides the interpretation of the law. After all the evidence has been given the judge summarizes the case, both law and facts, for the jury. This is called his summing up.

Judges cannot be removed from office on account of political considerations – the independence of the judiciary is, at least theoretically, guaranteed.

The professional judges, «High Court Judges», deal with the most serious crimes. They are paid salaries by the state. Alongside with professional judges there are unpaid judges. They are called «Magistrates» or «Justices of the Peace» (JPs)³. They are ordinary citizens who are selected not because they have any legal training but because they have «sound common sense»⁴ and understanding of their fellow human beings. They give up their time voluntarily.

Magistrates are selected by special committees in every town and district. Nobody, not even the Magistrates themselves, knows who is on the special committee in their area. The committee tries to draw Magistrates from different professions and social classes.

The work of the Magistrates' Courts⁵ throughout the country depends on the unpaid services of JPs.

¹ Act of Settlement – Акт о престолонаследии (облек Ганноверскую династию правом престолонаследия, закрепив английский престол за протестантами).

² ... be elevated to the bench – возвысить до положения судьи (букв. скамья, используется в собирательном смысле по отношению к судьям или магистратам в суде).

³ Magistrate, Justice of the Peace (JP) – судья, мировой судья.

⁴ «Sound common sense» – (зд.) чувство здравого смысла

⁵ Magistrates' Court – суд магистратов, мировой суд (*рассматривает дела о мелких преступлениях*).

Ex. 1. Answer the questions on the text:

1. Are judges themselves a separate profession?
2. What is judge's summing up?
3. What do professional judges deal with?
4. Are magistrates paid salaries?
5. Who are magistrates selected by?
6. What does the work of Magistrates' Courts depend on?

Ex. 2. Match English and Russian equivalents:

- | | |
|----------------------------------|--|
| 1. interpretation of the law | a. юридическая подготовка |
| 2. legal training | b. независимость судебной власти |
| 3. presiding officer | c. платить жалование (зарплату) |
| 4. appointment of judges | d. толкование закона |
| 5. to pay salary | e. назначение судей |
| 6. independence of the judiciary | f. подводить итог по судебному делу |
| 7. to summarize the case | g. председательствующее должностное лицо |

Ex. 3. Match the following parts in column A with the appropriate parts in column B.

A	B
1. Judges are not themselves a separate profession:	a) from different professions and social classes.
2. After all the evidence has been given	b) they have «sound common sense» and understanding of their fellow human beings.
3. «High Court Judges» deal with	c) they are barristers who have been elevated to the bench.
4. Magistrates are ordinary citizens who are selected because	d) the judge summarizes the case for the jury.
5. The special committee tries to draw Magistrates	e) the most serious crimes.

Ex. 4. Discussion / Writing.

«*Legal cases are best decided by professional judges, not by ordinary members of the public*». Write a paragraph containing two points for and two against this statement.

УЭ-7

TEXT C.

JURIES

Ex. 1. Read and memorize the active vocabulary to the text.

abolish	отменять
appear	выступить в суде
appearance	появление, явка в суд
bar [bɑ:]	адвокатура

charge	обвинение
counsel for the defence	защитник обвиняемого
counsel for the prosecution	обвинитель
juror	присяжный заседатель
jury	суд присяжных
obligation	обязательство
retire	уходить в отставку
retry [rɪˈtraɪ]	повторно разбирать дело

Text:

JURIES

Task: *read the text, get ready to render its contents in Russian.*

The use of the jury in English law stretches far into history, the modern English jury now owes its statutory existence to the Juries Act 1974. To qualify for jury service it is necessary to be a registered elector between the ages of 18 and 65 (the property qualification for jurors was abolished). All those people connected with the law by way of occupation (including ex-prisoners) are ineligible to jury service, as well as the clergy and the mentally ill. Barristers, solicitors and police officers must have retired from that work for a minimum of ten years. The call to jury service is regarded as an obligation.

A jury is normally composed of twelve persons whose names have been selected at random¹ from the list of qualified jurors for the area. Its verdict must be unanimous (it is essentially one of «guilty» or «not guilty») and, in the event of failure to reach agreement, the case is retried before another jury. Only 6 – 7 % of jury decisions are by a majority verdict.

Juries most frequently appear in criminal cases in the Crown Courts. The function of the jury is to determine the facts, having heard the judge's summing up and his directions on questions of law.

Counsel for the defence or the defendant have the right to object to jurors without giving reasons, the maximum number of peremptory challenging² being reduced to three.

¹at random – наугад, случайно

²peremptory challenging – отвод без указания причины

Ex. 2. Answer the questions on the text.

1. What is necessary to qualify for jury service?
2. Who is ineligible to jury service?

3. How many persons is a jury composed of?
4. What are the peculiarities of returning a verdict by a jury?
5. What is the function of the jury?

Ex. 3. Choose the right word or the word-combination.

1. The modern English jury owes its statutory existence to
 - a) the Act of Settlement
 - b) the Juries Act 1974
 - c) the Prosecution of Offences Act 1879
2. It is necessary to be ... to qualify for jury service.
 - a) a registered elector
 - b) a junior counsel
 - c) a defendant
3. The call to jury service is regarded as ...
 - a) a necessity
 - b) a qualification
 - c) an obligation
4. Juries most frequently appear in ... in the Crown Courts.
 - a) civil cases
 - b) criminal cases
 - c) serious cases
5. Counsel for the defence or the defendant have the right ...
 - a) to appear in the court
 - b) to return a verdict
 - c) to object to jurors

Ex. 4. Find in the text the English equivalents for the following phrases:

- имущественные ограничения;
- отменять;
- уходить в отставку;
- обязанность;
- решение суда присяжных (приговор);
- единогласный;
- виновен / не виновен;
- повторно разбирать (дело);
- Королевский Суд (суд Короны);
- установить факты;
- защитник обвиняемого.

Ex. 5. Complete the sentences:

1. The use of the jury in English law stretches
2. All those people connected with the law by way of occupation
3. The verdict of the jury must be
4. In the event of failure to reach agreement, the case

УЭ-8

TEXT D.

**THE ATTORNEY-GENERAL AND THE DIRECTOR
OF PUBLIC PROSECUTIONS**

List of words

criminal [ˈkrɪmɪnəl]	уголовный, преступный
criminal proceeding	уголовный процесс
murder	убийство (с заранее обдуманым умыслом)
offence	правонарушение, преступление
indictable offence	преступление, преследуемое по обвинительному акту
proceedings	процессуальное действие, процесс,
судопроизводство	
prosecute [ˈprɒsɪkjʊ:t]	преследовать в судебном порядке
prosecution	судебное преследование
refer	отсылать; передавать на рассмотрение
represent	представлять
supervise	наблюдать; осуществлять надзор
violate	нарушать (право, закон)

Ex. 1. Complete the missing forms.

Noun	Verb	Adjective
	administer	
		violent
prosecution		
	govern	
		legislative
explosion		
		representative

Text

Task: read the text and say what responsibilities of the Attorney-General and Director of Public Prosecutions are.

The Attorney-General¹ is the Government's chief Law Officer and his deputy is the Solicitor-General². They are primarily concerned with representing the Crown in Courts. The Attorney-General advises the Government on legislative proposals and on criminal proceedings which have a political or public element. He may take advice from his colleagues in the Government but he cannot be instructed by them.

The Attorney-General is a member of Government, he is not actually a member of the Cabinet itself.

The Attorney-General has the power to stop proceedings for any indictable offence. He has certain administrative functions of which the most important is the control of the Director of Public Prosecutions³.

The DPP's office was established under the Prosecution of Offences Act 1879. The Director undertakes about 7,000 prosecutions a year himself and is constantly required to give advice to the police, the main prosecuting agencies, as well as to central government departments and magistrates clerks.

Offences which must be referred to the DPP include murder; buggery; impeding an arrest or prosecution; certain violations of the Fair Trading, fire-arms, the ill-treatment of mental patients.

Offences which must be referred to the Attorney-General include corruption; possessing explosive substances; hijacking; and breaches of the Official Secrets Act.

¹ Attorney-General – генеральный прокурор (*министерский пост*)

²Solicitor-General – генеральный стряпчий (*фактический заместитель генерального прокурора, член правительства*)

³ Director of Public Prosecutions (DPP) – директор государственного обвинения (*главный прокурор, выступает как обвинитель по всем важным делам*)

Ex. 2. Choose the right word-combination or the suitable ending for the following sentences.

1. The Attorney-General and the Solicitor-General are primarily concerned with representing

- a) the poor in civil matters;
- b) the Crown in Courts;
- c) non-governmental organizations in criminal cases;

2. The Attorney-General is
 - a) the presiding officer of the court;
 - b) the governing body;
 - c) the Government's chief Law Officer;
3. The Attorney-General has the power
 - a) to stop proceedings;
 - b) to appoint judges;
 - c) to return a verdict;
4. The DPP's office was established under
 - a) the Act of Settlement 1700;
 - b) the Criminal Justice Act 1987;
 - c) the Prosecution of Offences Act 1879;
5. The Director of Public Prosecutions is required
 - a) to control the Solicitor-General;
 - b) to advise the Government on legislative proposals;
 - c) to give advice to the police, the main prosecuting agencies;
6. Offences which must be referred to ... include corruption; possessing explosive substances; hijacking; and breaches of the Official Secrets Act.
 - a) the Director of Public Prosecutions;
 - b) the Attorney-General;
 - c) a practising barrister;

Ex. 3. Decide whether the following statements are true or false by referring to the information in the text. Then make the necessary changes so that false statements become true.

1. The Attorney-General advises the High Court Judges on criminal proceedings which have a political or public element.
2. The Attorney-General must not take advice from his colleagues in the Government.
3. The most important administrative function of the Attorney-General is the control of the Director of Public Prosecutions.
4. Crimes which must be referred to the DPP include traffic violation, burglary, stealing, swindle, hooliganism.

Ex. 4. Answer the questions on the text.

1. What is the Solicitor-General and what is he concerned with?
2. What power does the Attorney-General have?
3. When was the DPP's office established?
4. What legal activity does the Director of Public Prosecutions undertake?
5. What offences may be referred to the Attorney-General?

Ex. 5. Match the words with their definitions.

offence, prosecution, Solicitor-General, office, proceedings, the DPP

- 1) The process of preparing and presenting the case against a person accused of a crime, taking criminal proceedings against someone.
- 2) A breaking of the law; crime; an illegal act.
- 3) The second Law Officer of the Crown in England. S/he acts as deputy to the Attorney-General.
- 4) The act or process of proceeding against someone by legal action in a civil or criminal court, a lawsuit.
- 5) Public position of authority, especially as part of the government.
- 6) The public prosecutor in the UK: the government official who brings charges against persons accused of crimes.

УЭ-9

Ex. 1. Read the text «Administration of Justice in Great Britain» quickly and try to understand what it is about and what information is new to you.

Ex. 2. Read and memorize the active vocabulary to the text.

acquit	– оправдывать
case	– судебное дело
to move a charge	– выдвинуть обвинение
convict	– осудить
counsel	– участвующий в деле адвокат
cross-examine	– вести перекрестный допрос
determine	– устанавливать, определять
discharge	– прекращать уголовное преследование
fine	– штраф
imprisonment	– тюремное заключение, содержание под стражей
life imprisonment	– пожизненное заключение
inflict	– налагать (наказание и т.п.)
to inflict punishment	– назначить наказание
offend	– совершить преступление
offender	– правонарушитель, преступник
penalty [ˈpenlti]	– наказание; штраф
plaintiff [ˈpleɪntɪf]	– истец
plead	– делать заявление
to plead a case	– защищать дело в суде
to plead guilty	– признать себя виновным
to plead not guilty	– заявлять о своей невиновности

preventive	– предупредительный, превентивный
preventive detention	– превентивное заключение
proceed	– привлекать к суду; возбуждать процесс
witness for the prosecution	– свидетель обвинения или свидетель со стороны истца
punish	– наказывать, карать
punishment	– наказание
sentence <i>n</i>	– приговор, наказание
sentence <i>v</i>	– приговаривать, осуждать
sue [sju:]	– предъявлять иск
summon <i>v</i>	– вызывать в суд
summons <i>n</i>	– судебная повестка, извещение ответчика о предъявленном иске
trial	– судебный процесс, судебное разбирательство
verdict	– решение суда присяжных, вердикт
to return a verdict	– выносить вердикт

Ex. 3. Complete the following table.

Noun	Verb	Adjective
		defensive
	to offend	
		preventive
supervision		
		punishable
	to judge	
probation		

Read the text. Make notes of its main points. Be ready to discuss them.

ADMINISTRATION OF JUSTICE¹ IN GREAT BRITAIN

1. Persons offending against the law are summoned before a court of law. The summons issued by the court states the charges moved against the offender by the persons suing him. When a defendant is brought before a court the charge is read out to him and he is asked whether he pleads guilty or not guilty. If he pleads guilty he is sentenced by the court. If he pleads not guilty, a jury of 12 persons must be formed and summoned to attend the court.

2. The trial begins with opening the case for the prosecuting party and hearing the evidence of the witnesses for the prosecution. On the completion of

the plaintiff's case and evidence, the defendant's case is stated and evidence is heard in support of it.

3. The accused is entitled to be defended by the counsel. Witnesses for the prosecution may be cross-examined by the accused or his counsel. The accused may call witnesses or give evidence in his own defence. At the conclusion of the evidence, and after speeches on both sides, the judge sums up the case to the jury. The jury considers the verdict. If they decide that the accused is not guilty, he is immediately discharged. If the jury returns the verdict of guilty, sentence is pronounced by the judge.

4. The following punishments for crime can be inflicted: life imprisonment, imprisonment consisting in corrective training or preventive detention; detention centres² for juvenile delinquents³, persons between 16 and 21, convicted of offences punishable with imprisonment; fine, a money penalty, generally imposed for minor offences; probation⁴ – placing the offender under the supervision of a probation officer⁵ and so on.

5. The defendant may appeal against the sentence to the Court of Appeal up to the House of Lords, which is the supreme judicial body of Great Britain.

¹administration of justice – отправление правосудия

²detention centre – центр заключения

³juvenile delinquent – несовершеннолетний правонарушитель

⁴probation – испытание

⁵probation officer – инспектор, наблюдающий за преступником, направленным на работу

Ex. 4. Answer the questions on the text.

1. What does the summons state?
2. When is a defendant sentenced by the court?
3. Whom is the accused defended by?
4. For what offences is a fine imposed?
5. What is the supreme judicial body in Great Britain?

Ex. 5. Match the following parts in column A with the appropriate parts in column B.

A	B
<p>1. Persons offending against the law are summoned</p> <p>2. When a defendant is brought before a court</p>	<p>a) a jury must be formed and summoned to attend the court.</p>

3. If a defendant pleads not guilty,	b) the prosecuting party and hearing the evidence of the witnesses for the prosecution.
4. The trial begins with opening the case for	c) before a court of law.
5. At the conclusion of the evidence, and after speeches on both sides,	d) the charge is read out to him and he is asked whether he pleads guilty.
6. If the jury return the verdict of guilty	e) sentence is pronounced by the judge. f) the judge sums up the case to the jury.

Ex. 6. Find in the text the English equivalents for the following phrases:

- судебная повестка;
- обвинение, выдвинутое против правонарушителя;
- ответчик (обвиняемый);
- признать себя виновным;
- свидетель со стороны обвинения;
- иметь право на что-либо;
- быть подвергнутым перекрестному допросу;
- подводить итог делу;
- прекратить уголовное преследование (освободить);
- пожизненное заключение;
- превентивное заключение;
- подать апелляцию;
- верховный судебный орган.

Ex. 7. Give a short summary of the text.

УЭ-10

List of words

accused	– обвиняемый
civil	– гражданский
petty crime	– мелкое преступление
defendant	– обвиняемый, ответчик
will	– завещание
to make a will	– составить завещание
witness	– свидетель

Ex. 1. Complete the missing forms.

Verb	Noun	Adjective
—	—	various
—	action	—
interpret	—	—
—	argument	—
apply	—	—
—	—	preparatory

Read the text. Make notes of its main points. Be ready to discuss them.

BARRISTERS AND SOLICITORS*

1. Most barristers are professional advocates earning their living by the presentation of civil and criminal cases in court. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next, or of preparing the pleadings and taking the case for a plaintiff in a civil action one day, and doing the same for a defendant the next. Barristers are experts in the interpretation of the law. They are called in to advise on really difficult points.

2. A would-be barrister¹ must first register as a student member of one of the four Inns of Court². A student must pass a group of examinations to obtain a law degree and then proceed to a vocational course, the passing of which will result in his being called to the Bar³.

3. All practising barristers are junior counsels unless they have been designated Queen's Counsels (Q C)⁴. Q C is expected to appear only in the most important cases.

4. If a person has a legal problem he will go and see a solicitor. There is no end to the variety of matters which a solicitor deals with. He does a legal work involved in buying house, he writes legal letters for you and carries on legal arguments outside Court, he prepares the case and the evidence. If you want to make a will the best man to advise you is a solicitor.

5. In a civil action solicitors have a right to speak in the County Court, when the case is one of divorce or recovering some debts, and they deal with petty crimes and some matrimonial matters in Magistrates Courts, the lowest Courts.

6. To become a solicitor a young man joins a solicitor as a «clerk» and works for him while studying part time for the Law Society⁵ exams. When you have passed all the necessary exams, you may apply to the Law Society to be

«admitted». After that you can practise, which means you can start business on your own.

¹ a would-be barrister – будущий барристер

² Inns of Court – «Судебные инны» (четыре корпорации барристеров в Лондоне; пользуются исключительным правом приема в адвокатуру; в школах при этих корпорациях готовят барристеров; существуют с XIV в.)

³ to be called to the Bar – быть принятым в коллегия адвокатов

⁴ Queen's Counsel (Q C) – королевский адвокат (высшее адвокатское звание)

⁵ Law Society – Общество юристов (профессиональный союз солиситоров)

* «A **solicitor** is a man who calls in a person he doesn't know to sign a contract he hasn't seen to buy property he doesn't want with money he hasn't got.»

(Attributed to: Dingwall Bateson (1898 – 1967), British lawyer).

Ex. 2. Answer the questions on the text.

1. What must a barrister be capable of?
2. What must a person do to become a barrister?
3. When can a barrister be called to the Bar?
4. What matters does a solicitor deal with?
5. In what courts does a solicitor have the right to speak?

Ex. 3. Choose the right word or the word-combination.

1. are professional advocates who deal with the presentation of civil and criminal cases in court.
 - a) solicitors;
 - b) Magistrates;
 - c) barristers;
2. Barristers are experts in
 - a) the determination of the facts;
 - b) the interpretation of the law;
 - c) returning a verdict;
3. A would-be barrister must pass exams to obtain
 - a) a scientific degree;
 - b) a law degree;
 - c) a honorary degree;
4. Queen's Counsel is expected to appear in
 - a) the most important cases;
 - b) petty crimes;
 - c) Magistrates Courts;

5. If a person has a legal problem he'll go to
- a) a prosecutor;
 - b) a judge;
 - c) a solicitor;
6. When you have passed all the necessary exams, you may apply to to be «admitted».
- a) the Law Society;
 - b) the Court of Appeal;
 - c) the Institute of Legal Executives;

Ex. 4. Find the English equivalents for the following phrases in the text:

- представление гражданских и уголовных дел;
- защита обвиняемого;
- истец;
- толкование закона (права);
- иметь дело с...;
- составить завещание;
- развод;
- возвращение долгов;
- брачные (супружеские) дела;
- обратиться в Общество юристов;
- начать собственное дело.

Ex. 5. Read the text «Barristers and Solicitors» again and discuss it in the form of a dialogue using clichés, set expressions and phrases given below.

5.1. Cliches, set expressions and phrases.

Here we are about to start a conversation on ... – Вот мы и подошли к разговору о ...

The thing is that ... – Дело в том, что ...

It is necessary to note ... – Необходимо отметить ...

I quite agree with you ... – Я с вами полностью согласен ...

Let me draw your attention to ... – Позвольте привлечь ваше внимание к ...

Then it's clear why ... – Тогда понятно, почему ...

It can't be easily explained, but I'm afraid, you are not quite right ... – Это не легко объяснить, но я боюсь, что ты не совсем прав ...

To make/cut our conversation short ... – Чтобы коротко закончить нашу беседу ...

Summing it up ... – Подводя итог ...

5.2. Points for discussion

- Two kinds of lawyers in England.
- Differences between barristers and solicitors.

Ex. 6. Writing.

«A lawyer has two clients, whose stories contradict each other, for example each says that he is innocent and the other person is guilty.» Write a paragraph or two as for the action of the lawyer.

УЭ-11

Review

УЭ-12

PROGRESS TESTS

(Итоговые тесты)

TEST 1 (уровень знаний 3)

I. Choose the suitable suffix to form the new words:

1. punish; 2. law; 3. appear; 4. harm
a) –ance; b) –ful; c) –able

II. Choose the suitable words to fill in the blanks:

1. The job of ... is to accuse the criminal.
a) defence counsel; b) chairman; c) prosecutor; d) witness
2. The witness gave very important
a) hearing; b) sentence; c) crime; d) evidence
3. When the hearing was over the judge read the
a) sentence; b) evidence; c) threat; d) facts
4. The ... was told about his rights.
a) accused; b) Law Lord; c) magistrate; d) barrister
5. This body is to ... the work of the courts.
a) administer justice; b) supervise; c) enact; d) punish
6. Only a barrister can ... in court.
a) invite; b) plead a case; c) take an oath; d) introduce

III. Point out the sentences which correspond to the contents of the text

«My Future Profession».

1. The duty of the lawyers is only to prevent crimes.
2. Human rights are the rights we all possess simply by virtue of our humanity.
3. Our judicial system doesn't differ from judicial systems of the other countries.
4. Our court is presided over by four judges who decide what punishment is to be imposed on the accused.
5. The profession of a lawyer is very important in the state based on the rule of law.

IV. Choose the suitable synonym for the following words:

1. to argue –
a) to disagree; b) to advise; c) to change; d) to undertake
2. magistrate –
a) layman; b) professional; c) justice of the peace; d) barrister

TEST II (уровень знаний 4)

Legal professionals

Every legal system needs professionals to provide legal services. In England this work is carried out by two groups of professionals – **solicitors and barristers**.

Below is a list of tasks carried out by solicitors and barristers. Classify them into the appropriate column.

- | |
|---|
| 1. advising clients on general legal issues |
| 2. advising clients on specialist legal issues |
| 3. advising on litigation ¹ 4. advising on tax matters |
| 5. advocacy in all courts 6. advocacy in the lower courts |
| 7. commercial work 8. conveyancing ² of houses |
| 9. dealing with commercial transactions |
| 10. drafting of documents in connection with litigation |
| 11. making wills 12. preparing cases |
| 13. share and other property dealings |

¹ litigation – тяжба, гражданский судебный спор, процесс

² conveyancing – составление нотариальных актов по сделкам с недвижимостью

Solicitors	Barristers
5. advocacy in the lower courts	6. advocacy in all courts

ЛИСТОК КОНТРОЛЯ

УЭ-1

Входной тест (Entry Test)

I.

Example answers:

1. The duty of the lawyers is not only to punish people for various crimes but they must do their best to prevent crimes, to fight against evil and help those people who committed a crime to find the right road in their life.
2. Legal activity often involves the representation of the poor in civil and criminal matters. Lawyers study the law, form their legal theories, write their documents and argue to the court.
3. Our judicial system differs greatly from that of the other countries. For example, there is no jury at our courts.
4. The two kinds of lawyers are solicitors and barristers.

II.

- | | |
|--------|---------|
| 1. – b | 6. – i |
| 2. – f | 7. – j |
| 3. – e | 8. – g |
| 4. – h | 9. – a |
| 5. – c | 10. – d |

УЭ-2

II – III.

Vocabulary and Word Study

IV.

1. – *argue*;
2. – *murder*;
3. – *prosecutor*;
4. – *law*;
5. – *judge*;
6. – *prevent*;
7. – *criminal*;
8. – *stealing*.

УЌ-3**V – VI.**

Reading the text «My Future Profession»

Reading for Detail and Language Study.

VII – VIII – IX.

Oral practice.

УЌ-4**XII – XIII.**

Speaking practice.

XIV.

Translating the text «The Declaration of Independence».

УЌ-5**Ex. 1 – 3**

Vocabulary and Word Study

Text A

Reading for Full Understanding.

Ex. 4

1 – f	6 – c
2 – h	7 – j
3 – b	8 – d
4 – i	9 – g
5 – a	10 – e

Ex. 5

1 – c; 2 – b; 3 – c; 4 – a; 5 – b.

Ex. 6 – 8

Oral practice.

Ex. 9

Speaking practice

УЌ-6**Text B**

Reading for General Understanding.

Ex. 2

1 – d 5 – c
2 – a 6 – b
3 – g 7 – f
4 – e

Ex. 3

1 – c; 2 – d; 3 – e; 4 – b; 5 – a.

Ex. 4

Writing

УД-7

Text C

Scanning Reading

Ex. 2

Oral practice

Ex. 3

1 – b; 2 – a; 3 – c; 4 – b; 5 – c.

Ex. 5

Oral practice

УД-8

Ex. 1

Word Study and Word-building

Text D

Scanning Reading

Ex. 2

1 – b; 2 – c; 3 – a; 4 – c; 5 – c; 6 – b.

Ex. 3

1. false; 2. false; 3. true; 4. false.

Ex. 4

Oral practice

Ex. 5

- | | |
|-----------------------|-----------------|
| 1) prosecution; | 4) proceedings; |
| 2) offence; | 5) office; |
| 3) Solicitor-General; | 6) the DPP. |

УД-9**Ex. 1**

Skimming Reading.

Ex. 2 – 3

Vocabulary and Word Study

Text «Administration of Justice in Great Britain»

Reading for Full Understanding.

Ex. 4

Oral practice

Ex. 5

1 – c; 2 – d; 3 – a; 4 – b; 5 – f; 6 – e.

Ex. 6

Learning the active vocabulary

Ex. 7

Speaking practice

УД-10**Ex. 1**

Word Study and Word-building

Text «Barristers and Solicitors»

Reading for General Understanding.

Ex. 2

Oral practice.

Ex. 3

1 – c; 2 – b; 3 – b; 4 – a; 5 – c; 6 – a.

Ex. 5

Speaking practice

Ex. 6

Writing

УЭ-11

Review

УЭ-12

PROGRESS TESTS

(Итоговые тесты)

TEST 1 (уровень знаний 3)

- I. 1. – c; 2. – b; 3. – a; 4. – b.
II. 1. – c; 2. – d; 3. – a; 4. – a; 5. – b; 6. – b.
III. 2; 5.
IV. 1. – a; 2. – c.

TEST II (уровень знаний 4)

Solicitors

1. advising clients on general legal issues
4. advising on tax matters
6. advocacy in the lower courts
7. commercial work
8. conveyancing of houses
9. dealing with commercial transactions
11. making wills
12. preparing cases
13. share and other property dealings

Barristers

2. advising clients on specialist legal issues
3. advising on litigation
5. advocacy in all courts
10. drafting of documents in connection with litigation

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (<i>понимание</i>)	1. Входной контроль (Entry Test) 2. Упражнения (Exercises)	100	10
		99 – 96	9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	2
	60 и менее	1 – 0	
III (<i>применение</i>)	1. Упражнения Exercises (Review) 2. Итоговый контроль (Progress Test I)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
	55 и менее	1 – 0	
IV (<i>перенос, обобщение, систематизация</i>)	3. Итоговый контроль (Progress Test II)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
	55 и менее	1 – 0	

УЧЕБНЫЙ БЛОК № 3

Судебная система в США. Судоустройство Великобритании. (Judicial system in the USA. Judicial institutions in the UK) The Passive Voice (1)

Номер УЭ	Учебный материал с указанием заданий	Управление обучением
УЭ-0	<p>Интегрирующая цель:</p> <p>1. Сформировать умения: – употребления времен группы Indefinite в пассивном (страдательном залоге) в письменной и устной речи в рамках тематики: «<i>Judicial system in the USA</i>» (Судебная система в США), «<i>Judicial institutions in the UK</i>» (Судоустройство Великобритании); – употребления времен Present Indefinite Passive, Past Indefinite Passive, Future Indefinite Passive в вопросно-ответной форме</p> <p>2. Формировать навыки изучающего, ознакомительного и просмотрового чтения текстов юридического характера.</p> <p>3. Проверить уровень усвоения темы самостоятельно, в парах и группах по листкам контроля.</p>	
УЭ-1 Проверка изученного материала	<p>Входной контроль</p> <p>Цель: Проверить сформированность грамматических навыков образования пассивного залога.</p> <p>1. Повторите основные грамматические понятия данного модуля и ответьте на вопросы: а) Когда мы употребляем пассивный залог? В чем отличие активного и пассивного залогов? б) Как образуется Present Simple Passive? в) Какие слова-индикаторы этой видо-временной формы вы знаете? г) Как образуется Past Simple Passive /Future Simple Passive? д) Назовите слова-индикаторы?</p> <p>2. Выполните входной тест (Entry Test).</p> <p>3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний.</p> <p>4. Проанализируйте свои ошибки.</p>	<p>Изучите теоретические положения в учебном пособии: Карпышева Н.М., Янушков В.Н. Практическая грамматика английского языка. См. с. 115 – 124. Работа всей группой. Контроль фронтальный.</p> <p>Работайте письменно самостоятельно. Повторите необходимые теоретические положения.</p>

<p>УЭ-2 Закрепление пройденного материала</p>	<p>Цель: Сформировать умения перевода предложений с пассивным залогом с английского языка на русский; сформировать навыки трансформации активного залога в пассивный.</p> <ol style="list-style-type: none"> 1. Выполните упр. 1. 2. Проверьте правильность выполнения задания по листку контроля. 3. Поставьте оценку за выполнение упражнения по схеме уровня знаний. 4. Выполните упражнение 2. 5. Проверьте правильность выполнения задания по листку контроля, оцените работу по схеме уровня знаний. 	<p>Работайте самостоятельно письменно в тетрадях.</p>
<p>УЭ-3 Закрепление пройденного материала</p>	<p>Цель: сформировать навыки употребления различных форм пассивного залога в речевых образцах; формировать навыки изучающего чтения.</p> <ol style="list-style-type: none"> 1. Выполните упр. 3; 4. 2. Проверьте правильность выполнения упражнений по листку контроля. 3. Поставьте оценку за выполнение упражнений по схеме уровня знаний. 4. Выполните задания упражнения 5. 	<p>Работайте устно в парах.</p>
<p>УЭ-4 Закрепление пройденного материала</p>	<p>Цель: Сформировать умения перевода предложений с пассивным залогом с русского на английский язык; формировать навыки ознакомительного чтения.</p> <ol style="list-style-type: none"> 1. Выполните упр.6 2. Проконтролируйте выполнение по листку контроля. 3. Оцените свою работу по схеме уровня знаний. 4. Прочитайте текст «<i>The man who escaped</i>» (Episode 12). 	<p>Работайте самостоятельно письменно.</p> <p>Работайте устно в парах. Приложение 1.</p>
<p>УЭ-5</p>	<p>Цель: формировать лексические навыки; формировать навыки просмотрового чтения.</p> <ol style="list-style-type: none"> 1. Выполните предтекстовые упражнения 7.1. – 7.5 2. Прочитайте текст «<i>Judicial institutions</i>». Проконтролируйте правильность выполнения с помощью словаря. 3. Проверьте правильность понимания текста с помощью упражнений 7.7–7.9. 	<p>Работа всей группой. Контроль фронтальный. Работайте устно.</p> <p>Работайте устно в парах.</p>
<p>УЭ-6 Закрепление пройденного материала</p>	<p>Резюме: Повторение изученного грамматического и лексического материала. Повторите способ образования пассивного залога для времен группы Indefinite. Сделайте обобщение. Повторите активный лексический материал данного модуля.</p>	<p>Работайте устно.</p>

УЭ-7 Подведение итогов	Выходной контроль 1. Выполните итоговый тест (Progress Test). 2. Оцените уровень усвоения темы. 3. Проанализируйте свои ошибки.	Работайте самостоятельно письменно. Смотрите схему уровня знаний.
------------------------------	---	--

Задания и упражнения к учебным элементам блока №3

УЭ-1

Основные грамматические понятия блока

The Passive is used when the person responsible for an action is not known or is not important.

to be + participle II

past participle причастие прошедшего времени. The past participle of regular verbs ends in *-ed* eg. *worked*. Some verbs have irregular past participles eg. *take* → *taken*

Only the verbs which take an object can go into Passive. Intransitive verbs (непереходные глаголы) can't be used in the Passive Voice. They are:

- to fly, to arrive
- to be, to become
- to have, to lack, to possess, to consist, to belong
- to hold, to suit, to resemble, to fit
- to appear, to seem, to come, to go, to last

e.g. They *have* a nice house. My shoes *don't fit* me. Sylvia *resembles* a Greek goddess.

Entry Test (Входной тест)

Choose the suitable grammar form to fill in the blanks:

1. The day before yesterday we _____ to the restaurant by Tom Jenkins.
- a) are invited
 - b) were invited
 - c) invite

2. The letter and the parcel _____ tomorrow.
- a) will be post
 - b) will have been posted
 - c) will be posted
3. Margaret _____ to be a very industrious person.
- a) has been known
 - b) is known
 - c) is been known
4. In Greece the Olympic Games _____ once in four years.
- a) were held
 - b) are being held
 - c) are held
5. I _____ in a small Russian town not far from Samara.
- a) was borne
 - b) am born
 - c) was born
6. The Tower of London _____ by William the Conqueror in 1078 as a castle and palace.
- a) built
 - b) was built
 - c) has been built
7. Edward _____ up his mind to escape from prison.
- a) made
 - b) is made
 - c) was made
8. This story _____ by Charles Dickens.
- a) told
 - b) was told
 - c) tells
9. The old man _____ to the hospital.
- a) took
 - b) was taken
 - c) takes
10. The members of the House of Commons _____ by the Sovereign.
- a) summoned
 - b) is summoned
 - c) are summoned

УЭ-2

Ex. 1. Read and translate the following sentences paying attention to the verb-form and the Voice of the predicate. Choose the sentences with the Passive Voice.

- a) Different kinds of offences are reflected in Crime Statistics.
- b) The measures taken by the Government prevent crimes.
- c) The offences have just been classified by the police service in London.
- d) The police office is investigating the latest robbery.
- e) Members of the Court are appointed by the President with the advice and consent of the Senate.
- f) The police have issued a description of the wanted man.

Ex. 2. Transform the following sentences using the Passive Voice.

1. Congress represents the legislative power of the USA.
2. The police issued a description of the wanted man.
3. The policeman charged me a fine for parking in a wrong place.
4. The judge brought accusation against the robber.
5. The President appoints members of the Court with the advice and consent of the Senate.
6. The Americans elected Franklin D. Roosevelt to four terms as President of the United States.
7. Central and local governments finance the police authorities.
8. Someone murdered a man outside his house in Newgate last night.

УЭ-3

Ex. 3. Предположим, что вы пишете отчет вашему начальнику о краже со взломом. Используйте следующие слова и Passive Voice.

1. The door of the house, to force, at 10 p.m. yesterday.
2. The old man, to beat, to tie.
3. The most valuable things, to take.
4. The fingerprints, to find, on many pieces of furniture.
5. The knife, to leave, by one of the burglars.
6. The car, to use, by them, and the traces of it, to find, near the house.
7. The old man, to take to the hospital.

Ex. 4

а) Преподаватель упрекает вас в ряде поступков. Попробуйте оправдаться, используя Passive Voice и выражения:

Oh, no, you see ...

The fact is that ...

On the contrary ...

1. You took my text-book yesterday.
2. You fell asleep at my lesson.
3. I saw you kissed this girl / boy.
4. You broke the window in our classroom yesterday.
5. You hid my bag and I can't find it.

б) В нашем классе случаются странные вещи. Скажите, кого вы подозреваете в этом.

Model: to break the window – The window was broken by Pete Sokolov.

1. to tear note-books;
2. to break the teacher's table;
3. to eat smb's apple;
4. to hide student's coats;
5. to bring monkey to the lesson.

Ex. 5. Vocabulary Reading practice. «Jane's letter»

1) Read, listen, repeat.

President, nation, Capitol, Congress, republic, Senate ['senit], monument, million, business, culture, avenue ['ævinju:], contrast, bar, elegant.

Geographical and proper names: George Washington, Potomac River [po(u)'təumək], District of Columbia, the United States, Chicago [ʃi'ka:gou], Philadelphia [filə'delfiə], Detroit, Los Angeles, House of Representatives, Union Square, Lincoln Memorial, Pennsylvania Avenue [ˌpensɪl'venjə], White House, Manhattan, Hudson River, Bronx, Queens, Brooklyn, Richmond, Empire State Building ['empɪə], World Trade Centre, Times Square, Harlem.

2) Read and try to memorize.

letter	– письмо
native town	– родной город
to walk	– гулять
to be interested	– интересоваться
law-making	– законодательный
to be born	– родиться
to publish	– публиковать

to grow – расти
force – (зд.) полицейские силы

3) Read and translate.

JANE'S LETTER

Pete's going to see Nell today. But before going to her place he's phoning her.
– Hello, Nell! What will you be doing in an hour? I'm going to come to your place, if you aren't against it.
– Oh, certainly not. I'll be waiting for you.
– And what are you doing now?
– Now I'm reading the letter from my American friend – Jane. But I'll have finished reading by the time you come.
– I'm going then. Bye!

When Pete came Nell showed him Jane's letter. Here it is:

New York
23 January, 1987

Dear Nell,

Thank you very much for your interesting letter about Rostov. I hope I'll have the possibility to come to your native town and then we'll be walking about Rostov and I'll be able to see everything myself. And now I'll try to answer all your questions.

First I'll tell you about some of American cities, and although I live in New York, I'll begin with the capital of this country – Washington. It is situated on the Potomac River in the District of Columbia. The capital owes a great deal to the nation's first President, George Washington. It was Washington who selected the site for the District and laid the cornerstone of the Capitol Building, where Congress meets. It is not the largest city in the US, for it cannot compare in size with cities like New York, Chicago, Philadelphia, Detroit and Los Angeles. In the political sense, however, it is the centre of the republic and the most important city in the United States. If you are interested in the law-making centre of the country you must go to the Capitol, with its great House of Representatives and Senate Chamber. Besides there are many places of interest near the Capitol. You can walk around to the back of the Capitol and look across Union Square, all the way down to the Washington Monument and beyond to the Lincoln Memorial. From the Capitol Pennsylvania Avenue leads off to the right to the White House. But still New York is my favourite city may be because I was born here. I live in Manhattan which is the name of an island which forms the heart of New York. It lies at the mouth of the Hudson river. There are four other

districts of the city: Bronx, Queens, Brooklyn and Richmond. The population in New York is more than 8 million people. It's the heart of America's business and culture; it is the city of skyscrapers. For the visitor New York means the Empire State Building, World Trade Centre, tremendous traffic, neon advertisements, Central Park, Times Square, Harlem, the avenues and famous streets – and all these are to be found in Manhattan.

In New York five people out of every eight are foreigners or children of foreigners. Everyday, sixty-seven foreign-language papers are published here. The police force employs 25.000 officers but still the crime record is very high in New York. It is the city of contrast. It's business city which dies each day at five o'clock; pleasure city with bars and cinemas and crowds of people during the night; middle-class city with elegant streets, lighting, neatly painted doors, and the poorest and the dirtiest city where no trees grow...

