

РЕСПУБЛИКА КАЗАХСТАН МИНИСТЕРСТВО ВНУТРЕННИХ ДЕЛ
КАРАГАНДИНСКАЯ АКАДЕМИЯ
ИМЕНИ БАРИМБЕКА БЕЙСЕНОВА

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LESSON № 1. The Federal Bureau of Investigation.

1. Грамматическая тема: The Present Perfect Tense
2. Лексическая тема: "The Federal Bureau of Investigation"

The Present Perfect Tense

Today, this week, this month, this year, lately, just, since, ever, never, already, yet, recently	
I have asked You have asked He (She, It) has asked	We have asked You have asked They have asked
Have I asked? Have you asked? Has he (she, it) asked?	Have we asked? Have you asked? Have they asked?
I have not asked. You have not asked. He (She, It) has not asked.	We have not asked. You have not asked. They have not asked

Время Present Perfect обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя глаголы в Present Perfect обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результату этого действия.

I **have done** my homework already.

Я уже сделал домашнее задание.

We have no classes today, our teacher **has fallen ill**.

У нас сегодня не будет уроков, наш учитель заболел.

Ex.1. Write the following sentences a/ in the negative, b/ in the interrogative

1. I've met him before. 2. They've learned the new rule. 3. He's finished his work. 4. The boy has woken up. 5. She has made this mistake before. 6. They have had a long walk today.

Ex. 2. Put the verb in brackets into the Present Perfect.

1. I don't know this girl. I never (meet) her before. 2. "Where is Mother?" - "She just (go) out." 3. "Don't you know what the film is about?" - "No, I (not/see) it." 4. Don't worry about the letter. I already (post) it. 5. "Is he a good teacher?" - "Oh yes, he (help) me a lot." 6. I know London perfectly well. (Be) there several times. 7. I can't find my umbrella. I think, somebody (take) it by mistake. 8. "Do you speak Spanish?" - "No, I never (study) it." 9. "Do you know where they have gone?" - "No, they (sell) their house and (not/leave) their new address."

Ex. 3. Answer the questions. Put the verb in brackets into the Present Perfect. *Example: Is his article ready? (write)*

Yes, he *has written* it.

1. Are her rooms clean? (do)
2. Is our dinner ready, Mother? (cook)
3. Does she know the poet? (learn)
4. Do you know this sort of pencil? (use)
5. Does he know how nice the cake is? (eat)
6. Do you know that your gloves are on the table? (find)
7. Is Bobby's face clean? (wash)

Ex. 4. Find in the grid and in any direction the missing word and fill in the table

B	E	G	A	N	Y	U	I	O	P	A	S	M	F	G
R	J	K	L	Z	S	C	V	B	N	M	Z	E	Q	X
O	W	C	D	E	L	L	R	C	H	O	S	E	N	M
K	U	K	I	L	E	P	O	A	G	J	T	T	D	S
E	E	G	A	E	S	K	M	K	F	R	E	L	F	
N	C	F	F	K	P	F	P	E	I	R	T	P	O	G
R	J	T	G	F	L	G	L	K	F	S	N	V	S	O
J	F	P	I	S	E	R	U	S	O	L	D	N	L	N
J	S	D	H	A	R	U	I	T	R	O	Q	D	W	E
E	R	B	U	I	L	D	A	I	G	D	M	R	B	X
K	V	C	V	D	A	O	X	S	O	E	D	O	E	F
F	N	V	E	F	R	N	B	R	T	G	I	V	E	M
Y	J	E	K	I	S	E	E	N	T	N	B	E	C	X
Z	A	W	W	R	T	Y	P	O	E	L	F	K	J	A
S	Q	W	E	R	W	E	S	K	N	M	A	D	E	U

1. begin - _____ - begun
2. break - broke - _____
3. - built - built - _____
4. choose - chose - _____
5. come- _____ - come
6. do - did - _____
7. drive - _____ -driven
8. _____ - felt - felt
9. forget - forgot- _____
10. _____ - gave - given
11. go - went - _____
12. know - _____ - known
13. make - _____ - made
14. _____ - met - met
15. say - said - _____
16. see - saw - _____
17. sell - _____ - sold
18. _____ - slept - slept

Ex. 5. Translate the following sentences into English:

1. Я только что просмотрел эти документы. 2. Вы перевели все факсы и телексы? — Нет еще. 3. Сколько деловых писем вы написали сегодня? 4. Вы уже обсудили этот вопрос? — Нет еще. 5. Я еще не обедал. Пойдемте в столовую. С удовольствием. 6. Мы уже составили наш бизнес-план. 7. На этой неделе они купили новое оборудование. 8. Вы когда-нибудь были в Лондоне? — Нет, но я много читал о нем. 9. Кто видел этот фильм? — Я. 10. Я видел Джона очень редко за последнее время. 11. В этом месяце мы дважды ходили в театр. 12. С каких пор вы не встречались с Бесс? — Я не встречался с ней с тех пор, как окончил школу.

Ex. 6. Open the brackets, put the verb into the Present Continuous or Present Perfect.

1. What are you (to talk) about? 2. We have just (to talk) about it. 3. He has just (to say) something about it. 4. She is (to tell) them some interesting story. 5. He has (to tell) us nothing about it, 6. She has (to tell) them some stories about dogs. 7. We have (to have) two lessons today. 8. They are (to have) a meeting. 9. She has not (to speak) yet. 10. They have (to ask) me several questions. 11. He has already (to learn) the rule. 12. I am (to write) an exercise. 13. What is he (to do)? , — He is (to read) a newspaper. 14. Have you (to | read) any stories by Jack London? 15. What are you (to do) here? — I am (to write) a letter to my friends. 16. Who has (to write) this article? 17. What language are you (to study)? 18 We have already (to learn) a lot of English words. 19. What is she (to teach) them?

Ex. 7. Open the brackets, put the verb into the Present Perfect or 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 cannot catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

Ex. 8. Present Perfect, Present Continuous, Present Simple or Past Simple.

1. Please give me a pencil, I (to lose) mine. 2. I (not to meet) Peter since Monday. 3. Nina just (to finish) work. 4. Where Sergey (to be)? — He (to go) home. He (to leave) the room a minute ago. 5. What you (to read) now? — I (to read) "Jane Eyre" by Charlotte Bronte. 6. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"? 7. My watch (to stop). There (to be) something wrong with it. 8. You (to see) Jack today? — Yes, I (to see) him at the institute. 9. You (to hear) the new symphony by M.? — Yes, I... . — When you (to hear) it? — I (to hear) it last Sunday. 10. You (to change) so much. Anything (to happen)? 11. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report. — And when you (to write) your composition? — I (to finish) it two days ago.

Ex. 9. Write short answers to the following in the grid below

1. Something useful you have done today or something haven't done but should have
2. The number of hours you have worked today.

3. The number of years you have lived in your flat
4. The best place you have ever been to on holiday
5. A place you have never been to but would like to go to
6. The number of years you have been married or going out with your boyfriend / girlfriend
7. The number of countries you have visited
8. The number of years you have been studying English
9. A film you have seen recently or a book you have read recently

Ex. 10. Make up the dialogues:

Student A

eat / dog or snake	visit / the Lantau Buddha
win / a prize or some money	meet / a famous person
go / Ocean Park	have / food poisoning
go / Beijing	lose / a wallet or passport
break / the law	go / for a drink in Lan Kwai Fong

Student B

get lost / in a foreign country	win / a prize in a competition
climb / Tai Mo Shan	make / a statement to the police
go / Taiwan	drink / too much in a pub or at a party
break / an arm or leg	see / the Great Wall of China
go / English-speaking country	go / scuba diving or snorkelling

Ex. 11. Read the following international words after speaker and translate them:

- a) bureau, criminal, civil, interest, agents, to result, special, division, organized, narcotics, prostitution, to operate, justice, cooperation, local deserter;
- b) identification, collection, arrest, police, agency, to identify, laboratory, criminological, technical, specialized, training, basis, material;
- c) communications, control, teletype, contact, radio, commercial, personnel, information, to train, instruction, courses, periodically, theory, practical, techniques, physical, tactics, extreme, situation, police, nations;
- d) administrative, operation, limits, function, competent, inspection, practice, jurisdiction, atomic, energy, espionage.

Ex. 12. Read the text

**Federal Bureau of Investigation,
United States Department of Justice**

a) General Investigation Division

The FBI, formally called the Bureau of Investigation, was created primarily to handle criminal investigations for the Department of Justice.

The FBI responsibilities continue to grow each year.

The FBI handles over 180 different investigations including Federal criminal violations, internal security matters and civil inquiries in which the Government has an interest.

Since 1945, over 95 percent of the cases investigated by its agents which came before the courts have resulted in convictions.

Special Investigation Division

Organized crime is a lawless empire involved in gambling, narcotics, prostitution, extortion, etc. where easy money can be made. For years organized crime operated behind a nearly impenetrable wall built on fear, intimidation, bribery, and force.

Squads of highly trained FBI Agents are devoting their full efforts to bringing the crime lords to justice. The objective is to collect sufficient evidence to build a strong prosecutive case so gang leaders can be brought to justice swiftly. Cooperation is vital in the fight against organized crime. The FBI works closely with state and local enforcement agencies.

This Division also supervises investigations under the Security of Government Employees programme.

Fugitive investigations often involve a great deal of manpower.

In addition to FBI fugitives, this Division directs the efforts of FBI Agents to locate and apprehend escaped Federal prisoners, deserters from the Armed Forces.

b) Identification Division

The largest collection of fingerprints in the world is maintained in the identification Division of the FBI. A dangerous fugitive; wanted in one state, may be located through fingerprint identification after his arrest on a minor charge under a different name by a police agency in another state. Fingerprints often are the only means of identifying victims of various crimes.

Laboratory Division

The FBI Laboratory is the greatest criminological laboratory in the world. During the first 35 years of its existence, this laboratory made approximately 4,000,000 scientific examinations. Today, this laboratory is a large complex of scientific equipment, staffed with over 300 employees most of whom have technical training. Included in this group are over 100 Special Agents with specialized training in a wide range of scientific fields. Many crimes are solved and many defendants convicted on the basis of material evidence submitted to the laboratory for examination. Laboratory examinations on many occasions have proved the innocence of persons suspected of having committed crimes.

Domestic Intelligence Division

The FBI fights against all elements which pose a threat to the security of the people in the United States, to the Nation's security.

c) Files and Communications Division

Often some of the most valuable leads in all investigation result from information already contained in the files of law enforcement agencies.

A teletype network provides constant twenty-four-hour contact between FBI headquarters and all Field Divisions. In addition, the FBI has a network,

completely independent of commercial facilities.

Crime Records Division

The personnel of the Crime Records Department has the task of carefully studying the information on crime poured into the Head-quarters from the FBI's field officer, local police agencies and other sources.

Training Division

All FBI Agents are trained at facilities in Washington, D.C., and at the FBI Academy in Quantico, Virginia. Today, the new Agents receive fourteen weeks of instruction. Two week retraining courses are held periodically for all Agents. Although the theory of the various Law enforcement arts and sciences is taught, the greater emphasis is placed on those practical skills and techniques demanded by day-to-day investigations.

The courses range from the Constitution and Federal Criminal Procedure to Investigative Techniques and the Collection, Identification and Preservation of Physical Evidence. Thorough training is given in firearms and defensive tactics in order that an agent may defend himself in those extreme situations where life may be in danger. The Training Division also provides instructors for thousands police schools conducted by local enforcement agencies in communities across the Nation.

d) Administrative Division

The administrative Division's major responsibilities are to see that the operations of the Bureau run smoothly and expenditures are kept within the limits of the annual appropriation granted by Congress. Another duty of this Division is to recruit and assign the personnel necessary to fulfil the various functions of the FBI.

Inspection Division

The staff is composed of experienced, competent men who periodically review, inspect the total work performance of each field office and the headquarters staff. The inspections have as their goal the improvement of management and investigative practices.

Jurisdiction

Following are the matters within the FBI jurisdiction:

Anti - Racketeering

Atomic Energy Act

Bank Robbery and Embezzlement Bankruptcy

Bribery

Espionage

Extortion

Fraud Against the Government Internal Security

Theft of Government Property, etc.

Ex. 13. Find the Russian equivalents from the left column:

violation	Иметь дело
responsibility	ответственность
to handle	непроницаемый

justice	незначительный
conviction	запугивание
division	отряд, взвод
extortion	через
impenetrable	беглец
intimidation	идентификация
bribery	устанавливать местонахождение
gambling	заклученный
squads	задержать, арестовать
vital	жизненный
employee	отпечатки пальцев
fugitive	служащий
to locate	взяточничество
to apprehend	азартные игры
prisoner	угроза
identification	приблизительно
fingerprints	анализ, осмотр
through	правосудие
minor	совершать
approximately	обвиняемый
examination	отдел
equipment	вымогательство
defendant	оборудование
to suspect	осуждение
to commit	подозревать
threat	нарушение

Ex. 14. Find in the text the English equivalents for the following:

а) Федеральное Бюро Расследования; имеет дело с; нарушение федеральных законов; вопросы внутренней безопасности; привести к осуждению; организованная преступность; основанная на страхе, запугивании, взяточничестве и силе; азартные игры, наркотики, проституция, вымогательство; отряды высококвалифицированных агентов; собрать достаточно улик; выстроить сильное обвинение; привлечь к суду; бороться против организованной преступности; местные правоприменительные органы; осуществлять надзор за расследованием; расследование дел о беглецах; обнаружить местонахождение и задержать убежавших из тюрьмы заключенных.

в) самая большая в мире коллекция отпечатков пальцев; разыскиваемый опасный беглец; посредством идентификации отпечатков пальцев; единственное средство опознания потерпевшего; научные экспертизы; специальные агенты с особой тренировкой; раскрыть преступления; осудить обвиняемого; на основе материальных улик, лабораторная экспертиза; доказать невиновность лица; подозревать в совершении преступления.

с) картотека; наиболее ценные версии; обеспечивать постоянную связь;

уголовный архив; изучать информацию о преступлениях; главное управление ФБР; курсы переподготовки; практические навыки и техника, следственная техника; сбор, идентификация и сохранение вещественных доказательств; тщательная подготовка; огнестрельное оружие; экстремальная ситуация; в опасности.

d) главные обязанности; набирать штат; выполнять различные функции ФБР; опытные компетентные люди; совершенствование управления и практики расследования; в пределах юрисдикции ФБР; ограбление банка; хищение; взяточничество; мошенничество против правительства; кража правительственного имущества; вымогательство; борьба против рэкета.

Ex. 15. Translate the following word combinations:

a) Federal Bureau of Investigation; to handle different investigations; internal security; federal criminal violations; civil inquiries; the FBI responsibilities; to result in conviction; organized crime; gambling, narcotics, prostitution, extortion; built on fear, intimidation, bribery and force; highly trained FBI agents; to bring to justice; to collect sufficient evidence; to build a strong prosecutive case; to fight against organized crime; local enforcement agencies; fugitive investigations; to locate and apprehend escaped prisoners;

b) Identification Division; the largest collection of fingerprints; a dangerous fugitive wanted; through fingerprint identification; the only means of identifying victims; the greatest criminological laboratory; to make a scientific examination; special agents with specialized training; to solve crimes; to convict defendants; on the basis of material evidence; to prove the innocence of persons; to suspect of having committed crimes; to pose a threat to;

c) valuable leads; the files of law enforcement agencies; to provide contact; Crime Record Division; to study the information on crime; retraining courses; practical skills and techniques; the collection, identification and preservation of physical evidence; to be in danger;

d) major responsibilities; to recruit and assign the personnel; to fulfill the various functions of the FBI; within the FBI jurisdiction; bank robbery and embezzlement; bribery and extortion; fraud against the government; internal security; theft government property.

Ex. 16. Find in the text the answers to the following questions:

1. What does the FBI handle?
2. What are the main divisions of the FBI you can name?
3. What are the matters within the FBI jurisdiction?
4. In what way are the FBI Agents devoting their full efforts to the fight against organized crime?
5. Who directs the efforts to locate and apprehend fugitives, escaped Federal prisoners, deserters from Armed Forces?
6. Where can valuable leads in an investigation be found very often?
7. Where is the largest collection of fingerprints in a number of crimes?
8. What is the value of fingerprints in a number of crimes?