Here Pete stopped reading because Nell called him to the kitchen for a cup of coffee.

(to be continued)

УЭ-4

Ex. 6 Translate into English.

1. Меня попросили рассказать о судебной системе США. 2. Его предложение одобряется всеми членами совета. 3. Эти судьи назначаются Президентом. 4. Этого свидетеля вызвали последним. 5. Присяжные используются в наиболее серьезных случаях. 6. Закон был принят вчера. 7. Страна разделена на несколько округов. 8. Большинство гражданских дел рассматривается судами магистрата.

Reading Practice

Read the text «*The man who escaped*» (Episode 12)

УЭ-5

Ex. 7

JUDICIAL INSTITUTIONS

7.1. Read the text quickly and try to understand what it is about and what information is new to you.

7.2. Read the text «*Judicial institutions*» again. Pick out an idea or a phrase which you think is the most informative or most interesting.

7.3. Read and memorize the active vocabulary to the text.

List of words

Family court	Семейный суд
Juvenile court	Суд по делам несовершеннолетних
reassessment	пересмотр
appellant	апеллянт, истец по апелляции
Queen's Bench Division	Отделение Королевской скамьи
Chancery	Канцлерский суд, суд права справедливости
charge	ответственность, обвинение, обвинять
conditional bail	ограниченное условиями освобождение под залог
unconditional bail	неограниченное условиями освобождение под залог
custody	содержание под стражей, тюремное заключение
offence	правонарушение, преступление
jury	присяжные; состав, суд присяжных
solicitor	адвокат, поверенный
question of fact	вопрос факта
question of law = point of law	вопрос права
proceeding	иск, судебное разбирательство, процесс

7.4. Match the words with their definitions.

Word	Definition
1. appeal	a) A breaking of the law; crime; an illegal act.
2. suspect	b) A request for the transference of a case to a higher court for rehearing.
3. bail	c) The keeping of the police, in jail or prison
4. proceeding	d) Money or credit deposited with the court to get an arrested person temporarily released until his trial.
5. offence	e) A person believed to have committed a crime.
6. custody	f) State or instance of being unable to pay one's debts.
7. divorce	g) A group of people sworn to hear evidence in a law case and to give decision in accordance with their findings.
8. bankruptcy	h) One who appeals, especially to a higher court.
9. appellant	i) A legal action against someone.
10. jury	j) Legal dissolution of a marriage.

7.5. To show that you understand the words in Ex.6.4., choose the best word to complete the following sentences.

- a) The company was forced into ...
- b) Driving without a license is an ...
- c) The prime ... in the murder of the president has committed suicide.
- d) What are the chances of marriage ending in ...?

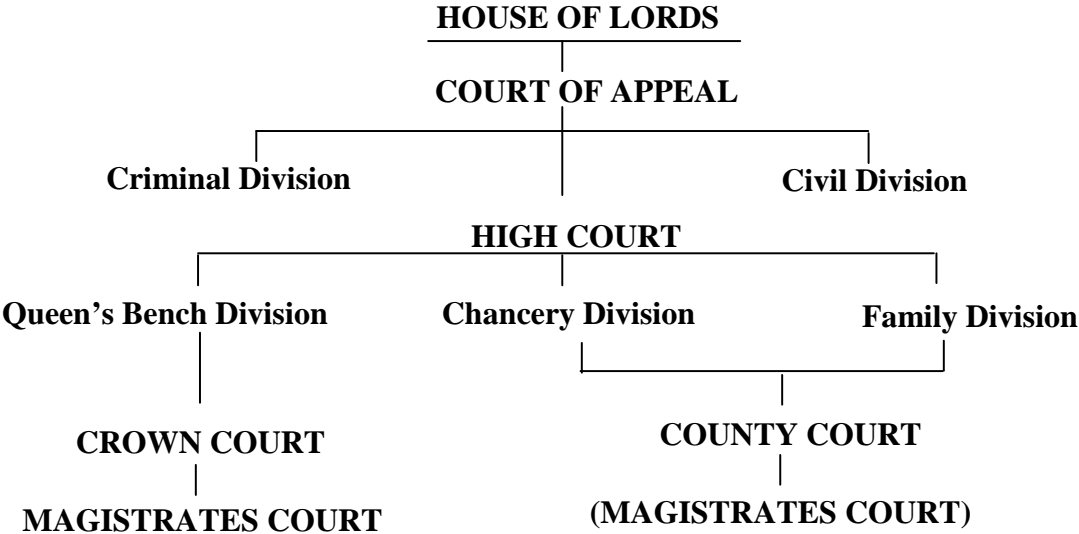
7.6 Read the text. Make notes of its main points. Be ready to discuss them.
Text.

JUDICIAL INSTITUTIONS

In all legal systems there are institutions for creating, modifying, abolishing and applying the law. Usually these take the form of a hierarchy of courts. The role of each court and its capacity to make decisions is strictly defined in relation to other courts. There are two main reasons for having a variety of courts. One is that a particular court can specialize in particular kinds of legal actions – for example, family courts and juvenile courts. The other is so that a person who feels his case was not fairly treated in a lower court can appeal to a higher court for reassessment (although the right of appeal usually depends upon the appellant being able to show certain reasons for his dissatisfaction). The decisions of a higher court are binding upon lower courts. At the top of the hierarchy is a supreme lawmaking body, but the process of taking an action from a lower court to the highest court may be very time consuming and costly.

English courts

We can use the English system as an example of how courts relate to one another:



In general, the division between civil and criminal law is reflected in this system. The Crown Courts, for example, deal exclusively with criminal matters, the County Courts, with civil. However, the Queen's Bench Division of the High Court considers appeals from lower criminal courts, as well as civil matters, and the Magistrates Courts, while mostly concerned with criminal cases, also with some civil matters. The highest court, the House of Lords, deals with all matters (including appeals Scottish and Northern Irish courts).

A criminal case usually begins in a Magistrates Court. Having arrested someone suspected of committing a crime, the police must decide if they have enough evidence to make a formal accusation, or charge. If they charge the suspect, they may release him on the condition that he appears on a certain date at a certain Magistrates Court. This is known as unconditional bail. However, the police may instead take the suspect to a magistrate so that he remains in custody until he next appears before a court. The magistrate may decide that it is not necessary to hold the suspect in custody and may agree to unconditional bail, or the magistrate may grant conditional bail – that is, release the suspect provided that he puts up some money as security or agrees to surrender his passport or some similar condition. As the lowest criminal court, a Magistrates Court is empowered to hear certain cases only. Some minor cases, such as parking violations, are dealt with only by the magistrates. Some serious crimes, like murder, cannot be heard by the magistrates and must go to the Crown Courts. And there are some offences where the defendant is given the choice of having his case heard in the Magistrates Court or the Crown Court. It takes much longer to have a case heard in the Crown Court, but some defendants prefer it because the facts of the case are decided by a jury, that is, ordinary members of the public.

In a Crown Court trial there are twelve jurors. These are ordinary members of the public between the ages of 18 and 70 who are selected at random. They are not paid but are given expenses while they are on jury service, which is usually for about two weeks. Service is compulsory, and it cannot normally be avoided without a good reason, such as illness. It is not necessary for a juror to know anything about the law – indeed certain people connected with the world of law, such as solicitors, are not allowed to serve as jurors. This is because the job of the jury is to listen to the case and to decide questions of fact. It is the judge's responsibility to guide them on questions of law.

This contrast between law and fact is very important. If a man is on trial for murder, for example, the judge will explain just what the crime of murder

means in English law and what the prosecution has to prove. He will explain how the trial will be conducted, summarize the evidence, and tell the jurors what factors they should consider in making their decision. These are questions of law. However, whether the defendant did in fact murder or not is a question of fact to be decided by the jurors themselves. It is necessary for at least ten of the twelve to agree.

7.7. Answer the questions on the text:

1. What are the main reasons for having a variety of courts?
2. The division between civil and contract law is reflected in English system, isn't it?
3. What do the Crown Courts deal with?
4. Where does a criminal case usually begin?
5. What must the police decide, having arrested a person suspected of committing a crime?
6. May the police release him? On what conditions?
7. What is the difference between conditional bail and unconditional bail?
8. How many jurors are there in a Crown Court trial?
9. Are solicitors allowed to serve as jurors?
10. Explain the difference between a question of law and a question of fact.

7.8. Complete the following sentences according to the contents of the text.

1. The role of each court and its capacity to make
2. At the top of the hierarchy is
3. If the police charge the suspect, they may release him on the condition that
4. The magistrate may grant conditional bail – that is, release
5. A Magistrates Court is empowered
6. Jurors in a Crown Court trial are ordinary members of the public who are
7. The job of the jury is
8. The judge will explain how the trial will be conducted, summarize

7.9. Find the English equivalents of the following phrases in the text.

- высший законодательный орган;
- занимается исключительно уголовными делами;
- они могут освободить его при условии;
- нет необходимости содержать подозреваемого под стражей;
- для присяжного не обязательно знание закона;
- следует учитывать при вынесении решения.

ЛИСТОК КОНТРОЛЯ

УЭ-1

Entry Test (Входной тест)

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. b; | 3. b; | 5. c; | 7. a; | 9. b; |
| 2. c; | 4. a; | 6. b; | 8. b; | 10. c |

УЭ-2

Ex. 1

- a) The Passive Voice. – В уголовной статистике отражены различные виды правонарушений.
- b) Меры, предпринятые правительством, направлены на профилактику (предотвращение) преступлений.
- c) The Passive Voice. – Правонарушения были классифицированы полицией Лондона.
- d) Полиция расследует последнее ограбление.
- e) The Passive Voice. – Члены суда назначаются президентом по предложению (совету) и с согласия Сената.
- f) Полиция установила (выпустила) приметы разыскиваемого человека.

Ex. 2

1. The legislative power of the USA is represented by Congress.
2. A description of the wanted man was issued by the police.
3. I was charged a fine for parking in a wrong place by the policeman.
4. Accusation against the robber was brought by the judge.
5. Members of the Court are appointed by the President with the advice and consent of the Senate.
6. Franklin D. Roosevelt was elected to four terms as President of the USA.
7. The police authorities are financed by central and local governments.
8. Last night a man was murdered outside his house in Newgate.

УЭ-3

Ex. 3

1. The door of the house was forced at 10 p.m. yesterday.
2. The old man was beaten and tied.
3. The most valuable things were taken.
4. The fingerprints were found on many pieces of furniture.
5. The knife was left by one of the burglars.
6. The car was used by them and the traces of it were found near the house.
7. The old man was taken to the hospital.

Ex. 4

- a) 1. Oh, no, you see, yesterday your text-book was taken by ... Helen.
2. On the contrary your lesson was fallen asleep by ... Mike Ivanov.
3. The fact is that this girl was kissed by ... my friend.
4. On the contrary yesterday the window in our classroom was broken by hooligans.
5. The fact is that your bag was hidden by ... Eric Masters.
- b) 1. The note-books were torn by ... children.
2. The teacher's table was broken by ... hooligans.
3. Somebody's apple was eaten by ... Ann.
4. Student's coats were hidden by ... the monkey.
5. The monkey was brought to the lesson by ... my younger brother.

УД-4**Ex. 6**

1. I was asked to tell about the judicial system of the USA. 2. His proposal is approved by all members of the Council. 3. These judges are appointed by the President. 4. This witness was called the last one. 5. Juries are used in the most serious cases. 6. The law was passed yesterday. 7. The country is divided into several circuits. 8. Most of the civil cases are tried by the magistrates' courts.

Reading for General Understanding

Text «*The man who escaped*» (Episode 12) Unit 12

УД-5**Ex. 7**

7.2. Scanning reading

7.3. *Vocabulary and word study.*

7.4. 1. b; 2. e; 3. d; 4. i; 5. a; 6. c; 7. j; 8. f; 9. h; 10. g.

7.5. a) bankruptcy; b) offence; c) suspect; d) divorce.

7.6. *Reading the text «Judicial institutions»*

7.7 – 7.9. *Oral practice*

УЭ-7

PROGRESS TEST
(Итоговый тест)

I. 1. b; 2. b; 3. a; 4. b.

II. 1. c; 2. b; 3. a.

III. 1. d; 2. b; 3. b; 4. d.

IV. 1. b; 2. c; 3. a.

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (<i>понимание</i>)	1. Входной контроль (Entry Test)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
		55 и менее	1 – 0
III (<i>применение</i>)	2. Упражнения Exercises (Review)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
		55 и менее	1 – 0
IV (<i>перенос, творчество</i>)	3. Итоговый контроль (Progress Test)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
		55 и менее	1 – 0

УЧЕБНЫЙ БЛОК № 4

Проблема насилия в США (The problem of violence in the USA) The Passive Voice (2)

Номер УЭ	Учебный материал с указанием заданий	Управление обучением
УЭ-0	<p>Интегрирующая цель:</p> <p>1. Сформировать умения: – употребления времен групп Continuous, Perfect в пассивном (страдательном залоге) в письменной и устной речи в рамках тематики: «<i>The problem of violence in the USA</i>» (Проблема насилия в США). – употребления времен Present / Past Continuous Passive, Present / Past / Future Perfect Passive в вопросно-ответной форме</p> <p>2. Формировать навыки изучающего, ознакомительного и просмотрового чтения текстов юридического характера.</p> <p>3. Проверить уровень усвоения темы самостоятельно, в парах и группах по листкам контроля.</p>	
УЭ-1 Проверка изученного материала	<p>Входной контроль</p> <p>Цель: Проверить сформированность грамматических навыков образования пассивного залога.</p> <p>1. Повторите основные грамматические понятия данного модуля и ответьте на вопросы:</p> <p>а) Какие времена группы Continuous употребляются в страдательном залоге?</p> <p>б) Как образуется Present / Past Continuous Passive? Какие слова-индикаторы этой видовременной формы вы знаете?</p> <p>в) Когда употребляются и как образуются времена группы Perfect в пассивном (страдательном залоге)?</p> <p>г) Как образуются вопросительная и отрицательная формы Present/Past /Future Perfect Passive?</p> <p>д) Назовите слова-индикаторы?</p>	<p>Изучите теоретические положения в учебном пособии: Карпышева Н.М., Янушков В.Н. Практическая грамматика английского языка. См. с. 115 – 124. Работа всей группой. Контроль фронтальный.</p> <p>Работайте письменно самостоятельно.</p>

	<ol style="list-style-type: none"> 2. Выполните входной тест (Entry Test). 3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний. 4. Проанализируйте свои ошибки. 	Повторите необходимые теоретические положения.
УЭ-2 Закрепление пройденного материала	<p>Цель: Сформировать умения перевода предложений с пассивным залогом с английского языка на русский; сформировать навыки трансформации активного залога в пассивный.</p> <ol style="list-style-type: none"> 1. Выполните упр. 1. 2. Проверьте правильность выполнения задания по листку контроля. 3. Поставьте оценку за выполнение упражнения по схеме уровня знаний. 4. Выполните упражнение 2. 5. Проверьте правильность выполнения задания по листку контроля, оцените работу по схеме уровня знаний. 	Работайте самостоятельно письменно в тетрадях.
УЭ-3 Закрепление пройденного материала	<p>Цель: сформировать навыки употребления различных форм пассивного залога в речевых образцах; формировать навыки изучающего чтения.</p> <ol style="list-style-type: none"> 1. Выполните упр. 3; 4 2. Проверьте правильность выполнения упражнения по листку контроля. 3. Поставьте оценку за выполнение упражнения по схеме уровня знаний. 4. Выполните задания упражнения 5. 5. Прочитайте тексты «<i>The man who escaped</i>» (Episode 13, 14). 	<p>Работайте самостоятельно письменно.</p> <p>Работайте устно в парах. Приложение 1</p>
УЭ-4 Закрепление пройденного материала	<p>Резюме: Повторение изученного грамматического материала.</p> <p>Повторите способ образования пассивного залога для времен групп Continuous, Perfect. Сделайте обобщение.</p>	Работайте устно.
УЭ-5 Подведение итогов	<p>Выходной контроль</p> <ol style="list-style-type: none"> 1. Выполните итоговый тест (Progress Test). 2. Оцените уровень усвоения темы. 3. Проанализируйте свои ошибки. 	<p>Работайте самостоятельно письменно.</p> <p>Смотрите схему уровня знаний.</p>

Задания и упражнения к учебным элементам блока № 4

УЭ-1

Основные грамматические понятия блока

Perfect Passive

to have + been + participle II

Perfect Passive	Present e.g. <i>A number of measures to strengthen the criminal justice system have just been taken by the Government.</i>
	Past e.g. <i>She showed me the article which had been translated by her brother.</i>
	Future e.g. <i>The article will have been translated by 6 o'clock.</i>

past participle причастие прошедшего времени. The past participle of regular verbs ends in *-ed* eg. *worked*. Some verbs have irregular past participles eg. *take* → *taken*

Continuous Passive

to be + being + participle II

Continuous Passive	Present e.g. <i>This question is being discussed at the meeting.</i>
	Past e.g. <i>This question was being discussed when I entered the room.</i>

Entry Test (Входной тест)

Choose the suitable grammar form to fill in the blanks:

1. Look! The bridge _____ .

- a) is being repaired
- b) is been repaired
- c) has being repaired

2. The problem _____ for three years, but they haven't got any results.

- a) has been studied
- b) has being studied
- c) was studied

3. This book _____ by the end of September.
- would be republished
 - will have been republished
 - will be republished
4. A police car came when the injured man _____ the road.
- was being carried off
 - was being carried off
 - has been carried off
5. Dad phoned us and asked if our luggage _____ already _____ .
- was already being packed
 - had already been packed
 - was packed
6. All the students _____ to the party.
- were being invited
 - have been invited
 - invited
7. Mr. Snowdon _____ at the moment.
- is interviewed
 - was interviewed
 - is being interviewed
8. The salad _____ already _____ .
- was ... made
 - has ... been made
 - have ... been made
9. The book _____ yet.
- wasn't discussed
 - haven't been discussed
 - hasn't been discussed
10. One of our windows _____ by the wind last night.
- was broken
 - were broken
 - is broken

УЭ-2

Ex. 1 Define the tense form of the predicate in the following sentences.

Complete the table.

- The student is being examined. Don't enter the room.

2. The students are examined twice a year.
3. The paper was published yesterday.
4. The paper has been published already.
5. The paper had been published by 7 o'clock yesterday.
6. The paper was being published at that time yesterday.
7. The letter will be sent tomorrow.
8. The letter will have been sent tomorrow by 7 o'clock.

The Passive Voice

	Indefinite	Continuous	Perfect
Present			
Past			
Future		_____	

Ex. 2. Put the following sentences into the Passive Voice.

- a) Someone has eaten the cake.
- b) They were discussing the report the whole evening.
- c) They have sold their car to pay the debts.
- d) Last night someone broke into the house.
- e) Our scientists are making wonderful discoveries.
- f) They have offered my brother a very good job.
- g) A pickpocket robbed my sister.
- h) When he entered the room, the legal adviser was checking the contract.
- i) By three o'clock the workers had loaded the trucks.
- j) He stole a lot of money from the shop.

YƏ-3

Ex. 3. Rewrite the following texts and use the required passive forms instead of active.

A.

Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when the robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search. They hope they will find him soon.

B.

Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police.

Ex. 4. Use the required active or passive tense form of the verbs in brackets. *Criminal Caught Watching Wrong Channel*

A 28-year-old man (1. *arrest*) last night at the North London home, and later (2. *charge*)..... in connection with a series of burglaries in the area.

At press conference this morning, Detective Inspector Richard Jevis, who (3. *lead*)..... the police investigation into the burglaries, (4. *explain*)..... that details of the crimes (5. *give*)..... last night on television programme «Crimestop». The Inspector (6. *describe*)..... how, after a witness' description of the burglar (7. *give*)..... on the show, dozen of people (8. *telephone*)..... the police, all identifying the same suspect.

The Inspector (9. *go on*)..... to say that a police (10. *send*)..... straight round to the man's house, where they (11. *find*)..... him watching television. Then he (12. *ask*)..... why the man (13. *not/ try*)..... to escape earlier when he (14. *see*)..... himself on «Crimestop». Detective Inspector (15. *laugh*)..... and (16. *say*)....., «He (17. *not/ watch*)..... «Crimestop» – he (18. *watch*)..... his favourite soap opera on the other channel.»

Ex. 5. Vocabulary Reading practice. «Jane's letter»

1. Look, listen, repeat.

specialist, jurisdiction, national, to organize, veto ['vi:tou], to block, bill, Federal Court of Appeals [ə'pi:lz].

2. Read and try to memorize.

Chief Justice	– главный судья
to approve [ə'pru:v]	– одобрять
circuit ['sə:kɪt]	– округ
bench	– состав суда
judiciary	– судоустройство
existing	– существующий
to pass a law	– принять закон
to issue ['ɪʃu:]	– издавать (о приказе)
to face	– сталкиваться (с проблемой)

to violate	– нарушать
violence	– насилие
violent	– насильственный
to rob	– грабить
neighbour	– сосед
to kill	– убивать
to murder	– убивать
murderer	– убийца
possibility	– возможность
criminal	– преступник
burglary	– кража со взломом
to watch TV	– смотреть телевизор
juvenile	– несовершеннолетний
reason	– причина

3. Read and translate.

JANE'S LETTER (continued)

«... You asked me to tell some words about the judicial system of the USA. Though I'm not a specialist in this field I'll try to do my best. The Supreme Court is the highest judicial organ of the US and it meets in the Supreme Court Building in Washington. It's a beautiful building of white marble. Above the main entrance the words are written «Equal Justice Under Law». The Supreme Court consists of the Chief Justice of the USA and eight Associate Justices. They are all appointed by the President and approved by the Senate. The Supreme Court has the right to declare unconstitutional any law passed by Congress or any order issued by the President. This right of veto is widely used to block the passage of any progressive bills. The USA is divided into eleven judicial circuits and each one is served with a Federal Court of Appeals. As a rule the Court of Appeals sits with three judges on the bench. There are about ninety district courts in different parts of the United States. The district courts are the lowest ones in the Federal court system. Most of the criminal and civil cases are tried by these courts. The district court is the only Federal court where trials are held, juries are used, and witnesses are called. There are about two hundred district judges in the USA. Cases tried in the district court may be appealed in one of the eleven Courts of Appeal and in the Supreme Court. The decision of the Supreme Court is final. In the US the judiciary is divided into the federal and state judiciary. Jurisdiction of particular courts or judges is determined by either the national or state constitutions and laws. The state courts are organized in a system

that looks, like the system of Federal courts with a Supreme Court at the top. In most of the states the lowest courts are the magistrates, or police courts.

One more thing I'm going to tell you concerns the problem which faces our society now. I mean the problem of violence. The latest statistical data says that violent crime is rising constantly in this country. I know about it not only by newspapers reports. I've been robbed twice already and I'm afraid to leave my flat when it becomes dark. But even staying at home isn't a guarantee for safety. My old neighbour had been killed in his own flat and as usual the murderers hadn't been found by the police. Violence has become an accepted way of life in America. There are different explanations for this phenomenon. One of them is the possibility to buy any kind of weapons at gun shops everywhere in the US. The weapon is being bought not only by criminals but by law-abiding citizens too to protect themselves.

The growth of using drugs is one more reason. To buy drugs teenagers need money, so they try to get it by robbing, committing burglary or even murdering people. Another reason is the propaganda of violence by mass media and especially television and films. Watching TV you are being fed with all kinds of killings, beatings, gunfights and so on. Even the special programmes for children are full of scenes of violence. And it's not surprising that juvenile crime record is constantly growing. I'm sorry I took so much of your time telling about my city and country, but I hope it was interesting for you. I'm looking forward to hearing from you soon. Please, give my best wishes to Pete.

Yours sincerely, Jane».

Ex. 6. Read the text «The man who escaped» (Episode 13, 14)

УЭ-4

Review

УЭ-5

PROGRESS TEST (ИТОГОВЫЙ ТЕСТ)

I. Choose the suitable grammar form for the following sentences:

1. A modern tune _____ when we came into the hall.
a) was played; b) was being played; c) had been played.
2. Last Friday by 6 p. m. he _____ at the railway station.
a) was met; b) was being met; c) had been met.

3. At last the problem _____ to everyone's satisfaction.
a) was solved; b) was being solved; c) had been solved.
4. I sat down for a rest while the repairs _____.
a) were done; b) were being done; c) had been done.

II. Choose the suitable grammar form for the following sentences:

1. This broken vase _____.
a) has repaired; b) has been repaired.
2. The new students _____ where to sit.
a) have told; b) have been told.
3. The professor _____ the students now.
a) is examining; b) is being examined.
4. Special arrangements _____ for the party.
a) were making; b) were being made.

III. Choose the right words to fill in the blanks:

1. Thin man has just been _____.
a) violated; b) faced; c) got; d) robbed.
2. Burglary is one of the _____ crimes.
a) international; b) violent; c) legislative; d) special.
3. He _____ some very serious problems.
a) violated; b) murdered; c) faced; d) bought.
4. This man is a very dangerous _____.
a) criminal; b) juvenile; c) neighbour; d) teenager.

IV. Choose the questions to which there are answers in the text «Jane's letter» (continued):

1. Why is Jane afraid to leave her flat when it becomes dark?
2. What is one of the most important reasons for the growth of violence in the USA?
3. Why was Jane's neighbour killed?
4. Why is the juvenile crime record so high?
5. What kind of weapon is being bought by law-abiding citizens?

V. Choose the suitable definition of the following words:

1. *violence* – a) unlawful killing of a person;
b) commission of an act, accompanied by great force;
c) deprivation of smb's property.

2. **burglary** – a) crime of taking drugs;
- b) crime of taking smb's property secretly;
- c) crime of breaking into a house by night to steal.

VI. Choose the sentences corresponding to the contents of the text «Jane's letter»:

1. The Supreme Court consists of the Chief Justice of the USA and ten Associate Justices.
2. The Supreme Court has the right to declare unconstitutional some laws passed by the Congress.
3. The USA is divided into twelve judicial circuits.
4. There are about two hundred district judges in the USA.

In most of the states the lowest courts are the magistrates or police courts.

ЛИСТОК КОНТРОЛЯ

УЭ-1

Entry Test (Входной тест)

- | | | | | |
|------|------|------|------|-------|
| 1. a | 3. b | 5. b | 7. c | 9. c |
| 2. a | 4. a | 6. b | 8. b | 10. a |

УЭ-2

Ex. 1.

The Passive Voice

	Indefinite	Continuous	Perfect
Present	2. The students <u>are examined</u> twice a year.	1. The student <u>is being examined</u> . Don't enter the room.	4. The paper <u>has been published</u> already.
Past	3. The paper <u>was published</u> yesterday.	6. The paper <u>was being published</u> at that time yesterday.	5. The paper <u>had been published</u> by 7 o'clock yesterday.
Future	7. The letter <u>will be sent</u> tomorrow.	_____	8. The letter <u>will have been sent</u> tomorrow by 7 o'clock.

Ex. 2.

- a) The cake has been eaten by someone.
- b) The report was being discussed by them the whole evening.
- c) Their car has been sold to pay the debts.
- d) Wonderful discoveries are being made by our scientists.

- f) My brother has been offered a very good job.
- g) My sister was robbed by a pickpocket.
- h) When he entered the room, the contract was being checked by the legal adviser.
- i) By three o'clock the trucks had been loaded by the workers.
- j) A lot of money was stolen from the shop.

УЭ-3

Ex. 3.

A.

A shop was broken It had just been locked up by the owner He was told by the robber... . Then he was tied up. A search have been organized by the police. They hope he will soon be found.

B.

A UFO was seen The police was reported to A helicopter was sent It was shot by the UFO, and both men in it were killed. Photographs ... have been given to the police.

Ex. 4.

1. Was arrested; 2. was charged; 3. leads; 4. explained; 5. were given; 6. described; 7. had been given; 8. telephoned; 9. went on; 10. was sent; 11. found; 12. was asked; 13. did not try; 14. saw; 15. laughed; 16. said; 17. did not watch; 18. was watching.

Ex. 5.

Reading for General Understanding

Text «*The man who escaped*» (Episode 13, 14)

УЭ-4

Review

УЭ-5

ИТОГОВЫЙ ТЕСТ (PROGRESS TEST)

I. 1. b; 2. c; 3. a; 4. b

II. 1. b; 2. b; 3. a; 4. b

III. 1. d; 2. b; 3. c; 4. a

IV. 1; 2; 4.

V. 1. b; 2. c

VI. 4; 5.

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (<i>понимание</i>)	1. Входной контроль (Entry Test)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
			55 и менее
III (<i>применение</i>)	2. Упражнения Exercises (Review)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
			55 и менее
IV (<i>перенос, творчество</i>)	3. Итоговый контроль (Progress Test)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
			55 и менее

УЧЕБНЫЙ БЛОК № 5

Профессия юриста в Англии. Участники судебного процесса. (Judicial profession in England. Participants of a law-court trial) The Sequence of Tenses. Reported Speech

Номер УЭ	Учебный материал с указанием заданий	Управление обучением
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none"> 1. Сформировать умения: <ul style="list-style-type: none"> – употребления правила согласования времен в английском языке в письменной и устной речи в рамках тематики: «Judicial profession in England» (Профессия юриста в Англии), «Participants of a law-court trial» (Участники судебного процесса). – перевода прямой речи в косвенную, обращения повествовательного, вопросительного и повелительного предложений из прямой речи в косвенную. 2. Формировать навыки изучающего, ознакомительного и просмотрового чтения текстов юридического характера. 3. Формировать навыки монологического высказывания в рамках устной экзаменационной темы «Participants of a law-court trial» (Участники судебного процесса). 4. Проверить уровень усвоения темы самостоятельно, в парах и группах по листкам контроля. 	
УЭ-1 Проверка изученного материала	<p>Входной контроль</p> <p>Цель: Проверить сформированность грамматических навыков употребления правила согласования времен в английском языке и перевода прямой речи в косвенную.</p> <ol style="list-style-type: none"> 1. Повторите основные грамматические понятия данного модуля и ответьте на вопросы: <ol style="list-style-type: none"> а) В чем заключается правило согласования времен? б) Если сказуемое главного предложения выражено глаголом в одной из форм прошедшего времени (обычно Past Indefinite), в каких временах может употребляться глагол придаточного предложения? 	<p>Изучите теоретические положения в учеб. пособии: Карпышева Н.М., Янушков В.Н. Практическая грамматика английского языка. См. с. 124 – 128.</p> <p>Работа всей группой.</p> <p>Контроль фронтальный.</p>

	<p>в) Какие изменения производятся при обращении вопросительного (повествовательного, повелительного) предложения из прямой речи в косвенную?</p> <p>2. Выполните входной тест (Entry Test).</p> <p>3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний.</p> <p>4. Проанализируйте свои ошибки.</p> <p>5. Ознакомьтесь с основными лексическими понятиями данного модуля.</p>	<p>Работайте письменно самостоятельно.</p> <p>Повторите необходимые теоретические положения.</p>
УЭ-2 Закрепление пройденного материала	<p>Цель: сформировать умения употребления правила согласования времен в английском языке в письменной и устной речи; формировать навыки и умения изучающего чтения.</p> <p>1. Выполните упражнения 1; 2</p> <p>2. Проверьте правильность выполнения упражнений по листку контроля.</p> <p>3. Поставьте оценку за выполнение упражнений по схеме уровня знаний.</p> <p>4. Выполните задания упражнения 3, 4</p>	<p>Работайте устно в парах.</p>
УЭ-3 Закрепление пройденного материала	<p>Цель: совершенствовать навыки обращения прямой речи в косвенную в повествовательных, вопросительных и повелительных предложениях.</p> <p>1. Выполните упражнения 5; 6</p> <p>2. Проверьте правильность выполнения упражнений по листку контроля.</p> <p>3. Поставьте оценку за выполнение упражнений по схеме уровня знаний.</p> <p>4. Выполните упр. 7;8</p> <p>5. Проконтролируйте выполнение по листку контроля и с помощью преподавателя. Оцените свою работу по схеме уровня знаний.</p>	<p>Работайте устно в парах.</p>
УЭ-4 Закрепление пройденного материала	<p>Цель: Сформировать умения перевода прямой речи в косвенную и наоборот, косвенной речи в прямую; формировать навыки ознакомительного чтения.</p> <p>1. Выполните упражнения 9;10.</p> <p>2. Проконтролируйте выполнение по листку контроля.</p> <p>3. Оцените свою работу по схеме уровня знаний.</p> <p>4. Прочитайте текст «The man who escaped» (Episode 15; 16).</p>	<p>Работайте самостоятельно письменно.</p> <p>Приложение 1</p>

УЭ-5	<p>Цель: формировать лексические навыки; развивать навыки устной речи в рамках тематики: «<i>Participants of a law-court trial</i>»; формировать навыки и умения изучающего чтения и перевода.</p> <ol style="list-style-type: none"> 1. Выполните упражнение I. 2. Выполните упражнение II. 3. Прочитайте и переведите текст «<i>Participants of a trial</i>». Проконтролируйте правильность выполнения с помощью словаря и пояснений к тексту. 4. Проверьте правильность понимания текста с помощью упражнения III. 	<p>Работайте устно в парах. Работайте устно.</p>
УЭ-6	<p>Цель: формировать лексические навыки, навыки диалогической речи и монологического высказывания в рамках устной экзаменационной темы «<i>Participants of a law-court trial</i>» (Участники судебного процесса).</p> <ol style="list-style-type: none"> 1. Выполните упр. IV; V. 2. Проконтролируйте выполнение по листку контроля. 3. Оцените свою работу по схеме уровня знаний. 4. Выполните упр. VI; VII. 5. Проконтролируйте выполнение по листку контроля и с помощью преподавателя. Оцените свою работу по схеме уровня знаний. 	<p>Работайте устно в парах. Работайте устно в парах.</p>
УЭ-7	<p>Цель: формировать навыки диалогической речи, лексические навыки, навыки монологического высказывания в рамках устной экзаменационной темы «<i>Participants of a law-court trial</i>».</p> <ol style="list-style-type: none"> 1. Выполните упр. VIII; IX; X. 2. Проконтролируйте выполнение заданий с помощью преподавателя. 3. Выполните упражнение XI. 4. Проконтролируйте выполнение по листку контроля. 5. Оцените свою работу по схеме уровня знаний. 	<p>Работайте устно в парах. Работа всей группой.</p>
УЭ-8 Закрепление пройденного материала	<p>Резюме: Повторение изученного грамматического и лексического материала в рамках тематики: «<i>Participants of a law-court trial</i>».</p>	

	Повторите правила согласования времен в английском языке и преобразования прямой речи в косвенную в повествовательных, вопросительных и повелительных предложениях. Сделайте обобщение. Повторите активный лексический материал данного модуля, повторите экзаменационную тему «Participants of a law-court trial»	Работайте устно.
УЭ-9 Подведение итогов	Выходной контроль 1. Выполните итоговый тест I (Progress Test I). 2. Оцените уровень усвоения темы. Проанализируйте свои ошибки. 3. Выполните итоговый тест II (Progress Test II). 4. Проверьте правильность выполнения по листку контроля. 5. Оцените свою работу по схеме уровня знаний.	Работайте самостоятельно письменно. Работайте самостоятельно письменно. Смотрите схему уровня знаний.

Задания и упражнения к учебным элементам блока № 5

УЭ-1

Основные грамматические понятия блока

Sequence of Tenses согласование времен. If the verb in the principal clause is in one of the past tenses, a past tense (or future-in-the past) must be used in the subordinate (придаточном) clause.

A general rule is: we move the reported clauses «**one tense back**»
‘present becomes past, past becomes past perfect, will becomes would’

Основные юридические понятия блока

trial the process of examining and deciding a civil or criminal case before a court: *The case was sent for trial at the Crown court.*

defendant in *criminal proceedings* the defendant is the person *accused* of a crime; in *civil proceedings* legal action is taken (by the plaintiff) against the defendant: *The defendant was found guilty and fined \$200.*

<i>Evidence</i>	in <i>Criminal law</i> the evidence is everything (objects, statements, documents) which helps to show how a <i>crime</i> happened.
<i>guilty</i>	a person is guilty of an offence if s/he has committed it: <i>He was found guilty of murder and sentenced to life imprisonment.</i> (Opposite: not guilty)
<i>plaintiff</i>	the person who takes <i>legal</i> action against somebody (called the <i>defendant</i>) in a <i>civil case</i> .
<i>prosecutor</i>	the person who presents the case in a criminal <i>court</i> against a person <i>accused of</i> a crime.
<i>verdict</i>	a judge or jury's decision on a matter submitted to them in <i>trial</i> .

Entry Test (Входной тест)

Choose the suitable grammar form to fill in the blanks:

1. Mike hoped that his friend _____ him with his car.
a) would help; b) will help; c) helped
2. He gave all his money to me because he _____ me.
a) would trust; b) trusted; c) had trusted
3. The police found out that Bob Slant _____ in London's suburbs at that time.
a) had been living; b) lives; c) lived
4. My parents decided that we _____ my birthday on Saturday.
a) would celebrate; b) shall celebrate; c) celebrated
5. The student wasn't able to do the translation because he _____ some special terms.
a) hadn't known; b) didn't know; c) doesn't know

Choose the correct sentence in indirect speech for the following sentences in direct speech

6. «Why hasn't he locked the car door?» – the policeman said.
a) The policeman asked why he hadn't locked the car door.
b) The policeman asked why hadn't he locked the car door.
c) The policeman asked why he didn't lock the car door.
7. The students said, «We wish our exams were over».
a) The students said they wished their exams had been over.
b) The students said that they wished their exams have been over.
c) The students said they wished their exams were over.

8. «Where is the nearest bus stop?» – the old man addressed a policeman.
- The old man asked where was the nearest bus stop.
 - The old man asked a policeman where the nearest bus stop was.
 - The old man told a policeman where the nearest bus stop was.
9. «Are you a foreigner?» he asked.
- He asked if /whether I'm a foreigner.
 - He asked if /whether I was a foreigner.
 - He asked if /whether was I a foreigner.
10. «Don't shoot!» the Chief Inspector ordered.
- The Chief Inspector ordered the policemen not to shoot.
 - The Chief Inspector ordered the policemen do not shoot.
 - The Chief Inspector ordered the policemen did not shoot.

УД-2

Ex. 1. Find the mistakes and correct them.

- Mary writes a letter when I came at her house.
- By the time the police arrived the burglars escaped.
- Where have you been? I have waited for you for half an hour.
- She asked me where am I going.
- The money was stole by a thief.
- Where is the boy which you was looking at?
- He didn't know why didn't they come.
- The policeman asked who left this car here.

Ex. 2. Put the verbs in brackets into the required tense, pay attention to the Sequence of Tenses.

- She said she (to be) a first-year student of the Law Faculty.
- He says that he (to know) the laws of the country.
- He wondered if the committee (to discuss) all the questions on the agenda.
- The policeman asked George where he (to run) so early.
- My friend told me he already (to translate) the article.
- I thought it (to be) a financial bill.
- They hoped they (to become) qualified specialists in future.
- When the judge (to finish) his summing up, he asked the jury to consider their verdict.
- The man asked if a solicitor (can appear) for his client in the higher courts of justice.

Ex. 3. Vocabulary. Reading practice «Steve tells about English system of law» (Text A)

1. Look, listen, repeat.

professional statue ['stætju:t], precedent ['presɪdənt], process ['prouses], analogy, scheme [skɪ:m], magistrate, appeal, central, final [faɪnl], appellate [ə'pelɪt].

2. Read and try to memorize.

to do everything possible	– сделать всё возможное
judicial	– судебный
civil law	– гражданское право
criminal law	– уголовное право
common law	– общее право
judgement	– судебное решение
to draw	– рисовать
to try	– разбирать в судебном порядке
lay	– непрофессионал
justice of the peace	– мировой судья
county	– графство
crown	– королевский
accused [ə'kju:zd]	– обвиняемый
trial [traɪəl]	– судебное разбирательство
jury	– присяжные

Geographical and proper names: United Kingdom, Wales, Scotland, Northern Ireland; Old Bailey, High Court, Court of Appeal.

3. Read and translate. Text A

STEVE TELLS ABOUT ENGLISH SYSTEM OF LAW

Do you remember that Steve promised Pete to come to Rostov? Steve's the man of his word. It was by the end of March when Steve had arrived in Rostov and he had only a few days at his disposal. Pete and Nell did everything possible to show him the sights of Rostov. «The more I see your city the more I like it». – Steve used to say. And in the evening they were having long and interesting talks. In their talks they often touched their professional subjects. And the longer they talked the more things they wanted to discuss. One of these evenings Steve told them about English law and English judicial system. Would you like to listen to his story?

There are three separate systems of law in the United Kingdom: the legal systems and law courts of. 1. England and Wales; 2. Scotland; 3. Northern Ireland. However, there are some common features to all systems in the United Kingdom: the sources of law, the distinction between civil law and criminal law. The sources of law include: 1. written law (i. e. statutes); 2. unwritten law (i. e. Common law and Equity) based on judicial precedent. We also call the common law as «case law» or «judge made» law. It means that when one judge had decided a point of law, any judge who has the similar set of facts must decide case in the same way as in the earlier judgement. In other words, the judge uses the process of analogy. And it is in this way that the generations of judges have built up the Common law.

It is the magistrates' Courts (sometimes called police courts) that try the majority of all criminal cases and some civil cases. Magistrates' courts are presided over by lay magistrates (also called justices of the peace – J.P.s) who work part-time and are unpaid. The courts consist of between 2 and 7 magistrates. In a few large cities there are also stipendiary magistrates who sit alone and have legal training. County courts are the main civil courts and the Crown Court deals with all the more serious criminal cases. It also hears appeals from magistrates' courts. The accused has the right to trial by jury. There is the Central Criminal Court in London (the Old Bailey). The High Court hears all those civil cases that cannot be decided by county courts. The Court of Appeal hears both criminal and civil appeals and the House of Lords is the final appellate tribunal. The judges in the House of Lords is the ten «Lords of Appeal in Ordinary» (the «law lords»).

Ex. 4. Vocabulary. Reading practice «Steve tells about English system of law» (Text B)

1. Look, listen, repeat.

legal ['lɪ:gəl], document, standard corporation, verdict ['vɜ:dɪkt], proceeding [prəu'sɪ:dɪŋ].

2. Read and try to memorize.

solicitor [sə'lɪsɪtə]	– поверенный
to give advice	– давать совет
to pass an exam	– сдать экзамен
junior	– младший
counsel ['kaʊns(ə)l]	– советник
plaintiff ['pleɪntɪf]	– истец
defendant	– ответчик

age	– возраст
juror	– присяжный
guilty ['gɪltɪ]	– виновный
to appoint	– назначать
to examine	– (зд.) изучать
to add	– добавлять
guest	– гость
probably	– вероятно

3. Read and translate. Text B

STEVE TELLS ABOUT JUDICIAL PROFESSION IN ENGLAND

«... Well, you've told us many interesting things about English law and courts, but you didn't tell anything about lawyers» – Nell said. «Oh, I like your being so inquisitive and I'm glad I can give you all the necessary information» Steve answered. Then he said that there were two classes of lawyers – Barristers and Solicitors. And when Pete asked him what the difference was between them Steve explained that solicitors were lawyers who took legal business for ordinary people. «You know, that I'm the solicitor myself. So as a rule my business is to give advice to non-professional clients and to prepare all the necessary documents for the barrister. It's the barrister who conducts the case in the higher courts». Nell asked if barrister had some educational standard. «Yes», Steve answered. A barrister must pass the special legal exams and become a member of a legal corporation called «Inn of Court». Pete said that he had learnt about four Inns of Court when he had been in London. «But probably you don't know that barristers are either «juniors» or «King's (Queen's)» Steve said. When a barrister becomes Q.C. he «takes silk». It means that he can wear a silk gown. Participating in a trial, a barrister may be counsel for the plaintiff (counsel for the prosecution) or counsel for the defendant (counsel for the defence)». «I've heard so much about English jury. What are their duties?» Nell asked. «All serious crimes are tried in a superior court before a jury. Most men and women between the ages of 21 and 60 can be jurors. According to English law the jury is to return only one of two verdicts – Guilty or Not Guilty». Then Pete asked whether they elected judges in England as we did. «No, the judges are appointed from the barristers. The judge's functions are to conduct the proceedings, put questions to the parties and witnesses, examine the documents and evidence and to pass the sentence (judgement)».

«Well, and now I think it's my turn to ask questions», Steve added. But Pete and Nell said that they would gladly answer all the questions of their guests, but next day, because it was too late.

УЭ-3

Ex. 5. Choose the correct variant.

1. He _____ they had never met before.
a) said; b) told.
2. They _____ me they were going to a meeting.
a) said; b) told.
3. I _____ the policeman my address.
a) said; b) told.
4. He _____ he wasn't interested in politics.
a) said; b) told.
5. Could you _____ me your name again, please?
a) say; b) tell.
6. Do you think he's _____ the truth?
a) saying; b) telling.
7. I _____ them it was dangerous to swim here.
a) said; b) told.
8. _____ me what happened.
a) Say; b) Tell.

Ex. 6. The following sentences are direct speech. Rewrite them using reported speech. Start the sentences with the words on the right:

1. «An arrested person has a statutory right to consult a solicitor». *He said that ...*
2. «I represented professional interests of the police service in a trade union last year.» *He said that ...*
3. «Yesterday morning I was thinking about the job offer.» *I informed him that ...*
4. «He was found in the trunk of a parked car.» *I said that ...*
5. «I will rely on your experience in this matter.» *I told him that ...*
6. «He was murdered by the terrorists because his company made a secret deal with the terrorists.» *I told them that ...*
7. «Where were you when the car hit the lady?» *The police asked ...*
8. «I stole the money.» *The thief admitted that ...*
9. «What company will you work for?» *I asked him ...*
10. «Supervise any case involving death or serious injury.» *She told me ...*

Ex. 7. Change the following sentences into Indirect Speech.

1. I told the policeman, «I saw the thief in the garden».
2. The inspector asked, «Who caused the accident?»
3. Jack said to the policeman, «Tell me the time, please.»
4. «What issues will the President discuss at the summit next week?» he wondered.
5. «Release the prisoners,» said the officer to the sergeant.
6. Ann asked, «Are there two chambers in all legislatures?»
7. The policeman asked me, «Where did you lose your wallet?»
8. Jane said, «How do members of the legislature vote in your country?»

Ex. 8. Fill in the spaces with the correct word.

1. He admitted that he had committed the crime
a) six month ago; b) six month before
2. They promised that letters would be delivered next morning.
a) these; b) those
3. I knew that the concert had taken place
a) yesterday; b) the previous night
4. Dan managed to learn that she was writing a new detective story
a) at that moment; b) now
5. George was person who had blackmailed¹ me.
a) this; b) that
6. He admitted that the goods had been sold
a) yesterday; b) the previous day

¹ to blackmail – шантажировать, вымогать

1	2	3	4	5	6

УЭ-4

Ex. 9. Rewrite these short jokes transforming direct questions into reported speech.

1. Judge: «You stole eggs from this man’s store. Have you any excuse?»
Accused: «Yes, I took them by mistake.»
Judge: «How is that?»
Accused: «I thought they were fresh.»
2. First Businessman: «Did your ad get any results?»
Second Businessman: «I’ll say! We advertised for a night watchman and the next night we were robbed.»

Ex. 10. Read the newspaper article and make up a dialogue using Direct Speech. Dramatize your dialogue.

MAN ENTERS PALACE

Last night an unidentified man carrying a knife entered the Queen's bedroom. She was asleep at that time, and when she woke up, he warned her not to call for help. She asked him to leave but when he refused she invited him to sit down. She persuaded him to give her the knife and after that she encouraged him to explain the reason for the unexpected visit. He asked for a cigarette. A non-smoker, she suggested calling for one. He reminded her not to call for help. Finally, a palace guard...

Reading Practice

Read the text «The man who escaped» (Episode 15).

УЭ-5

AT A LAW-COURT TRIAL

WORDS AND PHRASES FOR THE TOPIC

A

participants of a law-court trial – участники судебного процесса

judge – судья

magistrate (= **Justice of the Peace**) – мировой судья

jury – жюри, присяжные заседатели

juror – присяжный заседатель

counsel (= **advocate**) – защитник

people's assessor – народный заседатель

public prosecutor – прокурор

plaintiff ['pleintif] – истец, истица

defendant – ответчик, обидчик

the accused – обвиняемый

prisoner – заключенный

accomplice – соучастник

suspect – подозреваемый

witness – свидетель

victim – жертва

В

- to accuse somebody of smth.** } обвинять кого-либо в чем-либо
to charge somebody with something }
to try smb. for smth. – судить кого-л. за что-л.
to prosecute ['prosi:kju:t] – преследовать судебным порядком
to bring a suit against smb. } подать на кого-л. в суд
to have the law on smb. }
to commit a crime – совершить преступление
to win (to lose) a case – выиграть (проиграть) дело в суде
to find smb. guilty (not guilty) – признать кого-л. виновным (невиновным)
to plead guilty (not guilty) – признать себя виновным (невиновным)
to return a verdict – объявить решение присяжных заседателей
to pass a sentence – вынести приговор
to sentence smb. (to) – осудить кого-л., приговорить к
to lodge an appeal (a cassation) – подавать апелляционную жалобу
to acquit – оправдать (по суду)
to release [ri'li:s] **on bail** – освободить под залог (на поруки)
to give evidence – давать суду показания
to arrest (to detain) on a charge (of) – задержать кого-л. по обвинению (в)

С

- crimes (offences)** – преступления
hooliganism – хулиганство
burglary – кража со взломом
theft – кража
embezzlement – растрата
kidnapping – похищение людей
bribery – взяточничество
breach [bri:tʃ] **of order (peace, promise to marry, etc.)** – нарушение порядка (спокойствия, обещания жениться и т.д.)
libel – клевета в печати
smuggle – контрабанда
robbery – ограбление
swindle – мошенничество
espionage – шпионаж
manslaughter – непредумышленное убийство
murder – преднамеренное убийство

D

punishment (penalty) – наказание
fine – штраф
probation – условное осуждение
imprisonment (= confinement) – тюремное заключение
penal servitude – каторга
capital punishment – смертная казнь
deprivation of civil rights – лишение прав
banishment – изгнание
exile ['eksail] – ссылка

E

proceedings – процесс, заседание суда
interrogation – допрос
cross-examination – перекрестный допрос
confrontation – очная ставка
indictment – обвинительный акт
verdict – вердикт, решение (приговор) присяжных заседателей
sentence (judg(e)ment) – приговор
evidence (testimony) – свидетельские показания, улики, доказательства
indirect ~ – косвенные показания
material ~ – вещественные доказательства
conflicting ~ – противоречащие доказательства
hearsay ~ – показания, основанные на слухах
bar – барьер, отделяющий судей от обвиняемого; *перен.* адвокатура
dock (witness box) – место для свидетелей

F

criminal – преступник
robber – грабитель
burglar – вор-взломщик
smuggler – контрабандист
pick-pocket – карманный вор
convict ['konvikt] – каторжник, осужденный

A. ILLUSTRATION AND TRAINING

I. Make up short conversations using the patterns below.

1

– You're very sad, Mr. Clark. What's the matter with you?

<p>– You know, they</p>	<p>accuse me of charge me with</p>	<p>neglecting my duties. leaving the office unlocked. letting down the expedition. giving the firm's information to another company man. behaving myself tactlessly. knocking down an old woman on the road. breach of promise to marry. hooliganism. smuggle.</p>
-------------------------	---	---

2

– Mr. Bond looks very unhappy. D’you happen to know what’s wrong with him?

<p>– Oh yes, I do: he’s</p>	<p>accused of charged with tried for</p>	<p>swindle. libel. embezzlement. bribery. smuggle. breach of peace. hooliganism. manslaughter. burglary. ...</p>
-----------------------------	--	--

3

<p>– I’m going to tell you shocking news. Mr. Clark is</p>	<p>arrested. in jail. imprisoned. put into custody. jailed. ...</p>
<p>– But I knew that; he is was detained on a charge of</p>	<p>kidnapping. smuggle. burglary. murder. forgery. espionage. embezzlement. running over a dog. burning down a house. ...</p>

4

<p>– They say</p>	<p>Mr. Hope my son my driver Davy ...</p>	<p>appeared in court last Tuesday.</p>
<p>– Oh, you needn't worry, Jim: he was invited to the court only as a (the)</p>		<p>juror. victim. expert. witness. plaintiff. suspect. ...</p>

5

<p>– I hear she gave</p>	<p>conflicting material hearsay indirect expert ...</p>	<p>evidence while she was in the dock.</p>
<p>– Oh yes, and her testimony was</p>		<p>carefully considered. taken into consideration. studied seriously. completely rejected. altogether challenged. very important. ...</p>

6

<p>– I hear your nephew is conducting his first case in court.</p>		
<p>– That's right, he is counsel for the</p>	<p>prosecution. defence. plaintiff. defendant. accused. victim. ...</p>	

7

<p>– What was the judgement of the court?</p>		
<p>– The accused was sentenced to</p>	<p>banishment. five years imprisonment. one year probation. life imprisonment. a fine of \$ 2500. penal servitude. deprivation of civil rights for 5 years. ...</p>	

– Did	the convict the accused the prisoner the smuggler ...	agree with the sentence he was imposed on?
– Of course not, he's	expected likely said	to appeal for pardon. to appeal against the sentence. to lodge an appeal. to lodge a cassation. ...

II. Read (or listen to) the text, paying attention to the explanation of judicial terms and legal officers.

PARTICIPANTS OF A TRIAL

1

In England and Wales the legal profession is traditionally divided into two classes of lawyers – BARRISTERS and SOLICITORS. There is no practical difference between the work of the solicitor and that of the barrister. For there are many barristers who do little advocacy, and there are solicitors who do little else, but who have made considerable reputations for themselves in the courts in which they are allowed to appear. In general, however, solicitors are lawyers who undertake legal business for ordinary people (non-professional clients), while barristers advise through solicitors and conduct the case in the higher courts.

A prospective barrister must have an accepted educational standard, pass the special legal examinations and become a member of a legal corporation, called «INN OF COURT»¹.

Barristers are either JUNIORS or KING'S COUNSEL (QUEEN'S COUNSEL). A barrister when appointed King's Counsel is said to «take silk» as he is then entitled to wear a silk gown.²

Participating in a trial, a barrister may be counsel for the PLAINTIFF (counsel for the prosecution) or counsel for the DEFENDANT (counsel for the defence).

A PARTY wanting to be represented by King's Counsel must employ three lawyers: a solicitor, a junior barrister and the King's Counsel since the latter cannot appear in court alone.

2

The court is presided over by a JUDGE, sitting alone. His functions are to conduct the proceedings, point out the problems to be clarified, put questions to the parties and witnesses, examine the documents and evidence, rule the details of the procedure. He also makes the summing-up³ to the jury (if it is involved) interprets the law and passes the sentence (judgement).

Judges are not a separate profession. They are appointed from the barristers, or the BAR as they are corporately referred to⁴.

3

All serious crimes are tried in a superior court before a JURY. Sometimes juries may be found in civil cases, too. A jury consists of twelve persons. Most tax-payers (men and women alike) are liable to be summoned for jury service if they are between the ages of 21 and 60.

The jury returns a VERDICT which must be unanimous. If the JURORS are unable to reach agreement, the case must be retried before a new jury. In Scotland, however, the verdict may be by a bare majority of the jurors.

According to English law, the jury in criminal cases is entitled to return only one of the two verdicts – GUILTY or NOT GUILTY. Under the Scottish law there is also the third formula – NOT PROVEN – which is actually the same as NOT GUILTY.

4

The burden⁵ of proof in criminal cases generally rests on the PROSECUTION. It is for them to establish positively that the crime was committed and that THE ACCUSED committed it. Under English law a person accused of a crime must be supposed innocent until his guilt has been proved. The officers of the court or the press must not refer to the accused as 'the thief' or 'the murderer' before a sentence on him is passed.

5

WITNESSES are brought to the court on the initiative of the parties. When the case starts, the witnesses are asked to leave the courtroom. They are called in by the barristers. On giving evidence the witness must not leave the court to prevent his mixing with later witnesses.

Evidence is given in the witness box (in the dock). Before a witness goes into it, he is required to swear an oath⁶, with his hand on the Bible.

A witness may tell only what he himself knows to be true. He must describe what he saw, but not what he heard from other persons. Under English law, the so-called «hearsay» evidence is not generally taken into consideration.

¹ In London there are four Inns of Court: Gray's Inn, Lincoln's Inn, the Middle Temple and the Inner Temple. All English barristers must belong to these professional associations. The Inns function as clubs, restaurants, libraries, disciplinary bodies and landlords of the offices («chambers») in which all barristers work.

² gown – зд. судейская мантия

³ summing-up – суммирование показаний свидетелей и прочих доказательств, их анализ

⁴ The collective name for the whole body of judges in England is «the BENCH».

⁵ burden – бремя

⁶ to swear an oath [ouθ] – дать клятву, присягу

III. Answer these questions.

1. Who are the participants of a criminal trial?
2. What is the difference between the work of a solicitor and the work of a barrister?
3. Who presides over the court in England?
4. What are the functions of a judge?
5. What cases are tried by magistrates?
6. What are the duties of advocates in court?
7. Who gives evidence in court?
8. What are the peculiarities of returning a verdict by a jury?
9. On which party does the burden of proof in criminal cases rest?
10. What kinds of crimes do you happen to know?
11. What kinds of punishments imposed on the convicts do you know?
12. What may a witness tell?
13. Have you ever been at a trial?
14. Have you ever been a party (a witness) in a civil trial?
15. Has a convicted person the right to lodge a complaint?
16. In what cases are people taken to custody?
17. Who passes the sentence on the accused in the British court?
18. What rights do the people's assessors in Belarus enjoy?
19. Is the public admitted to the courtroom when a criminal case is tried? In what cases do the proceedings go behind the closed doors?
20. What punishment might be imposed on a witness if he does not tell the truth?
21. What Russian (American, British, French, etc.) film depicting a court trial would you like to single out?

УЭ-6

IV. Match English and Russian equivalents:

- | | |
|------------------------------|---------------------------------------|
| 1. King's (Queen's) Counsel | a. толковать закон |
| 2. to conduct the proceeding | b. бремя доказывания |
| 3. to interpret the law | c. место для свидетелей |
| 4. to pass a sentence | d. вести судебный процесс (заседание) |

5. burden of proof	e. королевский адвокат
6. witness box	f. показания, основанные на слухах
7. innocent	g. вынести приговор
8. hearsay evidence	h. единогласный, единодушный
9. to take into consideration	i. невиновный
10. unanimous	j. принимать во внимание

V. Read the text again, define the key words and expressions and compose the plan using them. Retell the text according to your plan.

VI. Memorize these dialogues.

1

- Have you heard anything *about* the *burglary* at the *Browns*?
- Why, yes. The news of it came as a bolt from the blue¹. Poor Browns.
- Well, they may hope for *getting back* the stolen *things*, as the police have detained *a man* suspected of committing *the crime*.
- Oh, how nice! Poor chap! He is sure *to be sentenced* to some *terms of imprisonment* if he's found guilty.
- Yes, if he's found guilty ... The fact is that so far *the accused denies* his *guilt* and says he can easily *set up his alibi*.

2

- *George*: I hear you've lost that *inheritance* case you told me about.
- Yes, *dad*. As the bad luck had it I did.
- Civil cases are not your strong point, I must say.
- Well, I don't know. At first everything went off without a hitch² and we seemed to tip the scales in our favour, but when the *other party* played its last card – *the copy of the will*³ – it became clear we would lose.
- I see. What was the apple of discord⁴?
- *Two gentlemen* could not reach an agreement as to who was to inherit the *villa* left by their *distant relative*.
- Won't it damage your reputation as a lawyer?
- I think not very much.

¹ as a bolt from the blue: quite unexpectedly

² to go off without a hitch – идти гладко, без сучка и задоринки

³ will – завещание

⁴ the apple of discord – яблоко раздора

VII. Supply suitable words.

A person who

<ul style="list-style-type: none">– conducts a trial and passes the sentence– has a first-hand knowledge of the event and gives evidence under oath in court– brings a suit against another person– in cooperation with other persons is to decide the truth of the case tried before the judge– helps in a crime or who keeps a crime secret– acts for the state in prosecuting criminals– is appointed to try small offences in Britain– breaks laws– is believed or suspected of committing a crime and brought before the court– suffers from an offence– assists the people's judge in the Republic of Belarus in trying a case and enjoying with the latter equal rights in passing a sentence– steals something out of your pocket in a crowded street or bus	is called
---	-----------------

УЉ-7

VIII. Dramatize this dialogue.

CROSS-EXAMINATION

Barrister (for the defence): You were on duty on the night of November the tenth?

Police constable Wilkins: Yes

B.: Where were you at 2.30 a. m.?

W.: I was in the High Street.

B.: Did you see anyone in the High Street at that time?

W.: Yes, I did.

B.: Can you tell the Court whom you saw?

W.: I saw the prisoner.

B.: Where was the prisoner, when you saw him?

W.: He was outside the post office.

B.: Could you see what he was doing?

W.: He was climbing out of a broken window of the post office.

B.: How far from the post office were you when you saw the accused?

W.: About 50 yards.

B.: You said it was 2.30 a. m. How could you see what the man was doing at that distance?

W.: It was a moonlight night. There was a full moon.

B.: Did the prisoner run away when he heard you coming?

W.: He didn't hear me coming.

B.: He didn't hear you coming? Police constables wear very heavy boots, don't they?

W.: Yes, they do.

B.: Were you wearing heavy boots on that occasion?

W.: I was.

B.: The High Street has stone pavements, I believe.

W.: Yes.

B.: Heavy boots make quite a lot of noise on stone pavements?

W.: Yes, they do.

B.: But the accused did not run away. Do you really believe that he didn't hear you coming?

W.: He didn't hear me coming. I caught him just as he had climbed out of the window.

B.: Do you expect the jury to believe that you could not be heard and that there was no time for the accused to run away?

W.: I was on a bicycle at the time. Rubber tyres do not make a noise.

(after A. S. Hornby)

B. CONVERSATIONAL PRACTICE

IX. Speak on the topic «Participants of a law-court trial».

X. Discuss:

§ 1

According to British laws a person cannot be tried twice or more times on the same charge. If he has been tried and found not guilty he may not be brought before a court again even if new evidence of great importance has been obtained to prove his guilt.

It seems illogical. What do you think about it?

§ 2

There is a custom in many countries requiring judges, prosecutors and lawyers to wear gowns and even wigs¹ (as in England).

Special attention is paid to the way the courtrooms are furnished. The judge (or a panel of judges) must sit on an elevated platform and in any way he must sit physically higher than other participants of the trial including the state prosecutor. They cite one instance of cancelling a sentence on the ground that the case was heard in improper conditions when the judge and the prosecutor sat physically on the same level.

What do you think about the meaning of all these details?

§ 3

The law is not something that can be changed at will. Laws should govern people and not vice versa.

People are equal before the law.

Dura lex, sed lex (Strict is the law, but a law) – is a saying of Ancient Rome. «The law is the last result of human wisdom acting upon human experience for the benefit² of the public» – these words belong to the celebrated English author and linguist Samuel Johnson.

In those and many other sayings is reflected people's respect and worship of laws and justice. There is a widely spread belief that observance of laws is a guarantee against injustice.

Still, this is only one side of the matter. The problem is whether the social and state system of a country itself prevents abuses of power and guarantees the right way of administering justice³. In bourgeois society the formula «All are equal before the law» is not effective though it is proclaimed in constitutions. «Laws,» wrote Jonathan Swift, «are like cobwebs⁴, which may catch small flies, but let wasps and hornets⁵ break through.»

Yet there are instances when laws are illegal themselves. Take for example numeral apartheid acts in the South African Republic. They are rightly rejected by the African majority of the country. Such laws cannot deserve respect and they should be abolished.

What can you say commenting on all these problems?

¹ wig – парик

² benefit – польза, благо

³ to administer justice – отправлять правосудие

⁴ cobweb ['kɒbweb] паутина

⁵ wasp [wɒsp] оса; hornet шершень

XI. Give definitions of the following notions.

- | | |
|--------------|--------------------|
| 1. jury | 5. acquittal |
| 2. plaintiff | 6. barrister |
| 3. verdict | 7. evidence |
| 4. burglary | 8. burden of proof |

УЭ-8

Review

PROGRESS TESTS
(Итоговые тесты)

TEST I (уровень знаний 3)

I. Choose the suitable suffix to form the new words:

1. disappoint; 2. jury; 3. prevent; 4. probable;
a) -or; b) -ly; c) -ment; d) -ive;

II. Choose the suitable sentence in indirect speech for the following sentences in direct speech:

1. The solicitor said: «The plaintiff came to my office yesterday.»
a) The solicitor said that the plaintiff came to his office yesterday.
b) The solicitor said that the plaintiff had come to his office yesterday.
c) The solicitor said that the plaintiff has come to his office yesterday.
2. The man asks: «Where did this girl live?»
a) The man asks where this girl lives.
b) The man asks where did this girl live.
c) The man asks where this girl lived.
3. She asked me: «Did you change your plans for summer?»
a) She asked me if I changed my plans for summer.
b) She asked me if I change my plans for summer.
c) She asked me if I had changed my plans for summer.

III. Choose the suitable form of the translation of the following sentences:

1. We were told that your brother studied at the University.
a) Нам сказали, что ваш брат учится в университете.
b) Нам сказали, что ваш брат учился в университете.
c) Нам сказали, что ваш брат будет учиться в университете.
2. The defendant believed he hadn't been guilty.
a) Ответчик полагал, что он невиновен.
b) Ответчик полагал, что он не был виновен.

IV. Choose the suitable word to fill in the blanks:

1. Mr. Brown was glad that he had been ... for this post.
a) added; b) conducted; c) explained; d) appointed;
2. I was sure the defendant was
a) glad; b) guilty; c) inquisitive; d) superior;
3. The ... said he would give his advice next day.
a) judge; b) barrister; c) solicitor; d) jurior;

4. A barrister may be

- a) counsel for the prosecution; b) judge; c) solicitor; d) jurior.

V. Choose the suitable ending for the following sentences:

1. The solicitors are ...

- a) lawyers who speak at the court;
b) justices of the peace;
c) lawyers who give advice to non-professional clients;
d) lawyers who can wear a silk gown;

2. A barrister must pass the special legal exams and become ...

- a) a counsel for the plaintiff;
b) Queen's Counsel;
c) a junior barrister;
d) a member of legal corporation;

3. The judges are appointed from ...

- a) barristers;
b) solicitors;
c) Queen's Counsels;
d) jurors.

VI. Choose the words corresponding to the given definitions:

1. Decision reached by a jury on a question of fact in a law case.

- a) information; b) verdict; c) judgement; d) advice.

2. Person who brings an action at law.

- a) defence counsel; b) defendant; c) counsel for the prosecution; d) plaintiff.

TEST II (уровень знаний 4)

I. Choose the suitable sentence in indirect speech for the following sentences in direct speech:

1. «I'm waiting for my exam results,» Jane said.

- a) Jane said she was waiting for her exam results.
b) Jane said she has been waiting for her exam results.
c) Jane said she had waited for her exam results.

2. «Have your passports ready, please,» the customs officer told us.

- a) The customs officer told us have your passports ready.
b) The customs officer told us had your passports ready.
c) The customs officer told us to have our passports ready.

3. «Why didn't the police report the crime?» the judge asked.
- The judge inquired why the police hadn't reported the crime.
 - The judge inquires why hadn't the police reported the crime.
 - The judge inquired why didn't the police report the crime.

II.

Court personnel

A. Below are 10 people (or groups of people) who work in the different courts. Can you find them in the word square below?

C	J	U	G	U	I	O	P	P	P	P	O	M	T
H	N	O	E	U	Z	V	U	P	L	F	T	N	P
G	L	O	M	C	V	U	Q	J	B	L	R	E	R
N	A	S	A	D	R	T	J	U	D	G	E	N	O
C	H	I	G	E	T	Y	T	R	B	O	C	P	S
J	U	D	I	C	I	A	R	Y	A	S	O	Y	E
P	L	E	S	F	L	E	S	F	T	A	R	Y	C
M	O	L	T	A	X	R	T	E	V	B	D	A	U
A	B	A	R	R	I	S	T	E	R	G	E	L	T
T	E	R	A	A	T	H	I	L	K	G	R	G	O
A	N	O	T	H	E	T	M	P	L	O	X	C	R
A	C	L	E	R	K	M	L	O	I	R	T	U	K
C	H	Y	H	A	N	B	C	T	P	O	L	T	Z
X	P	L	E	P	R	E	S	I	D	E	N	T	A

B. Now complete the following text choosing from the words in the square.

The judiciary are perhaps the most prominent amongst those involved in running the court. The largest group of _____ are _____, ordinary citizens who are not legal professionals but are appointed to ensure that the local community is involved in the running of the legal system. They sit as a group of three (as a «_____»). Magistrates sit with a legally qualified _____, who can advise on points of law. A case is presented by the _____, who takes over the case from the police who have already charged the defendant (or accused) with specified crimes.

In the upper courts, the judges are almost all former _____. But many cases are also heard by _____ – part-time barristers from private practice. The Crown Court _____ consists of 12 persons, aged 18 to 70.

ЛИСТОК КОНТРОЛЯ

УЭ-1

Entry Test (Входной тест)

- | | |
|------|-------|
| 1. a | 6. a |
| 2. b | 7. c |
| 3. c | 8. b |
| 4. a | 9. b |
| 5. b | 10. a |

УЭ-2

Ex. 1

1. Mary was writing a letter
2. ... the burglars had escaped.
3. ... I have been waiting for you for half an hour.
4. She asked me where I was going.
5. The money was stolen by a thief.
6. Where is the boy who you were looking at?
7. He didn't know why they didn't come.
8. The policeman asked who had left that car there.

Ex. 2

1. was; 2. knows; 3. had discussed; 4. had run; 5. had translated; 6. was;
7. would become; 8. had finished; 9. could appear.

УЭ-3

Ex. 5

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. b | 7. b |
| 2. b | 4. a | 6. b | 8. b |

Ex. 6.

1. *He said that* an arrested person had a statutory right to consult a solicitor.
2. *He said that* he had represented professional interests of the police service in a trade union the previous year.
3. *I informed him that* yesterday morning I had been thinking about the job offer.
4. *I said that* he had been found in the trunk of a parked car.

5. *I told him that* I would rely on his experience in this matter.
6. *I told them that* he had been murdered by the terrorists because his company had made a secret deal with the terrorists.
7. *The police asked* where I had been when the car had hit the lady.
8. *The thief admitted that* he had stolen the money.
9. *I asked him* what company he would work for.
10. *She told me* to supervise any case involving death or serious injury.

Ex. 7.

1. I told the policeman that I had seen the thief in the garden.
2. The inspector asked who had caused the accident.
3. Jack asked the policeman to tell him the time.
4. He wondered what issues the President would discuss at the summit the following week.
5. The officer ordered the sergeant to release the prisoners.
6. Ann asked me if there were two chambers in all legislatures.
7. The policeman asked me where I had lost my wallet.
8. Jane asked me how members of the legislature voted in my country.

Ex. 8.

1	2	3	4	5	6
b	b	b	a	b	b

УЭ-4

Ex. 9.

Example answers:

Judge told the accused that he had stolen eggs from that man's store and asked him

The accused said that he had taken them by mistake.

Ex. 10

Example answers:

A stranger said to the Queen: «Don't call for help.»

The Queen: «I ask you to leave the Palace.»

Man: «.....»

The Queen: «.....»

Reading for General Understanding

Text «*The man who escaped*». (Episode 15)

УД-5

Vocabulary and Word Study

I.

Making up short conversations.

II.

Reading the text «Participants of a Trial»

Reading for Detail and Language Study.

III.

Oral practice

УД-6

IV. 1 – e; 2 – d; 3 – a; 4 – g; 5 – b; 6 – c; 7 – i; 8 – f; 9 – j; 10 – h.

V.

Making up the plan

Oral practice

VI.

Oral practice

VII.

- | | |
|----------------|----------------------|
| – a judge; | – magistrate; |
| – a witness; | – a criminal; |
| – a plaintiff; | – a suspect; |
| – a juror; | – a victim; |
| – accomplice; | – people’s assessor; |
| – prosecutor; | – pick-pocket. |

УД-7

VIII.

Dramatizing the dialogue «Cross-examination»

IX.

Speaking practice

X.

Discussing

Conversational practice

XI.

1. **jury** – a body of persons (usually 12) who decide the facts of a *case* (usually *criminal*) and give a decision of *guilty* or *not guilty* called a verdict.
2. **plaintiff** – the person who takes *legal* action against somebody (called the *defendant*) in a *civil case*.
3. **verdict** – a judge or jury's decision on a matter submitted to them in trial.
4. **burglary** – the *crime* of entering a building without the permission of the owner, with the intention of stealing, causing grievous bodily harm.
5. **acquittal** – judgement that a person is not guilty of the crime with which he has been charged.
6. **barrister** – (in English law) lawyer who has the right to speak and argue as an advocate in higher lawcourts; (in Scotland «advocate») is a member of the legal profession who has been «called to the Bar»; s/he can normally only deal with clients through a *solicitor*.
7. **evidence** – in *Criminal law* the evidence is everything (objects, statements, documents) which helps to show how a *crime* happened.
8. **burden of proof** – the duty of a party in a civil lawsuit to present sufficient proof to establish a disputed fact.

УЭ-8

Review

УЭ-9

PROGRESS TESTS

(Итоговые тесты)

TEST I (уровень знаний 3)

I. 1 – c, 2 – a, 3 – d, 4 – b.

II. 1 – b, 2 – c, 3 – c.

III. 1 – a, 2 – b.

IV. 1 – d, 2 – b, 3 – c, 4 – a.

V. 1 – c, 2 – d, 3 – a.

VI. 1 – b, 2 – d.

TEST II (уровень знаний 4)

I. 1 – a, 2 – c, 3 – a.

II.

Court personnel

A

C	J	U	G	U	I	O	P	P	P	P	O	M	T
H	N	O	E	U	Z	V	U	P	L	F	T	N	<i>P</i>
G	L	O	<i>M</i>	C	V	U	Q	<i>J</i>	B	L	<i>R</i>	E	<i>R</i>
N	A	S	<i>A</i>	D	R	T	<i>J</i>	<i>U</i>	<i>D</i>	<i>G</i>	<i>E</i>	N	<i>O</i>
C	H	I	<i>G</i>	E	T	Y	T	<i>R</i>	B	O	<i>C</i>	P	<i>S</i>
<i>J</i>	<i>U</i>	<i>D</i>	<i>I</i>	<i>C</i>	<i>I</i>	<i>A</i>	<i>R</i>	<i>Y</i>	A	S	<i>O</i>	Y	<i>E</i>
P	L	E	<i>S</i>	F	L	E	S	F	T	A	<i>R</i>	Y	<i>C</i>
M	O	L	<i>T</i>	A	X	R	T	E	V	B	<i>D</i>	A	<i>U</i>
A	<i>B</i>	<i>A</i>	<i>R</i>	<i>R</i>	<i>I</i>	<i>S</i>	<i>T</i>	<i>E</i>	<i>R</i>	G	<i>E</i>	L	<i>T</i>
T	<i>E</i>	R	<i>A</i>	A	T	H	I	L	K	G	<i>R</i>	G	<i>O</i>
A	N	O	<i>T</i>	H	E	T	M	P	L	O	X	C	<i>R</i>
A	<i>C</i>	<i>L</i>	<i>E</i>	<i>R</i>	<i>K</i>	M	L	O	I	R	T	U	K
C	<i>H</i>	Y	H	A	N	B	C	T	P	O	L	T	Z
X	P	L	E	<i>P</i>	<i>R</i>	<i>E</i>	<i>S</i>	<i>I</i>	<i>D</i>	<i>E</i>	<i>N</i>	<i>T</i>	A

B

The *judiciary* are perhaps the most prominent amongst those involved in running the court. The largest group of *judges* are *magistrates*, ordinary citizens who are not legal professionals but are appointed to ensure that the local community is involved in the running of the legal system. They sit as a group of three (as a '*bench*'). Magistrates sit with a legally qualified *clerk*, who can advise on points of law. A case is presented by the *prosecutor*, who takes over the case from the police who have already charged the defendant (or accused) with specified crimes.

In the upper courts, the judges are almost all former *barristers*. But many cases are also heard by *recorders* – part-time barristers from private practice. The Crown Court *jury* consists of 12 persons, aged 18 to 70.

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (<i>понимание</i>)	1. Входной контроль (Entry Test) 2. Упражнения (Exercises)	100	10
		99 – 96	9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	2
		60 и менее	1 – 0
III (<i>применение</i>)	1. Упражнения Exercises (Review) 2. Итоговый контроль (Progress Test I)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
		55 и менее	1 – 0
IV (<i>перенос, обобщение, систематизация</i>)	3. Итоговый контроль (Progress Test II)	100 – 96	10
		95 – 91	9
		90 – 86	8
		85 – 81	7
		80 – 76	6
		75 – 71	5
		70 – 66	4
		65 – 61	3
		60 – 56	2
		55 и менее	1 – 0

ТЕСТЫ ДЛЯ ИТОГОВОГО КОНТРОЛЯ ДЛЯ ОПРЕДЕЛЕНИЯ УРОВНЯ СФОРМИРОВАННОСТИ НАВЫКОВ И УМЕНИЙ ИНОЯЗЫЧНОГО ПРОФЕССИОНАЛЬНО- ОРИЕНТИРОВАННОГО ЧТЕНИЯ

Progress TEST 1 (Intermediate)

Внимательно прочитайте текст и будьте готовы выполнить задания.

Text

(1) Most countries make a rather clear distinction between civil and criminal procedures. For example, an English criminal court may force a defen-

defendant to pay a fine as punishment for his crime, and he may sometimes have to pay the legal costs of the prosecution. But the victim of the crime pursues his claim for compensation in a civil, not a criminal, action.

(2) The standards of proof are higher in a criminal action than in a civil one since the loser risks not only financial penalties but also being sent to prison (or, in some countries, executed). In English law the prosecution must prove the guilt of a criminal «beyond reasonable doubt» but the plaintiff in a civil action is required to prove his case «on the balance of probabilities». Thus, in a criminal case a crime cannot be proven if the person(s) judging it doubt the guilt of the suspect and have a reason (not just a feeling or intuition) for this doubt. But in a civil case, the court will weigh all the evidence and decide what is most probable.

(3) Criminal and civil procedures are different. Although some systems, including the English, allow private citizen to bring criminal prosecution against another person, criminal actions are nearly always started by the state. Civil actions, on the other hand, are usually started by individuals. Some courts such as the English Court and the Japanese Family court deal with both civil and criminal matters. Others such as the English Crown Court deal exclusively with one or the other.