9. On the basis of which evidence are many crimes solved and many defendants convicted?

Ex. 17. Write out only the words which are the names of crimes:

defendant; racketeering; embezzlement; extortion; deserter; victim; fugitive; fraud; prisoner; espionage; employee; theft; robbery; field officer; FBI agent; bribery, conviction; innocence

Ex. 18. Give all possible word combinations:

crime (организованная, совершить, расследовать, подозревать, бороться против, раскрыть, доказать)

to handle (преступления, уголовные расследования, отпечатки пальцев, информация, внутренняя безопасность)

fingerprints (ценные, идентифицировать, обращаться с , сохранить)

fugitive (установить местонахождение, задержать, разыскиваемый, опасный, найти, арестовать)

evidence (материальные, вещественные, достаточные, обеспечить, идентификация, собрать, сохранение)

to fight against (рэкет, организованная преступность, хищение, взяточничество, нарушение законности, азартные игры, мошенничество, вымогательство)

investigation (тщательный, иметь дело, уголовное, надлежащее)

LESSON № 2. Interpol.

1. Грамматическая тема: The Past Perfect Tense
2. Лексическая тема: "Interpol"

Past Perfect Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I had worked He (she, it) had worked	Had I worked? Had he (she, it) worked?	I had not worked He (she, it) had not worked
We had worked You had worked They had worked	Had we worked? Had you worked? Had they worked?	worked We had not worked You had not worked They had not worked

Время **Past Perfect** обозначает действие, которое завершилось до некоего момента в прошлом:

I called Jim too late, he **had** already **left**. Я позвонил Джиму слишком поздно, он уже ушел.

We **had lived** in Paris for 12 years before we moved to America. До переезда в Америку мы прожили в Париже 12 лет.

С Past Perfect часто употребляется предлог **by**, который обозначает временные границы совершения действия и переводится предлогом **к**. Предлог **by** подчеркивает завершенность действия к определенному времени. Предлог **by** (если только он не является в предложении предлогом места) указывает на употребление времени группы Perfect.

He had finished his work by five o'clock and went home. - Он окончил работу к пяти часам и пошел домой.

При помощи союзных конструкций **Hardly... when\ scarcely ... when\ no sooner ... than** (едва... как \ не успел (и) ... как) и **Past Perfect** можно добиться и некоторого эмоционально-стилистического эффекта. Обратите внимание, что вспомогательный глагол **HAD** стоит перед подлежащим, хотя предложение не является вопросительным. Данный стилистический прием используется только в повествовательных предложениях.

Hardly had we entered the forest, when we saw a pack of wolves. - Едва мы вошли в лес, как мы увидели стаю волков.

No sooner had I noticed the man than he ran up to me. - Не успел я заметить этого человека, как он подбежал ко мне.

Ex. 1. Complete the sentences using the verbs in brackets. You visited a friend and learned a lot of news about his family and other friends.

Example: His father didn't work in the bank anymore. He had retired (retire)

1. His parents didn't live there any longer. They ____ (go) to live in the country.
2. His sister wasn't there either. She _____ (get) married.
3. His house was larger. He _____ (build) the third floor.
4. Your friends, Mike and Brenda, were away. They ____ (leave) for Sweden.

Ex. 2. Make sentences using the words in brackets.

Example: His hair was wet. (He / just / have / a shower). He had just had a shower.

1. There was nobody at the platform. (the train / just / leave) _____
2. We didn't find anybody at home. (Everybody / already / go out) _____
3. The children were playing in the garden. (they / just / come / from school) _____
4. Bob wasn't at home when I arrived. (he / arrange / to meet / some friends / at the club) _____

Ex. 3. Use the Past Perfect Tense of the verbs given in brackets to complete the sentences.

Example: When John and I got to the river, the boat race (start already)

When John and I got to the river, the boat race *had already started*.

1. When she went to bed, she remembered that she (not / switch off the light)
2. She felt tired because she (walk a lot / that day)
3. She went for a holiday after she (pass the exams)

4. I didn't know what to do when they (show / me / the picture)
5. I didn't look at the present until after she (go)
6. I was very sorry to hear that he (die)
7. He didn't start speaking until the children (leave / the room)
8. When I met Helen, I understood why Bill (marry her)
9. He understood the book only after he (read it / again)

Ex. 4. Unite the following pairs-of sentences. Use the conjunctions *after, as soon as, before, until, till, when.*

Example: a) They went to England. They left school. (after)

They went to England after they *had left* school.

b) The sun set. They finished their work. (before) .

The sun *had set* before they finished their work.

1. The sun rose. He woke up. (before)
2. He died. He was very ill. (before)
3. I understood the problem. He explained. (as soon as)
4. She wrote the letter. She went to the post office. (after)
5. I drove to the airport. The plane took off. (when)
6. She read the message carefully. She wrote the reply. (before)
7. He left the room. I turned on the radio. (as soon as)
8. He had dinner. He went to the cinema.(after)
9. The man didn't leave. He didn't receive a definite answer. (till)
10. We didn't say a word. He finished his story. (until).
11. We reached the football ground. The game started. (when)
12. John worked as a skilled builder. He began to study architecture. (before)
13. Harold couldn't leave for home. He completed everything. (till)
14. The snow was very deep. It snowed heavily. (after)

Ex. 5. Complete these sentences using the verbs in brackets. You went back to your home town after many years and you found that many things were different.

Example: Most of my friends were no longer there. They **had left** (leave).

1. My best friend, Kevin, was no longer there. He _____(go) away.
2. The local cinema was no longer open. It _____ (close) down.
3. Mr. Johnson was no longer alive. He _____(die).
4. I didn't recognize Mrs. Johnson. She _____ (change) a lot.
5. Bill no longer had his car. He _____(sell) it.

Ex. 6. Read the information about Interpol and translate it:

Interpol

International Criminal Police Organization – INTERPOL

Common name - Interpol

Abbreviation - ICPO

Logo of the International Criminal Police Organization –
INTERPOL



Formed - 7 September 1923

Annual budget - €59 million

Countries - 188 member states

Governing body - Interpol General Assembly

Constituting instrument - ICPO-INTERPOL Constitution and General Regulations

Headquarters - 200, quai Charles de Gaulle, Lyon, France

Agency executives Khoo Boon Hui, President

Ronald Noble, Secretary General

Interpol, whose full name is the International Criminal Police Organization – INTERPOL, is an organization facilitating international police cooperation. It was established as the International Criminal Police Commission in 1923 and adopted its telegraphic address as its common name in 1956.

Its membership of 188 countries provides finance of around €59 million through annual contributions. The organization's headquarters is in Lyon, France. It is the second largest intergovernmental organization after the United Nations, in terms of number of member states.

Its current Secretary-General is Ronald Noble, a former United States Under Secretary of the Treasury for Enforcement. Its current President is Singapore's Senior Deputy Secretary of the Ministry of Home Affairs and former Commissioner of Police Khoo Boon Hui; the President before that, Jackie Selebi, National Commissioner of the South African Police Service, held his term from 2004 till his resignation on 13 January 2008, after which he was charged in South Africa on three counts of corruption and one of defeating the course of justice, and replaced by Arturo Herrera Verdugo, current National Commissioner of Investigations Police of Chile and former vice president for the American Zone, who remained acting president until the organization meeting in October 2008.

In order to maintain as politically neutral a role as possible, Interpol's constitution forbids it to undertake any interventions or activities of a political, military, religious, or racial nature.[Its work focuses primarily on public safety, terrorism, organized crime, crimes against humanity, environmental crime, genocide, war crimes, piracy, illicit drug production, drug trafficking, weapons smuggling, human trafficking, money laundering, child pornography, white-collar crime, computer crime, intellectual property crime and corruption.

In 2008, the Interpol General Secretariat employed a staff of 588, representing 84 member countries. The Interpol public website received an average of 2.2 million page visits every month. Interpol issued 3,126 red notices for the year 2008 which led to the arrest of 718 people.

Constitution

The role of Interpol is defined by the general provisions of its constitution.

In article 2

To ensure and promote the widest possible mutual assistance between all criminal police authorities within the limits of the laws existing in the different countries and in the spirit of the Universal Declaration of Human Rights.

To establish and develop all institutions likely to contribute effectively to the prevention and suppression of ordinary law crimes.








In article 3

It is strictly forbidden for the Organization to undertake any intervention or activities of a political, military, religious or racial character.

Finances

In 2009 Interpol's income was €59 million, of which 82% comprised statutory contributions by member countries and 14% income from projects, private foundations and commercial enterprises. From 2004 to 2010 Interpol's external auditors have been the Cour des comptes.

Secretaries-general since organization's inception in 1923:

 Oskar Dressler	1923– 1946
 Louis Ducloux	1946– 1951
 Marcel Sicot	1951– 1963
 Jean Népote	1963– 1978
 André Bossard	1978– 1985
 Raymond Kendall	1985– 2000
 Ronald Noble	2000– present

Presidents since organization's inception in 1923:

 Johann Schober	1923–1932
 Franz Brandl	1932–1934
 Eugen Seydel	1934–1935
 Michael Skubl	1935–1938
 Otto Steinhäusl	1938–1940
 Reinhard Heydrich	1940–1942
 Arthur Nebe	1942–1943
 Ernst Kaltenbrunner	1943–1945
 Florent Louwage	1945–1956
 Agostinho Lourenço	1956–1960
 Richard Jackson	1960–1963

 Fjalar Jarva	1963–1964
 Firmin Franssen	1964–1968
 Paul Dickopf	1968–1972
 William Leonard	1972–1976
Higgitt	
 Carl Persson	1976–1980
 Jolly Bugarin	1980–1984
 John Simpson	1984–1988
 Ivan Barbot	1988–1992
 Norman Inkster	1992–1994
 Björn Eriksson	1994–1996
 Toshinori	1996–2000
Kanemoto	
 Jesús Espigares	2000–2004
Mira	
 Jackie Selebi	2004–2008
 Arturo Herrera	acting president until the General Assembly in Saint Petersburg in October 2008, and candidate for the President on that General Assembly
Verdugo	
 Khoo Boon Hui	Oct 2008–present

Member states and sub-bureaus

 Afghanistan	 Cyprus	 Latvia	 Russia
 Albania	 Czech Republic	 Lebanon	 Rwanda
 Algeria	 Denmark	 Lesotho	 St. Kitts and Nevis
 American Samoa	 Djibouti	 Liberia	 St. Lucia
 Andorra	 Dominica	 Libya	 St. Vincent and the Grenadines
 Angola	 Dominican Republic	 Liechtenstein	 Samoa
 Anguilla	 East Timor	 Lithuania	 São Tomé and Príncipe
 Antigua and Barbuda	 Ecuador	 Luxembourg	 Saudi Arabia
 Argentina	 Egypt	 Macau	 San Marino
 Armenia	 El Salvador	 Macedonia	 San Marino
 Aruba	 Equatorial Guinea	 Madagascar	 Senegal
 Australia	 Eritrea	 Malawi	 Serbia
 Austria	 Estonia	 Malaysia	 Seychelles
 Azerbaijan	 Ethiopia	 Maldives	 Sierra Leone
 Bahamas	 Fiji	 Mali	 Singapore
 Bahrain	 Finland	 Malta	 Slovakia
 Bangladesh	 France	 Marshall Islands	 Slovenia
 Barbados	 Gabon	 Mauritania	 Somalia
 Belarus	 Gambia	 Mauritius	 South Africa
 Belgium	 Georgia	 Mexico	 Spain
 Belize	 Germany	 Moldova	 Sri Lanka
 Benin	 Ghana	 Monaco	 Sudan
 Bermuda	 Gibraltar	 Mongolia	 Suriname
 Bhutan	 Greece	 Montenegro	

- | | | | |
|--------------------------|----------------------|-------------------------|---------------------------|
| Bolivia | • Grenada | • <i>Montserrat</i> | • Swaziland |
| Bosnia and Herzegovina | • Guatemala | • Morocco | • Sweden |
| Botswana | • Guinea | • Mozambique | • Switzerland |
| Brazil | • Guinea-Bissau | • Myanmar | • Syria |
| British Virgin Islands | • Guyana | • Namibia | • Tajikistan |
| Brunei | • Haiti | • Nauru | • Tanzania |
| Bulgaria | • Honduras | • Nepal | • Thailand |
| Burkina Faso | • <i>Hong Kong</i> | • Netherlands | • Togo |
| Burundi | • Hungary | • Netherlands Antilles | • Tonga |
| Cambodia | • Iceland | • New Zealand | • Trinidad and Tobago |
| Cameroon | • India | • Nicaragua | • Tunisia |
| Canada | • Indonesia | • Niger | • Turkey |
| Cape Verde | • Iran | • Nigeria | • <i>Turks and Caicos</i> |
| Cayman Islands | • Iraq | • Norway | • Turkmenistan |
| Central African Republic | • Ireland | • Oman | • Uganda |
| Chad | • Israel | • Pakistan | • Ukraine |
| Chile | • Italy | • Panama | • United Arab Emirates |
| China | • Jamaica | • Papua New Guinea | • United Kingdom |
| Colombia | • Japan | • Paraguay | • United States |
| Comoros | • Jordan | • Peru | • Uruguay |
| Republic of the Congo | • Kazakhstan | • Philippines | • Uzbekistan |
| Congo (Democratic Rep.) | • Kenya | • Poland | • Vatican City |
| Costa Rica | • Republic of Korea | • Portugal | • Venezuela |
| Côte d'Ivoire | • Kuwait | • <i>Puerto Rico</i> | • Vietnam |
| Croatia | • Kyrgyzstan | • Qatar | • Yemen |
| Cuba | • Laos | • Romania | • Zambia |
| | | | • Zimbabwe |

Non-member countries

- Federated States of Micronesia
- Kiribati
- North Korea
- Palau
- Solomon Islands
- Tuvalu
- Vanuatu

LESSON № 3. The Court System of England and Wales.

1. Грамматическая тема: The Future Perfect Tense
2. Лексическая тема: “The Court System of England and Wales”

The Future Perfect Tense

Утвердительная форма	Отрицательная форма	Вопросительная форма
I shall (will) have written	I shall (will) have not written	shall (will) have I written?
you will have written	you will have not written	will have you written?

he will have written	he will have not written	will have he written?
she will have written	she will have not written	will have she written?
It will have written	it will have not written	will have itwritten ?
we shall (will) have written	we shall (will) have not written	Shall have we written?
you will have written	you will have not written	will have you written?
they will have written	they will have not written	will have they written?

Будущее совершенное время образуется с помощью вспомогательного глагола "to have" в форме Future Indefinite и причастия II смыслового глагола.
I'll have looked through the article by 12 o'clock.

Future Perfect употребляется:

1) для выражения будущего действия, которое совершится ранее другого будущего времени: Before you come I **shall have done** all the work. До того, как ты придешь, я уже сделаю всю работу.

2) для выражения будущего действия, которое совершится к данному моменту в будущем с такими словами, как **by that time, by the end of the month** и т. д. By the end of the week I **shall have finished** the translation.

На русский язык **Future Perfect** переводится глаголом в будущем времени совершенного вида, часто со словом "уже". By 8 o'clock I'll **have had** dinner. К 8 часам я уже пообедаю.

Ex. 1. Make the Future Perfect negative:

- 1) I'm sorry, by next week, I (not/finish) the report. .
- 2) I'm sorry, by next week, Julia ... (not/send) the emails. .
- 3) I'm sorry, by next week, John (not/clean) the office. .
- 4) I'm sorry, by next week, we (not/order) new stock. .
- 5) I'm sorry, by next week, they (not/write) the article. .
- 6) I'm sorry, by next week, I ... (not/meet) the customers. .
- 7) I'm sorry, by next week, she ... (not/organise) the meeting. .
- 8) I'm sorry, by next week, he ... (not/call) Mr Smith.
- 9) I'm sorry, by next week, we ... (not/read) the documents. .
- 10) I'm sorry, by next week, you ... (not/receive) the prices.

Ex. 2. Make the Future Perfect

1. I ... (leave) by six. 2. ... (you/finish) the report by the deadline? 3. When ... (we/do) everything? 4. She ... (finish) her exams by then, so we can go out for dinner. 5. You ... (read) the book before the next class. 6. She ... (not/finish) work by seven. 7. When ... (you/complete) the work? 8. They ... (arrive) by dinner time. 9. We ... (be) in London for three years next week. 10. ... (she/get) home by lunch time? 11. ... (you/do) everything by seven? 12. We ... (not/eat) before we come, so we'll be hungry. 13. ... (he/finish) his exams when we go on holiday? 14. ... (we/arrive) by the time it gets dark? 15. How long ... (you/know) your boyfriend when you get married? 16. He ... (not/complete) the project by July. 17. I ...