(4) In Anglo-American law the party bringing a criminal action (that is, in most cases, the state) is called the prosecution but the party bringing a civil action is the plaintiff. In both kinds the other party is known as the defendant. A criminal case against a person called Mr. Sanchez would be described as «The People vs. (= versus or against) Sanchez» in the United States and «R. (Regina, that is, the Queen) vs. Sanchez» in England. But a civil action between Mr. Sanchez and Mr. Smith would be «Sanchez vs. Smith» if it was started by Mr. Sanchez, and «Smith vs. Sanchez» if it was started by Mr. Smith.

(5) Evidence from a criminal trial is not necessarily admissible as evidence in a civil action about the same matter. For example, the victim of a road accident does not directly benefit if the driver who injured him is found guilty of the crime of careless driving. He still has to prove his case in a civil action. In fact he may be able to prove his civil case even when the driver is found not guilty in the criminal trial.

(6) Once the plaintiff has shown that the defendant is liable, the main argument in a civil court is about the amount of money or damages which the defendant should pay to the plaintiff.

standard of proof – степень убедительности доказательств

loser – потерпевший, пострадавший

penalty – штраф, наказание

admissible – допустимый, приемлемый

Задания к тексту

1. *В соответствии с содержанием абзаца (1) укажите правильный перевод подчеркнутых слов.*

Distinction – деление, решение, различие (отличие)

Defendant – ответчик, истец, защитник

Fine – прекрасный, штраф, изящный

Victim – соучастник, преступник, жертва (потерпевший)

Claim – возражение, иск, претендовать

2. *Укажите предложение на русском языке, которое наиболее точно передает смысл 3-го предложения (1) абзаца.*

a) Жертве преступления выплачивается компенсация, как в гражданском, так и в уголовном деле.

b) Потерпевший предъявляет иск о возмещении (ущерба) в гражданском, а не в уголовном деле.

c) Ответчик выплачивает компенсацию в гражданском деле.

3. *На какой вопрос можно найти ответ во (2) абзаце?*

a) Как называются стороны, участвующие в гражданском деле?

b) В каких делах степень убедительности доказательств более высокая?

c) Какие суды в Великобритании рассматривают как гражданские, так и уголовные дела?

4. *Говорится ли в (3) абзаце о том, кто обычно возбуждает уголовное дело?*

Да

Нет

5. *Внимательно прочитайте абзац (3). Заполните пропуски словами на русском языке, которые соответствуют содержанию абзаца.*

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

6. *Укажите вопрос, ответ на который можно найти в (4) абзаце.*

a) What is the main argument in a civil court about?

b) How is the party bringing a civil action called in English law?

c) What matters does English Crown Court deal with?

7. *Выберите правильный вариант ответа.*

The loser in a criminal action risks

a) to be cross-examined.

b) to be sent to prison.

c) to be convicted.

English Magistrate Courts try

- a) only civil matters.
- b) criminal cases.
- c) both civil and criminal matters.

The party bringing a criminal action is called

- a) a plaintiff.
- b) a defendant.
- c) a prosecution.

A civil action between Mr. Smith and Mr. Sanchez would be described as

- a) «R. vs. Smith».
- b) «Smith vs. Sanchez».
- c) «The People vs. Smith and Sanchez».

The main argument in a civil court is about the amount of money which the defendant should pay to

- a) the defence counsel.
- b) the plaintiff.

8. «Costs» – абзац (1) – означает

- a) prices.
- b) expenses.
- c) profits.
- d) sources.

9. «Injured» – абзац (5) – означает

- a) hurt.
- b) worried.
- c) killed.
- d) broken.

10. «Liable» – абзац (6) – означает

- a) honest.
- b) responsible.
- c) noble.
- d) reliable.

11. *Подчеркните номера абзацев, которые содержат главную информацию (мысль) текста.*

1 2 3 4 5 6

12. *Просмотрите текст и скажите, о чем он. Какой из предложенных вариантов наиболее полно раскрывает содержание текста?*

Text tells us about

- a) the standards of proof in criminal action.
- b) the parties in criminal and civil actions.
- c) the differences in criminal and civil procedures.
- d) the main argument in a civil court.

13. Выберите заголовок, который соответствует содержанию текста

- a) Peculiarities of Anglo–American Law.
- b) «The People vs. Sanchez».
- c) The standards of proof in criminal and civil actions.
- d) Differences in procedure.

14. Расположите пункты плана согласно содержанию текста, обозначив их цифрами и вычеркнув ненужное.

- The main categories of Criminal Law.
- Who starts civil / criminal action.
 - The standards of proof.
 - Distinction between criminal and civil procedures.
- Parties in criminal / civil actions.
- «R. vs. Smith». What does it mean?
- Admissibility of evidence.
- The main argument in a civil court.

Progress TEST 2 (Upper Intermediate)

Внимательно прочитайте текст и будьте готовы выполнить задания.

Text

(1) Crime is categorized as a part of public law – the law regulating the relations between citizens and the state. Crimes can be thought of as acts, which state considers to be wrong and which can be punished by the state. There are some acts, which are crimes in one country but not in another. For example, it is a crime to drink alcohol in Saudi Arabia, but not in Egypt. It is a crime to have more than one wife at the same time in France, but not in Indonesia. In general, however, there is quite a lot of agreements among states as to which acts are criminal.

(2) In many legal systems it is an important principle that a person cannot be considered guilty of a crime until the state proves he committed it. The suspect himself need not prove anything, although he will of course help himself if he can show evidence of his innocence. The state must prove his guilt according to high standards and for each crime there are precise elements, which must be proven. In codified systems these elements are usually recorded in statutes. In common law systems the elements of some crimes are detailed in statutes; others, known «common law crimes», are still described mostly in case law.

(3) There are usually two important elements to a crime: (i) the criminal act itself; and (ii) the criminal state of mind of the person when he committed the act. In Anglo-American law these are known by the Latin terms of (i) Actus

Reus and (ii) Mens Rea. The differences between these terms can be explained by using the crime of murder as an example.

(4) In English law there is a rather long common law definition of murder: The unlawful killing of a human being under the Queen's Peace, with malice aforethought, so that the victim dies within a year and a day.

(5) Malice aforethought refers to the mens rea of the crime and is a way of saying that the murderer intended to commit a crime. Of course, the court can never know exactly what was in the head of the killer at the time of the killing, so it has the difficult task of deciding what his intentions must have been.

(6) There is a different definition of a mens rea for each ..1.. Sometimes the defendant must have intended to do a particular thing. In murder, however, the ..2. need not have intended to ..3. , but just to have wounded someone seriously. In some ..4., a defendant has been found ..5. if he killed someone because of recklessness – not caring about the dangers.

(7) In general, if the prosecution fails to prove either actus or ..6. , the court must decide there was no crime and the ..7. is over.

Actus Reus – виновное действие (объективная сторона противоправного действия)

Mens Rea – виновная воля, вина

malice aforethought – заранее обдуманый злой умысел, злое предумышление

recklessness – неосторожность

Задания к тексту

1. *В соответствии с содержанием абзаца (2) укажите правильный перевод подчеркнутых слов.*

Suspect – соучастник, подозреваемый, осужденный

Innocence – несправедливость, невиновный, невиновность

Precise – точный, предшествующий, председательствовать

State – положение, штат, государство

Guilt – обвинение, вина, признавать виновным

2. *Укажите предложение на русском языке, которое наиболее точно передает смысл 2-го предложения (1) абзаца.*

а) Преступлениями считаются действия (деяния), признанные государством незаконными (противоправными) и наказуемые им.

б) Преступления – это правонарушения против государства и его граждан.

в) Преступлениями считаются такие акты, которые являются несправедливыми (неправильными) и могут быть наказаны государством.

3. *Говорится ли в (3) абзаце о том, кто должен доказывать вину подозреваемого в совершении преступления?*

Да

Нет

4. *На какой вопрос можно найти ответ в (3) абзаце?*

- a) Какие отношения регулируются государственным правом?
- b) Может ли обвиняемый быть признан виновным, если он совершил убийство по неосторожности?
- c) Какими латинскими терминами названы важные элементы преступления и что они означают?

5. *Укажите вопрос, ответ на который можно найти в (5) абзаце.*

- a) What can't the court know exactly about the murderer?
- b) Where are «common law crimes» still described?
- c) What must the court decide if the prosecution fails to prove either actus or mens?

6. *Внимательно прочитайте абзацы (6) и (7). Заполните пропуски словами на русском языке, которые соответствуют содержанию абзацев.*

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

7. *Выберите правильный вариант ответа.*

For each crime there are precise elements which must be

- a) examined
- b) proven
- c) determined

In codified systems elements of crimes are usually recorded in

- a) case law
- b) Constitution
- c) statutes

A person cannot be considered guilty of a crime of a crime until

- a) the state proves he committed it
- b) the defence counsel protects him
- c) he shows evidence of his innocence

The criminal act itself is known by Latin term of

- a) Actus Reus
- b) Mens Rea
- c) Nemo dat

The court has the difficult task of deciding what killer's must have been.

- a) feelings;
- b) intentions;
- c) thoughts;

8. 'Crime' – абзац (1) – означает

- a) offence
- b) case
- c) intention
- d) damage

9. 'Evidence' – абзац (2) – означает

- a) witness
- b) proof
- c) sentence
- d) cross-examination

10. 'Defendant' – абзац (6) – означает

- a) accomplice
- b) convict
- c) the accused
- d) prisoner

11. *Подчеркните номера абзацев, которые содержат главную информацию (мысль) текста.*

1 2 3 4 5 6 7

12. *Просмотрите текст и скажите, о чем он. Какой из предложенных вариантов наиболее полно раскрывает содержание текста?*

Text tells us about

- a) agreements among states as to which acts are criminal
- b) definition of murder in English law
- c) crime as a category and elements of proof of a crime
- d) the differences between Actus Reus and Mens Rea

13. *Выберите заголовок, который соответствует содержанию текста*

- a) Guilty or not guilty.
- b) Elements of proof of a crime.
- c) Common law crimes.
- d) Evidence of innocence.

14. *Расположите пункты плана согласно содержанию текста, обозначив их цифрами и вычеркнув ненужное.*

- Important principle in legal system.
- The main categories of civil law.
- Who proves the guilt of the suspect
- What is a crime?
- Two elements of a crime.
- Differences between Actus Reus and Mens Rea.
- Malice aforethought = Mens Rea.
- If the prosecution proves neither Actus nor Mens...
- How to lodge an appeal.

УЧЕБНЫЙ БЛОК № 6

Источники права (The sources of law)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (доп. лит-ра)
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none"> 1. Формирование умений: <ul style="list-style-type: none"> – изучающего и ознакомительного чтения в рамках темы «The sources of law law» – монологического высказывания в рамках темы «The sources of law» – лексических навыков чтения и говорения в рамках темы «The sources of law» – грамматических навыков чтения и перевода конструкций с Причастием I, II 2. Контроль уровня сформированности навыков и умений самостоятельно, в группах, в парах, по листку контроля. 	
УЭ-1	<p>Цель: Входной контроль знаний основных юридических понятий и перевода грамматических конструкций с Причастиями I, II в рамках темы «The sources of law».</p> <ol style="list-style-type: none"> 1. Внимательно ознакомьтесь с основными юридическими и грамматическими понятиями данного модуля. 2. Выполните входной Test I (Entry Test I). 3. Выполните входной Тест II (Entry Test II). 4. Проверьте правильность выполнения тестов и оцените свою работу по схеме уровня знаний. 	Используйте англо-русский юридический словарь
УЭ-2	<p>Цель: формирование лексических навыков чтения и говорения в рамках подтемы «<i>Introduction to law – basic terms and basic concepts</i>».</p> <ol style="list-style-type: none"> 1. Выполните упр. 1 – 4. 2. Проверьте правильность выполнения упражнений. 3. Проанализируйте ошибки. 4. Оцените свою работу по схеме уровня знаний. 	Используйте англо-русский юридический словарь. Работайте в группах, парах.
УЭ-3	<p>Цель: формирование лексических навыков чтения и говорения в рамках темы: «<i>The sources of law</i>».</p> <ol style="list-style-type: none"> 1. Выполните упр. 1 – 15. 	

	<p>2. Проконсультируйтесь с англо-русским юридическим словарем.</p> <p>3. Проверьте правильность выполнения по листку контроля.</p>	Используйте англо-русский юридический словарь.
УЭ-4	<p>Цель: формирование умений изучающего чтения и говорения в рамках подтемы «<i>English law</i>».</p> <p>1. Выполните упр. 1 – 4.</p>	Используйте англо-русский юридический словарь.
УЭ-5	<p>Цель: формирование лексических навыков говорения в рамках подтемы «<i>The British Constitution</i>».</p> <p>1. Выполните упр. 1 – 4.</p>	Используйте англо-русский юридический словарь.
УЭ-6	<p>Цель:</p> <ul style="list-style-type: none"> – формирование умений ознакомительного и изучающего чтения в рамках подтемы «<i>The British Constitution</i>» – формирование грамматических навыков перевода в рамках грамматического явления «<i>Participles I, II</i>» <p>1. Выполните упражнения 1 – 3.</p> <p>2. Выполните упр. 4 – 7.</p> <p>3. Выполните упр. 8.</p>	Используйте англо-русский юридический словарь. Изучите теоретические положения о грамматическом явлении « <i>Participles I, II</i> » Работайте самостоятельно в парах
УЭ-7	<p>Цель: формирование умений монологического высказывания в рамках подтемы «<i>The British Constitution</i>».</p> <p>1. Выполните упр. 1-5 2.Прочитайте текст «<i>The man who escaped</i>»(Episode 17 ;18)</p>	Используйте материалы юридических текстов данного модуля
УЭ-8	<p>Цель: контроль уровня сформированности:</p> <ul style="list-style-type: none"> – навыков узнавания юридических терминов и соотнесения со значением. – умений изучающего и ознакомительного чтения текстов юридического характера в рамках темы «<i>The Sources of Law</i>»; – монологического и диалогического высказываний в рамках подтем: «<i>Introduction to Law – basic concepts</i>», «<i>English Law</i>», «<i>The British Constitution</i>». – грамматических навыков чтения и перевода грамматических конструкций с Причастиями I, II. 	Работайте письменно самостоятельно

Упражнения к учебным элементам блока № 6

УЭ-1

Основные юридические понятия блока (*Main Law Ideas of the Block*)

<i>Law</i>	(is a countable noun.) Lawyer is a wide term which refers to all professionals working in the legal profession: it doesn't refer to a specific job.
<i>Legislation</i>	(is an uncountable noun) законодательство
<i>The sources of law</i>	Law has its origins in the early developments of civilized society, and through time there have been major influences on the laws that we follow today. (Источники права)
<i>Common law</i>	has been adopted by many Commonwealth countries and most of the United States. (Общее право)
<i>Roman Law</i>	or Continental (Римское право) – has developed in most of continental Europe, Latin America.
<i>Napoleonic Code</i>	or The Code Napoleon (Кодекс Наполеона)
<i>The Ten Commandments</i>	Десять заповедей

Entry Test I (Входной тест I)

I. Answer the following questions.

1. How many main traditions of law are there in the world?
2. What are they?
3. What countries have these traditions of law developed.
4. In what way do Common Law systems, particularly that of England differ from the Continental law systems of Western Europe and Latin America?

Основные грамматические понятия блока (*Main grammar ideas of the block*)

II. Вспомните образования причастий.

Participle I + основа глагола + суффикс –ing:
to read – reading; to make – making

Participle I может употребляться как определение, так и обстоятельство.

Переводится на русский язык:

а) причастием на *-ущий, -ющий, -ащий*;

б) причастным оборотом или определительным придаточным предложением: a laughing man – смеющийся человек:

Кроме того, Participle I переводится иногда деепричастием (Reading your translation I found one mistake – Читая Ваш перевод, я нашел одну ошибку), обстоятельственным придаточным предложением (Be carefully when crossing the road – Когда переходишь дорогу, будь внимателен), существительным с предлогом «при», «во время» (I cut myself shaving – Во время бритья / когда я брился, я порезался).

Participle II образуется следующим образом.

а) правильные глаголы – основа глагола + ed. например: examined – проэкзаменованный, опрошенный, рассмотренный, расследованный:

б) неправильные глаголы меняют свою корневую гласную. Это 3-я форма глагола, которую рекомендуется заучивать. Например: written constitution – писаная конституция, a stolen car – украденный автомобиль.

Entry Test II (Входной тест II)

1. Translate the sentences

a) The policemen investigating the robbery are looking for two men.

b) Do you know the girl talking to Tom?

УЭ-2

Vocabulary. Reading practice.

Введение в право: основные концепции

(Introduction to Law: Basic Terms and Basic concepts)

1. Read these terms and try to memorize their meaning

<i>authority</i>	1. власть, полномочие (зд) 2. орган власти 3. источник права, закон
<i>court</i>	1. суд, судья, судьи, судебное присутствие.

<i>govern</i>	1. управлять 2. руководить 3. регулировать, регламентировать
<i>judge</i>	1. судья // судить, выносить приговор 2. арбитр; эксперт // быть экспертом
<i>law enforcement agency</i>	1. правоприменяющий орган 2. орган исполнения судебных решений и приговоров 3. орган юстиции 4. полицейский орган
<i>lawyer</i>	юрист; адвокат, консультант по вопросам права, юрисконсульт.
<i>legal action</i>	судебный иск
<i>legal system</i>	1. правовая система 2. судебная система
<i>legislation</i>	законодательство; законодательный акт; закон; законодательная деятельность.
<i>rule</i>	1. правило устанавливать правило 2. норма права устанавливать правовую норму 3. постановление; предписание; приказ постановлять, решать 4. правление, господство, власть править 5. стоять на уровне, действовать, преобладать (о ценах, курсах); котироваться
<i>the judiciary</i>	1. суд; судебная власть; судебная система 2. судоустройство 3. лица судебной профессии; судьи; судейский корпус 4. судебный; судейский
<i>tribunal</i>	орган правосудия; судебное или арбитражное учреждение; присутствие; суд; трибунал; суд специальной юрисдикции; орган административной юстиции

2. Make sure you know all the terms in the box. Below are the definitions. Find the definition for each term. The following terms introduce you to the law and basic legal terminology.

authority	court	govern	judge
law enforcement agency	lawyers		
legal action	legal system		
legislation	rule	the judiciary	tribunal

- | | |
|---|-----------------|
| 1. a body that is appointed to make a judgment or inquiry | <u>tribunal</u> |
| 2. a country's body of judges | _____ |
| 3. an act or acts passed by a law-making body | _____ |
| 4. behavior recognized by a community | |
| as binding or enforceable by authority | _____ |
| 5. legal proceedings | _____ |
| 6. an official body that has authority to try criminals,
resolve disputes, or make other legal decisions | _____ |
| 7. an organization responsible for enforcing the law,
especially the police | _____ |
| 8. a senior official in a court of law | _____ |
| 9. the body or system of rules recognized by a community
that are enforceable by established process | _____ |
| 10. the control resulting from following a
community's system of rules | _____ |
| 11. members of the legal profession | _____ |
| 12. to rule a society and control the behavior of its members | _____ |

3. Complete the following text about basic legal concepts using the following words and phrases. Use each term once.

authority court govern judges
 law enforcement agency lawyers legal action ~~legal systems~~
 legislation rule the judiciary tribunal

Why do we have laws and legal systems? At one level, laws can be seen as a type of _____ which is meant to _____ behavior between people. We can find these rules in nearly all social organizations, such as families and sports clubs.

Law, the body of official rules and regulations, generally found in constitutions and _____, is used to govern a society and to control the behavior of its members.

In modern societies, a body with _____, such as a _____ or the legislature, makes the law; and a _____, such as the police, makes sure it is observed.

In addition to enforcement, a body of expert _____ is needed to apply the law. This is the role of _____, the body of _____ in a particular country.

Of course, legal systems vary between countries, as well as the basis for bringing a case before a court or _____.

One thing, however, seems to be true all over the world – starting a _____ is both expensive and time consuming.

4. Answer the following questions:

- How can laws be seen?
- Where can we find official rules and regulations?
- What are they used to?
- What kind of body makes the Law?
- What kind of body makes sure it is observed?
- What body is needed to apply the law?

УЭ-3

Vocabulary.

THE SOURCES OF LAW

1. Read the terms and try to memorize them

<i>Act of Parliament</i>	постановление парламента
<i>declare, v</i>	заявлять, объявлять; подать иск, изложить основания иска
<i>equity, n</i>	справедливость; право справедливости; основанный на праве справедливости: регулируемый правом справедливости
<i>legislation, n</i>	законодательство; законодательный акт; закон
<i>to make laws</i>	издавать законы
<i>to pass a law</i>	принимать, одобрять, издавать, утверждать закон
<i>according to law</i>	в соответствии с правом/законом
<i>law-maker, n/legislator, n</i>	законодатель; член законодательного органа
<i>law-breaker, n</i>	правонарушитель
<i>common law</i>	общее право
<i>judiciary law</i>	судебная практика; прецедентное судебное право
<i>legislature law</i>	законодательное право
<i>challenge, v</i>	возражать, оспаривать
<i>constitutional legality</i>	конституционная законность
<i>to come into force (law)</i>	вступать в силу (<i>о законе</i>)

<i>in force</i>	действующий, находящийся в силе, имеющий силу (<i>о правовой норме, законе</i>)
<i>no longer in force</i>	переставший действовать (<i>о законе и пр.</i>)
<i>to investigate the case</i>	расследовать/рассматривать дело
<i>predominate, v</i>	преобладать, превосходить, превалировать
<i>to collect evidence</i>	собирать улики / доказательства
<i>solemnity, n</i>	церемония; предусмотренная правовая формальность
<i>influence, v</i>	оказывать влияние, влиять, воздействовать
<i>to differ from</i>	отличаться, различаться, разниться
<i>written law</i>	писаное право
<i>written constitution</i>	писаная конституция
<i>statute, n</i>	статут, закон, законодательный акт
<i>apply, v</i>	использовать, применять
<i>to pay damages for case, n</i>	оплатить убытки (<i>за что-л.</i>)
<i>Lord Chancellor</i>	случай, судебное дело лорд-канцлер (<i>председатель Верховного Суда</i>)
<i>pursue, v</i>	возбуждать (<i>дело</i>), заявлять иск
<i>legal, adj</i>	юридический; правовой; законный
<i>determine, v</i>	определять, устанавливать, решать, разрешать (<i>спор</i>)
<i>determination, n</i>	определение, разрешение, установление; постановление (<i>суда</i>)
<i>to be vested in</i>	принадлежать
<i>enacted, adj</i>	установленный, предписанный (в законодательном порядке); принятый (<i>о законе</i>)
<i>enactment, n</i>	издание, принятие (закона), установление в законодательном порядке; законодательный/нормативный акт; правовое предписание, норма права
<i>legislative enactment</i>	законодательный акт
<i>law reports</i>	сборник судебных решений
<i>predominance, n</i>	превосходство; преобладание, господство
<i>predominant, adj</i>	преобладающий, превалирующий, превосходящий
<i>annul, v</i>	аннулировать, отменять
<i>to put in force</i>	вводить в силу, делать действительным; проводить в жизнь

<i>to remain in force</i>	оставаться в силе
<i>to have no force</i>	быть недействительным; не иметь силы
<i>sources of law</i>	источники права
<i>lawful, adj</i>	законный, правомерный
<i>lawless, adj</i>	неправомерный, противоречивый, незаконный
<i>lawlessness, n</i>	беззаконие
<i>lawfulness, n</i>	законность, правомерность
<i>law-abiding, adj</i>	законопослушный, соблюдающий
<i>plaintiff, n</i>	истец
<i>to bring a case</i>	представить дело в суд/суду; возбудить иск/обвинение/судебное дело

2. Law has its origins in the early developments of civilized society, and through time there have been major influences on the laws that we follow today. Match these sources of law with the descriptions below.

Common law	Roman law
Napoleonic Code	The Ten Commandments

_____, which evolved in the 8th century BC, was still largely a blend of custom and interpretation by magistrates of the will of the gods.

_____ evolved from the tribal and local laws in England. It began with common customs, but over time it involved the courts in lawmaking that was responsive to changes in society. In this way the Anglo-Norman rulers created a system of centralized courts that operated under a single set of laws that replaced the rules laid down by earlier societies.

_____ formed the basis of all Israelite legislation. They can also be found in the laws of other ancient peoples.

_____ refers to the entire body of French law, contained in five codes dealing with civil, commercial, and criminal law.

3. Are the following sentences about the sources of law true or false?

- 1) The Ten Commandments are based on moral standards of behavior.
- 2) In Common law, judges resolve disputes by referring to statutory principles arrived at in advance.
- 3) Roman law is based on the principle of deciding cases by reference to previous judicial decisions, rather than to written statutes drafted by legislative bodies.

4) The Napoleonic Code was introduced into a number of European countries, notably Belgium, where it is still in force. It also became the model for the civil codes of Quebec Province in Canada, the Netherlands, Italy, Spain, some Latin American republics, and the state of Louisiana.

4. Give Russian equivalents to the following words and phrases.

court, <i>n</i>	right, <i>n</i>
source, <i>n</i>	constitution, <i>n</i>
law, <i>n</i>	enactment, <i>n</i>
legislation, <i>n</i>	judge, <i>n</i>
judicial precedent	custom, <i>n</i>
parliament, <i>a</i>	specific performance
enacted law	code, <i>n</i>
principal sources	precedent, <i>n</i>
all legislative power	parliamentary sovereignty

Запомните! Note!

«Un» – преимущественно присоединяется к прилагательным/ причастиям, реже к существительным, придавая им отрицательное значение.

Example: enacted (установленный, предписанный в законодательном порядке); unenacted (неустановленный/непредписанный в законодательном порядке).

5. Give the antonyms of the words and translate them into Russian.

- | | |
|------------------|-----------------|
| a) codified – | h) punished – |
| b) written law – | i) recognized – |
| c) authorized – | j) equal – |
| d) able – | k) fair– |
| e) alienable– | l) guilty– |
| f) limited – | m) lawful – |
| g) proved – | |

6. Find in the English–Russian Law Dictionary all the compound words with the root *law* and their meaning. Make up the sentences of your own with them.

7. «To declare» means объявлять; заявлять; подать иск; изложить основания иска. What do the following derivatives mean?: declaration, *n*; declarable; declarer, *n*; declared *adj*; declatory *adj*.

Use the dictionary in order to help you.

8. Find in the English – Russian Law Dictionary the meanings of the English terms:

legal, legalism, legalist, legalistic, legality, legalization, legalize, legalized, legally.

9. Say it in English «неписаная конституция», «неписаное право».

10. Match the English words and their Russian equivalents.

- | | |
|-----------------------|---------------------------------|
| 1) to make/pass a law | a) нарушить закон |
| 2) to break the law | b) принимать/издавать закон |
| 3) to obey the law | c) подчиняться/следовать закону |
| 4) to disobey the law | d) нарушить закон |
| 5) to adopt a law | e) принимать закон |

11. Define if the translation is correct?

- a) Governments make laws and the police enforce them.
– Правительства принимают/ издают законы, а полиция добивается их исполнения.
- b) The police are responsible for enforcement of the law.
– Полиция ответственна за применение закона.
- c) Courts interpret laws.
– Суды истолковывают законы.

12. How would you say it in English?

- a) Закон вступил в силу / имеет силу / действует.
- b) Все граждане обязаны соблюдать законы своей страны.
- c) Господин К. нарушил закон.

13. Read out these phrases several times till you remember their meaning. Make up affirmative sentences with them.

to adopt/enact/pass a law	принимать закон
to promulgate a law	опубликовать, обнародовать закон
to draft a law	составить законопроект
to obey /observe a law	соблюдать закон
to interpret a law	толковать/разъяснять закон
to annul/repeal/revoke a law	отменять закон
to break/ violate a law	нарушать закон
to challenge a law	оспаривать закон

14. Match the Russian phrases and their English equivalents given below:

строгий закон;	a fair law;
справедливый закон;	a just law;
несправедливый закон;	unfair law;
неписанный закон	a stringent law; unwritten law

15. Use the phrases from 13 in your English sentences (affirmative, negative, interrogative with question word) in Present Indefinite.

Example: He very seldom breaks the law. Who breaks the law? I don't break the law. Why does he break the law?

УЭ-4

Reading practice. Speaking practice.

1. Read the text. Note all the words or phrases which you don't know. Look them up in the English-Russian Law Dictionary.

English law

The courts are the interpreters and declarers of the law, the «sources» of law are therefore the sources to which the courts turn in order to determine what it is. Considered from the aspect of their sources, laws are traditionally divided into two main categories according to the solemnity of the form in which they are made. They may either be *written or unwritten*. These traditional terms are misleading, because the expression «written» law signifies any law that is formally *enacted*, whether reduced to writing or not, and the expression «unwritten» law signifies all *unenacted* law. For example, as will appear, judicial decisions are often reduced to writing in the form of law reports, but because they are not formal enactment they are «unwritten» law.

Since the fashion was set by the *Code Napoleon* many continental countries have codified much of their law, public and private; on the Continent, therefore, the volume of written law tends to preponderate over the volume of unwritten. But in England unwritten law is predominant, for more of our law derives from judicial precedents than from legislative enactment. This does not, of course, mean that none of our law is codified.

Two principal and two subsidiary sources of English law must be mentioned. These principal sources are Legislation, and Judicial Precedent; the subsidiary sources are Custom and Books of Authority.

Legislation is enacted law. In England the ultimate legislator is Parliament for in our *traditional* constitutional theory Parliament is sovereign... here we are only concerned to explain the significance of the doctrine of «*parliamentary sovereignty*». It means first, that all legislative power within the realm is vested in Parliament, or is derived from the authority of Parliament – Parliament thus has no rival within the legislative sphere – and it means secondly that there is no legal limit to the power of Parliament.

There are two main traditions of law in the world. One is based on English Common law, and has been adopted by many Commonwealth countries and most of the United States. The other tradition, sometimes known as Continental, or Roman law, has developed in most of continental Europe, Latin America and many countries in Asia and Africa which have been strongly influenced by Europe, Continental law has also influenced Japan.

Common law, or case law systems, particularly that of England, differ from Continental law in having developed gradually throughout history, not as the result of government attempts to define or codify every legal relation. Customs and court rulings have been as important as statutes (government legislation). Judges do not merely apply the law, in some cases they make law, since their interpretations may become precedent for other courts to follow.

Before William of Normandy invaded England in 1066, law was administered by a series of local courts and no law⁷ was common to the whole kingdom. The Norman Kings sent travelling judges around the country and gradually a «common law» developed, under the authority of three common law courts in London. Judges dealt with both criminal cases and civil disputes between individuals. Although local and ancient customs played their part, uniform application of law throughout the country was promoted by the gradual development of the doctrine of precedent.

By this principle, judges attempted to apply existing customs and laws to each new case, rather than looking to the government to write new laws. If the essential elements of a case were the same decision regarding guilt or innocence. If no precedent could be found, then the judge made a decision based upon existing legal principles, and his decision would become a precedent for other courts to follow when a similar case arose. The doctrine of precedent is still a central feature of modern common law systems. Courts are bound by the decision of previous courts unless it can be shown that the facts differ from previous cases. Sometimes governments make new laws – statutes – to modify or clarify the common law, or to make rules where none existed before. But even statutes often need to be interpreted by the courts in order to fit particular cases, and these interpretations become new precedents. In common law systems, the law is, thus, found not only in government statutes, but also in the historical records of cases.

Another important feature of the common law tradition is equity. By the fourteenth century many people in England were dissatisfied with the inflexibility of the common law, and a practice developed of appealing directly to the king or to his chief legal administrator, the lord chancellor. As the lord chancellor's court became more willing to modify existing common law in order to solve disputes; a new system of law developed alongside the common law. This system recognized rights that were not enforced as common law but which were considered «equitable», or just, such as the right to force someone to fulfill a contract rather than simply pay damages for breaking it or the rights of a beneficiary of a trust. The courts of common law and of equity existed alongside each other for centuries. If an equitable principle would bring a different result from a common law ruling on the same case, then the general rule was that equity should prevail.

One problem resulting from the existence of two systems of justice was that a person often had to begin actions in different courts in order to get a satisfactory solution. For example, in a breach (breaking) of contract claim, a person had to seek specific performance (an order forcing the other party to do something) in court of equity, and damages (monetary compensation for his loss) in a common law court. In 1873, the two systems were unified, and nowadays a lawyer can pursue common law and equitable claims in the same court.

2. Read the text carefully and answer the following questions:

- a) Are the courts the interpreters and declarers of the law?
- b) What do you understand by «enacted law»?
- c) What does the expression «the unwritten law» signify?
- d) Why is the unwritten law predominant in England?
- e) What does the doctrine of parliamentary sovereignty mean?
- f) What are the two main types of sources of law?
- g) Is most English law written in code?
- h) Who makes legislation in England?
- i) Are the books of authority more important as a source of law in England or on the Continent.
- j) What are the two main traditions of law in the world?

3. Discuss with other students the subject «The main purpose of law is to protect property ownership». Write your arguments for and against this statement.

4. Tell about English law in general in your own words.

УЭ-5

Vocabulary.

Британская конституция (*The British Constitution*)

1. Give English equivalents to the following phrases. Find them in the text «The British Constitution»

наносить поражение;	доктрина парламентского суверенитета;
распустить парламент;	защита прав граждан;
значительное большинство;	разделение властей;
формировать правительство;	суды, независимые от парламента и исполнительной власти;
принять закон;	в соответствии с ...;
контроль над правительственной властью;	верховный орган правительства;
ограничить власть монархии;	норма права;
источники конституции;	две основные характеристики Британской конституции.
отдавать распоряжения;	
отказаться / уходить в отставку;	

2. Look up in the dictionary all the meanings of the word *Law*. Make up the sentences of your own using them.

3. Cross out the verb, that doesn't match the word *constitution*.

<i>constitution</i> +	to adopt,	safeguard,
	establish,	abrogate,
	ratify,	amend,
	draw up,	to violate,
	frame, write,	serve.

4. Give Russian equivalents to the phrases above. Use them in the sentences of your own.

УЭ-6

Reading Practice.

1. Read the text and say what the text is about in general.

THE BRITISH CONSTITUTION

A *constitution* is a set of rules which define the relationship between the various organs of government and between the government and citizens of a country. Its purpose is to set the parameters of governmental power and the right and duties of the citizens. Therefore, the constitution of any individual country will determine the system of government in that country.

Before we go on to examine the nature of the British constitution it is important that you have a clear understanding of what is meant by the «organs» or «institutions» of government. In this context we mean the executive, the legislature and the judiciary, in addition, in the United Kingdom, the monarch has an important constitutional role as head of state.

The British constitution is just as important to English citizens as the U.S. Constitution is to the Americans. Nevertheless, it is not «written», that is to say, it has never been wholly reduced to writing. Further, since Parliament is «sovereign» it can, without any special procedure, and by simple Act, alter any law at any time, however fundamental it may seem to be. Although, therefore, our courts have always been statute to safeguard the rights of the subject and although legal remedies; such as *habeas corpus*, are designed to protect him, yet, under our constitution, there are ... no guaranteed rights similar to the fundamental liberties safeguarded by the U.S. Constitution.

The statement that the British constitution is not 'written' does not mean that the British citizens possess no important constitutional documents; it merely means that the constitution is not embodied in any single document, or series of documents, containing our essential constitutional laws. Thus the British citizens have many enactments which either have been or still are, of great importance. One need only cite as examples Magna Carta (1215), the Bill of Rights (1688) – which sets out the principal rights gained by Parliament and the nation as the result of the seventeenth century constitutional struggles – the Act of Settlement (1700), and the Parliament Acts 1911 and 1949.

Having established that the constitution of the UK is not contained in any one single document we now need to look at the sources of the constitution. These can be found in custom, case law books of authority. European Community law (since 1972) \ European Union law (at present) and, most important, constitutional conventions. These are in formal or «moral» rules – a code of practice for government which has evolved over the years. They are primarily concerned with the relationship between the Crown (or monarch) and the executive and the legislature. Many constitutional rules, such for example as the provisions of the Act of Settlement... are laws' in the ordinary sense, that is to say, they will be recognized and enforced by the courts.

The doctrine of parliamentary sovereignty governs the relationship between the legislature and the judiciary. There are two aspects to the doctrine of parliamentary sovereignty:

a) Parliament may enact any law it wishes and,

b) no authority, including the courts, has the power to question the validity of the legislation. The origins of the doctrine are historical arising from the political changes of 1688 which sought to limit the power of the monarchy. There is no law which states that Parliament is supreme but the doctrine is accepted and recognized by the courts. The only test for the validity of an Act Parliament is that it has passed the necessary legislative procedures, that is it has been approved by a majority of both Houses of Parliament and received the Royal Assent.

The procedure is known as «The Queen in Parliament». It is the duty of the British judiciary to enforce the will of Parliament as expressed through its legislation.

Another feature of the British Constitution that is relevant to the constitutional role of the judiciary is the theory of the separation of powers. Because there is no written constitution in the UK, the limitations on government power are largely self-imposed, relying on unenforceable conventions and a political culture based on the rule of law.

An additional feature of the doctrine of parliamentary sovereignty is that each new Parliament is supreme. The traditional view is that no Parliament can limit the actions of a future Parliament. Much of the debate in this area centers on the issue of a Bill of Rights. Under the traditional view of parliamentary sovereignty a Bill of Rights enacted by one Parliament could be replaced by its successor.

Confidence in these traditional restraints has recently diminished and this has been reflected in an increasing demand for a more formal protection of human rights. The process of judicial review is a practical application of the rule of law. It forms the basis of a growing body of administrative law which regulates the relationship between the courts, public administrative bodies (including the executive and individual citizens). The judicial review does not enable the courts to question the merits of administrative action or the validity of an Act of Parliament.

Amongst other, Lord Scarman, an eminent member of the House of Lords, has argued in favor of the enactment of a Bill of Rights:

This would contain fundamental rights such as freedom of speech and assembly. It would be entrenched, i.e. it could not be repealed or altered without a special parliamentary majority...

The arguments against a Bill were well put by Lord MacCluskey. When giving the 1987 Reith lectures. Firstly, «it would draw judges into the political arena in a way alien to the best traditions of the judiciary»...

It is clear that a Bill of Rights of itself cannot guarantee right. It must be supported by the spirit of the people and the judiciary. The question is whether a Bill makes rights more or less secure.

2. Now read the text again and divide it into some paragraphs. Mark them with the letters A, B, C, D ... Read the text quickly and decide which paragraph:

- 1) gives the information about the definition and purpose of the British constitution;
- 2) contains the information about the characteristics of the British constitution;
- 3) explains the nature of the constitution;
- 4) gives information about the sources of the constitution;
- 5) explains the doctrine of parliamentary sovereignty;
- 6) gives information about «The Queen of Parliament»;
- 7) contains the information about the separation of powers;
- 8) gives information about a Bill of Rights.

3. Read the text again and note all the law terms you can find (on topic «UK constitution»). Translate them into Russian. Use a dictionary to help you if necessary.

** Grammar practice*

4. Look through the table to see the form of Participles I, II, their functions and the way of translating them.

Function	Example	Translation
<i>Attribute (before the defined word)</i>	<p>1. In Scotland the main common services cover centralized police training.</p> <p>2. Police training centers are exercised in Scotland.</p>	<p>1. В Шотландии основные общественные службы охватывают централизованное обучение (подготовку) полиции.</p> <p>2. В Шотландии для полицейских функционируют обучающие центры (центры обучения)</p>
<i>Attribute (after the defined word)</i>	<p>1. The police may arrest a person without a warrant under the arrest scheme established by the Police and Criminal Evidence Act 1984.</p> <p>2. Being arrested a person has a statutory right to consult a solicitor.</p>	<p>1. Полиция может арестовать человека без ордера на арест согласно специальной схеме по арестам, установленной Полицейским и Уголовным актом о доказательствах 1984 г.</p> <p>2. При аресте человек имеет установленное законом право консультироваться у солиситора.</p>

<i>Adverbial modifier</i>	<p>1. When, (while) arresting a person without a warrant under the arrest scheme established by the Police and Criminal Evidence Act 1984 the police do it to protect the public.</p> <p>2. When brought before a court, the offender was released on bail.</p> <p>3. Having been issued by the Home Secretary, under the 1984 Act a code on practice on detention, treatment and questioning began to be strictly observed by the Police Service.</p>	<p>1. Когда человека арестовывают без ордера согласно схеме ареста, установленной Полициейским и Уголовным актом о доказательствах 1984 г., то полиция делает это, чтобы защитить общество.</p> <p>2. Когда преступник предстал перед судом, он был освобожден на поруки (под залог).</p> <p>3. После издания Министром внутренних дел Англии Кодекса практического режима содержания под стражей и допроса по Акту 1984 г., Кодекс стал строго соблюдаться полицейской службой.</p>
---------------------------	---	--

5. Translate the following sentences, paying attention to the forms of Participles I, II.

1. When initially detained, he was released on bail.
2. Outside London the police are all local forces, employed and paid by counties or county boroughs.
3. Having been rendered scientific aids, he made a great discovery soon.
4. Offence relating questions may normally not be put to a person after he or she has been charged with that offence.
5. Having been cautioned beforehand, he did not commit a crime.
6. Having grounds to suspect of an offence, the police must caution a person.

6. Pick out from the text all the Participles I, II.

7. Translate the following Participles into Russian:

- | | |
|---|---|
| <p>the law making authority;</p> <p>by passing laws;</p> <p>the missing words;</p> <p>the money needed by political parties comes from...;</p> <p>the following question:</p> <p>these methods include voting and lobbying ;</p> <p>the suspected person;</p> | <p>the recognized principles;</p> <p>the statutes mentioned in the preceding text;</p> <p>an unwritten constitution can be easily changed;</p> <p>there are no documents containing laws in the UK;</p> <p>six people, including three women;</p> |
|---|---|

enacted law;
voting is a basic right provided by the US Constitution;
elected representatives are influenced by pressure from their constituents
(избиратели);
organized crime; existing customs and laws;
the law regulating the relations between citizens and the state;
the language for naming cases given in the extract is very formal.

8. Read the text carefully and answer the questions below.

- a) What do you understand by the British constitution?
- b) What is the purpose of the UK constitution?
- c) What are the characteristics of the British constitution?
- d) Does the United Kingdom have a written constitution?
- c) Who can alter the rules of the British constitution?

УЭ-7

Speaking practice.

(Review)

Источники права. Британская конституция.

(The sources of Law. The British Constitution.)

- 1. Name the main sources of the constitution. Check your answer in the text.**
- 2. Who makes legislation in England?**
- 3. Is most English law written in a code?**
- 4. What are the two main types of sources of law?**
- 5. Speak about the British Constitution.**

УЭ-8

Итоговый тест 1

(Progress Test 1)

Intermediate (Vocabulary, reading and speaking)

I

1) Form nouns of the following verbs.

(verb)	-TION (noun)	-ATION = N	-ICATION = N	MENT = N
<i>to detect</i>				
<i>to convict</i>				
<i>to reflect</i>				
<i>to probate</i>				
<i>to confiscate</i>				
<i>to disrupt</i>				
<i>to prosecute</i>				
<i>to investigate</i>				
<i>to legislate</i>				
<i>to consult</i>				
<i>to affect</i>				
<i>to interpret</i>				
<i>to codify</i>				
<i>to classify</i>				
<i>to notify</i>				
<i>to commit</i>				
<i>to govern</i>				
<i>to incite</i>				
<i>to deploy</i>				
<i>to develop</i>				
<i>to establish</i>				

2) Form adverbs of the following adjectives.

Adjective	-ly = Adverb
<i>adequate</i>	
<i>sensible</i>	
<i>main</i>	
<i>general</i>	
<i>relative</i>	

3) Form nouns of the following adjectives.

Adjective	+ ence + (The «ent» is omitted)
<i>confident</i>	
<i>different</i>	
<i>violent</i>	

4) Use *dis* to form negative derivatives.

<i>to continue</i>	<i>to satisfy</i>
<i>to charge</i>	<i>to qualify</i>
<i>to encourage</i>	<i>to trust</i>
<i>to appear</i>	<i>to connect</i>
<i>to agree</i>	<i>to organize</i>

5) Form nouns of the following verbs.

verb	+ <i>MENT</i> - Noun
<i>to require</i>	
<i>to arrange</i>	
<i>to attach</i>	
<i>to establish</i>	

6) Arrange family related words into pairs and translate them into Russian.

<i>supervise</i>	<i>place</i>	<i>independent</i>
<i>represent</i>	<i>form</i>	<i>uniformed</i>
<i>wrong</i>	<i>supervision</i>	<i>present</i>
<i>depend</i>	<i>replace</i>	<i>wrongful</i>

7) a) Make the following sentences complete by translating the words and phrases in brackets.

The Government's strategy for dealing with crime is to deal firmly, (соответствующим образом) (осмысленно) with those found guilty.

It is also concerned with ensuring that public (доверие) in the criminal justice system is maintained.

More than two-thirds of total expenditure is initially incurred by local authorities (в основном) on the police service.

The Public Order Act 1986 (систематизирует) the common law offences of riot, strengthens the law against (подстрекательство) to racial hatred.

The criminal law, like the (в общем), is interpreted by the courts.

Differences in the legal systems, police recordings practices and statistical (классификации) in the countries of the United Kingdom make it impracticable to analyse in detail trends in crime for the country as a whole.

The level of police manning and (развертывания) of the force may also affect recording.

Some 95 per cent of crime is against property, much of this being (относительно) small scale.

This reinforces the need, in the Government's view, to encourage the (разработки) of crime prevention schemes.

6) Translate the sentences into Russian.

8)

a) Find family related words.

b) Define what part of speech they are.

c) Translate the sentences into Russian.

treason

refurbishment

punishable

addition

attend

adventure

maintenance

custody

disable

adventurous

reside

refurbish

reasonable

presume

additional

maintain

presumable

custodial

residence

danger

punish

II

1) Translate the combinations with Participle II.

Participle II + Noun

a solved problem

a prescribed law

a retired magistrate

the given powers

the proposed action

Noun + Participle II

the individual involved

the terminologies used

the decisions taken

the recommendation made

The courts organized by the local landowners

An action based on principles

2) Translate the following sentences paying attention to the forms of Participles I, II.

- 1) *When charged with murder, he was arrested*
- 2) *Releasing the offender, the officer cautioned him not to drive too fast*
- 3) *Being suspected of an offence he was detained*
- 4) *Having been questioned, he was released on bail in the interests of the investigation*

III. Use the clues on the left to complete the words on the right.

- | | |
|---|--------------|
| 1. a country's body of judges | JUDICIARY |
| 2. senior official in a court of law | _U__E |
| 3. system of laws which evolved from the tribal and local laws in England | C__M__L__ |
| 4. system of laws which evolved in the 8th century BC | R_M__A_ |
| 5. the branch of law dealing with crime | C__I_A_L__ |
| 6. person who institutes a criminal case | P__S_C_T__ |
| 7. person who makes a claim in a civil case | _L__N_I_F |
| 8. the defendant normally pays this to the plaintiff | __M_G_S |
| 9. panel of 12 people who decide whether the accused committed a crime | ___Y |
| 10. lawyer who presents a case to a higher court | __R_I_T_R |
| 11. lawyer who advises clients | _O_I__T_R |
| 12. untrained lawyer who presides over the lowest criminal court | _A__S_R_T_ |
| 13. person against whom a civil case is brought | D__E_D__T |
| 14. an act passed by a law-making body | __G_S_A_I__ |
| 15. the control resulting from following a community's system of rules | A__H_R___ |
| 16. 'apprenticeship' served by trainee barristers | P__I_L_G_ |
| 17. becoming an assistant to a practising barrister | T__A__Y |
| 18. court which hears appeals from the Court of Appeal | H___E_FL___S |

IV. Read the text

English legal system

The United Kingdom does not have a single legal system. The law in Scotland was influenced by Roman law and is different from the law of England, Wales and Northern Ireland.

The English legal system is centralized through a court structure which is common to the whole country. It is hierarchical, with the higher courts and judges having more authority than the lower ones. Some important characteristics of England law are:

1. English law is based on the common law tradition. By this we mean a system of «judge made» law which has continuously developed over the years through the decisions of judges in the cases, brought before them. These judicial precedents are an important source of law in the English legal system. Common law systems are different from the civil law systems of Western Europe and Latin America. In these countries the law has been codified or systematically collected to form a consistent body of legal rules.

2. English judges have an important role in developing case law and stating the meaning of Acts of Parliament.

3. The judges are independent of the government and the people appearing before them. This allows them to make impartial decisions.

4. Court procedure is accusatorial. This means that judges do not investigate the cases before them but reach a decision based only on the evidence presented to them by the parties to the dispute. This is called the adversarial system of justice. It can be compared to the inquisitorial procedure of some other European systems where it is the function of the judges to investigate the case and to collect evidence.

TEXT NOTES:

to deal with	заниматься <i>чем-л.</i> ; иметь дело (с <i>чем-л.</i>); обсуждать <i>что-л.</i> ; рассматривать <i>что-л.</i>
in outline	в общих чертах
to draw a distinction between <i>smth.</i>	провести различие между <i>чем-л.</i>
to apply	использовать, применять
to arise from	проистекать, являться результатом
to be aware of	осознавать <i>что-л.</i> , давать себе отчет в <i>чем-л.</i>
to comprise	включать, заключать в себе, охватывать
remedy, <i>n</i>	средство судебной защиты, средство защиты права

available, я at law	пригодный, полезный в соответствии с (общим) правом; в рамках общего права; всилу права
a set of rules	комплект правил / правовых норм / предписаний / постановлений
to suffer a wrong judgment, и	терпеть обиду/ несправедливость судебное решение, приговор

1) Read the following statements and decide whether they are true or false. Check you answers in the key (text);

- The law in England is the same as the law in Scotland.
 - English judges collect evidence in the cases before them,
 - English law has evolved (changed and developed) gradually.
 - All the courts in the system are of equal authority.
 - Most of English law has been codified.
 - The court structure of the English legal system is the same throughout the country.
 - The common law was developed by the judges.
 - The judiciary is not independent of the government.
4. Work in pairs. Answer the questions;

2) Work in pairs. Answer the questions;

- Is the law codified in your country?
- Are there written and unwritten sources of law?
- Is most of the law written or unwritten?

3) Give English equivalents to the following sentences. Find them in the text.

- На право в Шотландии оказало влияние Римское право и поэтому оно отличается от права в Англии, Уэльсе и Северной Ирландии.
- Судьи независимы от правительства и лиц, представших перед судьями.

4) Find in the text English equivalents to the following terms.

единственная правовая система	совокупность правовых норм
отличаться от	рассматривать / рассмотреть дело
вышестоящие суды	прийти к решению / добиться решения
нижестоящие суды	прецедентное право
собирать доказательства	

Итоговый тест 2
(*Progress Test 2*)

Upper intermediate (Vocabulary, grammar, speaking)

ВСЕОБЩАЯ ДЕКЛАРАЦИЯ ПРАВ ЧЕЛОВЕКА
(*Universal Declaration of Human Rights*)

I. Restore the word order in English version of the Declaration of Human Rights.

Статья 1.

Все люди рождаются свободными и равными в своем достоинстве и правах. Они наделены разумом и совестью и должны поступать в отношении друг друга в духе братства.

Human beings – люди; endow – наделять; man is endowed with reason – человек, одаренный разумом; conscience – совесть; brotherhood – братство.

1) All, and, human, equal, beings, dignity, are, born, free, and, in, rights. 2) They, spirit, of, are, reason, with, and, conscience, and, should, act, towards, one, another, in, a, endowed, brotherhood.

Статья 2.

Каждый человек должен обладать всеми правами и всеми свободами, провозглашенными настоящей Декларацией, без какого бы то ни было различия, как-то в отношении расы, цвета кожи, пола, языка, религии, политических или иных убеждений, национального или социального происхождения, имущественного, сословного или иного положения.

Кроме того, не должно проводиться никакого различия на основе политического, правового или международного статуса страны или территории, к которой человек принадлежит, независимо от того, является ли эта территория независимой, подопечной, самоуправляющейся, или как-либо иначе ограниченной в своем суверенитете.

Entitle – дать право; set forth – излагать; distinction – различие; status – статус, общественное положение; furthermore – к тому же, кроме того; or – ли; trust – доверенный (кому-либо или кем-либо); jurisdictional status – подведомственный статус.

1) Everyone, religion, is, birth, entitled, sex, to, all, the, rights, and, as, freedoms, set, forth, property, in, this, Declaration, without, distinction, of, any, kind, such, race, colour, language, political, or, other, opinion, national, or, social, origin, or, other, status.

2) Furthermore, of, no, distinction, shall, be, made, of, basis, the, status, of, the, political, independent, jurisdictional, or, international, of, country, the, or, territory, to, which, a, person, belongs, whether, it, be, trust, non-self-governing, or, under, any, other, limitation, sovereignty.

Статья 3.

Каждый человек имеет право на жизнь, на свободу и на личную неприкосновенность.

security of person – личная безопасность; liberty – свобода.

Everyone, life, security, of, has, the, right, to, liberty, and, the, person.

Статья 4.

Никто не должен содержаться в рабстве или в подневольном состоянии; рабство и работорговля запрещаются во всех их видах.

slavery – рабство; servitude – порабощение; prohibit – запрещать; shall – должен быть.

No, held, or, be, one, shall, in, slavery, servitude; slavery, all, their, and, the, slave, trade, prohibited, in, shall, be, forms.

Статья 5.

Никто не должен подвергаться пыткам или жестоким, бесчеловечным или унижающим его достоинство обращению и наказанию.

Subject – подвергнуть; torture – пытка; cruel – жестокий; inhuman – бесчеловечный; degrade – унижать; treatment – обращение; punishment – наказание.

No, cruel, inhuman, or, degrading, subjected, torture, or, to, treatment, or, one, shall, be, to, punishment.

Статья 6.

Каждый человек, где бы он ни находился, имеет право на признание его правосубъектности.

recognition – признание; person – личность, юридическое лицо; law – закон.

Everyone, as a person, before the law, has the right to recognition everywhere.

Статья 7.

Все люди равны перед законом и имеют право, без всякого различия, на равную защиту закона. Все люди имеют право на равную защиту от какой бы то ни было дискриминации, нарушающей настоящую Декларацию, и от какого бы то ни было подстрекательства к такой дискриминации.

equal – равный; entitle – дать право; discrimination – дискриминация; неодинаковое отношение; нарушение; incitement – подстрекательство.

All, without any discrimination, to equal protection against any discrimination, in violation of this Declaration, and against any incitement, to are equal before the law, and are entitled to such discrimination.

II. Speaking

1. Compare the British constitution with the constitution of the Republic of Belarus. Make out the differences and similarities between them in form and essential.

2. When did the Constitution of the Republic of Belarus come into machinery of government and the protection of human rights?

3. Topics for research activities:

- a) «Plenary powers of the President of the Republic of Belarus in the sphere of executive branch»;
- b) «Law doctrine as a source of Law».

ЛИСТОК КОНТРОЛЯ (Keys)

УЭ-1

Entry Test I

1. There are two main traditions of law in the world.

2. One is based on English Common Law.

The other tradition sometimes known as Continental, or Roman Law.

3. Roman Law has developed in many countries in Asia and Africa which have been strongly influenced by Europe, Continental Law has also influenced Japan.

Common law has been adopted by many Commonwealth countries and most of the United States.

4. English Law is based on the Common Law tradition. By this we mean a system of judge made law which has continuously developed over the years through the decisions of judges in the cases, brought before them. These judicial precedents are an important source of law in the English legal system. Common law systems are different from the civil law systems of Western Europe and Latin America. In these countries the law has been codified or systematically collected to form a consistent body of legal rules.

Entry Test II

1.

a) Полицейские, расследующие дело о грабеже, ищут двух мужчин.

b) Ты знаешь девушку, которая беседует с Томом?

УЭ-2

Ex. 2

- | | |
|---------------------------|------------------|
| 1. tribunal | 2. the judiciary |
| 3. legislation | 4. rule |
| 5. legal action | 6. court |
| 7. law enforcement agency | 8. judge |
| 9. legal system | 10. authority |
| 11. lawyers | 12. govern |

Ex. 3

Why do we have laws and legal systems? At one level, laws can be seen as a type of rule which is meant to govern behavior between people. We can find these rules in nearly all social organizations, such as families and sports clubs.

Law, the body of official rules and regulations, generally found in constitutions and legislation, is used to govern a society and to control the behavior of its members. In modern societies, a body with authority, such as a court or the legislature, makes the law; and a law enforcement agency, such as the police, makes sure it is observed.

In addition to enforcement, a body of expert lawyers is needed to apply the law. This is the role of the judiciary, the body of judges in a particular country. Of

course, legal systems vary between countries, as well as the basis for bringing a case before a court or tribunal. One thing, however, seems to be true all over the world – starting a legal action is both expensive and time-consuming.

Ex. 4

See Ex. 3 УД-2

УД-3

Ex. 1. Vocabulary

Ex. 2. Roman law, which evolved in the 8th century BC, was still largely a blend of custom and interpretation by magistrates of the will of the gods.

Common law evolved from the tribal and local laws in England. It began with common customs, but over time it involved the courts in law-making that was responsive to changes in society. In this way the Anglo-Norman rulers created a system of centralized courts that operated under a single set of laws that replaced the rules laid down by earlier societies.

The Ten Commandments formed the basis of all Israelite legislation. They can also be found in the laws of other ancient peoples.

Napoleonic Code refers to the entire body of French law, contained in five codes dealing with civil, commercial, and criminal law.

Ex. 3

1. True.
2. False. This is the basis of Roman law.
3. False. This is the basis of Common law.
4. True.

Ex. 4 – 15

See English-Russian Law Dictionary.

УД-4

Ex. 1

Reading practice

Ex. 2

See Text ex. 1 УД-4.

Ex. 3, 4

Speaking practice

УЭ-5**Ex. 1 – 4**

See English-Russian Law Dictionary.

УЭ-6**Ex. 1, 2**

Reading practice

Ex. 3

See English-Russian Law Dictionary.

Ex. 4

Grammar practice

Ex. 5

Vocabulary

Ex. 6

See Text ex. 1 УЭ-6.

Ex. 7

Vocabulary

ИТОГОВЫЙ ТЕСТ 1**(Progress Test 1)**

Intermediate (Vocabulary, reading and speaking)

I. 1)

<i>(verb)</i>	<i>-TION (noun)</i>	<i>-ATION =N</i>	<i>-ICATION=N</i>	<i>MENT=N</i>
<i>to detect</i>	<i>detection</i>			
<i>to convict</i>	<i>conviction</i>			
<i>to reflect</i>	<i>reflection</i>			
<i>to probate</i>	<i>probation</i>			
<i>to confiscate</i>	<i>confiscation</i>			
<i>to disrupt</i>	<i>disruption</i>			
<i>to prosecute</i>	<i>prosecution</i>			
<i>to investigate</i>	<i>investigation</i>			
<i>to legislate</i>	<i>legislation</i>			
<i>to consult</i>		<i>consultation</i>		
<i>to affect</i>		<i>affectation</i>		
<i>to interpret</i>		<i>interpretation</i>		

<i>to codify</i>			<i>codification</i>	
<i>to classify</i>			<i>classification</i>	
<i>to notify</i>			<i>notification</i>	
<i>to commit</i>				<i>commitment</i>
<i>to govern</i>				<i>government</i>
<i>to incite</i>				<i>incitement</i>
<i>to deploy</i>				<i>deployment</i>
<i>to develop</i>				<i>development</i>
<i>to establish</i>				<i>establishment</i>

2)

<i>Adjective</i>	<i>-ly = Adverb</i>
<i>adequate</i>	<i>adequately</i>
<i>sensible</i>	<i>sensibly</i>
<i>main</i>	<i>mainly</i>
<i>general</i>	<i>generally</i>
<i>relative</i>	<i>relatively</i>

3)

<i>Adjective</i>	<i>+ ence</i> <i>+ (The «ent» is omitted)</i>
<i>confident</i>	<i>confidence</i>
<i>different</i>	<i>difference</i>
<i>violent</i>	<i>violence</i>

4)

<i>to discontinue</i>	<i>to dissatisfy</i>
<i>to discharge</i>	<i>to disqualify</i>
<i>to discourage</i>	<i>to distrust</i>
<i>to disappear</i>	<i>to disconnect</i>
<i>to disagree</i>	<i>to disorganize</i>

5)

<i>verb</i>	<i>+ MENT-</i> <i>Noun</i>
<i>to require</i>	<i>requirement</i>
<i>to arrange</i>	<i>arrangement</i>
<i>to attach</i>	<i>attachment</i>
<i>to establish</i>	<i>establishment</i>

6) Word study

7 – 8) Vocabulary and word study

II. 1)

Причастие II + существительное

<i>a solved problem</i>	– решенная проблема
<i>a prescribed law</i>	– предписанный закон
<i>a retired magistrate</i>	– вышедший в отставку окружной судья
<i>the given powers</i>	– данные полномочия
<i>the proposed action</i>	– предложенное действие

Существительное + Причастие II

<i>the individual involved</i>	– вовлеченный индивид
<i>the terminologies used</i>	– используемая терминология
<i>the decisions taken</i>	– принятые решения
<i>the recommendation made</i>	– данные рекомендации

The courts organized by the local landowners – (суды, организованные местными землевладельцами)

An action based on principles – (действие основанное на принципах)

2)

<i>1) When charged with murder, he was arrested</i>	1) Когда его обвинили в тяжком убийстве, его арестовали.
<i>2) Releasing the offender, the officer cautioned him not to drive too fast</i>	2) Освобождая правонарушителя из-под стражи, офицер предупредил его не ездить так быстро.
<i>3) Being suspected of an offence he was detained</i>	3) При подозрении в преступлении он был задержан (взят под стражу). (Он был задержан при подозрении в преступлении).
<i>4) Having been questioned, he was released on bail in the interests of the investigation</i>	4) После допроса он был освобожден под залог в интересах следствия.

III.

1. judiciary	10. barrister
2. judge	11. solicitor
3. common law	12. magistrate

- | | |
|-----------------|--------------------|
| 4. Roman law | 13. defendant |
| 5. criminal law | 14. legislation |
| 6. prosecutor | 15. authority |
| 7. plaintiff | 16. pupillage |
| 8. damages | 17. tenancy |
| 9. jury | 18. House of Lords |

VI.

Reading Comprehension

Итоговый тест 2 **(Progress Test 2)**

Upper intermediate (Vocabulary, grammar, speaking)

I. UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and the security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Articles 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

II.

1 – 2 Speaking practice

3 – 4 Research activities (reports for a conference)

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Формы учебных действий	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Tests I, II (входной контроль) 2. Exercises (упражнения) <i>Vocabulary</i> <i>Word Study</i>	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
60 и менее	0		
III (применение)	1. Exercises <i>Reading practice</i> 2. Progress Test I	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
60 и менее	0		
IV (обобщение, систематизация)	1. Exercises <i>Speaking practice</i> 2. Progress test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
60 и менее	0		

УЧЕБНЫЙ БЛОК № 7

Уголовное право и гражданское право Великобритании (Criminal law and civil law of Great Britain)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (доп. лит-ра)
УЭ-0	<p>Интегрирующая цель:</p> <p>1. Формирование умений: – изучающего и ознакомительного чтения текстов юридического характера в рамках темы: «<i>Criminal Law and Civil Law</i>»; – монологического и диалогического высказываний в рамках темы «<i>Criminal Law and Civil Law</i>».</p> <p>2. Контроль уровня сформированности умений самостоятельно, в группах, в парах, по листку контроля.</p>	
УЭ-1	<p>Цель: Входной контроль знаний по юридическому страноведению в рамках темы: «<i>Criminal Law and Civil Law</i>».</p> <p>1. Внимательно ознакомьтесь с основными юридическими понятиями данного модуля.</p> <p>2. Соотнесите юридические понятия системы права Великобритании с соответствующими юридическими понятиями системы права Республики Беларусь.</p> <p>3. Выполните входной Test (Entry Test).</p> <p>4. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний.</p>	Используйте англо-русский юридический словарь
УЭ-2	<p>Цель: формирование лексических навыков чтения и говорения в рамках темы «<i>Criminal Law and Civil Law</i>».</p> <p>1. Выполните упр. 1, 2.</p> <p>2. Проверьте правильность выполнения упражнений.</p> <p>3. Проанализируйте ошибки.</p> <p>4. Выполните упражнения 3, 4.</p> <p>5. Оцените свою работу по схеме уровня знаний.</p>	Используйте англо-русский юридический словарь. Работайте в группах, парах.
УЭ-3	<p>Цель:</p> <p>– формирование лексических навыков чтения и говорения в рамках подтемы: «<i>Civil Law</i>»;</p> <p>– формирование умений изучающего чтения в рамках подтемы «<i>Civil Law</i>».</p>	

	<ol style="list-style-type: none"> 1. Выполните упр. 1, 2, 3. 2. Прочитайте текст упр. 4. 3. Проверьте правильность понимания с помощью упр. 5. 4. Проконсультируйтесь с англо-русским юридическим словарем. 5. Выполните упр. 6. 	<p>Используйте англо-русский юридический словарь.</p> <p>Используйте текст упр. 4</p>
УЭ-4	<p>Цель: формирование умения монологического высказывания в рамках подтемы: «<i>Civil Law</i>».</p> <ol style="list-style-type: none"> 1. Выполните упр. 1, 2, 3. 2. Проконсультируйтесь со словарем, текстом «<i>Lawsuits for personal Injury</i>» и преподавателем. 	Работайте в группах, в парах
УЭ-5	<p>Цель: формирование умений изучающего чтения в рамках подтемы «<i>Criminal Law</i>», монологического высказывания в рамках подтемы «<i>Criminal Law</i>».</p> <ol style="list-style-type: none"> 1. Изучите значения юридических терминов из области уголовного права. Упр. 1. 2. Прочитайте текст упр. 2 «<i>Criminal Law</i>» и ответьте на вопросы после него. 3. Выполните упр. 3, 4. 4. Проконтролируйте правильность понимания с помощью текста «<i>Criminal Law</i>». 	<p>Работайте в парах</p> <p>Работайте в группах</p>
УЭ-6	<p>Цель: контроль уровня сформированности лексических навыков и умений монологического высказывания в рамках подтемы «<i>Criminal Law</i>».</p> <ol style="list-style-type: none"> 1. Выполните упр. 1, 2. 2. Проконтролируйте правильность выполнения с помощью листка контроля. 3. Выполните упр. 3. 4. Проконсультируйтесь в группе, с преподавателем. 5. Оцените свою работу с помощью схемы уровня знаний. 	Работайте самостоятельно
УЭ-7	<p>Цель: совершенствование умений ознакомительного и изучающего чтения текстов юридического характера в рамках темы «<i>Criminal Law and Civil Law</i>».</p> <ol style="list-style-type: none"> 1. Выполните упр. 1, 2. 2. Проконтролируйте правильность выполнения. 3. Оцените работу. 	

УЭ-8	<p>Цель: совершенствование умений монологического высказывания в рамках темы юридического страноведения «<i>Criminal Law and Civil Law</i>»</p> <ol style="list-style-type: none"> 1. Выполните упр. 1, 2, 3, 4, 5, 6, 7. 2. Контролируйте себя с помощью всех предыдущих учебных элементов модуля. 	Работайте в парах, в группах
УЭ-9	<p>Цель: контроль уровня сформированности навыков узнавания юридических терминов и соотнесения со значением, умений изучающего и ознакомительного чтения текстов юридического характера в рамках темы «<i>Criminal Law and Civil Law</i>», монологического высказывания в рамках данной темы.</p> <ol style="list-style-type: none"> 1. Выполните итоговый тест I. 2. Проверьте правильность выполнения по листку контроля. 3. Оцените уровень знаний по схеме. 4. Выполните итоговый тест II. 5. Проверьте правильность выполнения по листку контроля и оцените уровень знаний по схеме. 	Работайте письменно самостоятельно

Упражнения к учебным элементам блока № 7

УЭ-1

Основные юридические понятия блока (*Main Law Ideas of the Block*)

<i>Civil</i>	<ol style="list-style-type: none"> 1. гражданский; 2. гражданско-правовой; 3. штатский, невоенный <p>– <i>civil action</i> – гражданский иск – <i>civil case</i> – гражданское дело</p>
<i>Civil Law</i>	<ol style="list-style-type: none"> 1. римское право; 2. внутригосударственное право (в отличие от международного права); 3. гражданское право; 4. позитивное право (в отличие от естественного права) <p>– <i>civil liability</i> – гражданско-правовая ответственность</p>

<i>Crime</i>	1. преступление; американское преступление по общему праву; 2. преступность; 3. неправильное поведение, проступок.
<i>Criminal</i>	1. преступник преступный; 2. субъект преступления; 3. лицо, виновное в совершении преступления; 4. лицо, осужденное за совершение преступления; лицо, признанное преступником по суду; 5. уголовный
<i>Criminal Law</i>	1. уголовное право – <i>criminal act</i> – преступное действие (деяние, акт) – <i>criminal action</i> – преступное деяние, уголовный иск, (процесс, преследование) – <i>criminal liability</i> – уголовная ответственность – <i>criminal negligence</i> – преступная небрежность
<i>Compensation</i>	1. возмещение, компенсация
<i>Damage</i>	1. ущерб; вред; повреждение; порча; убыток; поломка; авария наносить ущерб, вредить, портить, терпеть аварию (uncountable singular refers to physical harm); 2. возмещение ущерба; денежное возмещение (uncountable plural refers to financial compensation that a person claims for <u>injury</u> or <u>harm</u> has been suffered)
<i>Injure</i>	1. причинять вред, нарушать права – <i>injured party</i> – потерпевшая (пострадавшая) сторона – <i>injure oneself</i> – совершить членовредительство – <i>injurious</i> – наносящий вред, губительный, оскорбительный – <i>injurious to the public</i> – общественно-вредный; общественно-опасный;
<i>Injury</i>	1. вред; ущерб; нарушение прав другого лица 2. телесное повреждение. – <i>injury in fact</i> – фактический вред (ущерб)
<i>Tort</i>	1. гражданское правонарушение; гражданско-правовой деликт. – <i>tort action</i> – иск из гражданского правонарушения, деликтный иск. – <i>tortuous</i> – деликтный – <i>tortuous liability</i> – деликтная ответственность

Entry Test (Входной тест)

I. Answer the questions

1. What Law defines *criminal offenses*?
2. What does *criminal law* regulate?
3. What does *criminal law* fix?
4. What do *criminal acts* include?
5. What does *criminal law* deal with?
6. What is a simple distinction between *criminal law* and *civil law*?
7. What idea is *tort law* based on? Does it differ from *criminal law*?

УЭ-2

Vocabulary. Reading practice.

Уголовное право и гражданское право (*Criminal and Civil Law*)

1. One way of classifying and understanding the law is by subject matter. Lawyers often divide the law and the legal system into two: *criminal law* and *civil law*. Classify the following terms into the appropriate column below. Two terms can appear in both columns.

compensation contract crime damages family law intellectual property plaintiff police private individual Prosecution the accused the defendant theft to bring a case to bring an action to fine to charge someone with something
--

Criminal	Civil
to charge someone with something	plaintiff

2. Now complete the following text contrasting *criminal* and *civil law* by choosing from the words/phrases above.

Criminal Law and Civil Law

One category is the criminal law – the law dealing with crime

A case is called a _____. The case is instituted by the prosecutor, who takes over the case from the _____ who have already decided _____ the defendant (or _____) with specified crimes. The civil law is much more wide-

ranging. The civil law includes the law of _____ and _____
_____.

In a civil case, the _____, normally a _____ or
company, _____ _____ _____ to win _____.

If the case is proven (on the balance of probabilities, meaning that one is more
sure than not), the defendant normally pays the plaintiff _____ (money).

*Notice the distinction between damage and damages. Damage (uncountable
singular) refers to physical harm; damages (uncountable plural) refers to financial
compensation that a person claims for injury or harm that has been suffered.

**3. Read the text. Note all the words and phrases which you don't know.
Look them up in the English-Russian Law Dictionary.**

Classification of law

There are many ways in which the law can be classified. Here we shall
limit our discussion to the difference between criminal and civil law.

Criminal and civil law

A simple distinction between the criminal law and the civil law is that the
latter regulates the relationships between individuals or bodies and the former
regulates the legal relationships between the state and individual people and
bodies.

The first practical difference is seen in the parties to the legal action. A
civil case will involve two (or more) individual people or bodies whilst the par-
ties to a criminal case will be the state and an individual person or body. Later
you will learn how this difference is reflected in the terminology and procedure
of the law, but first let us look at an example of both criminal and civil law.

First, the civil law. Examples of this include the law of contract, tort (lit-
erally meaning 'wrong') and property. Consider the following situation.

You decide to buy a radio from a local shop. You pay the correct price
and take the radio away. You have entered into a contract with the owner of the
shop. After two days the radio fails to work.

This is a common situation and usually the shopkeeper will replace the radio or
return your money. If not, you may wish to take legal action to recover your
loss. As the law of contract is part of the civil law the parties to the action will
be you (an individual) and the owner of the shop (an individual person or body).

Now let us look at some examples of the criminal law. This is the law by
which the state regulates the conduct of its citizens. Criminal offences range

from the petty (e.g. parking offences) to the very serious (e.g. murder, rape). Look at the following situation.

You are driving your car at 70 m.p.h. in an area which has a speed limit of 40 m.p.h. You are stopped by a police officer and subsequently a case is brought against you for dangerous driving.

This is a criminal offence. The parties to the action will therefore be the state (in the form of the prosecuting authority) and you (an individual).

A further point to make is that although the division between civil and criminal law is very clear, there are many actions which will constitute a criminal offence and a civil wrong. Let us look again at the situation where you are driving your car too fast. Suppose that while you were doing this you knocked over and injured an elderly lady. You will have committed a criminal offence (dangerous driving) and a civil wrong (negligence).

4. Draw a simple distinction between *criminal law* and *civil law*.

УЭ-3

Vocabulary. Reading practice.

Гражданское право (Civil Law)

1. Read and memorize the words:

Lawsuit	судебное дело; судебный процесс, иск, тяжба; правовой спор
Injury	вред; телесное повреждение; ущерб; оскорбление
Personal injury	личный вред
Harm	вред; ущерб
Tort	деликт, гражданское правонарушение
Tortuous	деликтный
Liable	1. ответственный; 2. обязанный; 3. подлежащий
Liability	обязательство, долг
Intentional	умышленный, преднамеренный
Conduct	поведение
Negligent	небрежный, халатный

<i>Assault</i>	1. нападение, нападать; 2. словесное оскорбление и угроза физическим насилием; 3. грозить физическим насилием
<i>Battery</i>	побои, избиение
<i>Trespass</i>	1. причинение вреда (иск из причинения вреда); 2. противоправное нарушение владения с причинением вреда; 3. посягательство, всякое правонарушение, не являющееся изменой, фелонией или укрывательством их
<i>Conversion</i>	1. обращение вверенного имущества в свою пользу; 2. присвоение имущества
<i>Defamation</i>	клевета
<i>Deceit</i>	обман
<i>Charge</i>	1. обвинение, пункт обвинения, обвинять; 2. обременение вещи; обременять залогом; залоговое право; 3. вменять в обязанность; предписание; требование; 4. аргументация в исковом заявлении в опровержение предполагаемых доводов ответчика; 5. заключительное обращение судьи к присяжным (перед вынесением ими вердикта); 6. обращение взыскания и др.
<i>Damage</i>	ущерб; убыток; наносить убыток
<i>Fault</i>	1. вина, ошибка; 2. недостаток
<i>Defence</i> <i>(defense)</i>	1. оборона, защита; 2. защита (на суде), аргументация ответчика, возражение ответчика; 3. запрещение
<i>Seemingly</i>	по-видимому; судя по виду
<i>Prank</i>	проделка, трюк, шалость
<i>To provoke</i>	1. вызывать, возбуждать; 2. провоцировать, раздражать, сердить, злить; 3. побуждать
<i>Apprehension</i>	1. способность схватывать, схватывание, понимание; 2. представление, понятие, мнение; 3. захват, арест; 4. опасение, предчувствие (дурного).

To play (pranks)	откалывать шутки, резвиться
Hatchet	топорик
To infringe	нарушать (закон, обещание и т.п.)
To grab	1. внезапно схватить; 2. пытаться схватить; 3. присваивать, захватывать
Yell	1. кричать, вопить; 2. выкрикивать
Unjustified	необоснованный, несправедливый
False	1. ложный, неверный, обманчивый, ошибочный; 2. поддельный, фальшивый, искусственный; 3. неискренний, вероломный
Anguish	сильное страдание, жестокая боль, мучение
Dominion	1. власть, владычество; 2. владения; 3. доминион
Exercise	1. упражнение, занятие; 2. тренировка; 3. проявление; 4. осуществление
Appliance	1. принадлежность, приспособление; 2. электроприбор; 3. применение
Stock and bonds	акции, облигации (векселя)
Justification	1. оправдание, оправдывающее обстоятельство; 2. правомерность; 3. основание, подтверждение

2. Form nouns of the following verbs.

example: to prevent (v.) – prevention (n.)

Verb → tion (–ion); (–ication); (–ation).

to act –

to violate –

to compensate –

to defame –

to determine –

to justify –

3. Arrange the words from two columns to make the word's combinations:

1. personal

a. trespass

2. intentional

b. act

3. *unlawful*
4. *reasonable*
5. *false*
6. *money*
7. *negligent*
8. *tort*
9. *injured*
10. *private*
11. *civil*
12. *to commit*
13. *to be liable (for)*

- c. *tort*
- d. *imprisonment*
- e. *injury*
- f. *compensation*
- g. *apprehension*
- h. *detention*
- i. *party*
- j. *assault*
- k. *conduct*
- l. *liability*
- m. *wrong*
- n. *property*

4. Read the text and try to understand what it is about and what information is of primary importance.

LAWSUITS FOR PERSONAL INJURY

During the early development of the law, it was recognized that whenever possible the court should award compensation to those persons harmed by the actions of another. As a result of this determination, the theory of tort liability was conceived. Tort law is based on the idea that anyone who causes injury to another person or his property should be held responsible for this harm. It differs from criminal law, in which a state imposes punishment upon the guilty party and thereafter seeks to rehabilitate him. Tort theory is also different from contract law which the court uses to give legal effect to the promises of individuals.

In essence, a tort, or civil wrong, is the violation of a personal right guaranteed to the individual by law. A person has committed a tort if he has interfered with another person's safety, liberty, reputation or private property. If the injured party can prove that defendant proximately caused him harm, the court will hold the defendant responsible the plaintiff's injury. If he doesn't have a valid defense, the defendant will be forced to pay for the damage he caused.