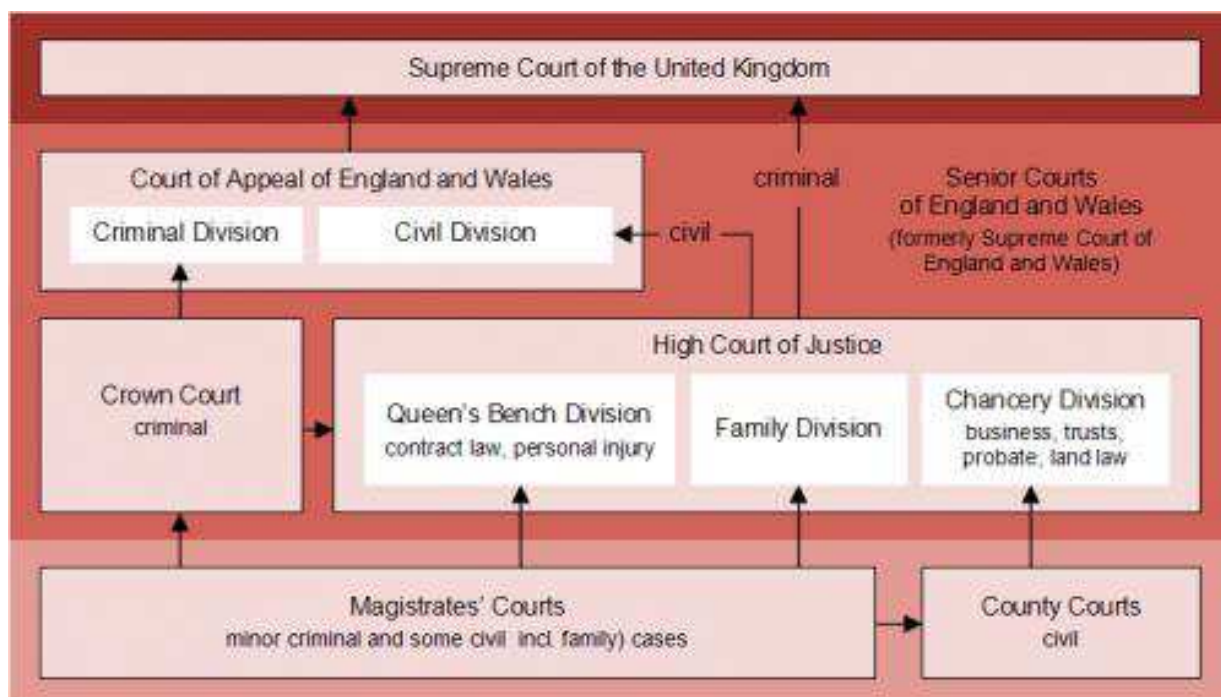
(not/finish) the essay by the weekend. 18. Why ... (she/finish) the cleaning by six? 19. How long ... (you/be) in this company when you retire? 20. They ... (not/go) at six.

Ex. 3. Translate into English using the proper forms of the verbs.

Завтра миссис Коллинз посетит школу своего сына Ника. Когда она придет туда в два часа дня, он будет играть в игры, но это неважно, потому что сначала она пойдет к его учителю. К тому времени, когда они закончат разговор, урок закончится, и Ник примет душ и будет готов идти с мамой домой. Через два часа Ник сделает уроки и будет свободен. Когда я приеду к ним, Ник с родителями будет обедать. После обеда мы будем играть в компьютерные игры. К тому времени, когда мы перестанем играть, миссис Коллинз приготовит кофе. Мы будем сидеть в гостиной и пить горячий кофе. Потом я отправлюсь домой.

Брат моего друга закончит занятия в институте к лету, и ему не терпится приступить к преподаванию. После того как он закончит институт, он начнет преподавать в школе. Я думаю, он станет хорошим учителем, и дети будут его любить. Сейчас он упорно работает, потому что знает, что время летит быстро, и может случиться, что у него не будет времени повторить все основательно. Вчера мы занимались вместе, и я помогал ему с его дипломной работой. Завтра он будет работать весь день, а вечером мы пойдем, в бассейн, потому что я думаю, что к тому времени он закончит всю свою работу.

Ex. 4. Read and translate text:



The Court System of England and Wales.

The most common type of law court in England and Wales is the Magistrates' court. There are 700 magistrates' courts and about 30,000 magistrates. More serious criminal cases then go to the Crown Court, which has 90 branches in different towns and cities. Civil cases are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales is the House of Lords. Certain cases may be referred to the European Court of Justice in Luxembourg. In addition, individuals have made the British Government change its practices in a number of areas as a result of petitions to the European Court of Human rights.

The legal system also includes juvenile courts and coroner's courts. There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals, and disputes between individuals and government departments.

Ex. 5. Answer the questions to the text:

1. What is the most common type of law court in England and Wales?
2. What types of law courts are appeals heard by?
3. Where may certain cases be referred to?
4. What kinds of cases are dealt with in County courts?
5. There are administrative tribunals in England and Wales, aren't there?

Ex. 6. Make all types of questions to each sentence (general, special, disjunctive, alternative).

1. The Prime Minister chooses the date of the next General Election.
2. The British government is elected for up to five years.

Ex. 7. Complete the following sentences with the words and phrases from the box

arrested	solicitor	verdict
fine	juvenile delinquent	ball
probation	commit	shop lifting
in custody	evidence	proof
charged	sentenced	Magistrates' court
imprisonment	embezzlement	Crown court
defense	barrister	witness
testimony	arson	burglary
prosecution		

1. The number of young people who _____ crimes has risen sharply in recent years.
2. Another house was broken into last week. This is the third _____ in the area in the past month.
3. The judge _____ him to seven years' _____ for armed robbery.

4. After twelve hours, the Jury finally reached its _____: the prisoner was guilty.
5. Although the police suspected that he had been involved in the robbery, since they had no definite _____ there was nothing they could do about it.
6. He parked his car in the wrong place and had to pay 10\$ parking_____.
7. This is the fourth fire in the area recently. The police suspect _____.
8. The shop decided to install closed-circuit television in an effort to combat the problem of_____.
9. He was_____ by the police outside a pub in Soho and _____ with murder.
10. There are two criminal courts in Britain – the _____for minor offences and the _____for more serious ones.
11. A _____is a young person who breaks the law.
12. A _____is someone who sees a crime being committed.
13. The lawyer who prepares the case for his or her client prior to appearing in court is called a _____. The lawyer who actually presents the case in court is called a _____.
14. The sum of money left with a court of law so that a prisoner may be set free until his or her trial comes up is called_____.
15. The bank manager admitted taking \$250000 of the bank’s money during the previous five years. He was found guilty of_____.
16. The witness held the Bible in her right hand and said, “I swear by Almighty God that the _____ I shall give shall be the truth, the whole truth, and nothing but the truth.”
17. The formal statement made by a witness in court is called a _____.
18. If a person is_____ this means that he or she is put in person before his or her trial comes up.
19. Since it was his first offence, he was not sent to prison but put on_____ for six month.
20. At a trial the barrister who speaks for the accused is called the Counsel for the _____, while the barrister who speaks against him is called the Counsel for the_____.

LESSON № 4. The Court System of the USA.

1. Грамматическая тема: the Present Perfect, the Past Perfect and the Future Perfect Tenses

2. Лексическая тема: “The Court System of the USA”

Ex. 1. Complete the sentences, put the verbs into the Present Perfect.

1. He is reading a magazine but I _____ .
2. They are watching the second film of a new American serial on TV now but I _____ .
3. She is doing her homework but he _____ .
4. We are learning new English words now but they _____ .
5. They are reciting poems now but we _____ .

6. My brother is having dinner now but I _____ .
7. My friends are sending a message via e-mail now but I _____

Ex. 2. Complete the sentences, saying that you have already done it.

Example: Open your book, please. - I have already opened it

1. Write down these new English words into your notebooks. _____
2. Recite the poem "Autumn" by Pushkin, please. _____
3. Read "The Adventures of Tom Sawyer" by M.Twain. It's very interesting.

4. It's an interesting educational program on TV today. I think you'd better watch it. _____

5. Help your sister about the house. _____
6. Write a letter to your granny. _____

Ex. 3. Complete the sentences, using the words in brackets in the Past Perfect:

1. You went to Jill's house but she wasn't there. (she / go / out). 2. You went back to your home town after many years. It wasn't the same as before. (it / change / a lot). 3. I invited Rachel to the party but she couldn't come. (she / arrange / to do something else). 4. I was very pleased to see Tim again after such a long time. (I / not / see / him for five years). 5. I offered Sue something to eat but she wasn't hungry. (she / just / have / breakfast)

Ex. 4. Use Past Perfect or Past Simple:

1. Was Tom at the party when you arrived?" "No, he (go) home"
2. I felt very tired when I got home, so I (go) straight to bed.
3. The house was very quiet when I got home. Everybody (go) to bed.
4. Sorry, I'm late. The car (break) down on my way here.
5. We were driving the road when we (see) a car which (break) down, so we stopped to see if we could help.

Ex. 5. Translate into English.

(A) 1. Они начнут строительство клуба в ближайшие дни и закончат его к концу года. 2. Не звоните ей в одиннадцать часов. Она уже будет спать. 3. Позвоните в семь часов. Я думаю, что к этому времени машинистка уже напечатает ваши документы. 4. Я еще буду работать, когда вы вернетесь.

(B) 1. Я тебе вечером позвоню, часов в восемь. 2. В субботу вечером я вас жду. 3. На днях я буду у вас. 4. Надеюсь, вы поймете меня. 5. Доктор, я жду вас завтра в четыре часа. 6. Я тоже еду в Мильенский завод. 7. В котором часу ты будешь дома? 8. Приходите завтра на турнир часа в два... Я буду вас ждать. 9. Запомни: завтра в пять. К этому времени, надеюсь, у тебя настроение изменится. 10. Зина и Настасья Ильинична уезжают?.. Куда они уезжают? 11....вы завтра идете в цирк? 12....что ты собираешься делать? — Не знаю.

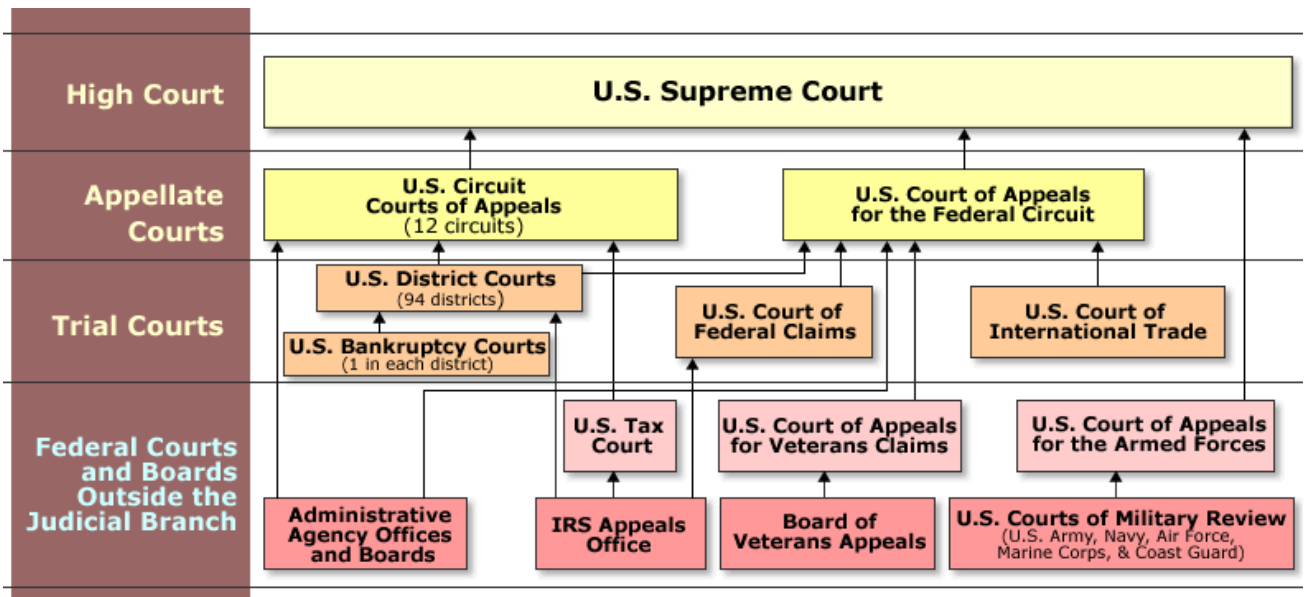
Ex. 6. Insert one of the tenses expressing future actions or states (Future Indefinite, Future Continuous, Future Perfect, Present Indefinite, Present Continuous or to be going+ infinitive).

(A) 1. I have not visited the place yet. I ___ there to-morrow. (to go) 2. Our train ___ at 8 p. m. to-morrow, so if you ___ at 5 o'clock we ___ still ___ (to start, to come, to pack) 3. At 4 o'clock tomorrow we ___ packing and by 6 we ___ with ease, (to begin, to finish) 4. ___ you ___ dinner by the time I come back? (to have) 5. Ring me up at 11, I ___ yet. (to sleep—negative)

(B) 1. I ___ on my round by the time you go, so I'll say good-bye to you now. (to start out) (Maugham) 2. "I think you ___ him," said Elinor, "when you know more of him." (to like) (Austen) 3. "Shall we go downstairs and meet the man?" "Let us stay here; he ___ at our door in a moment, you will see," said Sylviane. (to knock) (Bennett) 4. As a number of episodes from this novel ___ the public through their wireless sets before it is published, a few words of explanation are necessary, (to reach) (Priestley) 5. I suppose everyone ___ me questions and it's so awkward. (to ask) (Christie) 6. But you ___ I won't let you. (to go — negative) (Murdoch and Priestley) 7. "When ___ I ___ your brother?" said Georgie. (to meet) (Murdoch) 8. What ___ you ___ this afternoon? (to do) (Galsworthy)

Ex. 7. Read and give the brief summary of the text:

The Court System of the USA



The United States federal courts make up the judiciary branch of federal government of the United States organized under the United States Constitution and laws of the federal government.

Categories

The courts are one of the three coequal branches of the federal government, and include:

Highest court

Court of last resort:

Supreme Court of the United States (which primarily has appellate jurisdiction but also has original jurisdiction over a very narrow range of cases)

Appellate courts

Courts with geographic-based appellate jurisdiction:

The eleven numbered United States courts of appeals

The United States Court of Appeals for the District of Columbia Circuit

Courts with appellate jurisdiction over specific subject matter:

United States Court of Appeals for Veterans Claims

United States Court of Appeals for the Armed Forces

United States Court of Appeals for the Federal Circuit

United States Foreign Intelligence Surveillance Court of Review

Original jurisdiction

General trial courts:

United States district courts (one in each of the 94 federal judicial districts)

Courts with original jurisdiction over specific subject matter:

United States Alien Terrorist Removal Court

United States bankruptcy courts (one in each of the 94 federal judicial districts)

United States Court of Federal Claims

United States Court of International Trade

United States Court of Private Land Claims (1891-1904)

United States Foreign Intelligence Surveillance Court

United States Tax Court

While federal courts are generally created by the United States Congress under the constitutional power described in Article III, many of the specialized courts are created under the authority granted in Article I. Greater power is vested in Article III courts because they are independent of Congress, the President, and the political process.

Article III requires the establishment of a Supreme Court and permits the Congress to create other federal courts, and place limitations on their jurisdiction. In theory, Congress could eliminate the entire federal judiciary except for the Supreme Court, although the 1st Congress established a system of lower federal courts through the Judiciary Act of 1789.

The United States district courts are the general federal trial courts, although in many cases Congress has passed statutes which divert original jurisdiction to the above-mentioned specialized courts or to administrative law judges (ALJs). In such cases, the district courts have jurisdiction to hear appeals from such lower bodies.

The United States courts of appeals are the federal intermediate appellate courts. They operate under a system of mandatory review which means they *must* hear all appeals of right from the lower courts.