Tort liability can be divided into three broad areas:

- Liability as a result of intentional conduct;
- Liability as a result of negligent conduct;
- Liability without fault.

Individual torts include such offenses as assault, battery, trespass, conversion, defamation, and deceit. In addition, accidental injuries caused by defective machinery) or dangerous activities can render the owner or person in charge liable for the damage.

Since the individual can easily become involved in tortuous situation, often through little or no fault of his own, it is useful to know what actions are considered torts and what defenses exist to eliminate or reduce liability.

Liability Resulting from Intentional Conduct

An individual has committed an intentional tort if he has knowingly violated the rights of another. Since many seemingly harmless pranks or thoughtless actions can lead to liability for a civil wrong, it is useful to know what acts constitute intentional torts.

Assault. Assault is an intentional act which provokes in the victim a reasonable apprehension that the aggressor intends and is able to harm him. No contact is necessary. The harm is the mental fear of injury. To illustrate, suppose two neighbors, Jones and Smith, are always quarrelling. Jones starts to build a garage which Smith believes will infringe on property. In his anger Smith grabs a hatchet. Running toward Jones he begins yelling waving the hatchet wildly. Although Smith does not actually hit Jones, he may be liable for assault because his acts placed Jones under a reasonable fear that he would be injured. Even if Smith meant no harm and was only carrying a practical joke to an extreme, the liability still exists.

Battery. In simple terms, a battery is a completed assault. It can be defined as the unjustified use of force against the body of another person, resulting in unconsented contact with that person. Fear of apprehension of injury is not part of this tort. All that is necessary is that the force be intentional and that it be applied without the victim's consent. In our example, if Smith had actually struck Jones with the hatchet, he would have committed a battery upon him and would be liable for any resulting injuries.

False imprisonment. False imprisonment is a violation of the individual's right of personal liberty. This tort is described as the unlawful and unjustified detention of a person against his will. The law considers a person falsely imprisoned only if he is completely prevented from going about his business. A victim of this tort can bring an action against the person responsible and recover money compensation for his loss time, any physical injury, illness, or any mental anguish he may have suffered.

Trespass. Strictly speaking a trespass is the unlawful invasion of another person's real property. A person who intentionally enters private property without the owner's consent technically commits trespass, regardless of whether or not he harms the property.

Conversion. Trespass applies to the intentional invasion of real property. In a similar manner, conversion applies to the exercise of dominion over else's

personal property. Personal property includes tangible possessions such as cars, appliances, clothing, and jewelry, and intangible property such as stocks and bonds.

John, a college student, goes into Joe's room and takes his typewriter. Joe has not given his permission for this act. Since he has no right to take the machine, John is liable to Joe for conversion.

Defenses. If an individual has a defense to an intentional tort, he will not have to pay damages. The law will leave the victim as it found him. The more common defences to intentional torts are privilege, consent, self-defence, defence of property, and legal justification.

5. Answer the questions:

- 1) What was recognized during the early development of the law?
- 2) What idea is tort law based on? Does it differ from criminal law?
- 3) What does a state impose upon the guilty party (in criminal law)?
- 4) Is tort theory different from contract law?
- 5) What is a tort? (the definition of a tort)
- 6) When does a person commit a tort? On what conditions does a person commit a tort?
- 7) When does the court hold the defendant responsible for the plaintiff's injury?
- 8) What areas can tort liability be divided into?
- 9) What offences do individual torts include?
- 10) Why is it useful to know what acts constitute intentional torts?
- 11) What is assault? (Can you illustrate it?)
- 12) What is battery?
- 13) Tell about false imprisonment.
- 14) Define trespass.
- 15) What is conversion?
- 16) What do you know about defences?

6. Find the English equivalents of the following phrases in the text:

Деликтная ответственность; быть сформулированным; деликтное (гражданское) право; причинять вред; быть ответственным за причинение вреда; налагать наказание; виновная сторона; договорное право; гражданское правонарушение; лицо, совершившее гражданское правонарушение; частная собственность; безопасность; свобода; пострадавшая сторона; защита; платить за нанесение вреда; предумышленное поведение; халатное поведение; побои; оскорбление/угроза насилем; нарушение владения/посягательство; безобидные шалости; разумное опасение;

страх причинения вреда; клевета, обман; необоснованное использование силы; ответственность без вины; намереваться делать что-либо; присвоение имущества; незаконное тюремное заключение; без согласия (владельца); присвоение имущества.

УЭ-4

Speaking practice.

Гражданское право (Civil Law)

1. Choose one of the *intentional* torts from the text «*Lawsuits for Personal Injury*» and describe it.
2. Give the example of your own for it.
3. Give some more examples for every intentional tort mentioned in the text «*Lawsuits for Personal Injury*».

УЭ-5

Reading and Speaking practice.

Уголовное право (Criminal Law)

1. Make sure you understand all the terms and memorize them:

<i>Criminal law</i>	уголовное право
<i>Body of laws</i>	совокупность правовых норм
<i>Apprehension</i>	задержание, арест
<i>Charging</i>	обвинение
<i>Convicted</i>	осужденный
<i>Voluntary act</i>	умышленное действие
<i>Omission</i>	бездействие
<i>State of mind</i>	намерения, направление мыслей; психическое состояние
<i>Epilepsy</i>	эпилепсия
<i>Awareness</i>	ответ в собственных действиях

<i>Recklessness</i>	опрометчивость, неосторожность, небрежность
<i>Mental disorder</i>	психическое заболевание
<i>Absolve</i>	прощать
<i>Otherwise</i>	в других отношениях
<i>Justifiable</i>	могущий быть оправданным
<i>Enforcement of law</i>	применение закона
<i>Arson</i>	поджог
<i>Rape</i>	изнасилование
<i>Treason</i>	государственная измена
<i>Aggravated assault</i>	нападение при отягчающих обстоятельствах
<i>Theft</i>	кража
<i>Burglary</i>	ночная кража со взломом
<i>Robbery</i>	грабеж с насилием или разбой
<i>Murder</i>	умышленное убийство
<i>Conspiracy</i>	сговор о совершении преступления
<i>Public trial</i>	открытый судебный процесс
<i>Right to counsel</i>	право пользоваться помощью адвоката
<i>Establish the guilt</i>	доказать вину
<i>Postconviction procedure</i>	судопроизводство после осуждения
<i>Challenge</i>	оспаривать
<i>Conviction</i>	обвинительный приговор

2. Scan through the text. Work in pairs to answer the questions that follow.

CRIMINAL LAW

Criminal law is the body of law that defines criminal offenses, regulates the apprehension, charging, and trial of suspected persons, and fixes punishment for convicted offenders. Criminal law defines acts as criminal. In other words, however immoral or unjust an act may be thought to be, it is not a crime unless the law says it is one.

A crime is usually defined as a voluntary act or omission, together with a given state of mind. The state of mind involves purpose, awareness, recklessness, or negligence. Acts committed during fits of epilepsy or while sleepwalking are involuntary and thus are not qualified as crimes. Mental disorders are also recognized as limiting or absolving responsibility for acts otherwise regarded as criminal.

The law of most countries recognizes that the use of force might be justifiable. The use of force might be justifiable in self-defense, defense of other persons, protection of property, and enforcement of the law. Criminal acts include arson, rape, treason, aggravated assault, theft, burglary, robbery, murder, and conspiracy. [Conspiracy is a secret plan made by two or more people to do something that is harmful or illegal.] Criminal law also deals with the preparation of charges and with trial procedures. The latter involves the formation of juries, the guarantee of a public trial, the right to counsel, the presentation of evidence, the establishment of guilt, and sentencing, if guilt has been established.

Criminal law is concerned with postconviction procedures, such as calling for a new trial or challenging a conviction, either in the court where the conviction was declared or in appeal to a higher court.

3. Answer the questions:

1) What law defines criminal offenses? 2) What does criminal law regulate? 3) What does criminal law fix? 4) It is not a crime unless the law says it is one, is it? 5) What is a crime usually defined as? 6) What does the state of mind involve? 7) What acts are not qualified as crimes? 8) What is also recognized as absolving responsibility for criminal acts? 9) What does the law of most countries recognize? 10) What do criminal acts include? 11) What does criminal law also deal with? 12) What do trial procedures involve? 13) What is criminal law concerned with?

4. Agree or disagree with the following statements.

1) Criminal law defines civil offenses. 2) Criminal law doesn't regulate the apprehension, charging, and trial of suspected persons, 3) Criminal law prescribes the punishment for convicted offenders. 4) A crime is usually defined as a voluntary act, together with a given state of mind. 5) The state of mind involves criminal purpose, consciousness, carelessness, or neglect behavior, 6) Acts committed during fits of anger are involuntary and thus are not qualified as crimes. 7) Political disorders are also recognized as limiting or absolving responsibility for acts otherwise regarded as criminal. 8) The use of force is unjustifiable in self-defense and enforcement of the law, 9) Criminal acts include spontaneous combustion and parking violation. 10) Trial procedures don't include the formation of juries and the establishment of guilt.

5. Restore the word order in the following statements.

1) Criminal law criminal offenses defines, 2) Criminal law the apprehension of suspected regulates persons. 3) Criminal law die charging of suspected regulates

persons. 4) Criminal law the trial of suspected persons regulates, 5) Criminal law punishment for convicted offenders fixes, 6) It is not a crime unless the law it is one says. 7) A crime a dishonest, violent, or immoral action that can be punished by law is. 8) The state of mind purpose and awareness involves, 9) Acts are committed during fits of epilepsy involuntary. 10) Acts qualified committed while sleepwalking are not as crimes. 11) The use of force might justifiable be. 12) Criminal acts murder and conspiracy include. 13) Criminal law with the preparation of charges deals. 14) Criminal law with trial procedures deals. 15) Trial procedures the formation of juries involve. 16) Criminal law is with postconviction procedures concerned.

УЭ-6

Review

Уголовное право (*Criminal Law*)

1. Translate the following words and phrases from Russian into English.

Самовозгорание; умышленное убийство; сговор о совершении преступления; открытый судебный процесс; право пользоваться помощью адвоката; доказать вину; судопроизводство после осуждения; оспаривать; уголовное право; совокупность правовых норм; обвинение; осужденный; умышленное действие; задержание; обвинительный приговор; бездействие; психическое состояние; эпилепсия; отчет в собственных действиях; неосторожность; прощать; могущий быть оправданным; применение закона; нападение при отягчающих обстоятельствах; кража; ночная кража со взломом; грабеж с насилием или разбой; небрежность; поджог; изнасилование; измена; психическое заболевание.

2. Complete the following statements.

1) Criminal law defines ... 2) Criminal law regulates ... 3) Criminal law fixes ... 4) It is not a crime unless ... 5) A crime is defined as ... 6) The state of mind involves ... 7) Acts committed during ... are not qualified as ... 8) Mental disorders are recognized as ... 9) The use of force is justifiable in ... 10) Criminal acts include ... 11) Criminal law deals with ... 12) Trial procedures involve ... 13) Criminal law is concerned with ...

3. Choose one topic to speak about a) what criminal law deals with; b) crime and its definition; c) unjustifiable and justifiable use of force. Retell the text «Criminal Law».

УЭ-7

Reading practice.

Уголовное и гражданское право (*Criminal Law and Civil Law*)

1. Read the text without using the dictionary and answer the question «What's the law?» (in writing) with one sentence.

What is Law?

The question «What is law?» has troubled people for many years. An entire field of study known as Jurisprudence is devoted to answering this question. Many definitions of law exist, but for our purposes, law can be defined as that set of rules or regulations by which a government regulates the conduct of people within a society. Even with this explanation, many other questions arise. Where do laws come from? Do we need laws? Are all laws written? Can laws be changed? If so, how? Are all laws fair? What is the difference between laws and morals?

To understand the law, we must consider the relationship of law to morals. Our legal system is influenced by traditional ideas of right and wrong. Thus, most people would condemn murder, regardless of what the law said. However, everything that is considered immoral is not necessarily illegal. For example, lying to a friend may be immoral but is rarely illegal.

One thing is certain: every society that has ever existed has recognized the need for law. These laws may have been unwritten, but; even primitive people had rules to regulate the conduct of the group. Without laws, there would be confusion, fear, and disorder. This does not mean that all laws are fair or even good, but imagine how people might take advantage of one another without some set of rules.

2. Read the text without the dictionary and answer the questions:

- 1) What major groups do *laws* fall into?
- 2) What sort of action do *criminal laws* try?
- 3) What relations do *civil laws* regulate?

Kinds of Laws

Laws fall into two major groups: *criminal* and *civil*. Criminal laws have a legal action by the government against a person charged with committing a crime. Criminal laws have penalties requiring that offenders be imprisoned, fined, placed under supervision, or punished in some other way. Criminal offences are divided into felonies and misdemeanors. The maximum penalty for a

felony is a term of more than one year in prison. For a misdemeanor the penalty is a prison term of one year or less.

Civil laws regulate relations between individuals or groups of individuals. A civil action (lawsuit) can be brought when one person feels wronged or injured by another person. Courts may award the injured person money for his or her loss, or it may order the person who committed the wrong to make amends in some other way. An example of a civil action is a lawsuit for recovery of damages suffered in an automobile accident. Civil laws regulate many everyday situations such as marriage, divorce, contracts, real estate, insurance, consumer Protection, and negligence.

Sometimes one action can violate both civil and criminal law. For example, if Joe beats up Bob, he may have to pay Bob's medical bills under civil law and may be charged with the crime of assault under criminal law.

УЭ-8

Speaking Practice.

Уголовное и гражданское право *(Criminal and Civil Law)*

- 1. Say it in Russian: *the law of contract, tort, property, a criminal offense, a civil wrong, civil law, criminal law, substantive law, procedural law.***
- 2. Give some examples of *a criminal offense* and some examples for *a civil wrong*.**
- 3. How do you say that in Russian?**
«You will have committed *a criminal offense* (dangerous driving) and *a civil wrong* (negligence)».
- 4. What's wrong in the following situation and why?**
«Michel has been charged with *murder* and is sued in the country court. The plaintiff is successful in the *action arid* Michel is found liable. He is punished by being ordered to pay the *plaintiff* 15.000 dollars in *damages*.»
- 5. Give some more examples for *civil* and *criminal* cases.**
- 6. Explain *the kinds of laws* in English to your partners.**
- 7. Discuss the subject «*What is Law?*» in pairs or in small groups.**

PROGRESS TEST I
(Итоговый тест I)

Intermediate (Vocabulary)

A. Below are 12 phrases using the word *criminal*. Link each phrase to its definition.

Phrase	Definition	
1. Court of Criminal Appeal	a	a barrister or solicitor who specializes in felonies and misdemeanours
2. criminal contempt	b	a person charged with or convicted of crimes against humanity
3. criminal negligence	c	previous crimes of which an individual has been convicted
4. criminal court	d	rules governing the investigation of crimes; the arrest, charging, and trial of accused criminals; and the sentencing of those convicted (found guilty of a crime)
5. criminal forfeiture	e	one of the higher courts of law which hears cases sent up for review
6. criminal law	f	disorderly behavior, disrespect, or disobedience of a judge's orders, particularly during a trial
7. criminal lawyer	g	a person who repeatedly commits offences
8. criminal procedure	h	where an individual fails to exercise a duty of care and the resulting action leads to the commission of a crime
9. criminal record	i	the branch of law which deals with felonies and misdemeanours
10. habitual criminal	j	study of the mental processes and behavior of persons who commit crimes
11. criminal liability	k	a court with jurisdiction to hear felonies and misdemeanors
12. war criminal	l	responsibility for committing a crime (excluded persons include minors and the insane)

A crime is any act or omission (of an act) that violates the law and is punishable by the state. Crimes are considered injurious to society or the community. They include both **felonies** (more serious offences – like **murder or rape**) and **misdemeanors** (like **petty theft, or speeding**).

B. Below are 14 crimes. Link each crime to its definition

Name of crime	Definition of crime
assault	a generic term for the killing of another person
drug dealing	any instance in which one party deceives or takes unfair advantage of another
money laundering	attempt to use illegal force on another person
battery	attempt to use illegal force on another person in the absence of consent to sexual relations
homicide	attempt to transform illegally acquired money into apparently legitimate money
manslaughter	driving a vehicle in excess of the permitted limit
fraud	leaving one's vehicle in an area or for a duration in contravention of the law
murder	possession of and/or trading in illegal substances
armed robbery	taking the property of another without right or permission
sexual assault	the actual use of illegal force on another person
burglary	the crime of breaking into a private home with the intention of committing a felony
theft	the unlawful killing of a person with intent
parking	the unlawful killing of a person without malicious intent and therefore without premeditation
speeding	the unlawful taking of another's property using a dangerous weapon

Upper Intermediate (Vocabulary)

- C. A number of agencies, organizations and individuals are involved in the administration of the *criminal law*. The most important are**
- *the police*
 - *the magistrate*
 - *the prosecutor*
 - *the suspect*
 - *the defence counsel*
 - *the judge*
 - *the jury*

Draw lines to combine the two halves of the sentences to describe the functions of each.

Who	What
The police interrogate	arrests, searches, and seizures.
The police carry out	on the sentence to be imposed.
The magistrate sometimes conducts	over the court.
The prosecutor conducts	suspects and witnesses.
The suspect has the right	the case in court on behalf of the police.
The suspect is innocent	the investigation in cases of serious criminal offence.
The defence counsel assists	the suspect from violations of his rights at the hands of law-enforcement personnel.
The defence counsel protects	the suspect in gathering exonerating evidence.
The judge presides	to remain silent.
The judge decides	until proved guilty.
The jury decides	whether the accused is guilty or not.

Collective nouns such as **police** can be used either in the singular or the plural. In other words we can say both:

- *the police interrogate....*
- *the police interrogates ...*

We use the noun in a plural form when we view them as a group of individuals; we use the noun in the singular form when we view them as a single collective entity.

D. While *criminal law* regulates those acts or omissions that are considered injurious to the state or to society, *civil law* aims to regulate relations between individuals or between individuals and organizations. There are many branches of *civil law*, some of which we will explore in this section.

Match the subject areas in the box with the branches of law below.

<p style="text-align: center;"> Agriculture Civil Rights Divorce Environmental Law Foreign Relations Law Joint Ventures Landlord-Tenant Pensions Product Liability Property Tax Unfair Competition </p>
--

Areas	Branches
<i>Product Liability</i>	Accident and Injury Compensation and Prevention Constitutional Law, Individual Rights Employment Law Enterprise Law Family Law Intellectual Property International, Transnational, Comparative Law Law relating to Commercial Transactions Law relating to Particular Activities/Business Sectors Property, Natural Resources, the Environment Taxation

**PROGRESS TEST II
(Итоговый тест II)**

Intermediate(Reading)

A. 1. Read the text and do the tasks that follow.

Torts. Comparison with crimes

The concept of tort – a wrongful act among private individuals – exists in most modern systems of law. The definitions of many torts closely resemble definitions of crimes. For example, the tort of conversion in English law covers taking, destroying or selling someone else’s goods, as does the crime of theft. When a tort is committed, the same act often also a crime. But the essential difference between torts and crimes is that former are the subject of civil law disputes between private individuals, and the later are prosecuted by the state. Sometimes an individual takes an action in the law of tort because he has been the victim of the crime but has gained no benefit from the criminal prosecution. Sometimes there is no criminal prosecution because the police do not feel they have enough evidence or they feel the matter is more of a private dispute than one involving public law and order. And sometimes it is difficult to find a criminal law, which covers a tortuous act. For example, simply entering land without the owner’s permission is not a crime in English law. It is, however, the tort of trespass. The police cannot take any action unless the trespasser commits certain crimes such as displacing the legal occupier and refusing to leave, threatening violence, or damaging property. In order to prevent trespass or to get

compensation for any inconvenience caused, the occupier will therefore have to start a civil action in tort.

There are other differences between tort and crimes. As for all civil actions, the standard of proof required is lower than in criminal prosecutions. And for many torts it is not necessary to show any particular mental element, so tort actions are often appropriate in the case of accidents.

2. Answer the questions:

- 1) Is the concept of tort wrongful act among private individuals?
- 2) Do the definitions of many torts closely resemble the definitions of crimes?
- 3) Why is it difficult to find a criminal law, which covers a tortuous act?
- 4) What kind of the standard of proof is required for all civil actions?

3. Agree or disagree with the following statements:

- 1) The concept of tort – a wrongful act of a private individual against a state organization.
- 2) The definitions of many torts are quite different from definitions of crimes.
- 3) There is no essential difference between torts and crimes.
- 4) Sometimes an individual has gained no benefit from the criminal prosecution, since he takes an action in the law of tort because he has been the victim of the crime.
- 5) It is very easy to find a criminal law, which covers a tortuous act.

4. Prove that:

– when a tort is committed, the same act is often a crime.

Upper intermediate (Reading)

B. 1. Scan through the text and do the tasks that follow.

Murder

In English tradition, murder was defined as the willful killing with malice aforethought of a human creature in being, the death occurring within a year and a day of the injury. Most of these elements remain in modern definitions of the crime– the requirement that the victim is «in being,» for instance, distinguishes abortion from murder.

Many of the problems of defining murder have centred on the mental element – the «malice aforethought.» The old English rule extended this concept to include not only intentional or deliberate killings but also accidental killings

in the course of some other serious crime (such as robbery or rape). This rule, the felony murder rule, was adopted in many other jurisdictions, although it has often produced harsh results when death has been caused accidentally in the course of what was intended to be a minor crime.

The rule was abolished in England in 1957, but since then English law has been in a state of confusion over the precise definition of murder. It is now settled that an intention to kill is not necessary and that an intention to cause serious bodily injury is sufficient. Similar problems have arisen in many U.S. jurisdictions, some of which distinguish between different degrees of murder – first-degree murder may require proof of premeditation over and above the normal requirement of intention.

By the way, murder and manslaughter are not mentioned in the Koran and are subject in Islamic countries to customary law as amended by Shari'ah. [Manslaughter is the crime of killing someone illegally but not deliberately. Shari'ah is a system of religious laws followed by Muslims].

Virtually all systems treat murder as a crime of the utmost gravity, providing in some cases the death penalty or a special form of sentence, such as a life sentence. A high proportion of murders in all societies is committed spontaneously by persons acquainted with the deceased, often a member of the same family, as a result of quarrels or provocation.

malice aforethought – заранее обдуманый злой умысел
in being – живущий
in the course of – в течение
cause – причинить
premeditation – преднамеренность
Muslim – мусульманин
utmost – крайний
deceased – покойник

2. Answer the questions:

1) What was murder defined as in English tradition? 2) What distinguishes abortion from murder? 3) What have many of the problems of defining murder centred on? 4) What did the old English rule extend this concept to? 5) When did the felony murder rule produce harsh results? 6) Why has English law been in a state of confusion over the precise definition of murder? 7) What is now settled in English law? 8) What may first-degree murder in U.S. jurisdictions require? 9) What is not mentioned in the Koran? 10) What do all systems treat murder as? 11) How are most murders committed?

3. Agree or disagree with the following statements.

1) In English tradition, murder was defined as the unwilling killing. 2) Nothing distinguishes abortion from murder. 3) The felony murder rule includes not only unintentional or indeliberate killings but also accidental killings in the course of some other petty crimes. 4) The felony murder rule produces good results when death has been caused accidentally in the course of what was intended to be a serious crime. 5) The felony murder rule states that an intention to kill is necessary and that an intention to cause serious bodily injury is insufficient. 6) English tradition treats murder as a misdemeanor and provides a life sentence. 7) All murders are committed spontaneously and as a result of quarrels or provocation.

4. Restore the word order in the following statements.

1) Murder defined as the willful killing with malice was aforethought of a human creature in being. 2) The death within a year and a day of the occurs injury. 3) The requirement that the victim in being is distinguishes abortion from murder. 4) Murder accidental killings in the course of robbery or includes rape. 5) The death has been accidentally in the course of what was intended to be a minor caused crime. 6) An is intention to kill not necessary. 7) An is intention to cause serious bodily injury sufficient. 8) Murder may proof require of premeditation over and above the normal requirement of intention. 9) Murder and manslaughter are not mentioned in the Koran. 10) Murder is as a crime of the utmost treated gravity. 11) Murder either death penalty or life sentence provides. 12) Murders are spontaneously committed.

5. Translate the following words and phrases from Russian into English.

Малозначительное преступление; заранее обдуманный злой умысел; тяжкое убийство; намеренный; живущий; непредумышленное убийство; случаться; телесное повреждение; случайный; причинить; преднамеренность; обычное право; вносить поправки; крайний; тяжесть; стихийно; покойник; ссора.

6. Complete the following statements.

1) Murder was defined as ... 2) ... distinguishes abortion from murder. 3) The problems of defining murder centered on ... 4) The precise definition of murder includes not only ... but ... 5) The felony murder rule produces harsh results when ... 6) The precise definition of murder settles that ... 7) First-degree murder requires ... 8) Murder and manslaughter are not mentioned in ... and are subject in ... 9) All jurisdictions treat murder as ... and provide ... 10) Most of murders are committed...

5. Choose one topic to speak about murder: a) its conception in England; b) its concept/on in U.S. jurisdictions; c) its conception in the Koran; d) its conception in general. Retell the text Murder.

**PROGRESS TEST III
(Итоговый тест III)**

Intermediate (Speaking)

A. 1. Answer the questions

- 1) Who is a criminal?
- 2) What is a crime?
- 3) How are crimes considered?
- 4) What types of crime do you know?
- 5) What relations does civil law aim to regulate?
- 6) Are there many branches of civil law?
- 7) Name some of the branches of civil law.

Upper intermediate (Speaking)

B. 1. Do the following tasks:

- 1) Draw a distinction between criminal law and civil law.
- 2) What is a tort?
- 3) Give some examples of your own for intentional tort.
- 4) Speak about lawsuits for personal injury.
- 5) Speak about what criminal law deals with.
- 6) Speak about crimes and their definitions.
- 7) Speak about criminal law and civil law of the UK and compare them with ones of The Republic of Belarus.

**ЛИСТОК КОНТРОЛЯ
(Keys)**

УЭ-1

Entry Test (Входной тест)

I.

1. Criminal law is the body of Law that defines criminal offenses.
2. Criminal law regulates the apprehension, charging and trial of suspected persons.
3. Criminal law fixes punishment for convicted offenders.

- 4. Criminal acts include arson, rape, treason, aggravated assault, theft, burglary, robbery, murder, and conspiracy.
- 5. Criminal law deals with the preparation of charges and with trial procedures.
- 6. A simple distinction between the criminal law and the civil law is that the civil law regulates the relationships between individuals or bodies and the criminal Law regulates the relationships between the state and individual people and bodies.
- 7. Tort law is based on the idea that anyone who causes injury to another person or his property should be held responsible for this harm. It differs from criminal law, in which a state imposes punishment upon the guilty party and thereafter seeks to rehabilitate him.

YD-2

1.

<i>Criminal</i>	<i>Civil</i>
to charge someone with something	plaintiff
to fine	compensation
crime	contract
police	damages
prosecution	family law
the accused	intellectual property
the defendant	private individual
theft	the defendant
to bring a case	to bring a case
	to bring an action

2.

Criminal Law and Civil Law

One category is the criminal law – the law dealing with crime. A case is called a prosecution. The case is instituted by the prosecutor, who takes over the case from the police who have already decided to charge be defendant (or accused) with specified crimes. The civil law is much more wide-ranging. The civil law includes the law of contract and family law (or intellectual property). In a civil case, the plaintiff, normally a private individual or company brings an action to win compensation. If the case is proven (on the balance of probabilities, meaning that one is more sure than not), the defendant normally pays the plaintiff damages (money).

3. Reading practice

4. Speaking practice

УД-3

1. See *English-Russian Law Dictionary*

2. <i>action</i>	<i>violation</i>
<i>compensation</i>	<i>defamation</i>
<i>determination</i>	<i>justification</i>

3.

- | | |
|---------------------------------------|---------------------------------------|
| 1. <i>personal injury</i> | 8. <i>tort liability</i> |
| 2. <i>intentional conduct (tort)</i> | 9. <i>injured party</i> |
| 3. <i>unlawful detention</i> | 10. <i>private property</i> |
| 4. <i>reasonable apprehension</i> | 11. <i>civil wrong</i> |
| 5. <i>false imprisonment</i> | 12. <i>to commit trespass</i> |
| 6. <i>money compensation</i> | 13. <i>to be liable (for) assault</i> |
| 7. <i>negligent act</i> | |

4. Reading practice

5 – 6 See *Ex. 4*

УД-4

1. See *English-Russian Law Dictionary*

2. *Reading practice*

3. See *Ex. 2*

УД-5

1, 2 See *English-Russian Law Dictionary*

3, 4 See *Text «Criminal Law»*

5.

1) Criminal law defines criminal offenses. 2) Criminal law regulates the apprehension of suspected persons. 3) Criminal law regulates the charging of sus-

pected persons. 4) Criminal law regulates the trial of suspected persons. 5) Criminal law fixes punishment for convicted offenders. 6) It is not a crime unless the law says it is one. 7) A crime is a dishonest, violent, or immoral action that can be punished by law. 8) The state of mind involves purpose and awareness. 9) Acts committed during fits of epilepsy are involuntary. 10) Acts committed while sleepwalking not qualified as crimes. 11) The use of force might be justifiable. 12) Criminal acts include murder and conspiracy. 13) Criminal law deals with the preparation of charges. 14) Criminal law deals with trial procedures. 15) Trial procedures involve the formation of juries. 16) Criminal law is concerned with postconviction procedures.

УЭ-6

1 – 2 See ex. 2 (УЭ-5)

3. Speaking practice

УЭ-7

1 – 2 Reading practice

УЭ-8

1 – 7 Speaking practice

УЭ-9

**PROGRESS TEST I
(ИТОГОВЫЙ ТЕСТ I)**

Intermediate (Vocabulary)

A.

1 e	5 j	9 c
2 f	6 i	10 g
3 h	7 a	11 l
4 k	8 d	12 b

B

Name of crime	Definition of crime
assault	attempt to use illegal force on another person
drug dealing	possession of and/or trading in illegal substances
money laundering	attempt to transform illegally acquired money into apparently legitimate money
battery	the actual use of illegal force on another person
homicide	a generic term for the killing of another person
manslaughter	the unlawful killing of a person without malicious intent and therefore without premeditation
fraud	any instance in which one party deceives or takes unfair advantage of another
murder	the unlawful killing of a person with intent
armed robbery	the unlawful taking of another's property using a dangerous weapon
sexual assault	attempt to use illegal force on another person in the absence of consent to sexual relations
burglary	the crime of breaking into a private home with the intention of committing a felony
theft	taking the property of another without right or permission
parking	leaving one's vehicle in an area or for a duration in contravention of the law
speeding	driving a vehicle in excess of the permitted limit

Upper Intermediate (Vocabulary)

C

The police interrogate suspects and witnesses.

The police carry out arrests, searches, and seizures.

The magistrate sometimes conducts the investigation in cases of serious criminal offences.

The prosecutor conducts the case in court on behalf of the police.

The suspect has the right to remain silent.

The suspect is innocent until proved guilty.

The defence counsel assists the suspect in gathering exonerating evidence.

The defence counsel protects the suspect from violations of his rights at the hands of law-enforcement personnel.

The judge presides over the court.

The judge decides on the sentence to be imposed.
The jury decides whether the accused is guilty or not.

D

Areas	Branches
Product Liability	Accident and Injury Compensation and Prevention
Civil Rights	Constitutional Law, Individual Rights
Pensions	Employment Law
Joint Ventures	Enterprise Law
Divorce	Family Law
Unfair Competition	Intellectual Property
Foreign Relations Law	International, Transnational, Comparative Law
Landlord-Tenant	Law relating to Commercial Transactions
Agriculture	Law relating to Particular Activities/ Business Sectors
Environmental Law	Property, Natural Resources, the Environment
Property Tax	Taxation

PROGRESS TEST II (Итоговый тест II)

Intermediate(Reading)

A.

1. Reading practice

2. See task 1

3.

1) *false*;

2) *false*;

3) *false*;

4) *true*

5) *false*;

4. Discussion

Upper intermediate (Reading)

B.

1 – 3 Reading for understanding

4 – 6 See Text «Murder»

7. Speaking practice

PROGRESS TEST III (Итоговый тест III)

Intermediate (Speaking)

A.

I.

- 1) A criminal is someone who commits a crime
- 2) A crime is any act or omission (of an act) that violates the law and is punishable by the state
- 3) Crimes are considered injurious to society or the community
- 4) See Test I (B)
- 5) Civil law aims to regulate relations between individuals or between individuals and organizations.
- 6) Yes, there are many branches of civil law
- 7) See Test I (D)

Upper intermediate (Speaking)

B.

I.

- 1) See text «Classification of law» (УЭ-2)
- 2) Torts are civil wrongs that are recognized by law as grounds for a lawsuit. These wrongs result in an injury or harm which constitutes the basis for a claim by the injured party. (See УЭ-3)
- 3) Speaking practice.

- 4) See УЭ-3.
- 5) See УЭ-5.
- 6) See УЭ-5.
- 7) Speaking practice.

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (<i>понимание</i>)	1. Entry Test (входной контроль) 2. Exercises (упражнения) <i>Vocabulary</i> 3. Progress test I	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61 60 и менее	1 – 2 0
III (<i>применение</i>)	1. Exercises <i>Reading practice</i> 2. Progress Test II.	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61 60 и менее	1 – 2 0
IV (<i>обобщение, систематизация</i>)	1. Exercises <i>Speaking practice</i> 2. Progress Test III.	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61 60 и менее	1 – 2 0

Тексты для внеаудиторного чтения
(Supplementary Reading)

THE MAN WHO ESCAPED

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 1

1. Edward Coke was an army officer, but he is in prison now. Every day is exactly the same for him.

It is winter now and Coke and all the other men get up at six, it is still cold and dark. They have breakfast at six thirty. Work begins at seven thirty. Some of the men work in the prison factory, but Coke often works outside.

2. The men have lunch at twelve. Then the men go back to work again. Dinner is at six. Coke usually reads after dinner until 9.30. The lights go out at ten.

The day is long and hard and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men.

3. One of the men is Eric Masters. He used to be an army officer, just like Coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. Masters knows where and who Hugo is, but Coke doesn't.

Every night Coke lies in bed and thinks about Eric Masters and Hugo. There is another thing he thinks about, too. Escaping. He wants to escape and find Masters, and then the other man. Coke is in prison for something he didn't do.

2. Choose the correct answer. Don't use the text.

1. Every day is...
 - a) the same;
 - b) different for him;
 - c) interesting for him.
2. Work begins at...
 - a) half past six;
 - b) half past seven;
 - c) five thirty.
3. After dinner Coke usually...
 - a) sleeps;
 - b) reads;
 - c) walks.

4. Coke knows that...
 - a) Masters has a lot of money;
 - b) Hugo is an army officer;
 - c) Masters is in prison.
5. Coke wants to escape to...
 - a) kill Hugo;
 - b) go home;
 - c) find Masters.

3. Answer the teacher's questions. (Books closed.)

1. Where do people work in prison?
2. What do the people there usually think about?
3. What does Coke know about Eric Masters?
4. What does Coke want to escape for?

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 2

1. It is six o'clock on a very cold winter evening. People are in their living-rooms and watch the news on television or listen to it on the radio. There is one very important piece of news this evening. It is this.

«In the West of England this evening, hundreds of policemen are looking for a man who escaped from Princeville Prison early this morning. The man's name is Edward Coke. He is 30 years old, six feet tall, and has black hair and blue eyes. He is in a dark blue prison uniform. The police do not think he can stay free very long. It is only a few degrees above zero and it is snowing».

2. The radio is on in an expensive pub in Soho, in the centre of London. Most of the people there are not very interested in the news programme, but one man is. His name is Eric Masters. He is about 45 and is in very expensive clothes. He looks very afraid of something. There is another man standing next to him in the bar. Masters asks him a question.

«Did they say the man's name was Coke?»

«Yes, that's right. Coke... Edward Coke. Why? Do you know him?»

«Pardon?»

«Do you know him?»

«No... no, I don't know him... I just wanted to know the man's name, that's all».

3. In another part of London, a young detective is standing in the office of his chief at Scotland Yard. The young detective's name is Richard Baxter.

«You knew Coke, didn't you, Baxter?»

«Yes, sir. I arrested him four years ago».

«Yes, I know that, Baxter. That's why I give you this order, now. Find Coke again! You must find him immediately!»

2. Choose the correct answer. Don't use the text.

1. This man has...
 - a) white hair and brown eyes;
 - b) black hair and blue eyes;
 - c) grey hair and blue eyes.
2. The temperature is...
 - a) a few degrees above zero;
 - b) zero;
 - c) a few degrees below zero.
3. Eric Masters...
 - a) is looking very pleased;
 - b) is in a hurry;
 - c) is looking very afraid.
4. Baxter's chief gives him the order to arrest Coke because...
 - a) he arrested him 2 years ago;
 - b) he didn't arrest him 4 years ago;
 - c) he arrested him 4 years ago.

3. Answer the teacher's questions. (Books closed.)

1. What do people do on a cold winter evening?
2. What is the description of Edward Coke given in the news?
3. Why do the police think he can't stay free very long?
4. How does Eric Masters look like?
5. Why is Richard Baxter given an order to arrest Coke?

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 3

1. At 6 o'clock Baxter is in the warm train compartment. Coke is in a field 100 miles away. The winter evening gets darker and colder. The wind cuts through Coke's thin uniform like a knife. Coke is hungry and tired, and his arms and legs are so cold that he can hardly feel them. He wants to find food, warm clothing, and a warm place somewhere. «I have to make a move! I can't just stay in this field and die of the cold!» he thinks.

2. Coke gets up and begins to walk. «Where am I? Which direction am I walking in? Am I going back towards the prison?» he asks himself. A few minutes later, the moon comes out and Coke can see better. He stops and – looks around. Suddenly he sees a small light not far away. «What can it be? It can't be a car. It doesn't move! It must be a house!» he says to himself and begins to walk towards it. The light gets larger. It is a house! He can see the form of the roof in the darkness.

3. Ten minutes later he is outside «the house. He stops and listens. «Strange» he thinks. «I can't hear anything, not even a radio or a television, but there must be someone in there! There is a light on!» Just at that moment, a thought strikes him.

«This is probably the only house around for miles! The police know I'm probably around here somewhere; and if they are anywhere, they're in that house, waiting for me».

Coke doesn't move. The wind becomes colder. His feet and hands feel like ice in the snow. «I have to take the chance! I have to! This is the only place I can find warm clothes and food!» he thinks.

2. Choose the correct answer. Don't use the text.

1. Coke wants to find some warm place because...
 - a) he's afraid of Baxter;
 - b) he needs to change his prison uniform;
 - c) his arms and legs are cold.
2. When the moon comes out Coke can see...
 - a) a large house;
 - b) a small light not far away;
 - c) a policeman.
3. It's strange for Coke that he can't...
 - a) hear anything in the house;
 - b) see the police around;
 - c) see any other houses around.

3. Answer the teacher's questions. (Books closed.)

1. What is the weather like on that day?
2. How does Coke feel in the field?
3. Does Coke know where he's walking to?
4. What can he see in the darkness?
5. What seems strange to Coke?
6. What thought strikes him?

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 4

1. Coke listens for several seconds but he can't hear anything at all. And yet there is smoke coming from the chimney and there is a light on in the front room! «Why is it so quiet? Are the police waiting for me in there?» he asks himself. He goes to the front door and pushes it. To his surprise it is open! He goes in very quietly. In the front room there is a fire burning in the fireplace. The room is clean, small and very warm. There is very little furniture in it – only a table and two old-fashioned chairs. There are also some photographs on the shelf above the fire. They are yellow and old. One of them is of a young man in a World War I uniform. There are also a few photos of the same man and also a woman.

2. Suddenly Coke feels there is someone else in the room. He turns around quickly, and, at the same time, puts his hand in his pocket. There is a small knife there. He sees an old woman. She has a dish in her hands and there is a smelt of meat and vegetables coming from it. She doesn't look afraid. «I'm sorry», she says and puts the dish down on the table.

3. «I'm sorry», she says again. «I don't hear you. I'm deaf, you see. People often come to the door and knock, but I don't hear them. I'm glad you are here».

Coke stares at her for a second and then finally finds his voice: «I... I'm sorry». He looks down at his clothes. His prison uniform is so dirty that it is impossible to tell what kind of uniform it is. Then he suddenly has an idea.

«I'm a mechanic from a garage in town. I came to repair a lorry somewhere out here but the road was icy. I had an accident. I... I fell off my motorbike».

He says this several times before she finally understands him. Then she gives him some hot water and soap and afterwards some food. The only thing he needs now is a change of clothes!

2. Choose the correct answer. Don't use the text.

1. When Coke comes in he sees:
 - a) an old woman;
 - b) a young man;
 - c) some photographs on the shelf.
2. The woman has:
 - a) a small knife in her hands;
 - b) a dish in her hands;
 - c) old clothes in her hands;

3. A woman isn't afraid because:
 - a) she's deaf;
 - b) people often come to her door;
 - c) Coke looks pleasant.
4. The woman gives Coke:
 - a) hot water and soap;
 - b) a change of clothes;
 - c) some photoes.

3. Answer the teacher's questions. (Books closed.)

1. What can Coke see in the front room?
2. What photoes are there on the shelf?
3. What is there in Coke's pocket?
4. What is there in the old woman's hands?
5. Why isn't she afraid?
6. How does he explain his clothes?

4. Express the main idea of this episode in one-two sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 5

1. Only a few miles away from the house Coke is in, two policemen in a small village police station can hear the wind outside. One of them is a sergeant. The other is much younger.

«I wonder how Mrs Bentley is?» the sergeant asks.

«Mrs Bentley? Oh, you mean that old lady whose husband died a few years ago?»

«That's right. She's deaf, you know, so she never listens to the radio or watches television. In fact, she doesn't even read the papers».

«Oh?» the young policeman says. He wonders why the sergeant wants to tell him all this. Then he finds out.

«Why don't you go out to her place and see if she's all right?»

«Who? Me? On a night like this?» «It's not far. Besides, you've got your bike, haven't you?»

2. Baxter gets off the train at a small station. There is a detective waiting for him on the platform. He is shaking Baxter's hand.

«My name's Halls, Tom Halls. Scotland Yard phoned us and told us to meet you here, There's a car waiting».

Baxter doesn't waste any time on social formalities.

«Coke escaped more than 24 hours ago. I want to catch him before another 24 hours are up».

Halls is looking at Baxter for a few seconds before he answers.

«A lot of us wonder why Scotland Yard is so interested in this fellow Coke. He isn't the first one to escape».

«Coke isn't just an ordinary prisoner. He's very special. Let's go now!»

3. The young policeman is angry. He is on the road now. The wind is cold and is blowing snow into his face. «That stupid sergeant!» he thinks. «We must be one of the last stations in England that still uses bikes, and he sends me out one on a night like this!» When he gets to the top of the hill he sees the house down below, at the bottom of the hill. Just as he is looking down at it, he sees a light go on in one of the rooms upstairs. «Stupid! That's what it is, sending me out on a night like this!» the policeman says again. Then he gets on his bike and begins to go down the hill very fast, towards the house.

2. Choose the correct answer. Don't use the text.

1. The sergeant wanted the other policeman to go to Mrs Bentley...
 - a) to bring her the papers;
 - b) to see if she's all right;
 - c) to catch the criminal.
2. Halls wonders why...
 - a) Scotland Yard is so interested in this fellow;
 - b) Baxter came;
 - c) Baxter is in such a hurry.
3. The young policeman is angry because...
 - a) he has no car;
 - b) the weather is very bad;
 - c) the house is very far.

3. Answer the teacher's questions. (Books closed.)

1. Why do police want to go to Mrs Bentley's house?
2. Why is Scotland Yard so interested in Coke?
3. Why is the young policeman angry?
4. What does he think about using bikes?

4. Express the main idea of this episode in one-two sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 6

1. «You know your clothes are in a terrible state», the old lady said after the meal «My husband was just about your size. A little heavier perhaps. All his clothes are upstairs. They are no good to him. He died two years ago». She pointed up to the above them. «Why don't you see if any of his clothes fit you. You can bring them back tomorrow».

«Nobody can be this lucky!» Coke thought to himself. He went upstairs and turned the light on. He found a heavy jacket, a woolen shirt and some trousers hanging in the room.

2. «What do you know about Coke?» Baxter asked Halls. They are in the car now. «Very little, I'm afraid. In fact, I don't think, I don't know anything about him at all. Wasn't he the fellow who was in that spy case about 4 years ago?»

«Yes, that's right. Coke always said it wasn't him... that it was someone else».

«That's what they all say. But what's so special about him?» «Coke was in Army Intelligence. He knew important secrets. We could never understand why he sold them. There wasn't a real motive. Some said he did it for money. We couldn't prove it, but if he was a spy, he still knows too much. We could never find out who he sold secrets to. That's why we have to catch him before he makes contact with any of his old friends!»

3. Coke put the clothes on as quickly as he could. They were old, but they were warm. When he came downstairs, the old lady was still in front of the fire. She smiled when she looked at him. «You know, you look just like my husband in those clothes... when he was much younger, of course». Coke tried to be polite. He wanted to leave quickly.

«I can't thank you enough. It's very kind of you to do all this for me». The old lady did not seem to hear him. «Just like my husband», she said again. Just then, there was a knock on the door.

2. Choose the correct answer. Don't use the text.

1. Old woman's husband was...

- a) a little lighter;
- b) a little heavier;
- c) of the same size,

2. The police wanted to catch Coke as soon as possible because.

- a) he was in Army Intelligence;
- b) he was a spy;
- c) he could make a contact with any of his old friends.

3. There was a knock at the door when...
 - a) Coke was upstairs;
 - b) Coke was talking with the old woman;
 - c) Coke was putting on the clothes.

3. Answer the teacher's questions. (Books closed)

1. What did the old woman offer to Coke?
2. What kind of clothes did Coke find?
3. What was Coke?
4. What couldn't the police prove?
5. Why do they want to catch him as soon as possible?
6. What did the woman say when she looked at Coke?

4. Express the main idea of this episode in 2 – 3 sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 7

1. The deaf old lady did not hear the knock, but Coke did. His heart began to pound wildly. He had to decide what to do, and quickly.

«There's someone at the door», he said loudly, but the old lady did not understand. «There's someone at the door», he said again, this time even more loudly than before. She went out of the room and Coke quickly stepped back into the shadows of the front room.

2. The old lady opened the front door. Coke could see her quite clearly, but nothing else. He listened carefully.

«Hello, Mrs Hartley. I'm from the village police station. The sergeant sent me. I've got something to tell you».

Then Coke saw the policeman very clearly. The old lady and the policeman came through the door into the sitting-room. Coke was behind the door, so the policeman couldn't see him.

«Good evening officer. Can I help you?» Coke said very loudly and clearly. The policeman turned around and looked at Coke. He was very surprised. Then Coke hit him hard as he could in the stomach and he fell to the floor heavily. The old lady screamed. The policeman tried to get up, but fell back weakly. Coke ran out of the room.

3. The phone rang about five minutes later at the local police headquarters Hall answered it. «What? Coke? Where? When?» Baxter stood up as soon as he heard Coke's name. He quickly put his hat and coat on. Halls listened carefully

to the voice on the other end and quickly made a few notes. Then he put the phone down and turned to Baxter. «Well, we know where Coke is now. A policeman almost caught him only five minutes ago».

«What do you mean, he almost caught him? Did he catch him or didn't he?» «No, he got away. He stole the policeman's bike».

2. Choose the correct answer. Don't use the text.

1. When Coke heard the knock...
 - a) he calmly went to the door;
 - b) his heart began to pound wildly;
 - c) he took out his knife.
2. When Coke saw the policeman...
 - a) he decided to kill him;
 - b) he decided to use his knife;
 - c) he stepped back and waited.
3. When Coke hit the policeman...
 - a) the old lady screamed;
 - b) the policeman ran after him;
 - c) he didn't know what to do.
4. Baxter learnt that...
 - a) the policeman caught Coke;
 - b) Coke stole the policeman's bike;
 - c) Coke hit the policeman.

3. Answer the teacher's questions. (Books closed.)

1. Where did Coke hide?
2. What did Coke do when the policeman entered the room?
3. What did Halls learn on the phone?
4. What did Coke steal?

4. Make the plan of this episode in 3 sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 8

1. Baxter got into the car first. Halls was right behind him. «You drive. You know the area better than I do». Baxter said. They raced out of the town and into the dark countryside.

Ten minutes later, about three miles from the old lady's house, Baxter suddenly saw someone on the dark road ahead. «Look! There!» he shouted.

«There's someone on a bike! And look! He's going to get off!» Halls saw the man quite clearly, but only for a second. As soon as the man saw they were in a police car, he dropped his bike and ran into the trees at the side of the road. «That's Coke!» Baxter shouted. «He isn't going to get away this time!» Baxter jumped out of the car even before Halls stopped it, and ran after Coke. Halls jumped out, too. He didn't switch off the headlights.

2. All Coke's training as a soldier helped him now. Baxter was just behind him when Coke suddenly turned. Baxter tried to grab him but almost lost his balance. Then Coke hit him on the chin as hard as he could. Baxter fell to the ground heavily. At that moment, Halls jumped on Coke from behind but Coke threw him over his back and against a tree and then ran back towards the road before Halls could get up. Even when he did, he fell to the ground again. There was a terrible pain in his ribs. Coke saw the police car very clearly. The headlights were still on and the door was open. Coke jumped in. When Baxter and Halls came to themselves it was too late. Coke was gone and so was their car.

Coke drove for about twenty minutes. He felt nervous in the police car but he knew it was his only chance. Suddenly something on the road ahead attracted his attention. Two police cars were there, side by side, blocking the road. Nothing could get by them!

3. The two policemen at the road block were bored. Suddenly they saw a car coming towards them.

«It's a police car», one of them said. «Perhaps they're bringing us some hot coffee or something to eat». The car was still a good distance away. «Isn't it going to stop?» «It doesn't look like it. Shall we stop it? Our orders are to stop every car». Just then, they heard the two-tone sound of the horn. «Would you move the car out of the way, Bob, or shall I?» «But our orders were...» «You don't think Coke's going to come through here in a police car, do you?» The policemen hardly had time to move back their cars when Coke shot through the narrow gap and raced down the road in the direction of London.

2. Choose the correct answer. Don't use the text.

1. As soon as the man saw they were in a police car...
 - a) he began to drive faster;
 - b) he dropped his bike and ran into the trees;
 - c) he stopped and walked for them.
2. When Halls jumped on Coke from behind Coke...
 - a) threw him over his back;
 - b) hit him on the chin;
 - c) seized him.

3. Coke could get into the car because...
 - a) the headlights were on;
 - b) the door was open;
 - c) he had the key.
4. The policemen let Coke pass because...
 - a) they recognized him;
 - b) they thought it was the police officer in the car;
 - c) he signalled to them.

3. Answer the teacher's questions. (Books closed.)

1. Where did Halls and Baxter see Coke?
2. What did Coke do as soon as he saw the police car?
3. What helped Coke to escape this time?
4. What did Halls feel?
5. What did Coke see on the road?
6. What did the policemen think about the car coming towards them?

4. Give the main idea of the extract in 3 – 4 sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 9

1. «How much farther is it to the nearest village?» Baxter asked. He and Halls were in the middle of the country-side. The night was very dark and there was no traffic on the roads. They couldn't see a house or even a public phone box anywhere. «It must be on the other side of that hill» Halls answered. «I hope so! We've been walking for twenty minutes now! When we started, you said it was only ten minutes away!» Baxter said angrily. He was tired and his jaw hurt.

In his apartment in London, a well-dressed man named Eric Masters turned on the radio and listened. The news was still bad. Coke was still free. Masters looked very frightened. He turned off the radio suddenly and picked up the phone.

2. Coke turned off the main road. He wanted to get rid of the police car as soon as possible. In a village almost 200 miles away, Coke found what he wanted. «People in villages like this always trust their neighbours. How lucky!» he thought when he saw the motorbike. It was in a garage at the edge of the vil-

lage. The garage was not even locked and there were a pair of gloves and a helmet. Coke pushed the bike down the road. When he was far enough away from the village he started the engine and raced towards London.

3. Eric Masters dialed nervously. At first nobody answered at the other end. Finally a sleepy voice answered angrily, «Who is it? What the devil do you want at this hour?» «Is that you, Hugo? This is Eric», Masters said quickly. «And why are you ringing at this hour? I've been in bed for an hour!» «But haven't you heard the news, Hugo? Coke's still free! I can't sleep. I've been thinking about Coke all evening!» «Perhaps you'd better take a sleeping pill!» Masters almost screamed the next question into the phone. «What are you going to do, Hugo?» The man at the other end answered just as coldly and as calmly as before, «Do? We're going to kill Coke! That's what we're going to do. That is, if he is stupid enough to come to London!»

2. Choose the correct answer. Don't use the text.

1. Baxter and Hall couldn't get any help because...
 - a) they were very tired;
 - b) there was no traffic on the roads;
 - c) they couldn't see any house.
2. Coke could get the motorbike because...
 - a) he managed to unlock the garage;
 - b) he got rid of the police car;
 - c) people in villages trust their neighbours.
3. Hugo was calm because...
 - a) he didn't know the news about Coke;
 - b) he wasn't afraid of Coke;
 - c) his people were going to kill Coke.

3. Answer the teacher's questions. (Books closed).

1. Where were Baxter and Halls?
2. Why did Masters look frightened?
3. What did Coke want to find in the village?
4. What did he find in the garage?
5. Whom did Masters phone?
6. What was Hugo going to do?

4. Give titles to each paragraph.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 10

1. The motorbike was fast but the roads were icy. Coke drove dangerously. He knew he had to. He had very little time. Around 2 o'clock in the morning he suddenly saw lights in his mirror. They were the headlights of police car. It came closer and closer and then suddenly speeded up. For several seconds, Coke and the car raced along side by side. The two policemen in the car were looking at him but they couldn't see his face clearly. Coke raised his hand and waved casually. Then, the car speeded up again. In a few seconds it was far ahead him. Coke raced towards London. He knew exactly where he wanted to go.

He reached London just before 6. He drove to a block of small flats not far from the river in the south-east. There was a light on in one of the ground floor flats. He went to the window and tapped softly. He was still standing at the window when the back door opened. When he looked up, a woman was standing there. «Come in, Ted. I've been expecting you», she said very softly. «I haven't got any right to ask you for help», he said after a pause. «But there's nobody else you can go to, is there? You'd better come in», she answered calmly.

2. Baxter caught a very early train to London. When he got to Scotland Yard the Chief Inspector was waiting for him. When Baxter went into his office, he was sitting at his desk and looking at a photograph. «Perhaps it was a good thing you didn't catch Coke after all», he said suddenly. Baxter stared at him in surprise. «What do you mean, sir? I don't understand». «I have a picture here of a man who knew Coke in the army. He was also a witness at Coke's trial. I've been interested in the man for some time now. Perhaps we'll be able to find out more about him now that Coke's free», the Inspector said, and gave Baxter the photograph. «This is the man. Watch him. Follow him everywhere!» Baxter looked at the man in the photo carefully. It was Eric Masters.

3. «You really shouldn't help me, Kate. It's against the law», Coke said. He and the young woman were sitting in her kitchen. He was eating breakfast hungrily. Kate didn't say anything. «I mean, everybody thinks I'm a spy», he went on. «But I don't think so», she finally said. Coke finished his breakfast silently. Then he said, «You were the only person who ever believed I was innocent. That's why I came to you. Who else will help me?» «Help you to do what, Ted?» Kate asked. «Help me to find the real spies», he answered slowly.

2. Choose the correct answer. Don't use the text.

1. Coke saw the headlights...

- a) of another motor bike behind him;
- b) of another police car in front of him;
- c) of another police car behind him.

2. Coke drove to a block of flats in...
 - a) the south-east;
 - b) south-west;
 - c) north-east.
3. The Chief Inspector wanted Baxter...
 - a) to follow Coke everywhere;
 - b) to follow Masters everywhere;
 - c) to arrest Masters.
4. Coke came to Kate because...
 - a) he wasn't afraid of her;
 - b) she believed he was innocent;
 - c) she was brave.

3. Answer the teacher's questions. (Books closed).

1. What did Coke see in his mirror?
2. Why did Coke wave his hand?
3. Where did Coke drive to when he got to London?
4. What did the woman say?
5. What photo was the Chief Inspector looking at?
6. Why was it a good thing they didn't catch Coke?
7. Why did Coke come to Kate?
8. What was Coke going to do?

4. Compose the plan for this part of the story.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 11

1. Kate was what the Americans call «a cool character»; nothing seemed to surprise her very much. Perhaps this was because she was an actress. She played small parts in films and on television. She didn't hesitate even for a second when Coke said he wanted her help to find the real spies. «All right», she said. «I'll start right now. Wait here!» «What do you mean? Where are you going?» Coke asked. «You'll find out when I come back. I'll have to get some things now!» Before Coke could answer, she was gone.

2. Not very far away, Baxter was still sitting in the Chief Inspector's Office. He was still looking at Masters' photograph. «What's so interesting about him? Why do you want me to follow him?» he asked. «A few days ago, quite by accident we learned a few things about him. Coke might... be innocent after all.

It's only a possibility. We want to see what Masters does if Coke contacts him», the Chief Inspector answered. Baxter was even more surprised now. «I don't understand, sir. What do you think Masters might do?» he said. «Masters might try to kill him if he's really afraid of him». «But surely that's dangerous, sir. I mean, if Coke is innocent, Masters might kill him... and if he isn't innocent, we're letting him go free. After all, Coke might kill Masters... or someone else!» The Chief Inspector looked very serious. «That's a chance we'll have to take, Baxter!» he said.

3. Time passed very slowly for Coke that morning and afternoon. It was evening before Kate came back. She was carrying a large bundle and a lot of other things. «Here. Try these things on», she said. She unwrapped the bundle quickly and showed him a suit, shoes and shirt. There was also a coat with an expensive fur collar, the sort millionaires wear in films. «I'll have to change my appearance more than this!» he said. «Of course you will», she answered. «And I've got just the things you'll need!» First Kate dyed Coke's hair grey. Then she used some theatrical make-up to give him a much older face. Finally she put a pair of dark glasses on him, gave him a white walking-stick and led him to a mirror. He was surprised when he saw himself. An old blind man stared back at him. «And now, Kate said, you'll have to do far more than simply look like an old blind man. You'll have to walk, talk and act like one, too!» For the next hour she taught him exactly how to do that. «You learn fast. We can go now», she said finally.

4. They were walking towards a taxi-rank. «Now just tell me where we're going!» Kate said. «To a pub in Soho called «The Green Rider». Masters used to go there a lot», Coke answered. «You mean you think he's one of the spies?» «I don't know but he didn't tell the truth at the trial. Why else should he lie?» Coke said. They go to Soho half an hour later. The streets were brightly-lit. There were people, pubs, restaurants, cinemas and strip-tease clubs everywhere. They walked on until Coke suddenly gripped Kate's arm very hard. «This is the place. Take me in!» he said. They went into the crowded, noisy room.

2. Choose the correct answer. Don't use the text.

1. The Chief Inspector wanted to see...
 - a) if Masters kills Coke;
 - b) if Coke is innocent;
 - c) what Masters does if Coke contacts him.
2. Kate taught Coke because...
 - a) he didn't look like an old man;
 - b) she wanted him to act like a blind man;
 - c) she was a good actress.

3. Coke thought that Masters was a spy because...

- a) he used to go to «The Green Rider»;
- b) he was afraid of him;
- c) he didn't tell the truth at the trial.

3. Answer the teacher's questions. (Books closed).

1. What was Kate?
2. What did the Chief Inspector want to see?
3. Why was the Chief Inspector's plan dangerous?
4. What did Kate bring in the evening?
5. What did Kate do to Coke's hair and face?
6. Whom did Coke see in the mirror?
7. What did Kate teach Coke to do?
8. Where and why were they walking?
9. What made Coke think Masters was one of the spies?

4. Give the contents of the extract in 4 sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 12

1. Kate led Coke to a table and then went to the bar to get their drinks. «Masters isn't here», Coke said. «Surely you didn't expect to walk in and find him, just like that?» «No, I suppose not».

They had been there for over an hour. More people came in, but Masters was not among them. It was getting towards closing time when the barman came to their table. «May I have your empty glasses?» he asked politely. Coke touched him on his sleeve. «Does a man named Eric Masters ever come in here?» he asked. He did not notice the man standing at the bar who stared at him in the mirror when he mentioned Masters' name.

2. The barman thought for a second. «There's a man named Eric Masters who comes in here a lot. He's a military type. Is that who you mean?» he asked. Coke tried to sound casual when he asked his next question. «Has he been here today?» The barman nodded. «Yes, he was in this afternoon». «I don't suppose you know where I can find him now?» Coke said. «I'm afraid not. All I know about him is that he has an antique shop somewhere near Red Lion Square», he answered.

The barman was shouting «Last orders, please» when Coke and Kate left. Kate led him through the crowded, bright streets. When they got to Shaftesbury Avenue, Kate called a taxi. Neither she nor Coke noticed the man who was so close behind them in the crowd that he heard Kate say «Red Lion Square, please» to the driver. They did not see him get into a cab and follow them.

3. «Would you mind driving round the Square once?» Kate asked the driver. Red Lion Square was deserted. «It's obviously not on the square itself», Coke said. They got out the taxi, paid the driver and started exploring. There were antique shops on several of the side streets but Masters' name was not among the other names of the owners.

Half an hour later they were still looking. Kate kept glancing over her shoulder. She had the uncomfortable feeling that someone was following them but she couldn't see anybody.

«I don't like wandering round the dark streets at this hour», she said. «I don't like doing it, either, but what else can we do? We can't stop looking now. It might be our last chance», Coke answered. Suddenly something in the window of a shop across the road caught his eye. The street was very dark but the thing gleamed. It reflected the light of a passing car. They crossed the street. The thing was an old military saber and it was in a window marked «Antique Weapons and Military Antiques». There were old pistols, helmets and other swords in the window. Coke became excited. «This must be it!» he said. There was no name on the window but there was a phone number on the door. Coke copied it down.

2. Choose the correct answer. Don't use the text.

1. When Coke asked the barman about Eric Masters...
 - a) the man at the bar stared at him;
 - b) the barman stared at him in surprise;
 - c) the barman looked at the man at the door bar.
2. When Kate and Coke took the taxi...
 - a) they noticed the man behind them;
 - b) the man followed them in a cab;
 - c) the man lost sight of them.
3. When Kate glanced over her shoulder...
 - a) she noticed the man following them;
 - b) she could not see anybody;
 - c) she saw the light of a passing car.

3. Answer the teacher's questions. (Books closed).

1. What did Coke ask the barman about?
2. What didn't Coke notice?
3. What did they learn from barman about Masters?
4. What did the man who followed them do?
5. What was there on the side streets of the square?
6. Why did Kate keep glancing over her shoulder?
7. What caught Coke's eye?
8. How was the window marked?
9. What was there in the window and on the door?

4. Compose the plan for this part of the story.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 13

1. It was around midnight when the phone rang in Eric Masters' flat. The voice on the other end was hard and cold. «This is Hugo», it said. «There was an old blind man in the pub. He had a young woman with him. He asked about you and then went to your shop». Masters blinked in surprise. His voice cracked slightly. «But I don't know anybody like that. What did they want?» «How do I know, you fool? Just watch out for them, that's all!» Hugo said furiously and hung up. Masters slept very badly that night.

2. Eric Masters was cleaning an antique pistol when the phone rang in his shop. He heard a young woman's voice at the other end. «I believed you buy and sell antique weapons», she said. «Yes, that's right. I'm particularly interested in old firearms». «My father is too. He wants to sell some of 17th century pistols. Would you be interested?» «Certainly. If you bring them to my shop, I'll look at them and give you a price». «Well, unfortunately my father's blind. It's very difficult for him to get about. Would you mind coming to our place?» Masters managed to answer calmly. «Well... er... my assistant is out to lunch. I'll come over when he comes back. Is that all right?» He noted the address she gave him and hung up. His hands were trembling slightly. «These must be the people Hugo told me about», he thought. He reached into a drawer and took out a pistol. This one was not an antique. It was a small, black, nasty-looking automatic. «Perhaps the old man really does want me to look at his pistols», he thought when he was getting into his white Jaguar and driving off.

3. He felt safer when Kate opened the door. She was slim, almost delicate-looking. «Good afternoon», he said. «I'm Eric Masters. You rang my shop earlier». She smiled. «I hope I haven't put you to any trouble», she said pleasantly, and led him into the sitting-room. Masters glanced suspiciously at the old, blind man sitting on the sofa. At first he seemed harmless enough, but there was something familiar about the man's face that made Masters look more carefully at him. «I'll go and get the pistols», Kate said. Masters stayed where he was, where he could see everything and where nobody could come in behind him. The old blind man didn't move. «Are you a collector too?» Masters asked. The old man simply nodded. The woman came out of the bedroom with a large black case. «They're all in here», she said. «If you come over here, to the table, we can look at them. My father doesn't really want anyone else to have them, but it's a question of money».

Masters kept his eyes fastened on the old man's face as he walked towards the table. He was halfway there when the old man raised his face slightly. The sudden movement made Masters stop. The more he looked at that face, the more suspicious he became. Suddenly it dawned on him. He stared at both of them. They were both waiting for him to come nearer. It was the old man's nose and lips that made Masters think of Coke. He reached for his pistol.

2. Choose the correct answer. Don't use the text.

1. Masters took a pistol with him because...
 - a) he was sure he was going to meet Coke;
 - b) he always had it with him;
 - c) he felt safer with it.
2. Masters looked more carefully at the man because...
 - a) he recognized Coke;
 - b) there was something familiar about the man's face;
 - c) he recognized his voice.
3. Masters stopped because...
 - a) there was a sudden movement of the old man;
 - b) he became very suspicious;
 - c) they were staring at him.

3. Answer the teacher's questions. (Books closed).

1. What news did Hugo tell Masters?
2. What did the woman speaking over the phone want?
3. What did Eric promise?
4. What did he take out of a drawer?

5. What made Masters look more carefully at an old man?
6. What made Masters think of Coke?

4. Give the main idea of this part of the story in 2 – 3-sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 14

1. When Masters pulled out the automatic, Kate was standing between him and Coke. She could see that he was almost hysterical and was probably going to shoot.

«It's you, Coke!» he burst out and came nearer. Kate was standing in his way now and he put out a hand to push her away. Coke could hardly believe his eyes. One moment Masters was pointing a pistol at him and the next he was lying on the floor, gasping for breath. Kate had thrown him over her shoulder. «I once played a policewoman in a film and I had to learn some judo», she said rather casually and looked down at Masters.

2. Masters groaned. He, too, could hardly believe what had happened. It all seemed incredible. He shook his head. He decided that it was probably a nightmare, a horrible dream. «And now that you're here, perhaps you wouldn't mind answering some questions», Coke said. Masters groaned again. «Questions? What questions?» he mumbled. «I want you to tell me everything that happened that evening you sent me to Epping Forest», Coke said in a low voice. Masters now realised that it was not a dream. «I don't know what you are talking about», Masters answered. «I think you do», Coke said. «You can't make me tell you anything!» Masters waited to see what Coke was going to do next. He couldn't take his eyes off the automatic in Coke's hands. «I'll give you five seconds to being answering my questions. Then I'll shoot», Coke answered and pulled back the safety-catch. The pistol was now ready to fire. Then he began counting.

3. «But I know nothing!» Masters protested. Coke had already raised the pistol and simply said, «One!» Masters said nothing. «Two!» Coke brought the pistol nearer. «You can't frighten me!» Masters shouted. «Three!» Masters saw Coke had already taken aim. «How can I tell you something I don't know?» Masters demanded. «Four» Masters watched Coke's finger beginning to press the trigger. «All right, all right, I'll tell you anything you want, but for God's sake, put the pistol down!» Masters hasped.

2. Choose the correct answer. Don't use the text.

1. Kate managed to throw Masters down because...
 - a) she was very strong;
 - b) she learned judo;
 - c) Coke helped her.
2. Coke wanted to know...
 - a) why Masters had a pistol;
 - b) why Masters had come;
 - c) why Masters had sent him to Epping Forest.
3. Masters agreed to tell everything because...
 - a) Coke was going to shoot;
 - b) he knew something;
 - c) Coke told him to do it.

3. Answer the teachers questions.

1. What could Kate see?
2. What did she do?
3. What did Masters think?
4. What did Coke want Masters to tell?
5. How much time did Coke give Masters to think?
6. Did Masters agree to tell what Coke wanted him to?

4. Compose the plan for this part of the story.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 15

1. Coke's mind went back to the time, five years earlier, when both he and Masters had been officers in the same Army Intelligence unit. Masters had been Coke's superior. Several important military secrets had disappeared and they were both trying to find out who had taken them.

One evening, Coke had gone, on Masters' orders, to a lonely place in Epping Forest. Masters had told him he would meet a possible informer there. While he was waiting, three men had grabbed him from behind. They had poured whisky all over him and down his throat and then hit him over the head.

2. When he came to himself he was back in his car, but it had crashed into a tree. The police had already arrived. It appeared that Coke had got drunk and

lost control of his car. The police had found several files marked «Top Secret» in his car. Coke swore he had never seen them before. The police also found Coke had deposited more than 2,000 £ in his bank account a few weeks before. Coke had known nothing of the money. The bank said the cheques had arrived by post with Coke's countersignature. Nobody believed Coke's story. It appeared he had sold secrets for money and was going to do so again the night he had crashed. Masters denied he had ever told Coke to go to Epping Forest. This is what Coke wanted to ask questions about now.

3. «Let's start at the beginning... when you sent me to Epping Forest that night», Coke said in a flat, cold voice. «That was Hugo's idea. I had nothing to do with it». «And who is Hugo?» Coke demanded. «He sells government secrets to any foreign country that's interested. He made me give him information. I didn't want to». «Why did you involve me in all this?» «The police suspected someone. We wanted to make them think you were the spy. We knew they would if they found your dead body in a car after a crash with all sorts of secrets in it». «My dead body?» «Hugo thought the crash would kill you», Masters said. «And why aren't you still in the army? You'd be a lot more useful to Hugo if you were», Coke went on. «It became too dangerous. Anyway, he still uses me». «How?» Coke asked. «We hide microfilms of secret documents in the antique weapons I send abroad. The people we send them to pose as foreign collectors», Coke had one last question. It was the most important. «Where's Hugo now? Take me to him!»

2. Choose the correct answer. Don't use the text.

1. Masters had sent Coke to Epping Forest because...
 - a) he wanted him to meet the informer;
 - b) he wanted him to be killed;
 - c) he wanted him to receive some secret documents.
2. Nobody believed Coke because...
 - a) he was drunk;
 - b) the files had been found in his car;
 - c) he had sold secrets for money.
3. Hugo planned to kill Coke because...
 - a) he wanted the police think he was a spy;
 - b) he knew too many secrets;
 - c) police suspected him.

3. Answer the teacher's questions. (Books closed).

1. What were Coke and Masters trying to do five years earlier?
2. What happened when Coke was waiting in Epping Forest?

3. What did the police find in the car and in the bank?
4. What did Coke find out about Hugo?
5. What did the criminals want police to think?
6. How did Hugo use Masters?

4. Try to tell the main events of this extract in 3 – 4-sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 16

1. Masters told Coke that Hugo owned a large garage in the North of London. Cars that had been damaged were taken there to be repaired. It was also where the secret documents Hugo sold were kept before they were microfilmed and sent abroad.

They got into Masters' white Jaguar and drove there. Coke sat in front with Masters. Kate sat behind. It was almost evening when they got to the garage. It was at the end of the street and was surrounded by shops and small houses. They parked at the end of the street. People were beginning to close their shops and go home. The garage stood open until six. Coke sat and watched the lights go off. When the last one had been turned off and the garage was completely dark, Coke turned to Masters again.

«Now tell me exactly where the documents are kept before they're sent off», he said.

2. At first Masters didn't answer. He had become a little braver again. Coke pressed the pistol into his stomach «Because of you, I've been kept in prison for four years. Because of you, my life has been ruined. I'll kill you here and now if you don't answer!» Masters looked at the pistol and went pale. «They're kept in Hugo's office, in an ordinary file in his desk», he answered. «And the microfilms?» Coke demanded. «They're kept there, too». «Do you know if any documents have been sent off recently?» «Some were sent last week. I know. I sent them myself», Masters said. «And will there be any there now, waiting to be sent off?» Again Masters hesitated. Coke pressed the pistol even harder into his stomach. «I don't know. There might be. Hugo told me he was going to give me some soon», he said.

3. Coke gave Kate the pistol. She was still sitting behind Masters. «Keep him here until I get back», he said. «But what are you going to do?» she asked. «Break into the garage if I can. Perhaps I can find proof that Hugo sells these

things. If I do, I'll phone the police». «But what if you don't? What if you are seen and caught before you can find anything at all?» Kate asked. But Coke had already started walking towards the dark garage. In the dark winter evening, it looked very much like a prison.

2. Choose the correct answer. Don't use the text.

1. The garage was...
 - a) in the middle of the street with no houses around;
 - b) at the end of the street with many cars around;
 - c) at the end of the street with shops and small houses around.
2. Masters said that...
 - a) there were no secret documents in the garage;
 - b) there might be some secret documents in the garage;
 - c) all the documents had been sent away.
3. Coke wanted to break into the garage...
 - a) to find proof that Hugo was a spy;
 - b) to find Hugo;
 - c) to find proof that Masters was a spy.

3. Answer the teacher's questions. (Books closed).

1. What did Masters tell about the garage in the North of London?
2. Till what time was Coke waiting?
3. Where were the documents kept?
4. What for did Coke want to break into the garage?

4. Give a short summary of the text. (4 – 6 sentences).

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 17

1. Once, a long time ago, someone had told him that an Army training was useful in many ways. Coke knew now that was true. There was a drainpipe at the back of the garage that led to the roof, and Coke managed to climb up it. He had often done such things in the army.

There was a window in the roof, or a sky-light, as it is called. It was closed but not locked. Coke managed to get it open and peered down into the dark garage below. There was a lorry parked almost directly underneath. He jumped down onto it. It was completely dark inside the garage itself.

«Masters told me the secrets were kept in the office, but where's the office?» he wondered. Suddenly he heard a sound behind him, and realized he was not alone in the garage.

2. Before he could turn around, someone grabbed him from behind and someone else shone a powerful light into his eyes. He was blinded. There was an explosion of pain in his head. He realized, just before he lost consciousness, that what had happened in Epping Forest was happening to him all over again.

When he came to himself again, he was lying on the floor of the garage. It was at least an hour later. He heard loud voices. When he opened his eyes, he saw Kate tied to a chair. Four men were standing above him. One of them was Masters, looking pale and frightened. He was listening to a short blond man. Coke knew it must be Hugo himself. Hugo was shouting.

«I told you were a fool... and idiot! Do you believe me now?» he demanded. Masters tried to say something but could not. Hugo slapped him across the face. «I asked you if you believed me now?» he shouted.

3. «But... but Hugo. Pl... please listen to me!» Masters stammered. «I told you someone had phoned me and had asked me to look at some pistols! I told you it was an old, blind man but you said there was nothing to worry about!» Masters said.

«No, I didn't. I asked you what you wanted me to do about it, you idiot!» Hugo roared. Suddenly, one of the other men interrupted. «What did you say we were going to do with the girl and Coke?» he asked.

«I said we were going to kill them! And I said we were going to do the job properly this time!» Hugo answered.

2. Choose the correct answer. Don't use the text.

1. Coke managed to get into the garage because...
 - a) there was a drainpipe at the back of the garage;
 - b) there was a sky-light which was not locked;
 - c) there was a lorry beneath.
2. When he came to himself he saw:
 - a) Masters shouting at a short blond man;
 - b) short man shouting at Kate;
 - c) short man crying at Masters.
3. Hugo said that they were going...
 - a) to kill Coke and Kate;
 - b) to kill Coke and Masters;
 - c) to beat the girl and Coke.

3. Answer the teacher's questions. (Books closed).

1. How did Coke manage to get into the garage?
2. What happened to him there?
3. What did he see when he came to himself?
4. What was Hugo going to do with Coke and Kate?

4. Try to tell the main events of this extract in 3 – 4 sentences.

1. Read the text. Try to understand it and be ready to answer the questions.

Episode 18

1. Hugo saw that Coke had come to himself. Coke tried to get up but his hands were tied. His head hurt terribly. Hugo looked at him like a shark inspecting his dinner. «We would never have become suspicious if you hadn't used Master's white Jaguar», he said. «When we saw it parked halfway up the road, we decided to wait and see what would happen. Then, after we got you, we went out and got your girl-friend», he continued.

Coke knew he would never have made such a stupid mistake if he had not been so tired. He had not slept properly for days. He looked at Kate. «I'd never have got you into all this if I hadn't asked you for help», he said to her. He was trapped. It seemed there was nothing he could do and nobody who could help him. Hugo took out a revolver. «You'd never have bothered us again if I'd used this four years ago», he said. He came closer to Coke and aimed the revolver carefully at his head.

2. Suddenly there was a terrific crash as three policemen broke down the side door of the garage. Hugo turned round and gaped. «No, Hugo. Look up here!» a voice roared from the sky-light above. Suddenly, everybody stopped. Nobody made a move. Then Baxter dropped through the sky-light, which was still open, and onto the lorry and finally to the ground. Three more policemen followed him. Baxter walked over to Hugo. «Your revolver, please», he said simply. «I was only protecting my property», Hugo answered. «This man broke in. That girl helped him. Send him back to prison!» Baxter listened and smiled. «Certainly, but only after you've given me that revolver», he replied. Hugo handed it to him silently.

3. The policemen around Baxter and at the door suddenly moved forward and seized Hugo, Masters and the three men.

«We've followed you everywhere for days; that's why we're here now», Baxter told Masters. Then he turned to Hugo and said: «And I've been up there for half an hour. I've heard everything you've said. Also, I think you'd have phoned us an hour ago, when Coke first broke in, if you'd only wanted to protect your property!»

Before Hugo could protest, he and the others were led away. Baxter helped Coke to stand up. «What we know now already proves you were innocent», he said. Then he untied Coke's hands. Coke was a free man again.

2. Choose the correct answer. Don't use the text.

1. Hugo would never have become suspicious if Coke...
 - a) hadn't come with Masters;
 - b) hadn't used Masters' car;
 - c) hadn't come to the garage.
2. Hugo said that...
 - a) he had tried to protect himself;
 - b) he hadn't done anything wrong;
 - c) he was protecting his property.
3. Baxter told Masters that...
 - a) they had been following him everywhere for days;
 - b) they had learnt about everything from Coke;
 - c) they had been phoned by somebody an hour before.