The Supreme Court of the United States is the supreme court (court of last resort). It generally is an appellate court that operates under discretionary review; meaning that the Court, through granting of writs of certiorari, can choose which cases to hear. There is generally no right of appeal to the Supreme Court. In a few situations (like lawsuits between state governments or some cases between the

federal government and a state) it sits as a court of original jurisdiction. Such matters are generally referred to a designated individual (usually a sitting or retired judge or well-respected attorney) to sit as a special master and report to the Court with recommendations.

Related organizations

The Judicial Conference of the United States is the policymaking body of the U.S. federal courts. The Conference is responsible for creating and revising federal procedural rules pursuant to the Rules Enabling Act.

The Judicial Panel on Multidistrict Litigation transfers and consolidates cases in multiple judicial districts that share common factual issues.

The United States Marshals Service is responsible for providing protection for the federal judiciary and transporting federal prisoners.

The Supreme Court Police provide security for the Supreme Court building.

Limitations on U.S. federal courts

The Supreme Court has interpreted the Constitution as placing some additional restrictions on the federal courts. For example, the doctrines of mootness, ripeness, and standing prohibit district courts from issuing advisory opinions. Other doctrines, such as the abstention doctrine and the *Rooker-Feldman* doctrine limit the power of lower federal courts to disturb rulings made by state courts. The *Erie* doctrine requires federal courts to apply substantive state law to claims arising from state law (which may be heard in federal courts under supplemental or diversity jurisdiction). In difficult cases, the federal courts must either guess as to how a court of that state would decide the issue or "certify" the issue to a state court if the state has provided for such a procedure.

Notably, the only federal court that can issue proclamations of federal law that bind state courts is the Supreme Court itself. Decisions of the lower federal courts on issues of federal law are persuasive but not binding authority in the states in which those federal courts sit.

Ex. 8 Give the translation of the text:

Судебная система США

Основное отличие судебной системы США от многих других - ее разделение между уровнем штатов и федеральным уровнем. Эти уровни практически полностью независимы друг от друга. Таким образом, в США существует 55 судебных систем - федеральная судебная система и судебные системы каждого из штатов, федерального округа Колумбия, Пуэрто-Рико и зависимых территорий. Есть еще и племенные суды, решающие споры в индейских резервациях.

1. Федеральные суды

Федеральные суды (Federal courts) несут исключительную ответственность за решение споров по морским делам, патентам и авторским правам, по делам о банкротстве, вопросам, связанным с международными договорами и торговлей, а также за решение споров между штатами. Они

уполномочены также решать дела, относящиеся к федеральным законам и нарушениям Конституции США.

Федеральный уroveň судебной системы включает в себя:

Суды общей юрисдикции (General trial courts):

United States district courts

Апелляционные суды с территориальной юрисдикцией:

Федеральный окружной апелляционный суд США (United States Circuit Court of Appeals)

Суд высшей инстанции (Court of last resort):

Верховный суд США (Supreme Court of the United States)

Специализированные суды (со своей предметной юрисдикцией):

2. Суды штатов

Суды штатов (State courts) наделены полномочиями решать дела, связанные с законодательством штатов и нарушениями конституции штата, нарушениями большинства федеральных законов и Конституции США, а также иски по традиционному "общему праву" судебных прецедентов. Хотя федеральные суды США, возможно, более известны, именно в суды штатов американские граждане и предприятия чаще всего обращаются за правосудием.

Lesson 5 Appeals

1. Грамматическая тема: Revision of grammar material. Tenses.

2. Лексическая тема: "Appeals"

Ex. 1. Insert the Past Indefinite or Past Continuous.

1. She heard him sigh while he ___ (to read) (Collins) 2. While the water ___, Ma Parker began sweeping the floor, (to heat) (Mansfield) 3. While he ___ the tea she ___ him. (to make, to watch) (Abrahams) 4. Mrs. Presty ___ at him with some anxiety on her daughter's account, while he ___ the message on Randal's card, (to look, to read) (Collins) 5. It was quite late at night, and the brother ___ aloud while the sister ___, her needle, when they were interrupted by a knocking at the door, (to read, to ply) (Dickens) 6. While Mrs. Calligan ___ the table Mamie went to her room and Aileen followed her. (to set) (Dreiser) 7. While the doctor ___, Mrs. Presty ___ her own conclusions from a close scrutiny of Mr. Sarrazin's face, (to speak, to draw) (Collins) 8. While he ___ he ___ the doorbell, then voices, (to wash, to hear) (Abrahams) 9. While the gendarmes ___ the room, Arthur ___ waiting on the edge of the bed. (to ransack, to sit) (Voynich)

Ex. 2. Insert the Present Indefinite or Present Continuous.

1. "Where is Kitty?" "Susan ___ her to bed." (to put) (Collins) 2. Light ___ more quickly than sound, (to travel) 3. I should like to know why you ___ always ___ (to read) (Maugham) 4. "Sorry, Ted. I must go. I'm late." "Where ___ you ___?" "I ___ to have tea with Nurse Hopkins." (to go, to go) (Christie) 5. He ___ best, who ___ last, (to laugh, to laugh) 6. I don't interrupt people when they ___ (to read) (Collins) 7. I

never ___ him doing any work there, whenever I ___ He ___ behind a bit of glass all day. (to see, to go in, to sit) (Jerome K. Jerome) 8. Actions ___ louder than words, (to speak) 9. Robert ___ just now ___ to my uncle, and they ___ hands, (to speak, to shake) (Ch. Bronte) 10. And now my written story ends. I look back, once more — for the last) time — before I close these leaves. I ___ myself, with Agnes at my side, journeying along the road of life. I ___ our children and our friends around us; and I ___ the roar of many voices, not indifferent to me as I travel on. (to see, to see, to hear) (Dickens) 11. "Why ___ you ___ ?" she cried. "Because you ___ nonsense." (to answer — negative, to talk) (Maugham)

Ex. 3. Translate into English.

(A) 1. Не говорите так громко. Я вас хорошо слышу. 2. Становится темно. 3. Я уезжаю в Москву на будущей неделе. 4. Когда бы я ни пришла к вам, вы всегда работаете. 5. Где ваш брат? — Он провожает приятеля. 6. Пароход уходит завтра. 7. Я слышу шаги. Кто-то идет сюда. 8. Не беспокойте его, когда он работает, д. Мой брат завтра уезжает в Москву. 10. Вы чувствуете себя лучше сегодня?

(B) 1. Где же новый твой приятель? — Его нет дома; он обыкновенно встает рано и отправляется куда-нибудь. 2. Ее глаза сияют, когда она говорит с Пламеневым. 3. Знаешь ли ты, о чем я думаю? 4. Вы едете в Ставрополь? 5. Тебе нравится моя сестра? 6. Поднимитесь наверх. Вас ждет Валентина Павловна. 7. Баклажанов! Почему ты не ешь? 8. Здравствуй... Как себя чувствуешь? 9. В школе занятия начинаются в девять часов утра. 10. Нет! я не всегда смеюсь! Д вовсе не веселый человек. 11. Ты влюблен, Андрей Петрович?.. Ты не отвечаешь мне... Отчего ты не отвечаешь? 12. Мама, кто это свистит? 13. Ее голос недурен, но поет она плохо. 14. Виктор, ты меня слышишь? — настойчиво спросил Завьялов.

Ex. 4. Put the verbs in brackets into the Future Indefinite, Future Continuous or Future Perfect:

1. I (to wait) for you at five o'clock to-morrow. 2. I am sure that they (to complete) their work by May. 3. At 2 o'clock to-morrow I (to have) an English lesson. 4. To-morrow at this time you (to sail) down the Moskva River. 5. I hope it (to stop) raining by five o'clock. 6. I hope the next mail (to bring) news from home. 7. She (to return) from the library at six o'clock. 8. I not (to work) at eight o'clock. I (to finish) my home work by that time. 9. At what time you (to be) here? 10. What you (to do) at eight o'clock? I (to work) on my report.

Ex. 5. Put the verb in brackets into the Present, Past, Future Simple; Present, Past Continuous.

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) at three o'clock yesterday? — I (to have) dinner. 5. Where your brother (to work)? — He (to work) at an institute. 6. Your grandmother (to sleep) when

you (to come) home yesterday? 7. What your brother (to do) tomorrow? 8. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 9. Where Kate (to go) when you (to meet) her yesterday? 10. Every day the boss (to enter) the office at nine o'clock. 11. Yesterday the boss (to enter) the office at half past nine. 12. When the secretary (to come) tomorrow? 13. At six o'clock yesterday we (to listen) to a very interesting lecture. 14. When I (to enter) the office, the secretary (to type) some letters. 15. My friend (to ring) me up at eight o'clock yesterday.

Ex.6. Read the text “Appeals” for 6 minutes and think over its contents. Give the annotation of it in Russian:

Appeals

In law, an appeal is a process for requesting a formal change to an official decision. The decision maker to whom the appeal is made may be a court, a board, a tribunal or even a single official.

Very broadly speaking there are appeals on the record and de novo appeals. In de novo appeals, the new decision maker re-hears the case without any reference to the rulings of the prior decision maker, or limits on the evidence presented. In appeals on the record, the decision of the prior decision maker is challenged by arguing that he, she or they misapplied the law, came to an incorrect factual finding, acted in excess of his jurisdiction, abused discretionary powers, was biased, considered evidence which should not have been considered, or failed to consider evidence that should have been considered.

The result of an appeal can be:

Affirmed: Where the reviewing court basically agrees with the result of the lower courts ruling(s).

Reversed: Where the reviewing court basically disagrees with the result of the lower courts ruling(s), and overturns their decision.

Remanded: Where the reviewing court sends the case back to the lower court.

There can be multiple outcomes, so that the reviewing court can affirm some rulings, reverse others and remand the case all at the same time. Remand is not required where there is nothing left to do in the case.

Some reviewing courts who have discretionary review may send a case back without comment other than review improvidently granted. In other words, after looking at the case, they chose not to say anything. The result for the case of review improvidently granted is effectively the same as affirmed, but without that extra higher court stamp of approval.

Ex. 7. Write the letter of appeal according to the model:

Appeal Letter Writing

The first paragraph should introduce yourself and explain why you are writing the letter. Although it may be difficult, be sure to keep your tone and emotions in check to show that you can present an objective viewpoint. Keep the first

paragraph as concise and clear as possible so that the reader can immediately understand its urgency.

The next paragraph(s) should narrate the account of what happened, and why your appeal should be granted. Include all the necessary facts in order to legitimize your case. You can start by referring to your handbook or guidelines as member of that particular group or institution. Also, provide specific times and date when particular events occurred. To make your letter more reader-friendly, use bullet-points every time you need to enumerate. After doing this, refer to testimonials from people related to your work, transcript of records, and medical certificate, if necessary.

The last part should summarize everything you have stated above. Repeat the necessary points that need to be elucidated. Also include the contact details and where you can be reached. Close out the letter by thanking the reader for their time.

Sample Letter of Appeal

4682 Farrow Parkway
Chicago, IL 60621
June 20, 2007
Jack Copeland
Dean, Academic Division
Chicago College University
1323 E. 84th St., 5th floor
Chicago, IL 60621

Dear Mr. Copeland;

I am a senior Philosophy major who took PH401 Advanced Metaphysics class under Prof. Vanleer, and I am writing to you to appeal a retake for the final comprehensive oral exam that was given on June 18, 2007.

I feel that Mr. Vanleer did not give my situation the proper respect and understanding that it truly deserved. On June 8, 2007 at 10:37 A.M., I was struck by a sedan going 65 mph on my way to the university. I survived the accident but fractured the bones in my legs and hips. I have enclosed the medical documents detailing my stay at St. Francis Hospital along with this letter.

Because of this setback, I had to reschedule all my exams for the following week (June 18-22, 2007) to the week after that (June 25-29) to allow for me to recover. I had my classmate Tom Saunders send the necessary letters to all of my professors requesting to postpone the date of my final exams by a week. All of them agreed except for Prof. Vanleer, who did not send any reply at all. The doctors said that it would take me at least two weeks to properly recover, and even if I did prepare for my exams for Prof. Vanleer, I would not be able to produce the expected output considering my debilitated condition.

I feel that the situation is not warranted because I never got a grade lower than a B or (80-85) on his exams. Therefore, the risk of me failing the course and being prevented from graduating because of not being able to take his final exams due to an unavoidable circumstance is unacceptable. The handbook states in Article III, Section II that "Students who have medical emergencies prior to a particular exam will be given the option to reschedule that exam."

The medical situation which prevented me from taking the final at the scheduled time was beyond my control. I would ask you to grant me another opportunity to take the final exam. I look forward to meeting with you to discuss this matter. Feel free to call me with any questions at 555-555-5555. I appreciate the time that you have taken to read my appeal.

Sincerely,
Signature

Lesson 6 Prisons

1. Грамматическая тема: The Present Perfect Continuous Tense
2. Лексическая тема: "Prisons"

The Present Perfect Continuous Tense

Настоящее совершенное продолженное время

Утвердительная форма	Вопросительная форма	отрицательная форма
I have been finishing. You have been finishing. He (she, it).has been finishing.	Have I been finishing? Have you been finishing? Has he (she, it) been finishing?	I have not been finishing. You have not been finishing. He (she, it).has not been finishing.
We have been finishing. You have been finishing. They have been finishing.	Have we been finishing? Have you been finishing? Have they been finishing?	We have not been finishing. You have not been finishing. They have not been finishing.

We use the **Present Perfect Continuous** for an activity that has recently stopped or just stopped. There is a connection with now:

You are out of breath. Have you been running?

Paul is very tired. He has been working very hard.

Why are your clothes so dirty? What have you been doing?

I have been talking to Carol about the problem and she thinks that...

It has been raining for two hours.

It is raining now. It began raining two hours ago and it is still raining.

How long has it been raining?

It has been raining for two hours.

We often use the Present Perfect Continuous in this way, especially with **how long, for.....** and **since ...** The activity is still happening (as in this example) or has just stopped.

How long have you been learning English?

Tim is still watching television. He's been watching television all day.

Where have you been? I have been looking for you for the last half hour.

George hasn't been feeling well recently.

NOTE: The verbs not used in the Continuous form cannot be used in the Perfect

Continuous form either. In this case we use the Perfect form: I have known him since last year.

Verbs not used in the continuous forms:

Verbs denoting sense perception: to see, to hear.

Verbs denoting mental activity: to know, to believe, to think (have an opinion), to doubt, to feel (have an opinion), to guess, to imagine, to mean, to realise, to recognize, to remember, to understand, to suppose.

Verbs denoting feeling: to like, to love, to dislike, to prefer, to hate.

Verbs denoting wish: to wish, to want.

Verbs denoting affect or influence: to astonish, to please, to surprise, to satisfy, to impress.

Verbs denoting abstract relations: to have, to be, to contain, to depend, to belong, to consist of, to deserve, to lack, to involve, to fit, to include, etc.

Ex. 1. Choose the correct form.

1. I am writing/ have been writing/wrote letters for the last two hours. 2. I am going/ go/ have been going out with some friends tonight. 3. "How long are you learning/ have you been learning English?" 4. When I was a child, we have been living/ have lived/ lived in a house by the river. 5. I have had/ have this watch since my 18th birthday. 6. 'How long have you known/ do you know Jessica?' 7. I am/ have been ill for three days now. I think I'd better call the doctor.

Ex. 2. Write sentences using the Present Perfect Continuous

Model: The sun came out three hours ago. It's still shining.

The sun has been shining for three hours.

1. He started work in 2008. He's still working for the same company. 2. She started to live with him in 2009. She still lives with him. 3. We had our first holiday in Spain ten years ago. We still go there. 4. I started learning French in 2007. I'm still learning it. 5. Prices started rising three months ago. They are still rising.

Ex. 3. Write a sentence with for or since, using the Present Perfect Simple or the Present Perfect Continuous. In many cases you will need to change the verb.

Model: I became a member of this club in 2000. It's now 2010.

I've been a member of this club since 2000 (for 10 years).

1. We moved to Spain ten years ago. 2. The children turned on the TV at 6 p.m. It's 9 p.m. now. 3. Francis bought this bicycle last year. 4. Joanne started her homework when she got home. She's still doing it and it's bed time. 5. She had a holiday two years ago. That was the last time she had a holiday.

Ex. 4. Put the verb into the Present Perfect Simple or the Present Perfect Continuous.

1. Where have you been? Have you been playing (you/play) tennis? 2. Look! Somebody(break) that window. 3. You look tired.

.....(you/work) hard? 4. '.....(you/ever/work) in a factory?' 'No, never.' 5. 'Jane is away on holiday.' 'Oh, is she? Where(she/go)? 6. My brother is an actor. He(appear) in several films. 7. 'Sorry I'm late.' 'That's all right. I(not/wait) long.' 8. 'Is it still raining?' 'No, it(stop). 9. I.....(lose) my address book. (you/see) it anywhere? 10. I(read) the book you lent me but I (not/finish) it yet. 11. I(read) the book you lent me, so you can have it back now.

Ex. 5. Use the Present Perfect or the Present Perfect Continuous Tense.

1. Я жду здесь с десяти часов. Сюда никто не заходил. 2. Мы читаем эту книгу с сентября и прочли уже больше половины. 3. Она себя неважно чувствует в последнее время и пропустила несколько занятий в этом семестре. 4. Ты нас здесь держишь уже полчаса. Ты решил подшутить над нами? 5. Я сегодня делала покупки и наконец нашла тебе подарок. 6. Он тренирует эту команду всего полгода, но они сделали большие успехи. 7. Что вы там так долго обсуждали? Только первый вопрос? А мы уже обсудили все остальные. 8. Я работаю над этой статьёй целую неделю. Ваша помощь всегда много значила для меня.

Ex. 6. Use the Present Perfect or the Present Perfect Continuous instead of, the infinitives in brackets:

1. "How long you (to be) here?" she demanded angrily. 2. This pair of shoes is just what I (to look for) to match my new frock. 3. I want you to remember that I never (to ask) you for anything before. 4. What's that noise? — Mary (to break) a tea-cup. 5. I (to think) about it the last three days, it's such a bother to me. So it really is a relief to talk it over with you. 6. Listen to me, all of you! I (to come) with the most tremendous news. 7. I see you (not to do) much. What you (to do) all the morning? 8. It's hard to believe that it (to be) only two years and a half since I met him. 9. We (not to see) Edward for a long time. He (to change) very much? — No, he is just the same. 10. Of course, we trust her. After all, Margaret and I (to know) Lucy all our lives. 11. I (not to wear) this dress for two years. 12. My watch (to go) for three days and it (not to stop) yet 13. Jack (to go) to Bulgaria for a holiday, I hear. I myself never (to be) there.

Brainstorm

Ex. 7. Which of the following words refer to:

a) goals of punishment

b) correctional institutions:

- | | |
|-----------------|----------------|
| • cell | • isolation |
| • custody | • jail/goal |
| • deterrent | • penitentiary |
| • imprisonment | • penitence |
| • incarceration | • penology |

- prison
- reformation
- reformatory
- rehabilitation
- retribution
- solitary confinement

Prison Population

Ex. 8. Read the text below and answer the following questions:

- a) What are the main categories of inmates?
- b) Where are long-term prisoners usually held?
- c) What are the purpose of reformatories?
- d) What are open prisons?

Nowadays prisoners are kept in separate institutions according to the severity of crime committed, as well as to the age, sex and other conditions. Consequently, the inmates include unconvicted prisoners, juvenile delinquents, women prisoners, recidivists and life sentence prisoners.

Most prisoners serving longer sentences are held in correctional institutions which are usually large maximum – security buildings holding offenders in conditions of strict security. Young offenders are usually detained in reformatories, often designated under names that imply that their purpose is a treatment or correction rather than punishment. Women are normally held in separate prisons. Prisoners who are not considered a danger to the community may be confined in low-security or open prisons.

Ex. 9. Explain the meaning of the following words and expressions:

- unconvicted prisoner
- juvenile delinquent
- recidivist
- life-sentence prisoner

Ex. 10. Match the following English expressions with their Russian equivalents:

- | | |
|---------------------------------------|--|
| 1) close prisoners | a) 'узник совести'; политический заключенный |
| 2) life-sentence prisoner | b) версия, выдвинутая обвиняемым |
| 3) long-sentence / long-term prisoner | c) военнопленный |
| 4) prisoner of conscience | d) лицо, содержащееся в одиночном заключении |
| 5) prisoner of war | e) обвиняемый, отпущенный (из-под стражи) на поруки |
| 6) prisoner on bail | f) осужденный, отбывающий долгосрочное тюремное заключение |
| 7) prisoner on trial | g) подсудимый |
| 8) prisoner's box | h) приговоренный к пожизненному тюремному |

Ex. 11. Read the following text and write down Russian equivalents for sentences given in bold type:

Prison Inmates

Unconvicted Prisoners

Some of the prison population consists of unconvicted prisoners held in custody and awaiting trial. These prisoners are presumed to be innocent and are treated accordingly. **They are allowed all reasonable facilities to seek release on bail, prepare for trial, maintain contact with relatives and friends, and pursue legitimate business and social interests.** They also have the right to wear their own clothes and can write and receive unlimited number of letters.

Young Offenders

In Britain, young offenders are held in reformatories, which are designed for the treatment, training and social rehabilitation of use. **School-age delinquents are kept in residential training schools, and young offenders between the ages of 16 and 25 who have been convicted of a criminal act serve in special facilities.** The most famous of these is the Borstal Institution.

Women Prisoners

Women are usually held in smaller prisons with a special programmes and recreational opportunities offered to reflect stereotyped female roles, with emphasis on housekeeping, sewing and typing skills. Women prisoners do not wear prison uniform and there is a closing allowance to help pay for clothes while in prison. Some prisons provide mother and baby units, which enable babies to remain with their mothers where that is found to be in the best interests of the child. **In addition to the usual visiting arrangement, several prisons allow extended visits to enable women to spend the whole day with their children in an informal atmosphere.**

Life-sentence prisoners

Since capital punishment has been abolished in Britain, the severest penalty for the most atrocious crimes, such as murder is life-imprisonment. Those serving life sentences for the murder of police and prison officers, terrorist murders, murder by fire arms in the cause of robbery and the sexual or a sadistic murder of children are normally detained for at least twenty years. Life-sentences for offences other than murder can be reduced up to 9 years.

On release, all life-sentence prisoners remain on license for the rest of their lives and are subject to recall should their behavior suggest that they might again be a danger to the public.

Ex. 12. Find in the text above the English equivalents for the following words and expressions:

- a) исправительное заведение для малолетних правонарушителей;
- b) исправление и перевоспитание заключенных;

- c) рецидивист;
- d) бродяжничество;
- e) нарушение общественного порядка;
- f) сотрудник исправительного учреждения;
- g) отбывать наказание (в тюрьме)

Ex. 13. Answer the following questions:

1. What is the status of ‘unconvicted prisoners’? What are their privileges?
2. What are the purposes of reformatories?
3. What is the most famous facility for young offenders?
4. What special problems are established for women prisoners?
5. What additional rights do women prisoners have?
6. What is the severest penalty for the most atrocious crimes?
7. What kinds of ‘lifers’ are sentenced to the longest term of imprisonment?
8. How is life-sentence typically reduced in Britain?
9. How are ‘lifers’ supervised when released?

Ex. 14. The word BAIL has the following meanings in legal Russian:

1) **поручительство**

civil bail – поручительство в гражданском процессе

2) **передача на поруки; брать на поруки; передавать на поруки**

to free on bail – освободить на поруки

3) **поручитель; поручители**

to be / to go bail – стать поручителем

4) **залог при передаче на поруки**

excessive bail – чрезмерная сумма залога

Ex. 15. Match the following English expressions with their Russian equivalents:

- | | |
|---|--|
| 1) to stand bail for smb. | a) явиться в суд (о выпущенном под залог) |
| 2) to accept / to allow / to take bail for the prisoner | b) быть отпущенным на поруки |
| 3) to forfeit / to jump one’s bail | c) внести залог / поручиться за кого-л. |
| 4) to find bail | d) найти себе поручителя |
| 5) release on bail | e) не явиться в суд (об отпущенном под залог) |
| 6) straw bail | f) ненадежное (‘липовое’) поручительство |
| 7) to surrender to one’s bail | g) освобождение под залог |
| 8) to be out on bail | h) отказать в поручительстве |
| 9) to deny bail | i) отпустить арестованного на поруки (под залог) |

Creative writing

Write down a list of measures necessary to improve the present prison system. Consider the information from the texts above

Ex. 16. Read the ex-convict's letter. What message does he want to get across?

An Ex-Prisoner's Testimony

My reason for testifying publicly about areas of my life where the scars have still not healed is that I would like to help in the search for more satisfactory and more caring responses to the problems of delinquency.

In January 1993 I was arrested, with some of my childhood buddies, for a hold-up committed with a dummy weapon.

Prison came as a brutal shock. The appalling physical conditions made me feel I had stepped back into an age of barbarity. I felt utterly isolated from the prison officers and my fellow-inmates. I also felt cut off from myself, and this was not the list of the dangers I was up against. I soon learned what life in the jungle is all about. If you want to survive you can't afford to trust another living soul.

The pressure was so intense that whatever vague feelings of remorse I might have had gave way to a strong sense of injustice. When you're always on your guard you suffer physical and psychological harm that is impossible to measure. After serving four-and-a-half years of a six year sentence, I came out broken and bent on revenge.

I wondered for a long time whether life was worth living but loving support from my relatives helped me get back on my feet.

Whatever some people may think, it's never too late to start again. But what a waste! Looking back, I can't help thinking it could have been avoided.

Lesson 7 Drug wars and law

1. Грамматическая тема: The Past Perfect Continuous
2. Лексическая тема: "Drug wars and law"

The Past Perfect Continuous - прошедшее совершенное длительное время

Время Past Perfect Continuous указывает на действие, которое началось в прошлом, продолжалось в течение некоторого времени и либо закончилось

непосредственно перед неким моментом в прошлом или все еще не закончилось к некоему моменту в прошлом.

I **had been typing** this text for 2 hours and then found it on the Internet. - Я набирал этот текст два часа, а потом нашел его в Интернете.

I **had been waiting** for his airplane for 2 hours when it was announced about delay. - Я ждал его самолет уже два часа, когда объявили об его задержке.

Образование Past Perfect Continuous

Утвердительные предложения:

I had been playing We had been playing

You had been playing You had been playing

He / she / it had been playing They had been playing

Вопросительные предложения:

Had I been playing? Had we been playing?

Had you been playing? Had you been playing?

Had he / she / it been playing? Had they been playing?

Отрицательные предложения:

I had not been playing We had not been playing

You had not been playing You had not been playing

He / she / it had not been playing They had not been playing

Ex. 1. Complete the text with the Past Perfect Continuous: chose the verb: drive lie repair work

John Latton, 39, an engineer at Felton Plastics in Upton, had a lucky escape after the accident on the A34 in the early hours of the morning. Mr Latton fell asleep while driving and crashed into a pile of sand left by the workers who the road. When he left Felton Plastics at 3.00 this morning, Mr Latton for 72 hours without any sleep. A passing motorist discovered the accident after the engineer in his car with a broken leg for half an hour. Ambulance workers said that if Mr Latton any faster his injuries might have been much worse.

Ex. 2. Practise the Past Perfect Continuous Tense according the model.

Model 1. He was short of breath because (run all the way)

He was short of breath because he had been running all the way.
1. His hands were dirty (work in the garden). 2. She passed all her examinations very well (study hard throughout the term). 3. He was behind the class (not study properly). 4. Her eyes were red (cry). 5. She got used to his strange ways (live together for a long time). 6. She looked half asleep (rest).

Model 2. They drove for three hours. Then they stopped for lunch.

After they had been driving for three hours, they stopped for lunch.
1. We walked for an hour. Then we understood that we had taken the wrong way.
2. He waited for her for half an hour. Then he went away. 3. He worked at the laboratory for five years. Then he changed his job. 4. I thought the matter over for quite some time. Then I took a decision. 5. He looked through the latest newspapers and magazines for some time. Then he sat down to his report. 6. She watched the television late into the night. Then she couldn't sleep.

Ex. 3. Read the story.

On Tuesday afternoon, everyone in my family was very busy - except me. During the afternoon Helen repaired her car; John practised his karate; Kate did some gardening; Stephanie played tennis; Roger swam for half an hour; Pam went horse-riding; Philip painted the ceiling in his room blue. I spent the afternoon sitting reading.

Now answer the questions.

Model: Who had black grease on her hands?

Helen, because she had been repairing her car.

Who had dirt on her hands and knees?

Who was wearing a short white skirt? Why?

Who was wearing a white jacket and trousers and a black belt? Why?

Who was wearing high boots and a hard hat? Why?

Whose hair had light blue streaks in it? Why?

Whose hair was all wet? Why?

Ex. 4. Put the verbs into the correct form.

Julia and Kevin are old friends. They meet by chance at a station.

Julia: Hello, Kevin. (I/not/see) you for ages. How are you?

Kevin: I'm fine. How about you? (you/look) well.

Julia: Yes, I'm very well thanks. So, (you/go) somewhere or
(you/meet) somebody off a train?

Kevin: (I/go) to London for a business meeting.

Julia: Oh, (you/often/go) away on business?

Kevin: Quite often, yes. And you? Where (you/go)?

Julia: Nowhere.(I/meet) a friend. Unfortunately, her train (be).....
delayed - (I /wait) here for nearly half an hour.

Kevin: How are the children?

Julia: They're all fine, thanks. The youngest (just/start) school.

Kevin: How (she/get) on? (she/like) it?

Julia: Yes, (she/ think) it's great.

Kevin: (you/ work) at the moment? When I last (speak) to you, (you/ work) in a travel agency.

Julia: That's right. Unfortunately, the firm (go) out of business a couple of months after (I/ start) work there, so (I/ lose/) my job.

Kevin: And (you/ not/ have) a job since then?

Julia: Not a permanent job. (I/ have) a few temporary jobs. By the way, (you/ see) Joe recently?

Kevin: Joe? He's in Canada.

Julia: Really? How long (he/ be) in Canada?

Kevin: About a year now. (I/ see) him a few days before (he/ go). (he/ be) unemployed for months, so (he/ decide) to try his luck somewhere else. (he/ really/ look forward) to going.

Julia: So, what (he/ do) there?

Kevin: I've no idea. (I/ not/ hear) from him since (he/ leave). Anyway, I must go and catch my train. It was really nice to see you again.

Julia: You too. Bye. Have a good journey.

Kevin: Thanks. Bye.

Ex. 5. Translate the following sentences into English, using the Perfect Continuous tense forms.

1. Мы пользовались этим кухонным комбайном (kitchen machine) в течение трёх лет, она действовала безотказно (прекрасно). 2. Я весь день сегодня думаю о том, что я скажу, когда мы придём к ним. 3. Почему вы так взволнованы? – У нас был спор. 4. Этот человек идёт за нами всю дорогу от станции. Он, наверное, не знает дороги. 5. Что здесь происходило? Почему все такие взволнованные? 6. Этот шум беспокоит меня с самого утра, и я не могу понять, откуда он идёт. 7. Ты слишком много кофе пьёшь последнее время. 8. Он был уверен, что она живёт в Москве с 2002 года. 9. Ты опять курил в комнате? 10. Ты плакала? Что случилось? 11. У него было такое чувство, что он живёт здесь уже давно. 12. Когда она последний раз выходила из школы, где училась десять лет, она не думала, что снова вернётся в неё, но уже учительницей. 13. Он носит очки с детства.

Ex. 6. Read and translate the following text:

Drug Wars and Law

Crime is a crime, after all-armed robbery, bank embezzlement, drug dealing. It's been around a long time, not too hard to live with. But then something happened. Something had endangered America's economic base. Where was all this drug money going? Could it be used to alter balances of power?

In Washington power centers, including the white House, telephones were lifted in alarm, panic buttons pressed, emergency meetings convened. What is the meaning of this? What is going on here?

No one knew.

The CIA and DEA, embarrassed by their ignorance, rushed to beat each other to the answers.

FM DEA HQS WASHDC

TO DEA WORLDWIDE

CONFIDENTIAL

EMBASSIES/COUNSULS FOR DEA

SUBJECT: OPERATION CASHFLOW

THE OFFICE OF INTELLIGENCE IS INVOLVED IN AN ON-GOING PROJECT DESIGNED TO IDENTIFY THE MAGNITUDE AND SPECIFIC RAMIFICATIONS OF THE INTERNATIONAL FLOW OF DRUG RELATED CURRENCY, ESTIMATES BY VARIOUS AGENCIES REFLECT THAT DOLLARS LEAVING THE U.S. FROM ILLICIT DRUG PROFITS AND PAYMENTS MAY WELL BE A SIGNIFICANT UNMEASURED PORTION OF THIS COUNTRY'S GROSS NATIONAL PRODUCT AND CREATES SERIOUS INACCURACIES IN U.S. DATA ON INTERNATIONAL CURRENCY FLOW (BALANCE OF PAYMENTS). MORE AND MORE FREQUENTLY DEA IS BEING ASKED TO PROVIDE INFORMATION IN THIS SUBJECT AREA AND TO DATE, INFORMATION IN OUR POSSESSION HAS BEEN EXTREMELY LIMITED.