3. Answer the teacher's questions. (Books closed).

1. Why did Hugo manage to catch Coke?
2. Why did Coke make a mistake?
3. Who dropped through the sky-light?
4. How did Baxter try to explain himself?
5. What did Baxter tell Coke?

4. Try to compose the plan for the whole story «The man who escaped».

THE END

Тексты для внеаудиторного чтения к учебному блоку № 7
(*Supplementary Reading*)

УЭ-3

(*Reading practice*)

Ex. I. Scan through the text. Work in pairs to question the text and to give answers.

Federal Bureau of Investigation

Federal Bureau of Investigation is the police department in the US that is controlled by the central government, and is concerned with crimes in more than one state. [Compare CIA. The Central Intelligence Agency (the CIA) is the department of the US government that collects information about other countries, especially secretly.] The Federal Bureau of Investigation is the largest investigative agency of the United States federal government. Generally speaking, the Federal Bureau of Investigation is responsible for conducting investigations where a federal interest is concerned. In pursuance of its duties, the bureau gathers facts and reports the results of its investigations to the attorney general of the United States and his assistants in Washington, and to the United States attorneys' offices in the federal judicial districts of the nation.

The Federal Bureau of Investigation is a part of the Department of Justice, responsible and subordinate to the attorney general of the United States. The bureau, headquartered in Washington, has field offices in large cities throughout the United States. In addition, the FBI maintains liaison posts in several major foreign cities to facilitate the exchange of information with foreign agencies on matters relating to international crime and criminals.

The head of the Federal Bureau of Investigation, whose title is director, was appointed by the attorney general until 1968; thereafter, by law, he became subject to appointment by the president of the United States with the advice and consent of the Senate. The bureau has a large staff of employees, including between 6,000 and 7,000 special agents who perform the investigative work. These special agents, the majority of whom have 10 years or more of service with the Federal Bureau of Investigation, are usually required to have either a legal or an accounting education.

Police department – полицейское управление
investigative agency – следственный орган

conduct investigation – вести расследование, дознание
in pursuance – во исполнение
Attorney General – министр юстиции в США
district attorney – прокурор округа в США; окружной прокурор
judicial district – судебный округ
Department of Justice – министерство юстиции
subordinate / subject – подчиненный
to headquarter – иметь штаб-квартиру
field office – периферийное отделение
liaison post – пост по связям
facilitate – способствовать
thereafter – впоследствии
consent – согласие

Ex. II. Agree or disagree with the following statements.

1) The CIA is the police department in the US. 2) The president of the US controls the FBI. 3) The FBI is concerned with crimes in Washington. 4) The FBI is the smallest investigative agency of the US federal government. 5) The FBI is responsible for conducting investigations where a state interest is concerned. 6) In pursuance of its duties, the bureau conceals the results of its investigations from the attorney general of the US. 7) The FBI is a part of the Department of Corrections. 8) The bureau is headquartered in the District of Columbia. 9) The FBI has field offices in all parts of the world. 10) The FBI maintains international crime and criminals. 11) The Senate appointed the head of the FBI until 1968. 12) The FBI's director became subject to appointment by the president of the US without the advice and consent of the Senate. 13) The bureau has a large staff of special agents. 14) The FBI's special agents waste money of the US taxpayers. 15) The FBI's special agents are usually required to have either a primary or a secondary education.

Ex. III. Restore the word order in the following statements.

1) The FBI the police department in the US is. 2) The FBI is by the central government controlled. 3) The FBI is with crimes in more than one state concerned. 4) The FBI the largest investigative agency of is the US federal government. 5) The FBI is for conducting investigations where a federal interest is concerned responsible. 6) In pursuance of its duties, the bureau facts and reports gathers the results of its investigations to the attorney general of the US. 7) The FBI a part of the Department of Justice is. 8) The bureau is in Washington headquartered. 9) The FBI field offices in large cities throughout the US has. 10) The FBI liai-

son posts in several major foreign cities to facilitate maintains the exchange of information with foreign agencies on matters relating to international crime and criminals. 11) The head of the FBI appointed was by the attorney general until 1968. 12) The FBI's director subject to appointment by the president of the US with the advice and consent of the Senate became. 13) The bureau a large staff of employees has. 14) The FBI's special agents the investigative work perform. 15) The FBI's special agents usually required to have either a legal or an accounting education are.

Ex. IV. Translate the following words and phrases from Russian into English.

Назначать; агент спецслужбы; ответственный; собирать; поддерживать; касаться; полицейское управление; следственный орган; вести расследование, дознание; министр юстиции США; окружной прокурор; иметь штаб-квартиру; периферийное отделение; пост по связям; судебный округ; министерство юстиции; согласие; управление исправительных учреждений; бросать деньги на ветер.

Ex. V. Complete the following statements.

1) The Federal Bureau of Investigation is ... 2) The Federal Bureau of Investigation is controlled by ... 3) The FBI is concerned with ... 4) The FBI is the largest investigative agency of ... 5) The FBI is responsible for ... 6) In pursuance of its duties, the bureau gathers ... and reports ... 7) The FBI is a part of ... 8) The bureau is headquartered in ... 9) The FBI has field offices in ... 10) The FBI maintains ... 11) The head of the FBI was appointed by ... 12) The FBI's director became subject to ... 13) The bureau has a large staff of ... 14) The FBI's special agents perform ... 15) The FBI's special agents are usually required to have ...

Ex. VI. Choose one topic to speak about Federal Bureau of Investigation: a) its legal position in the US federal government; b) its concerns and responsibilities; c) its field offices and liaison posts; d) its director and his appointment; e) its special agents. Retell the text «Federal Bureau of Investigation».

УЭ-4

(Reading practice)

Ex. I. Scan through the text. Work in pairs to question the text and to give answers.

Interpol

Interpol (International Criminal Police Organization) – organization that exists to facilitate the cooperation of the criminal police forces of more than 125 countries in their fight against international crime. A general secretariat headed by a general secretary controls the everyday workings of Interpol. Each affiliated country has a domestic bureau (called the National Central Bureau, or NCB) through which its individual police forces may communicate either with the general secretariat or with the police of other affiliated countries.

Television and motion pictures have portrayed Interpol agents as wandering from country to country, making arrests wherever they please; such representations are false, since the nations of the world have different legal systems and their criminal laws, practices, and procedures differ substantially from one another. No sovereign state would permit any outside body to bypass its police or disregard its laws.

The main weapon in the hands of Interpol is not a universal detective; it is the extradition treaty. Interpol's principal target is the international criminal, of which there are three main categories: those who operate in more than one country, such as smugglers, dealing mainly in gold and narcotics and other illicit drugs; criminals who do not travel at all but whose crimes affect other countries – for example, a counterfeiter of foreign bank notes; and criminals who commit a crime in one country and flee to another. At its headquarters in Lyon, France, Interpol maintains voluminous files of international criminals and others who may later fall into that category, containing particulars of their identities, nicknames, associates, and methods of working, gathered from the police of the affiliated countries. This information is sent over Interpol's telecommunications network or by confidential circular. There are four types of confidential circular. The first type asks that a particular criminal be detained in order that extradition proceedings can be started. The second does not ask for detention but gives full information about the criminal and his methods. The third describes property that may have been smuggled out of the country in which a crime was committed. The fourth deals with unidentified bodies and attempts to discover their identity.

International Criminal Police Organization – Международная организация
уголовной полиции
facilitate – содействовать
secretariat – секретариат
affiliate – присоединяться
wander – скитаться

bypass – обойти
disregard – не обращать внимания
extradite – выдавать (преступника другому государству)
illicit – незаконный
counterfeiter – фальшивомонетчик
voluminous – многотомный
file – картотека
particulars – детали
identity – личность, индивидуальность
nickname – кличка
associate – соучастник, сообщник
confidential – секретный
circular – циркулярное письмо
detain – задержать
unidentified – неопознанный

Ex. II. Agree or disagree with the following statements.

1) Interpol exists to hinder the cooperation of criminal police forces in their fight against international crime. 2) Nobody controls the everyday workings of Interpol. 3) Television portrays Interpol agents as gentlemen of fortune. 4) The main weapon in the hands of Interpol is a universal detective. 5) The minor weapon in the hands of Interpol is the extradition treaty. 6) Interpol's principal target is the criminal. 7) The international criminal is one who operates in his own country. 8) Smugglers and counterfeiters are not international criminals. 9) International criminals maintain voluminous files of their identities, nicknames, associates, and methods of working. 10) Interpol's information is sent over by carrier pigeons. 11) The first type of confidential circular does not ask for detention but gives full information about the criminal and his methods. 12) The second type of confidential circular asks that a particular criminal be detained in order that extradition proceedings can be started. 13) The third type of confidential circular deals with unidentified bodies and attempts to discover their identity. 14) The fourth type of confidential circular describes property that may have been smuggled out of the country in which a crime was committed.

Ex. III. Restore the word order in the following statements.

1) Interpol the cooperation of criminal police forces of more than 125 countries in their fight against international crime exists to facilitate. 2) A general controls

secretariat headed by a general secretary the everyday workings of Interpol. 3) Each affiliated country a domestic bureau has. 4) The police of each affiliated country through its domestic bureau may either with the general secretariat or with the police of other affiliated countries communicate. 5) Television and motion pictures Interpol agents as wandering from country to country, making arrests wherever they portray please. 6) Television and motion pictures false representations of Interpol agents portray. 7) The nations of the world different legal systems have. 8) The nations' criminal laws, practices, and procedures substantially from one another differ. 9) No sovereign state would any outside body to bypass its police or disregard its laws permit. 10) The main weapon in the hands of Interpol a universal detective is not. 11) The main weapon in the hands of Interpol the extradition treaty is. 12) Interpol's principal target the international criminal is. 13) International criminals operate are those who in more than one country. 14) International criminals who do not travel are those at all but whose crimes affect other countries. 15) International those who commit a crime in one criminals are country and flee to another. 16) Interpol maintains criminals, containing particulars of their identities, nicknames, associates, and methods of working voluminous files of international. 17) Interpol's information is by confidential circulars sent. 18) The first type of confidential circular proceedings can be asks that a particular criminal be detained in order that extradition started. 19) The second type of confidential circular but gives full information about the criminal and his methods does not ask for detention. 20) The third type of confidential circular property that may have been smuggled out of the country in which a crime was describes committed. 21) The fourth type of confidential circular and attempts to discover their identity deals with unidentified bodies.

Ex. IV. Translate the following words and phrases from Russian into English.

Выдавать преступника другому государству; незаконный; фальшивомонетчик; спастись бегством; картотека; содействовать; секретариат; присоединяться; скитаться; обойти; не обращать внимания; детали; личность; кличка; сообщник; секретный; циркулярное письмо; задержать; неопознанный; мешать; второстепенный.

Ex. V. Complete the following statements.

1) Interpol exists ... 2) ... controls the everyday workings of Interpol. 3) Each affiliated country has ... 4) The police of each affiliated country through its domestic bureau may ... 5) Television and motion pictures portray Interpol agents as ...

6) Television and motion pictures portray false representations of ... 7) The nations of the world have ... 8) The nations' criminal laws, practices, and procedures differ ... 9) No sovereign state would permit ... or disregard ... 10) The main weapon in the hands of Interpol is not... 11) The main weapon in the hands of Interpol is ... 12) Interpol's principal target is ... 13) International criminals are those who ... 14) Interpol maintains voluminous files of ... 15) Interpol's information is sent over ... 16) The first type of confidential circular asks that ... 17) The second type of confidential circular does not ask ... but gives ... 18) The third type of confidential circular describes ... 19) The fourth type of confidential circular deals with ... and attempts to discover...

Ex. VI. Choose one topic to speak about Interpol:

a) its structure; b) its image on TV and its main weapon; c) its principal target; d) its files and its confidential circulars. Retell the text «Interpol».

УД-5

(Reading practice)

Ex. I. Scan through the text. Work in pairs to question the text and to give answers.

Allan Pinkerton

Allan Pinkerton (1819 – 1884) – Chicago detective and founder of a famous American private detective agency. Pinkerton was the son of a police sergeant. After completing his apprenticeship to a cooper, he emigrated to the United States in 1842 and settled in Chicago. Moving the next year to the nearby town of Dundee in Kane County, he set up a cooper's shop there. While cutting wood on a desert island one day, he discovered and later captured a gang of counterfeiters. Following this and other similar achievements, he was appointed deputy sheriff of Cook County in 1846, with headquarters in Chicago. In 1850 Pinkerton resigned from Chicago's police force in order to organize a private detective agency that specialized in railway theft cases.

The Pinkerton National Detective Agency became one of the most famous organizations of its kind. Its successes included capture of the principals in a \$ 700,000 Adams Express Company theft in 1866 and the thwarting of an assassination plot against President-elect Lincoln in February 1861 in Baltimore. In

1861, during the Civil War, Pinkerton, under the name E.J. Allen, headed an organization whose purpose was to obtain military information in the Southern states. After the Civil War Pinkerton resumed the management of his detective agency. During the strikes of 1877 the Pinkerton Agency's harsh policy toward labour unions caused it to be severely criticized in labour circles, although Pinkerton asserted he was helping workingmen by opposing labour unions. Pinkerton published his memoirs *Thirty Years a Detective* in 1884.

Private detective – частный детектив

apprenticeship – ученичество

cooper – бочар

desert island – необитаемый остров

resign – уходить в отставку

thwart – воспрепятствовать

elect – избранный, но еще не вступивший в должность

harsh – жесткий

assert – утверждать

memoirs – мемуары

Ex. II. Agree or disagree with the following statements.

1) Pinkerton founded a private detective agency. 2) Pinkerton was the son of a police lieutenant. 3) Pinkerton completed his apprenticeship to a cooper in 1842. 4) Pinkerton left his own country in order to live in the United States in 1842. 5) Pinkerton located in New York. 6) Pinkerton set up a cooper's shop in Chicago. 7) Pinkerton found a group of counterfeiters that was hidden on a desert island. 8) Pinkerton couldn't capture a gang of counterfeiters. 9) Pinkerton was chosen as deputy sheriff. 10) Pinkerton didn't retire from Chicago's police force. 11) The Pinkerton Detective Agency became the worst organizations of its kind. 12) Pinkerton defeated a secret plan to assassinate the President. 13) After the Civil War Pinkerton ceased the management of his detective agency. 14) During the strikes of 1877 the Pinkerton Agency's friendly policy toward labour unions was highly appreciated by labour circles. 15) Pinkerton has never written his reminiscences. 16) Pinkerton was the best private detective in the world.

Ex. III. Restore the word order in the following statements.

1) Pinkerton the son of a police sergeant was. 2) Pinkerton to the US and settled in Chicago after completing his apprenticeship to a cooper emigrated.

3) Pinkerton up a cooper's shop set. 4) Pinkerton and later captured a gang of counterfeiters discovered. 5) Pinkerton a private detective agency that specialized in railway theft cases organized. 6) The Pinkerton National Detective Agency one of the most famous organizations of its kind became. 7) Pinkerton his memoirs published.

Ex. IV. Translate the following words and phrases from Russian into English.

Сыщик; железная дорога; заместитель; необитаемый остров; уходить в отставку; ученичество; назначать; округ; соседний; шайка; в то время как; открывать; специализироваться; основать; штаб-квартира; сержант; полиция; завершать; бондарь; захватить; поселиться; переезжать; мастерская; рубить лес; включать; достижение; успех; исполнитель преступления; шериф; кража; организовать; заговор; политическое убийство; возобновлять; возглавлять; цель; воспрепятствовать совершению; находиться в оппозиции; открыть (дело); переселяться; обнаружить; фальшивомонетчик; частное сыскное агентство; жесткий; утверждать; мемуары.

Ex. V. Complete the following statements.

1) Allan Pinkerton was ... 2) Pinkerton was the son of... 3) He emigrated to ... and settled in ... after ... 4) He set up ... 5) He discovered and captured ... while ... 6) He was appointed ... 7) Pinkerton resigned ... in order to ... 8) His private detective agency specialized in ... 9) His private detective agency became ... 10) Pinkerton captured ... in 1866. 11) Pinkerton thwarted ... in February 1861. 12) Pinkerton headed ... during the Civil War. 13) Pinkerton resumed ... after the Civil War. 14) Pinkerton published ...

Ex. VI. Choose one topic to speak about Pinkerton a) his parents and his apprenticeship; b) his achievements on a desert island; c) his Agency's successes; d) his Agency's harsh policy toward labour unions. Retell the text «Allan Pinkerton».

УЭ-6

(Reading practice)

Ex. I. Scan through the text. Work in pairs to question the text and to give answers.

Mafia

Mafia is a large organized group of criminals who control many illegal activities especially in Italy and the US. In the United States, the organization had adopted the name Cosa Nostra («Our Affair»). The Mafia arose in Sicily during the Middle Ages, where it possibly began as a secret organization dedicated to overthrowing the rule of the various foreign conquerors of the island. The Mafia owed its origins and drew its members from the many small private armies, or *mafie*, that were hired by absentee landlords to protect their landed estates from bandits. During the 18th and 19th centuries, the energetic ruffians in these private armies organized themselves and grew so powerful that they turned against the landowners and became the sole law on many of the estates, extorting money from the landowners in return for protecting the latter's crops. The Mafia's moral code was based on *omerta* i.e., the obligation never, under any circumstances, to apply for justice to the legal authorities and never to assist in any way in the detection of crimes committed against others. The right to avenge wrongs was reserved for the victims and their families, and to break the code of silence was to incur reprisals from the Mafia.

By about 1900 the various Mafia «families» controlled most of the economic activities in their respective localities. In the early 1920s Benito Mussolini came close to eliminating the Mafia by arresting and trying thousands of suspected mafiosi and sentencing them to long jail terms. Following World War II, the American occupation authorities released many of the mafiosi from prison, and these men proceeded to revive the organization.

The Mafia's activities henceforth were directed more to industry, business, and construction, as well as the traditional extortion and smuggling. During the late 1970s the Mafia in Palermo became deeply involved in the refining and transportation of heroin for the United States. The enormous profits sparked fierce competition between various clans within the Mafia, and the resulting spate of murders led to a lot of trials in – 1987.

Owe – быть обязанным

origin – происхождение

absentee landlord – землевладелец, живущий вне своего имения

estate – имение

ruffian – головорез, бандит

extort – вымогать

omerta – круговая порука

justice – правосудие
crime detection – раскрытие преступления
avenge – отомстить
wrong – зло
incur – навлечь на себя
reprisals – репрессалии
eliminate – уничтожать
henceforth – с этого времени
refine – очищать; повышать качество
heroin – героин
enormous – громадный
spark – побуждать
various – различный
spate – поток

Ex. II. Agree or disagree with the following statements.

1) The Mafia governs many legal activities. 2) The Mafia came into existence in Sicily. 3) The Mafia dedicated itself to charities. 4) The Mafia was employed by absentee landlords to protect their landed estates from flying insects. 5) The Mafia became the sole law in Sicily. 6) The Mafia usually applied for justice to the legal authorities. 7) The Mafia usually facilitated in the detection of crimes. 8) The Mafia's members usually broke the code of silence. 9) Mussolini acquitted thousands of suspected mafiosi sentenced to long jail terms. 10) The Mafia's activities were not directed to business. 11) The Mafia's practice was not addressed to extortion and smuggling. 12) The Mafia wasn't engaged in the transportation of heroin.

Ex. III. Restore the word order in the following statements.

1) Mafia is organized group a large of criminals. 2) Mafia many illegal activities controls. 3) The Mafia's moral on the obligation never to apply for justice to the legal code was based authorities. 4) The Mafia's moral code was based on the in the detection of crimes obligation never to assist. 5) The right to avenge wrongs for the victims was reserved. 6) To was break the code of silence to incur reprisals from the Mafia. 7) The Mafia's activities to business and construction were directed. 8) The Mafia's activities to extortion and smuggling were directed. 9) The Mafia's activities for the US were directed to the transportation of heroin.

Ex. IV. Translate the following words and phrases from Russian into English.

Посвятивший себя; свергнуть; иностранный завоеватель; нанимать; защищать; бандит; энергичный; мощный; организованный; преступник; противозаконная деятельность; принимать имя; возникать; секретная организация; обстоятельства; обращаться к; быть обязанным; землевладелец, живущий вне своего имения; головорез; вымогать; круговая порука; правосудие; раскрытие преступления; отомстить; зло; навлечь на себя; репрессалии; уничтожать; с этого времени; очищать; громадный; побуждать; различный; единственный; в обмен на; нравственные нормы; обязательство; поток.

Ex. V. Complete the following statements.

1) Mafia is ... 2) In the United States, the Mafia adopted ... 3) The Mafia arose in ... 4) The Mafia began as ... 5) The Mafia owed ... and drew ... 6) The Mafia became ... 7) The Mafia extorted ... 8) The Mafia's moral code was based on ... 9) The right to avenge wrongs was reserved for ... 10) To break the code of silence was ... 11) By 1900 the Mafia controlled ... 12) Benito Mussolini came close to ... 13) The Mafia's activities were directed to ... 14) The Mafia in Palermo became ... 15) The Mafia's profits sparked ...

Ex. VI. Choose one topic to speak about Mafia: a) its origins and its members; b) its moral code; c) its activities; d) its relation with Mussolini and the American occupation authorities. Retell the text «Mafia».

УЭ-7

(Reading practice)

Ex. I. Scan through the text. Work in pairs to question the text and to give answers.

Al Capone

Al Capone (1899 – 1947) – the most famous American gangster, who dominated organized crime in Chicago from 1925 to 1931. Capone's parents immigrated to the United States from Naples in 1893; Al, the fourth of nine children, quit school in Brooklyn after the sixth grade and joined Johnny Tor-

rio's gang. In a silly quarrel in a brothel-saloon, a young hoodlum slashed Capone with a knife or razor across his left cheek, prompting the later nickname «Scarface».

Torrio moved from New York to Chicago in 1909 to help run the brothel business there and, in 1919, sent for Capone. It was either Capone or Frankie Yale who assassinated Torrio's boss, Big Jim Colosimo, in 1920, making way for Torrio's rule.

As Prohibition began, new bootlegging operations opened up and brought a lot of money. [Prohibition is the period from 1919 to 1933 in the US when the production and sale of alcoholic drinks was forbidden by law. Bootlegging is illegally making or selling alcohol.] In 1925 Torrio retired, and Capone became crime czar of Chicago, running gambling, prostitution, and bootlegging. He expanded his territories by the gunning down of rivals and rival gangs. His wealth in 1927 was estimated at close to \$ 100,000,000. The most notorious of the bloodlettings was the St. Valentine's Day Massacre on Feb. 14, 1929.

Disguising themselves as policemen, members of the Al Capone gang entered a garage at 2122 North Clark Street, lined their opponents up against a wall, and machine-gunned them in cold blood. In June 1931 Capone was indicted for income-tax evasion and in October was tried, found guilty» and sentenced to 11 years in prison and \$ 80,000 in fines and court costs. He entered Atlanta penitentiary in May 1932 but was transferred to the new Alcatraz prison in August 1934. In November 1939, suffering from the late stage of syphilis, he was released and entered a Baltimore hospital. Later he retired to his Florida estate, where he died in 1947, a powerless recluse.

dominate – господствовать

organized crime – организованная преступность

quit – бросать (quit / quitted; quitting)

grade – класс

quarrel – ссора

brothel – публичный дом

saloon – салон

hoodlum – хулиган

slash – исполосовать

razor – бритва

prompt – подсказывать

scar – шрам

open up – сделаться доступным

retire – уходить в отставку; удаляться
czar – царь
run – руководить
gun – стрелять
rival – соперник
notorious – печально известный; пресловутый
bloodletting – кровопролитие
massacre – резня
disguise – переодевать
garage – гараж
cold blood – хладнокровие
indict – предъявлять обвинение
evasion – уклонение
try – судить
find guilty – признать виновным
sentence – приговорить
fine – штраф
court costs – судебные издержки
penitentiary – тюрьма
transfer – переводить
suffer from – страдать от
syphilis – сифилис
release – освобождать
powerless – бессильный
recluse – затворник

Ex. II. Agree or disagree with the following statements.

1) Capone was the most famous American actor. 2) Capone dominated organized crime in Palermo. 3) Capone's parents immigrated to England in 1931. 4) Capone was the first of nine children. 5) A young hooligan cut Capone with a sword across his right cheek. 6) Capone ran a loan business in Chicago in 1919. 7) In 1920 Capone murdered one of his bosses accidentally. 8) In 1921 Capone became crime czar of Chicago. 9) Capone didn't run gambling and bootlegging. 10) Capone kept company with his rival gangs. 11) Capone became bankrupt in 1927. 12) Capone used to kill his rivals in cold blood. 13) Capone was tried and sentenced to 19 years in prison. 14) Capone suffered from megalomania. 15) Capone died of starvation.

Ex. III. Restore the word order in the following statements.

1) Capone the most famous American gangster was. 2) Capone organized crime in Chicago dominated. 3) Capone's parents to the US from Naples immigrated. 4) Capone became school and quit a member of a criminal gang. 5) A young hoodlum Capone with a knife across his left cheek slashed. 6) Capone crime czar of Chicago became. 7) Capone gambling and bootlegging ran. 8) Capone his territories by the gunning down of rivals and rival gangs expanded. 9) Capone for income-tax evasion was indicted. 10) Capone tried was and found guilty. 11) Capone to 11 years in prison was sentenced.

Ex. IV. Translate the following words and phrases from Russian into English.

Подсказывать; шрам; сделаться доступным; уходить в отставку; удаляться; руководить; стрелять; господствовать; организованная преступность; бросать; класс; ссора; хулиган; исполосовать; бритва; уклонение; судить; признать виновным; приговорить; штраф; судебные издержки; тюрьма; соперник; пресловутый; кровопролитие; резня; переодеть; хладнокровие; предъявлять обвинение; затворник.

Ex. V. Complete the following statements.

1) Al Capone was ... 2) Capone dominated ... 3) Capone's parents immigrated to ... 4) Capone quit ... and joined ... 5) ... slashed Capone with ... 6) Capone assassinated ... making way for ... 7) Capone became ... and ran ... 8) Capone expanded ... 9) Capone's wealth was estimated ... 10) Capone was indicted for ... and sentenced to ... 11) Capone suffered from ... 12) Capone retired to ... 13) Capone died in ...

Ex. VI. Choose one topic to speak about Al Capone: a) his family and his youth; b) his help to his boss; c) his activities and his criminal status in Chicago; d) his life since June 1931. Retell the text «Al Capone».

Наиболее трудные грамматические явления
(*Some Most Difficult Grammar Phenomena*)

1. Look through the table to see the form of Participle I in the Active and the Passive Voice in the Indefinite and Perfect Tenses and the way it is translated.

Tense	Voice	
	Active	Passive
Indefinite	<p>Statutory procedures, <u>including</u> an independent element, govern the way in which complaints from the public against the police are handled.</p> <p>Процедуры, установленные статутом, <u>включающие</u> элемент независимости, предусматривают то, каким образом должны приниматься жалобы от населения против полиции.</p>	<p>1. In Scotland complaints, <u>being registered</u> against a police officer, are investigated by independent public prosecutors.</p> <p>В Шотландии жалобы, <u>будучи зарегистрированными</u> против полицейских, рассматриваются независимым народным прокурором.</p> <p>2. <u>Being seriously injured</u>, he could not do without the police. Будучи серьезно раненным, он не мог обойтись без полиции.</p>
Perfect	<p><u>Having made</u> a permanent contact with ethnic minorities, the police were able to prevent crime.</p> <p>Установив постоянный контакт с этническими меньшинствами, полиция смогла предупредить преступления.</p>	<p>A permanent contact <u>having been made</u> with ethnic minorities, the police were able to prevent crime.</p> <p>После того как был установлен постоянный контакт с этническими меньшинствами, полиция смогла предупредить преступления.</p>

2. Look through the table, paying attention to the Absolute Participle Construction, its place and the ways of translating it.

I. Subject + Participle	Subject + Predicate
<p>Crimes prepared and tried before the sheriff and district courts, procurators fiscal prosecute them. До того как преступления рассматриваются в шерифских и районных судах, они (дела по преступлениям) подготавливаются и ведутся судебным исполнителем.</p>	
II. Subject + Predicate	Subject + Participle
<p>The Service is divided into 31 areas, with a locally based Chief Crown Prosecutor heading each. Служба разделена на 31 округ, причем каждый из которых возглавляется местным Главным Королевским Обвинителем.</p>	

3. Look through the table to see the function of the Infinitive in each sentence and the way of translating it.

Function	Example	Translation
Subject	To protect the interests of the public and to punish and deter the criminal is the court's duty.	Защищать общественные интересы, и наказывать преступника, и удерживать его от дальнейших правонарушений – это обязанности суда.
Nominal part of the compound predicate	The job of a judge is to decide questions of law.	Работа судьи состоит в том, чтобы решать вопросы права (правосудия).
Object	He likes to read literature on law in a foreign language in the original.	Он любит читать юридическую литературу на иностранном языке в оригинале.
Attribute	There exist different methods to punish the offenders.	Существуют различные методы наказания правонарушителей.
Adverbial Modifier	To understand the questions of the High Court jurisdiction he studied a great deal of law and history literature.	Чтобы понять вопросы юрисдикции Верховного суда, он изучил большое количество юридической (правовой) и исторической литературы.

4. Look through the table to see the construction «The Objective Infinitive Construction» and pay attention to the way of translating it.

Subject + Predicate + Object + Infinitive = Complex Object		
Subject	Object	Infinitive
<p>The decision of the court obliges the authority to place the child in a community home.</p> <p>Решение суда обязывает власть поместить ребенка в детский дом (школу-интернат).</p>		
Object + Infinitive = The Objective Infinitive Construction		

5. Look through the table to see the construction «The Subjective Infinitive Construction» and pay attention to the way of translating it.

Subject + Predicate + Infinitive = Complex Subject
<p>This young inmate is known to have spent three months in custody.</p> <p>Известно, что молодой правонарушитель провел три месяца под стражей (в заключении).</p>
Subject + Infinitive = The Subjective Infinitive Construction

6. Look through the table to see the way modal verbs are used with the Infinitive Active and Passive and the way they are translated into Russian.

Modal Verb + the Infinitive	
1. The police may arrest a person without a warrant under the arrest scheme.	Полиция может арестовать человека без ордера на арест согласно специальной схеме.
2. In Scotland, where the jury consists of 15 people, the verdict may be reached by a simple majority, but as a general rule, no person may be convicted without corroborated evidence.	В Шотландии, где суд присяжных состоит из 15 человек, вердикт может быть принят простым большинством, но, как и по основному правилу, человек не может быть признан виновным без подтверждаемых доказательств.
3. The cases of national importance (terrorist offences, breaches of the official Secrets Act, large-scale conspiracies to import drugs and the	Дела национальной важности (связанные с терроризмом, нарушением официальных секретных документов, сговором по поводу перевозки

prosecution of police officers) <u>might be passed</u> to the headquarters of the Crown Prosecution Service.	наркотиков, обвинением полицейских должностных лиц) могли направляться в Штабы службы королевского преследования.
4. Once the police have brought a criminal charge, the papers are passed to the Crown Prosecution Service which decides whether the case <u>should be accepted</u> for prosecution in the courts or whether the proceedings <u>should be discontinued</u> .	Как только полиция вынесла уголовное обвинение, документы направляются в Службу королевского преследования, где решается, должно ли по делу выноситься обвинение или судопроизводство должно быть прекращено.

7. Look through the table to see the way the form of the Gerund changes in the Active and in the Passive Voice and the way it is translated into Russian.

Tense	Voice	
	Active	Passive
Indefinite	There are different methods of <u>prosecuting</u> offenders. Существуют различные методы преследования правонарушителей.	I know of his <u>being persecuted</u> for his beliefs. Я знаю, что его преследуют за его убеждения.
Perfect	I remember <u>having read</u> the Act about holding offenders in custody. Я помню, что читал Закон о содержании правонарушителей под стражей.	I remember of his <u>having</u> already <u>been questioned</u> before the trial. Я помню, что его уже допрашивали перед судебным разбирательством.

8. Look through the table and pay attention to the function of the Gerund in each sentence and the way of translating it into Russian.

Function	Example	Translation
Subject	<u>Cross-examining</u> was held before a jury.	Перекрестный допрос проходил перед судом присяжных.

Part of Verbal Predicate	The judge started ask-<u>ing</u> the witnesses questions by the defence.	Судья начал задавать вопросы свидетелям, выставленным защитой.
Part of Nominal Predicate	One of the methods of re-educating of juvenile offenders is placing them in a community home.	Одним из методов перевоспитания малолетних преступников является помещение их в детский дом.
Direct Object	This trial needs participating experts in different branches of industry.	Этот судебный процесс требует участия экспертов различных отраслей промышленности.
Attribute	There are different opinions on abolishing penalty of death (death penalty).	Существуют различные мнения об отмене смертной казни.
Prepositional Object	The prosecutor spoke about punishing the offender.	Обвинитель говорил о наказании преступника.
Adverbial Modifier	After reading about a law system in Great Britain I understood its essence.	Прочитав о судебной системе Великобритании, я понял ее суть.

Способы формального перевода традиционно употребляемых наречий в юридических текстах

<i>thereof</i> –	1) из этого, из того 2) этого того
<i>thereby</i> –	1) таким образом 2) в связи с этим
<i>thereafter</i> –	1) после этого; впоследствии 2) соответственно
<i>thereto</i> –	1) к тому, к этому; туда 2) кроме того, вдобавок
<i>thereon</i> –	1) на том, на этом 2) после того, вслед за тем
<i>therefore</i> –	1) поэтому, следовательно
<i>hereby</i> –	1) сим, этим, настоящим; при сем
<i>hereinafter</i> –	1) ниже, в дальнейшем (в документах)
<i>herewith</i> –	1) настоящим (сообщается); при сем (прилагается) 2) посредством этого
<i>hereof</i> –	1) об этом 2) отсюда, из этого (в документах)

ЛИТЕРАТУРА

1. Английский язык: учеб.-метод. комплекс для студ. спец. 1-24 01 02 в 2 ч. / Сост. и общ. ред. Т.М. Котенкова. – Ч. 1. – Новополоцк: ПГУ, 2004.
2. Английский для юристов: учеб. пособие для студентов вузов / В.В. Голованев. – Минск: Тетра Системс, 2005.
3. Англо-русский юридический словарь / Сост. Г.А. Командин. – М., 1993.
4. Гальскова, Н.Д. Современная методика обучения иностранным языкам / Н.Д. Гальскова. – М.: Аркти-Глосса, 2000.
5. Дроздова, Т.Ю. English Grammar: Reference and Practice: учеб. пособие для старшеклассников школ и гимназий, студентов неязыковых вузов с углубленным изучением английского языка / Т.Ю. Дроздова, А.И. Берестова, В.Г. Маилова. – СПб.: Антология, 2003.
6. Зеликман, А.Я. Английский для юристов / А.Я. Зеликман. – Ростов-на-Дону: Изд-во «Феникс», 1995.
7. Зеликман, А.Я. Английский для юристов. Teacher's book. Книга для преподавателей / А.Я. Зеликман. – Ростов-на-Дону, 1996.
8. Иностранный язык. Типовая учебная программа для высших учебных заведений неязыковых специальностей. – Минск, 2008.
9. Карпышева, Н.М. Практическая грамматика английского языка / Н.М. Карпышева, В.Н. Янушков. – Минск: САДИ, 1996.
10. Комаровская С.Д. Английский язык для юристов Justice and the Law in Britain (Правосудие и закон в Великобритании) / С.Д. Комаровская. – 4-е изд. – М.: Книжный дом «Университет», 2001.
11. Коньшева А.В. Современные методы обучения английскому языку / А.В. Коньшева. – Минск: ТетраСистемс, 2003.
12. Котенкова Т.М. Обучение переводу студентов юридических специальностей (на материале английского языка) / Дисс. магистра пед. наук / Т.М. Котенкова. – Новополоцк, 2003.
13. Проектирование и разработка учебно-методических комплексов по циклу социально-гуманитарных дисциплин в вузе : материалы для повышения квалификации / А.В. Макаров, И.И. Бугрова, З.П. Трофимова; под общ. ред. А.В. Макарова. – Минск: РИВШ БГУ, 2003.
14. Макаров, А.В. Модульная технология разработки: учеб.-метод. комплекс / А.В. Макаров, З.П. Трофимова, В.С. Вязовкин, Ю.Ю. Гафарова – Мн., 2003.

15. Маслыко, Е.А. English Testing For School Leavers / Е.А. Маслыко, О.О. Мельникова, И.В. Боровикова, Т.В. Караичева. – Минск: НМ Центр, 1999.
16. Николенко, Т.Г. Тесты по грамматике английского языка / Т.Г. Николенко. – М.: Рольф, 2001.
17. Основы социально-гуманитарных наук: учеб. пособие. В 2 ч. / под общ. ред. Г.И. Бабко. – Минск: РИВШ БГУ, 2003.
18. Самостоятельная работа студентов: поиски, проблемы, решения. – Ростов-на-Дону, 1991.
19. Сущинский, И.И. Практический курс современного английского языка для юристов: учебник / И.И. Сущинский, С.И. Сущинская. – М.: ГИС, 2000.
20. Танана, Л.В. Обучение иноязычному информативному чтению студентов юридических специальностей (на материале английского языка) / Дисс. магистра пед. наук / Л.В. Танана. – Новополоцк, 2003.
21. Хорень Р.В. Английский язык: лексико-грамматические тесты / Р.В. Хорень. – Минск: Выш. шк., 2004.
22. Яско, Ф.Ф. Методические рекомендации о порядке разработки, утверждения и распространения учебно-методических комплексов / Ф.Ф. Яско. – Новополоцк, 2004.
23. Brian Abbs and Ingrid Freebairn. Students' Book. Blueprint two. / B. Abbs, I. Freebairn. – Addison Wesley Longman Limited, 1991.
24. Raymond Murphy. English Grammar in Use. A self-study reference and practice book for intermediate students / R. Murphy. – 2003.
25. Karnevskaya, E.B. Graded Tests in the Structure and Use of English (for beginner, lower intermediate, intermediate and upper intermediate levels). Part III / E.B. Karnevskaya, Z.D. Kurochkina, E.A. Misuno. – Minsk, 1999.
26. Nick Brieger Test Your Professional English Law. First published – Personal Education Edinburg Gate – Harlow, 2002.
27. The Heinemann. Elementary English Grammar. – Digby Beaumont, 2006.

Учебное издание

АНГЛИЙСКИЙ ЯЗЫК

Учебно-методический комплекс
для студентов специальности 1-24 01 02 «Правоведение»

Составители

КОТЕНКОВА Татьяна Михайловна
ТАНАНА Лариса Владимировна

2-е издание, переработанное и дополненное

Редактор *Ю.В. Мацук*

Дизайн обложки *В.А. Виноградовой*

Подписано в печать 05.08.10. Формат 60x84 1/16. Бумага офсетная.
Ризография. Усл. печ. л. 20,42. Уч.-изд. л. 17,54. Тираж 60. Заказ 1329.

Издатель и полиграфическое исполнение:
учреждение образования «Полоцкий государственный университет».

ЛИ № 02330/0548568 от 26.06.2009 ЛП № 02330/0494256 от 27.05.2009

Ул. Блохина, 29, 211440 г. Новополоцк.