DEA offices from Songhkla, Thailand, to Lahore, Pakistan, were ordered to "conduct a study and submit results" within six weeks. The CIA sent similar instructions to its stations. But no one waited for foreign-based agents to check in. Hardly two weeks after the cable went out, a senior agent from DEA's office of strategic intelligence was on his way around the world, conducting the first inclusive intelligence operation (it code-named Operation cash flow) ever directed at the multibillion-dollar profits of the international narcotics industry.

Vocabulary notes

alarm - тревога

in alarm - с тревогой

false alarm – ложная тревога

to take alarm - встревожиться

the CIA (the Central Intelligence Agency) – ЦРУ (США)

intelligence – 1) разведывательная служба, разведка; 2) сведения, информация; 3) быстрое понимание, понятливость

the DEA (the Department of Economic Affairs) – Департамент Экономики, Министерство Экономики (США)

to embarrass – 1) затруднять, стеснять; 2) запутывать, обременять

ignorance – 1) невежество; 2) неведение, незнание

to rush – бросаться, мчаться, нестись, устремляться

fm = from

hqs = headquarters

washdc = Washington, District of Columbia

flow – течение, поток

cash flow – поток денег (наличных)

ramification – разветвление, ответвление, отросток
estimate(s) – оценка, смета, наметка
to reflect – 1) отражать, изображать; 2) размышлять
significant – значительный, важный, существенный
to create - творить, создавать
inaccuracy – неточность, ошибка

Words and Grammar

Ex. 7. Write down the words from which the following ones are formed:

robbery - to rob

embezzlement, ignorance, dealing, unmeasured, to endanger , inaccuracy, meaning, multibillion

Ex. 8. Encircle attributes, write down by what parts of speech they are expressed and translate the following into Russian:

armed robbery –

вооруженное ограбление

bank embezzlement _____

drug dealing _____

drug related currency _____

narcotics industry _____

balances of power _____

power centers _____

on-going project _____

foreign-base agents _____

America's economic base ____

DEA offices _____

Ex.9. Match the English and Russian equivalents and write down sentences with them, on the bases of the text:

to embarrass

вовлекать

to alter

затруднять, запутывать

to lift

оценивать

to convene

поднимать

to involve

собирать

to estimate

измерять

to measure

обеспечивать

to provide

изменять

Ex. 10. Write down a few sentences with the following words on the basis of the text:

money, information, intelligence, drugs

Ex. 11. Write out the words or sentences from the text which mean that:

1. The US had ignored drug dealing for rather a long time.

2. Once the US became aware of this problem they took urgent measures.

3. It was an unprecedented operation.

Ex. 12. Answer the following questions:

1. What time limit were DEA agents allowed to send the information required to the headquarters? 2. Did any of them react immediately?

3. Why do you think the DE started the Operation Cashflow without waiting for agents to respond?

Lesson 8 Terrorism

1. Грамматическая тема: The Future Perfect Continuous
2. Лексическая тема: "Terrorism"

Future Perfect Continuous - будущее совершенное длительное время

Время **Future Perfect Continuous** указывает на действие, которое началось и продолжалось в течение некоторого времени до определенного момента в будущем. Это время используется очень редко, а в устной речи – практически никогда.

Next month we **shall have been living** together for 25 years. - В следующем месяце исполнится 25 лет, как мы живем вместе.

Образование Future Perfect Continuous

Утвердительные предложения:

I shall have been playing	We shall have been playing
You will have been playing	You will have been playing
He / she / it will have been playing	They will have been playing

Вопросительные предложения:

Shall I have been playing?	Shall we have been playing?
Will you have been playing?	Will you have been playing?
Will he / she / it has been playing?	Will they have been playing?

Отрицательные предложения:

I shall not have been playing	We shall not have been playing
You will not have been playing	You will not have been playing
He / she / it will not have been playing	They will not have been playing

Ex. 1. Open the brackets using the Future Perfect Continuous and translate the sentences into Russian.

Model: By next August she (teach) English for 30 years. - By next August she will have been teaching English for 30 years. - К августу следующего года будет уже 30 лет, как она преподает английский язык.

1. I'm so worried about John! In 15 minutes they (operate) on him for 3 hours.
 2. Next April we (live) in this city for 10 years. 3. By the end of the week I (take) this medicine for a month. To no effect unfortunately! 4. I was impatient. In 5 minutes they (examine) my brother for an hour. I wondered what was wrong. 5. Next month we (complain) about the poor water supply for half a year. Are they going to do anything about it? 6. Tomorrow she (work) in this hospital for a year. We should buy her some flowers. 7. At 12 o'clock I (wait) for him for half an hour. How nasty of him!

Ex. 2. Translate into English.

1. К тому времени, как он окончит университет, будет уже 2 года, как его родители работают в Южной Африке. 2. Мы будем рекламировать эти товары несколько месяцев к тому времени, как они появятся на рынке. 3. На будущий год к этому времени она будет изучать французский уже два года. 4. К тому времени, когда она придет, я уже буду жить здесь в течение двух лет. 5. Сколько времени они проживут в гостинице, пока не переедут в свой новый дом?

Ex. 3. Match a sentence from A with a sentence from B, according to the tense used. Say which tenses it is. (Some sentences are in the negative or question form.)

He works in a bank.

She doesn't smoke. (they are both Present Simple Active.)

A

- | | |
|------------------------------------|----------|
| 1. I don't believe you. | 1. _____ |
| 2. Have you been waiting long? | 2. _____ |
| 3. He hasn't arrived yet. | 3. _____ |
| 4. How are you feeling today? | 4. _____ |
| 5. We got lost. | 5. _____ |
| 6. What were you doing last night? | 6. _____ |

B

1. It is raining.
2. Did you have a good time?
3. They were looking for something.
4. Have you seen Henry?
5. Where do you work?
6. I've been thinking about moving house.

Ex. 4. Read and translate:

International Terrorism

Nowadays the problem of terrorism is growing worse. It concerns not only one country but all developed and developing countries in the world. Moreover, people living on our planet suffer from cruelty and violence of terrorism.

The aim of the lesson is to promote feelings of tolerance and respect towards other countries and people of different nationalities and races.

Taking into account the global threat of terrorism facing humanity, it is important to explain to students the main rules of behavior in these situations and teach them how to protect themselves from being hurt or injured.

Objectives:

To introduce the kinds of terrorism

To develop the topic – based vocabulary

To develop skills to express an opinion

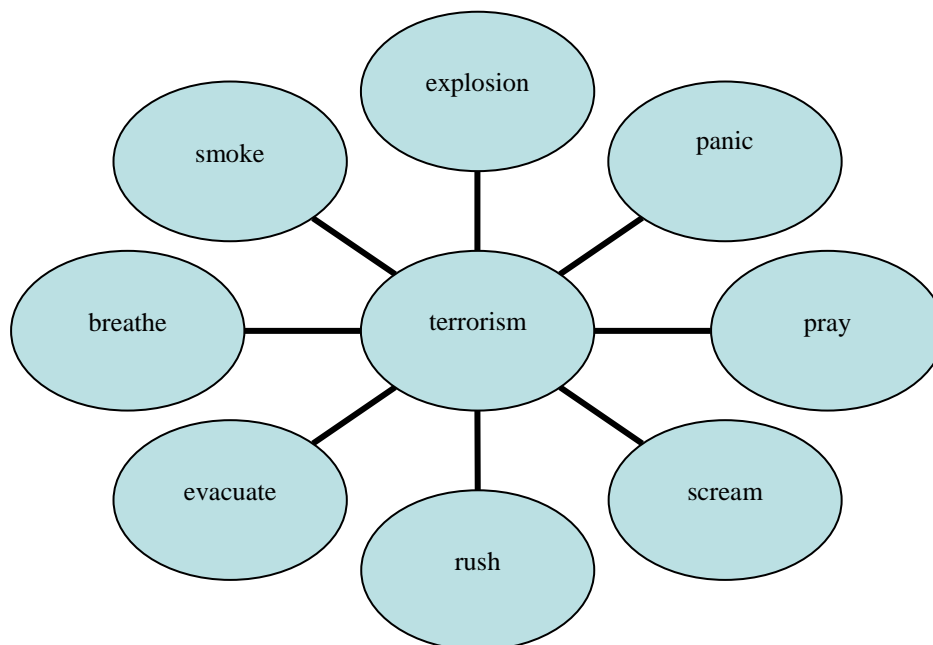
To learn the new grammar material: The Future Perfect Continuous

To revise modal verbs and past tenses

Ex. 5. Give the dictionary definition of terrorism

Terrorism – the use of violence such as bombing, shooting or kidnapping to obtain political demands such as making a government do something

Ex. 6. Which words are associated with the word “terrorism”?



Ex. 7. Recall what happened on 11 September, 2001.

On September 11, the nation and the world will take time to remember those who died in the terrorist attacks nine years ago. Here is a look back at the unfolding of events of September 11, 2001, one of America’s bleakest days.

Ex. 8. Read some horrible facts of that day. Discuss what the main reason for terrorism is.

The World Trade Center

7:59 a.m. American Airlines Flight 11 departs Boston Logan International Airport bound for Los Angeles

8:14 a.m. United Airlines Flight 175 also departs from Logan, bound for Los Angeles

8:40 a.m. The Federal Aviation Administration (FAA) notifies the North American Aerospace Defense Command (NORAD) that Flight 11 has been hijacked

8:43 a.m. The FAA tells NORAD that Flight 175 has been hijacked

8:46 a.m. American Airlines Flight 11 crashes into the north tower of the World Trade Center

9:03 a.m. United Airlines Flight 175 crashes into the south tower of the World Trade Center

10:05 a.m. The south tower of the World Trade Center collapses into the plaza and streets below

10:28 a.m. The World Trade Center's north tower collapses

4:10 p.m. Building 7 of the World Trade Center complex is reported on fire

5:20 p.m. Building 7 collapses. Across the street from the towers, it was weakened by debris from the twin towers and the fires of diesel fuel inside the building.

The Pentagon

8:20 a.m. American Airlines Flight 77 departs Washington Dulles Airport bound for Los Angeles

9:24 a.m. FAA tells NORAD that Flight 77 has been hijacked

9:40 a.m. Flight 77 crashes into the west face of the Pentagon

10:10 a.m. A portion of the Pentagon collapses

Pennsylvania Crash

8:42 a.m. United Airlines Flight 93 departs from Newark International Airport bound for San Francisco

9:45 a.m. A passenger calls 911 from a cellular telephone and reports the plane has been hijacked

10:37 a.m. Flight 93 crashes into a field in Somerset County, Pennsylvania, about 85 miles southeast of Pittsburgh. The crash is believed to be due in part to the passengers' move to attach the hijackers

Useful Vocabulary:

missile	- ракета
to crash into	- рушиться с треском, с грохотом
to get scared	- испугаться
to rush	- атаковать, взять штурмом
survivor	- уцелевший
explosion	- взрыв
to escape	- избежать, спастись бегством

debris	- осколки, обломки
to evacuate	- эвакуировать
to crack	- раскалываться, ломаться
to scream	- кричать
to pray	- молиться
to breathe	- дышать
to wrap around	- завязать, обертывать
to collapse	- разрушать
reams	- масса, куча
to rip	- разрезать, рвать
cell phone	- телефонная будка
rumbling	- грохотать, греметь
soot	- сажа
to instruct	- инструктировать
to engulf	- поглощать, охватывать
to hijack	- угнать (самолет)
hostage	- заложник

Fire and medical services:

fire brigade	- пожарная команда
a fireman	- пожарник
a helmet	- шлем
a hydrant	- гидрант
a hose(pipe)	- шланг
a fire-extinguisher	- огнетушитель
fire-engine	- пожарная машина
a ladder	- лестница
fire escape	- пожарная лестница
a hospital ward	- бригада скорой помощи
a sling	- перевязать
a crutch	- костыль
bandage	- повязка
stretchers	- носилки
a gas mask	- противогаз
an asbestos suit	- противопожарный костюм
to apply bandage	- наложить повязку
cotton wool	- вата

Ex. 9. Tell what the title of the text means. Read the text to check your predictions. What is this text about?

I was there...

Adam Mayblum's office was on the 87th floor of 1 World Trade Center when the first plane crashed into the tower... Read his powerful account of the tragedy.

We were standing around, checking e-mails, getting set for the day, when the first plane hit just a few storeys above us. We didn't know that it was a plane.

1) The building shook as if it were an earthquake. People screamed. Parts of the ceiling collapsed. We looked out of the windows. Reams of paper were flying everywhere. Smoke started streaming in through the holes in the ceiling. It was thick and white and didn't smell like I imagined smoke should smell – not like your BBQ or your fireplace or even a bonfire.

2) I took off my T-shirt and ripped it into three pieces, soaked it in water and gave two pieces to my friends. Tied my piece around my face to act as an air filter. And we all started moving to the staircase.

3) In the halls there were tiny fire and sparks. The ceiling had collapsed in the men's bathroom. It was gone, along with anyone who may have been in there. We did not go in to look. We were moving down very orderly, very slowly, no panic. but my legs couldn't stop shaking. My heart was pounding.

4) Around the 44th floor the firemen and policemen started coming up as we were heading down. They headed up to save people but met death instead... On the 3rd floor the lights went out and we heard this rumbling coming towards us from above. It was 10 a.m. now and that was Tower 2 collapsing next door. We didn't know that.

5) We headed down a dark corridor to an exit. We reached another stairwell and saw a police officer. She was wet through and covered in soot. She said we could not go that way, it was blocked. There was water everywhere. She stayed behind instructing people to do that. I don't know what happened to her...

6) When we went out into the courtyard, there was dust and soot everywhere. Twisted steel and wires. I heard there were bodies and body parts as well, but I did not look. It was bad enough. We moved out to the street.

7) Several blocks away we stopped and looked up. Our building, exactly where our office was, was engulfed in flame and smoke. Someone said that Tower2 had fallen down. I looked again and sure enough, it was gone.

8) We sat down. A girl on a bike offered us some water. Just as she took the cap off her bottle we heard a rumble. We looked up and our building, Tower 1, collapsed...

9) The responsible ones are in hiding somewhere on this planet and damn them for making me feel like this. But they should know that they failed in terrorizing us. We were calm. Those men and women that went up (to help others) were heroes. They must have known that was going on and they did their jobs. Ordinary people were heroes, too. The very moment the first plane was hijacked, democracy won.

Ex. 10. Decide if the following are true (T) or false (F). Scan the text again, but don't read it in detail.

- 1) The author says that he took off his shirt and ripped it into two pieces.
- 2) The smoke was thin and grey and smelled like a bonfire.

- 3) The police officer explained that they shouldn't go that way because it was blocked.
- 4) There were twisted cars, busses and wires everywhere.
- 5) There were a lot of bodies and even body parts.

Ex.11. Match the words from the box with the correct definitions.

<i>collapse</i>	<i>rumble</i>	<i>hijack</i>	<i>courtyard</i>	<i>dust</i>	<i>soot</i>
<i>spark</i>	<i>stairwell</i>	<i>soak</i>	<i>reams</i>	<i>rip</i>	<i>filter</i>
<i>engulf</i>	<i>twisted</i>	<i>wire</i>	<i>lame</i>		

- 1) An open space that is completely or partly surrounded by buildings.
- 2) A thread of thin metal.
- 3) To use violence or threats to take control of a plane, vehicle, or ship.
- 4) To fall down suddenly, usually because of weakness or damage.
- 5) A large amount of paper.
- 6) To tear something or be torn quickly and violently.
- 7) Being bent in many directions or turned many times.
- 8) To completely surround or cover something
- 9) This is a series of long low sounds.
- 10) A black powder that is produced when something is burnt.
- 11) A very small piece of fire or electrical flash.
- 12) Something that you pass water, air, etc through in order to remove unwanted substances.
- 13) The stair area going up through all the floors of a building.
- 14) A hot bright burning gas that you see from a fire.
- 15) To make something completely wet.
- 16) This is dry powder consisting of extremely small bits of dirt.

Ex.12. Complete the sentences with the correct form (if it is necessary) of the words in the box.

wrap	scream	explosion (2)	evacuate
debris	cry	breathe	smoke
			pray

Tuesday morning started like any other. I was on the 65th floor of World Trade Center, sitting in my computer and checking e-mails. All of a sudden I heard a \ an 1) ... I ran to the window and saw lots of 2) ... floating in the air – paper, metal, all kinds of things! At that moment we had no idea what had happened. Someone said that we were 3) ... We reached either the 51st or the 50th floor when we heard a huge 4) ... People began 5) ... and 6) ... and 7) ... for the God to help them. Somewhere around the 25th floor we began to smell 8) ... and a lot of it. It became difficult to 9) ... but by the 15th floor it became unbearable. I took off my shirt and 10) ... it around my head to help me breathe and it worked, but my eyes were stinging real bad.

Ex.13. Discuss the common rules of self-protection

Do you know any common rules of behavior are in emergency situations? Give some common rules and continue this list.

Do not panic
Do not scream
Do not make chaos
Try to keep quiet

Continue this list...
What is supposed to help us escape?

Ex.14. What / who helps people escape in emergency situations. Discuss some methods of evacuation.

- If it's necessary to call an emergency service, the fire brigade?
- To get medical, psychological help or the first aid?
- What do you need to do if you have been injured or your arm (leg) has been broken?

Ex.15. Explain the situation: There is a bomb in the institute

What are the main rules of behavior in this situation?
What ways of evacuation can you name?
How can people protect themselves?

Ex.16. Questions for discussion:

Why do people commit these cruel actions?
How should people behave in extreme situations?
What ways of evacuation do you know?
What would you do if you were in one of these extreme situations?
How to prevent people all over the world from becoming victims of terrorism?

Ex. 17. Homonyms: Match the words in the box with these definitions.

ground rock roots leaves bark
trunk branch

the part of a plant which is under the surface
the small green things on plants and trees
a part of a tree which has leaves on it
the tall, round, central part of a tree
the hard outside surface of a tree
what the earth is made of
the surface of the earth, where we walk or stand

Ex. 18. Many common words have more than one meaning. Complete these sentences using the words below.



rock bark branch leaves force

- 1 I've never been to a _____ concert before.
- 2 The cat was sitting on the ____ of a tree.
- 3 Why do dogs _____ at the moon?
- 4 The train _____ at six o'clock tonight.
- 5 Her ambition was to join the police ____ .
- 6 The seals were lying on a large __ in the sun.
- 7 In the Autumn, all the ____ start to fall.
- 8 I am joining the local _____ of Greenpeace.
- 9 I hate it when my parents try and ____ me to tidy my room.
- 10 Some types of tree ____ from the rainforest have medicinal properties.

Lesson 9 Corruption

1. Грамматическая тема: Passive Voice
2. Лексическая тема: "Corruption"

THE PASSIVE VOICE

to be + Participle II

	Tense	Active	Passive	Note
Indefinite	Present	ask(s)	am is asked are	He asks / he is asked <i>Он спрашивает / Его спрашивают</i>
	Past	asked	was asked were	
	Future	will ask	will be asked	
Continuous	Present	am is asking are	am is being asked are	He is asking / He is being asked <i>Он сейчас спрашивает / Его сейчас спрашивают</i>
	Past	was asking were	was being asked were	
	Future	will be asking	-	

Perfect	Present	have asked has	have has been asked	He has asked / He has been asked <i>Он уже</i>
	Past	had asked	had been asked	<i>спросил / Его уже</i>
	Future	will have asked	will have been asked	<i>спросили</i>

Modal verbs

can / could
may / might
must / have to
should / would
needn't

Ex. 1 Choose a proper form (active or passive).

1. Russia (washes, is washed) by seas and oceans in the North and in the East.
2. The case (has investigated, has been investigated) successfully. (Дело было расследовано успешно). 3. At our Institute the students (teach, are taught) English, German and Russian. 4. The University (founded, was founded) in 1755.
5. My friend (has finished, has been finished) the translation of this exercise. 6. I am sure the exams (will pass, will be passed) successfully. 7. This event (is reporting, is being reported) in all newspapers. 8. English (speaks, is spoken) at our English lessons. 9. A very interesting competition (has organized, has been organized) by the chair of foreign languages. (Очень интересное соревнование было организовано кафедрой иностранных языков). 10. Specialists of high qualification (train, are trained) at the Karaganda Law Institute. 11. Books by Jack London (read, are read) by many readers with interest. 12. Some new phrases must (use, be used) in your story.

Ex. 2. Make up sentences using the given verbs in the Passive Voice.

Model: the vase (to break) – The vase has been broken.

the flowers (to water) _____

the basket (to empty) _____

the dishes (to wash) _____

the supper (to cook) _____

the article (to write)) _____

Ex. 3. Put the following words into the Passive Voice.

1. They often invite me to their parties. 2. People speak English in different parts of the world. 3. One uses milk for making butter. 4. We form the Passive Voice with the help of the auxiliary verb “to be”. 5. They build a lot of new houses in this district every year. 6. They built this house in 1950. 7. Somebody locked the front door. 8. Someone broke my pen last night. 9. People will forget it very soon. 10. They will translate this book next year.

Ex. 4. Complete the sentences with one of the following verbs (in the correct form)

Arrest, wake, knock, check, translate, find, drive, make, spend, hear, carry.

Model: The music at the party was very loud and **could be heard** from far away.

1. A decision will not _____ until the next meeting. 2. That building is dangerous. It ought to _____ down before I falls down. 3. When you go through Customs, your luggage may _____ by a customs officer. 4. I told the hotel receptionist that I wanted to _____ up at 6.30. 5. Her new book will probably _____ into a number of foreign languages. 6. If you kicked a policeman, you'd _____. 7. Police are looking for the missing boy. He can't _____ anywhere. 8. Do you think that less money should _____ on arms? 9. The injured man couldn't walk and had to _____. 10. I don't mind driving but I prefer to _____ by other people.

Ex. 5. Read and translate the text:

Corruption

In philosophical, theological, or moral discussions, corruption is spiritual or moral impurity or deviation from an ideal. In economy, corruption is payment for services or material which the recipient is not due, under law. This may be called bribery, kickback, or, in the Middle East, baksheesh. In government it is when an elected representative makes decisions that are influenced by vested interest rather than their own personal or party ideological beliefs.



A political cartoon from Harper's Weekly, January 26, 1878, depicting U.S. Secretary of the Interior Carl Schurz investigating the Indian Bureau at the U.S. Department of the Interior. The original caption for the cartoon is: "THE SECRETARY OF THE INTERIOR INVESTIGATING THE INDIAN BUREAU. GIVE HIM HIS DUE, AND GIVE THEM THEIR DUES."

Police corruption

Police corruption is a specific form of police misconduct designed to obtain financial benefits, other personal gain, and/or career advancement for a police officer or officers in exchange for not pursuing, or selectively pursuing, an investigation or arrest. One common form of police corruption is soliciting and/or accepting bribes in exchange for not reporting organized drug or prostitution rings or other illegal activities. Another example is police officers flouting the police code of conduct in order to secure convictions of suspects — for example, through the use of falsified evidence. More rarely, police officers may deliberately and systematically participate in organized crime

themselves. In most major cities, there are internal affairs sections to investigate suspected police corruption or misconduct. Similar entities include the British Independent Police Complaints Commission.

Ex. 6. Read and give a brief summary of the text:

Snapshot of the Kazakhstan Country Profile

Kazakhstan has experienced significant economic growth in recent years due to its large oil deposits, and the political elite have been successful in virtually monopolising the benefits of this boom. There are massive possibilities for corruption on a grand scale in Kazakhstan's environment of intra-elite allocation of benefits connected to oil production. Corruption in Kazakhstan is systemic, even within the country's anti-corruption agency, and no public office is free from executive interference. Long delays, unwieldy bureaucracy, weak business law, short deadlines, employee discontent and the absence of explanatory information all breed corruption.

Positive developments in relation to corruption and investment:

Foreign direct investment flows have remained strong over the recent years, highlighting the fact that Kazakhstan is still an attractive investment country, despite the corruption companies might face.

The conditions for developing transparent relations between companies and the government are slowly improving in Kazakhstan. Public officials are trained in anti-corruption, and a code of ethics exists for public officials. Furthermore, in the early 2009, an anti-corruption policy was adopted by the Kazakhstani government, which includes salary increases of 15% for public servants.

The government has held competitive examinations for lower and middle-ranking officials that are more frequently in contact with companies, in order to encourage transparency.

In the recent years, a number of both junior and senior civil servants has been arrested and, in some instances, convicted, including ministers and mayors.

The country's anti-corruption agency, the Financial Police, has published a new Strategic Anti-Corruption Plan 2010-2014 (in Russian) intended to reduce corruption at all levels in Kazakhstan.

Risks of corruption:

Corruption is highest in the judiciary, police, customs, the sphere of property rights, land registration, and within construction projects, according to recent sources.

Exporting and importing in Kazakhstan requires considerable time and paperwork to clear goods at the border, and the process is plagued by corruption and bribery.

The most widespread form of corruption in Kazakhstan is administrative, including routine extortion and shadow control of companies by officials, which is believed to have fuelled inflation.

The President has denounced corruption in the lower levels of government administration and has instructed lower level officials not to obstruct the operations of SMEs, but little in this regard has translated into practice

Lesson 10 Problems of Juvenile Delinquency

1. Грамматическая тема: Active and Passive Voice
2. Лексическая тема: "Problems of Juvenile Delinquency"

Ex. 1. Turn from active into passive.

1 Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting.

2 He said that grandmother's letter (to receive) the day before.

3. Two new engineers just (to introduce) to the head of the department.

4 Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.

5 I am sure I (to ask) at the lesson tomorrow.

6 They told me that the new student (to speak) much about.

7 The hostess said that one more guest (to expect).

8 The newspaper said that an interesting exhibition (to open) in the Hermitage the next week.

9. This new dictionary (to sell) everywhere now.

10 All the texts (to look) through yesterday and not a single mistake (to find).

Ex.2. Turn from passive into active.

1. The room was cleaned and aired. 2. Have all these books been read? 3 Whom were these letters written by? 4. The letter has just been typed. 5. She showed me the picture which had been painted by her husband. 6. I shall not be allowed to go there. 7. He has been told everything. 8. All the questions must be answered. 9. The door has been left open. 10. Betty was met at the station. 11. The girl was not allowed to go to the concert.

Ex. 3. Rewrite the following passage in the Passive.

a) 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. Experts are looking at them now.

b) Someone broke into a local jeweler shop yesterday. The owner had just locked up the shop when a 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 for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

c) My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him money he will tell them the truth. He painted it one night while he was sleepwalking.

Ex. 4. Read the text without dictionary and try to understand what it is about:

Juvenile Delinquency

In the given article attempts are made to research the condition and dynamics of juvenile delinquency in the Russian Federation, and also the article reveals the factors improving criminal situation in this sphere.

The urgency of the given theme is caused, on the one hand, by the essential role of the teenage criminality in the general structure of criminality, by the necessity of radical revision of the approaches to take measures against juvenile delinquency.

On the other hand, because of the fact that the period when children are 14 or 18 is called transitive, this period is a transition from the childhood to adult life, physical and moral maturing takes place at this time, teenagers acquire certain system of knowledge and skills and they get ready for participating in social life, secondly, the problem is that we shouldn't let them become criminals and we should provide them with the correction especially it is necessary for those children who have committed offences.

Studying the problems of juvenile delinquency, as well as criminality in general, requires taking into consideration the concrete situation either political or social or economic that lead to criminal behaviour.

Unfortunately, it is necessary to state, that now the political and social and economic background obviously leads to the negative influence on the youth, including the teenagers.

The steady tendency to deterioration of financial state of the most population of the country, including teenagers, leads to the growth of psychoemotional overloads and strengthening of the crisis in family relationship.

In its turn specified circumstances promote the revival of children's neglect as social phenomenon.

The above mentioned is characteristic both for Russia as a whole, and for separate regions of the Russian Federation.

In these conditions the special alarm is caused by absence of the uniform federal program of support of families and steady financial support of those actions to support families which in our state nevertheless are carried out.

However the criminal situation is influenced not only by the economic factors. Among the youth and teenagers, negative stereotypes of behaviour take pace, alcoholism and narcotism are widespread, the egoistical and dependant psychology fill the minds of younger generations.

Uncertainty in the present, uncertainty in the future, growing unemployment, the difficulties connected with getting education, falling of the prestige of some

professions generate the critical attitude to study, lead to primitive consciousnesses, and many teenagers are pushed into the criminal environment.

The present youth matures when great changes take place. The fatherland is like a house in which is constantly being repaired. Its outlook, the system of moral values are developed in the world of sharp contradictions, the spontaneous, "wild" market, legal nihilism, and social vulnerability.

In a sick society children and the youth suffer most being the most sensitive of all.

Juvenile delinquency in Russia causes the alarm in a society.

Social problems and serious crisis in the country first of all have affected children and teenagers. According to the Ministry of Internal Affairs of the Russian Federation there is an activization of criminal activity among teenagers.

It concerns both the quantitative, and the qualitative characteristic of juvenile delinquency.

Violence and cruelty are the characteristic features of crimes among teenagers. Thus teenagers frequently break that limit of violence and cruelty which in a concrete situation would be quite sufficient for achieving the purpose.

Teenagers while committing crimes at unsuccessful coincidence of circumstances for them commit such crimes, as murders, heavy physical injuries, and armed assaults.

For this reason it is necessary to choose the way to locate the criminality among teenagers.

And we constantly have utopian problems such as how to eradicate juvenile delinquency, alcoholism, this or that phenomenon in the life of a society which is not pleasant to us.

As a result of such spontaneous, rash, unprepared and nonprofessional actions we get negative consequences.

I think, it is necessary to pay attention to some foreign experience. The world experience confirms and recommends to organize the work of all experts together in the form of the centers which would provide social and psychological diagnostics of the teenagers who have committed or are inclined to commit a crime.

On the basis of the recommendations of experts in various fields of science it is possible to create and realize complex measures to prevent juvenile delinquency, and to control it and predict it.

The prevent juvenile delinquency according to the supervising principles of the United Nations Organization means:

- 1) That it is necessary to make efforts for the periodic review and an estimation of tendencies, problems and the reasons of offences and juvenile delinquency.

- 2) In many states for a long time it has been understood, that it is impossible to eradicate juvenile delinquency in the foreseeable future.

But it is possible to fight with some of its displays successfully. Therefore the primary goal is to locate and limit the sphere of influence of juvenile delinquency.

For a long time the growth of juvenile delinquency has been caused by lacks in the activity of the various services, engaged in preventive work, by the absence of due coordination in their activity.

It made the problem more serious in the given sphere.

Therefore at the present stage of social development the cooperation of various public services and law enforcement agencies in sphere of counteraction to prevent juvenile delinquency is necessary.

3) Real legislative basis with the help of which this diverse activity is carried out is one of the important points in the efficiency of the fight against criminality.

4) Therefore it is necessary to develop the Uniform State Program of struggle against juvenile delinquency. Lately there has been a steady opinion that the main reason of juvenile delinquency and its prompt growth is sharp deterioration of an economic situation and the increased nervousness in the society. This "vulnerability" consists that features distinguishing teenagers (not settled mentality, system of values not generated up to the end) make them more subject to the influence of the factors to which adults resist much more successfully.

Certainly, all this influences the adult criminality as well, however prompt decrease in living conditions affects most strongly teenagers for at all times minors were and remain the most "vulnerable" part of a society.

Some of our laws on a number of serious problems don't correspond to our realities and traditions, and are not provided organizationally and economically. It essentially reduces the efficiency of the legislation and struggle against criminality as a whole.

Not having any legal opportunity to satisfy the needs, many teenagers start "to make money" and to get necessary things and products with the help of their forces and opportunities, frequently by committing a crime.

Teenagers actively participate in racket, illegal business and other kinds of criminal activity. One of negative displays of an economic crisis is the reduction of workplaces. It has led to the reduction of opportunities of the teenagers to get a job and first of all for those have served time in the correctional institutions. One of the specific reasons of criminality among teenagers at the present time is the catastrophic position with the organization of leisure time of children and teenagers.

In conclusion it is necessary to note, that juvenile delinquency being widely spread demands resolute, vigorous, purposeful and joint efforts to prevent it.

For this purpose it is necessary to improve constantly the forms and methods of work of law-enforcement agencies and other institutions (education, public health services, and social work) to employ qualified personnel.

The problem is that we should decrease the rate of juvenile delinquency, we shouldn't let teenage criminals influence on other teenagers. To solve this and other problems it's necessary to combine general and individual preventive measures taken by law enforcement agencies and society as a whole and take into account the conditions promoting juvenile delinquency. The efficiency of such activity substantially depends on how much given measures are based on the positions developed by criminology, criminal law, psychology, and pedagogics.

Ex.5. Read the extracts given below which present information on the gravity of the problem:

a) Youth gangs have been a part of Los Angeles since the fifties. Back then their activities were largely confined to petty crimes and small-scale marijuana dealing. But lately the numbers of gangs have become staggering totalling from about 5,000 members to 10,000. Almost all the gangs are involved in the cocaine trade. "A typical gang might have 200 kids from 13 to 26 years of age," says Steven Strong, the L.A. Police department's detective. "Two weeks ago 30-year-old David Thompson and his wife were stopped by three armed teenagers, who rushed the couple, robbed them and then casually shot Thompson in the head. The gang members pushed the dying man's wife out of the car, got in and drove away."

b) Every night — and in many areas day and night, thousands of police cars patrol the streets of American towns. The list of crimes starts with petty crimes, goes through house-breaking, shoplifting, mugging to be topped by homicide. Entire neighbourhoods are terrorized by mobsters and thugs, many of them are quite young.

Ex. 6. Just think about how teenagers run away from homes, their own, from caring as it seems mothers, fathers, grandmothers. Why do they choose to look and act aggressive and tough? Take rockers who startle passers-by by the flashing lights of their roaring night motorbikes. Why do they, with their high-school background, have such a lack of thoughtfulness? Self-assertion? Then why at other people's expense?

Ex. 7. Pair work. Team up with another student, work out the reasons for Juvenile delinquency as they are presented to the extract and discuss the extracts in pairs.

Ex. 8. Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:

1. Are juvenile offenders usually found among children from broken homes or large unhappy poor families? 2. Is being unemployed an important enough reason to push somebody onto the path of crime? 3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency? 4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

Lesson 11 Young adult offenders

1. Грамматическая тема: Conditional sentences
2. Лексическая тема: "Young adult offenders"

Conditional sentences

Типы условных предложений

Тип	Придаточное предложение	Главное предложение	Перевод на русский язык
I Реальное условие. Относится к будущему времени	If the weather is clear, Present Indefinite	we will go for a walk. Will + глагол	Бы Если погода улучшится мы пойдем на прогулку.
II Маловероятное условие. Относится к настоящему и будущему времени	If you moved to the country, Past Indefinite	you would (could) buy a bigger house. would could + глагол might	Бы Если вы переехали за город, вы бы могли купить большой дом.
III Нереальное условие. Относится к прошедшему времени	If he had known the facts, Past Perfect	He would have told us what to do. would could + have + IIIф. might	Бы Если он знал эти факты, он бы сказал нам что делать.

Ex.1. Translate the words in brackets.

Two tramps, Eugen and Sergio, were lying in the sun.

Eugen: What we (делали бы), if the sun (не светило бы)?

Sergio: Well, we (не лежали бы) here for a start. But it's not the important question. The important question is: what we (делали бы) if we (были) rich?

Eugen: If we (были бы) rich, we (смогли бы путешествовать) everywhere.

Sergio: True, but we (путешествуем) everywhere already.

Eugen: Yes, but it is not in style. If we (имели бы) money, our shaffeur, James, (мог бы возить) us round in our Rolls. Imagine, if we (были бы) in that position, we (вернулись бы) to our fine mansion in the country.

Sergio: yes, the butler (подал бы) fresh clothes for us, the cook (приготовил бы) a fine meal for us. We (не ели бы) just carrots all the time.

Eugen: Yes. If we (имели бы) a house like that, we also (имели бы) a fine swimming pool.

Sergio: Yes! Yes! If we (имели бы) a fine swimming pool, we (могли бы плавать) in it as much as we liked.

Eugen: If we (были бы) really rich, we (могли бы загорать)!

Sergio: But we are lying in the sun!

Ex.2. Match two parts of the conditional sentences.

- | | |
|------------------------------------|---------------------------------------|
| 1. You can borrow the money | a) I would have invited you to lunch. |
| 2. He'll get lost | b) you would ask him to call later. |
| 3. If I had known you were coming | c) if he was recovered from his cold. |
| 4. George says he will come | d) unless you are staff member. |
| 5. You're not allowed to park here | e) if it was black. |
| 6. If he telephones while I am out | f) if you can stay overnight. |

7. Henry Ford said you could have any colour you wanted g) if you promise to pay back. h) unless someone shows
8. Fred will be at school next week. him the way.

1	2	3	4	5	6	7	8

Ex. 3. Translate into Russian.

1. I'll ask Tom if I see him today. 2. We would go to the party if we had time tomorrow. 3. She would pass her exam next month if she worked harder. 4. She wouldn't be happy if she met him at the party next Sunday. 5. We'll go nowhere tomorrow if it rains. 6. If she knew his phone number, she would call him next week.

Ex. 4. Open the brackets, using the necessary form of conditional sentence:

1. The trains all (stop) ... if it snowed heavily. 2. If you (go out) ... in cold weather without a coat, you would catch a cold. 3. If I saw a cheap second-hand car, I (buy) ... it. 4. If you ate well and exercised regularly, you (live) ... 100 years. 5. You would have had stomach ache if you (eat) ... too much of that cake. 6. If it (rain) ... this afternoon, I (take)... my umbrella. 7. If you did not drive carefully, you (have) ... an accident. 8. If you (study) ... for a higher qualification, you (get) ... a better job next year. 9. If you sent the letter by first class mail, it (get) ... there the following day. 10. If the weather is fine, we (go) for a picnic.

Ex. 5. Complete the following sentences:

1. I'll ask him to lend me the money (если я вижу его) 2. You'll be late (если не поедете на автобусе) 3. Will you help me (если мне нужна будет ваша помощь) ... ? 4. I'd lend you the money (если бы у меня были деньги) 5. If I had her address (я бы дал вам его)

Ex. 6. Open the brackets:

1. If I (to have) this rare book, I should gladly lend it to you. 2. The dish would have been much more tasty if she (to be) a better cook. 3. He never (to phone) you if I hadn't reminded him to do that. 4. Your brother (to become) much stronger if he took cold baths regularly. 5. If he (to be) more courageous, he would not be afraid. 6. If the fisherman had been less patient, he (not to catch) so much fish. 7. If you (to put) the ice cream into the refrigerator, it would not have melted. 8. If I (to know) the result now, I would phone her immediately. 9. If you had let me know yesterday, I (to bring) you my book. 10. If it (to snow), the children will play snowballs.

Ex. 7. Make the conditional sentences:

Model: "The weather is not fine and we won't go for a walk. – If the weather is fine, we will go for a walk".

1. He is busy and does not come. If... 2. The girl did not study well last year and received bad marks. If... 3. He broke his bicycle and so he did not go to the country. If... 4. He speaks English badly: he has no practice. If... 5. I had a bad headache yesterday, that's why I did not come to see you. If... 6. The ship was sailing near the coast, that's why it struck a rock. If... 7. He was not in town, therefore he was not present at our meeting. If... 8. The pavement was so slippery that I fell and hurt my leg. If... 9. The sea is rough, and we cannot sail to the island. If ... 10. They made a fire, and the frightened wolves ran away. If ...

Ex. 8. Translate into English:

1. Если бы он не был так близорук (short-sighted), он бы узнал меня вчера в театре. 2. Она здорова. Если бы она была больна, ее брат сказал бы мне об этом вчера. 3. Вы бы много знали, если бы регулярно читали этот журнал. 4. Если бы я узнала об этом раньше, то не сидела бы сейчас дома. 5. Если бы мои родители были богаты, они бы уже давно купили мне машину. 6. Она очень талантлива. Хорошо бы родители купили ей пианино. Если она начнет играть сейчас, она будет выдающимся (distinguished) музыкантом. 7. Если бы я знал французский, я бы уже давно поговорил с ней. 8. Если бы я знал немецкий язык, я бы читал Гете в оригинале (in the original). 9. Если бы я жил близко, я бы чаще (more often) заходил к вам. 10. Если бы вы не прервали (to interrupt) нас вчера, мы бы закончили работу в срок.

Ex. 9. Complete the sentences:

1. You would know English better if ... 2. I should have left Moscow yesterday if ... 3. If I were you, ... 4. If I had known that it was going to rain, ... 5. I shall go for a walk, if ... 6. I should lend you my textbook if ... 7. If we had bought the tickets, ... 8. If they were here, ... 9. We should be glad if ... 10. If he were younger, ...

Ex. 10. Read and translate the text:

Young offender

A young offender is a young person who has been convicted or cautioned for a criminal offence. Criminal justice systems often deal with young offenders differently from adult offenders, but different countries apply the term 'young offender' to different age groups depending on the age of criminal responsibility in that country.

United Kingdom

The United Kingdom has three separate and distinct criminal justice systems: England & Wales, Northern Ireland, and Scotland. Young offenders are often dealt with by the Youth Offending Team.

In England & Wales the age of criminal responsibility is set at 10. Young offenders aged 10 to 17 (i.e. up to their eighteenth birthday) are classed as a juvenile offender. Between the ages of 18 and 21 (i.e. up to their twenty-first

birthday) they are classed as young offenders. Offenders aged 21 and over are known as adult offenders.

In Scotland the age of criminal responsibility was formerly set at 8, one of the lowest ages of criminal responsibility in Europe. It has since been raised to 12 by the Criminal Justice and Licensing (Scotland) Act 2010, which received Royal Assent on 6 August 2010.

In Northern Ireland it is 10.

Juvenile delinquency is participation in illegal behavior by minors (juveniles) who fall under a statutory age limit. Most legal systems prescribe specific procedures for dealing with juveniles, such as juvenile detention centers. There are a multitude of different theories on the causes of crime, most if not all of which can be applied to the causes of youth crime. Youth crime is an aspect of crime which receives great attention from the news media and politicians. The level and types of youth crime can be used by commentators as an indicator of the general state of morality and law and order in a country, and consequently youth crime can be the source of 'moral panics'. Theories on the causes of youth crime can be viewed as particularly important within criminology. This is firstly because crime is committed disproportionately by those aged between fifteen and twenty-five. Secondly, by definition any theories on the causes of crime will focus on youth crime, as adult criminals will have likely started offending when they were young.

A juvenile delinquent is a person who is typically under the age of 18 and commits an act that otherwise would've been charged as a crime if they were an adult. Juvenile delinquents sometimes have associated mental disorders and/or behavioral issues such as post traumatic stress disorder or bipolar disorder, and are sometimes diagnosed with conduct disorder partially as both the cause and resulting effects of their behaviors.

Lesson 12 Traffic

1. Грамматическая тема: Sequence of tenses. Direct and Indirect Speech.
2. Лексическая тема: "Traffic"

Sequence of tenses. Правило согласования времён

Сдвиг времён в придаточном дополнительном при главном предложении в прошедшем времени.

Форма сказуемого до согласования	Форма сказуемого после согласования	Выражаемое действие
Present Simple →	Past Simple	Действие придаточного предложения происходит одновременно с действием главного
Present Continuous →	Past Continuous	

Present Perfect →
Past Simple →

Past Perfect

Действие придаточного предложения предшествует действию главного

Future Simple →

Future-in-the-Past

Действие придаточного предложения совершается позже действия главного

Например:

I know	Я знаю,	I knew he
he works at this plant	что он работает на этом заводе	Я знал, что он worked at the plant
worked at this plant	работал на этом заводе	had worked at the plant
will work at this plant	будет работать на этом заводе	would work at the plant

Обратите внимание, что на русский язык придаточное предложение переводится одинаково в обоих случаях.

Ex. 1. Write the sentences in the past.

1. He says he has spent a fortnight in the Caucasus. 2. He says it did him a lot of good. 3. He says he feels better now. 4. He says his wife and he spent most of their time on the beach. 5. He says they did a lot of sightseeing. 6. He says he has a good camera.

Ex. 2. Open the brackets:

a) My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I knew that he (is, was) a very clever man. 5. I want to know what he (has bought, had bought) for her birthday. 6. He said he (is staying, was staying) at the "Ritz" Hotel. 7. They realized that they (lost, had lost) their way in the dark. 8. He asked me where I (study, studied). 9. I thought that I (shall finish, should finish) my work at that time. 10. Victor said he (is, was) very busy.

b) 1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. He says that he (to know) the laws of the country. 3. Sarie understood why Lanny (not to come) the previous evening. 4. She asked me whether I (to remember) the legend about a faithful lion. 5. I suppose they (to send) a dog after a

burglar immediately. 6. He said he (to leave) tomorrow morning. 7. She says she already (to find) the book. 8. He stopped and listened: the clock (to strike) five. 9. I asked my neighbor if he ever (to travel) by air before. 10. The policeman asked George where he (to run) so early.

Indirect Speech. Косвенная речь

При переводе предложений в косвенную речь обстоятельства времени меняются.

Direct Speech	Indirect Speech
today	that day
yesterday	the day before
tomorrow	the next day
...ago	...before
this...	that...
these	those...
here	there
last year	the year before
last month	the month before
last...	the ... before
next...	the following...

Indirect Commands

Keep quite! Don't make such noise!

He **told** me

to keep quite and **not to make** noise.

He **asked** me

Ex. 3. Change the following sentences into Indirect Speech

Model: The teacher said to me: "Hand this note to your parents, please". – The teacher asked me to hand that note to my parents.

1. "Please help me with this work, Henry," said Robert. 2. "Please bring me some fish soup," he said to the waitress. 3. "Please don't mention it to anybody," Mary said to her friend. 4. He said to us: "Come here tomorrow." 5. I said to Mike: "Send me a telegram as soon as you arrive." 6. Father said to me: "Don't stay here long." 7. "Explain to me how to solve this problem," said my friend to me. 8. The doctor said to Nick: "Open your mouth and show me your tongue." 9. "Don't be afraid of my dog," said the man to Kate. 10. The doctor said to Pete: "Don't go for a walk today."

Indirect Statement

“I *am* an engineer. I *work* at a plant.”

“In the evening I *study* English”

He said he *was* an engineer and *worked* at a plant.

He told me that he *studied* English in the Evening.

He added

“I *saw* my friend yesterday”

He said

He told me that he *had seen* his friend the day before.

“We *lived* in Rome two years ago. My father *worked* there”

He said they *had lived* in Rome two years before and

that explained that his father

He told me *had worked* there.

“I *shall tell* you about it tomorrow.”

He said that he *would tell* me about it the next day.

He told me

Ex. 4. Change the following sentences into Indirect Speech.

Model: He said “I have just received a letter from my uncle.” – He said he had just received a letter from his uncle

1. “I am going to the theatre tonight,” he said to me. 2. I said to them: “I can give you my uncle’s address.” 3. Oleg said: “My room is on the second floor.” 4. Misha said: “I saw them at my parents’ house last year.” 5. “I don’t go to this shop very often,” she said. 6. “This man spoke to me on the road,” said the woman. 7. The teacher said to the class: “We shall discuss this subject tomorrow.” 8. Mike said: “We have bought these books today.” 9. She said: “You will read this book in the 9th form.” 10. “You have not done your work well,” said the teacher to me.

Ex. 5. Change the following sentences into direct Speech

Model: Tom said he would go to see the doctor the next day. – Tom said: “I shall go and see the doctor tomorrow”

1. He told me he was ill. 2. He told me he had fallen ill. 3. They told me that Tom had not come to school the day before. 4. I told my sister that she might catch cold. 5. She told me she had caught cold. 6. She said she was feeling bad that day. 7. The old man told the doctor that he had pain in his right side. 8. He said he had just been examined by a good doctor. 9. He said he would not come to school until Monday. 10. The man said he had spent a month at a health resort.

Indirect Questions. Special Questions

“What <i>are</i> you <i>doing</i> ?”	...what I <i>was</i> doing.
“Where <i>do</i> you <i>live</i> ?”	...where I <i>lived</i> .
“Where <i>does</i> he <i>work</i> ?”	...where he <i>worked</i> .
“What <i>is</i> Nick <i>doing</i> ?”	...what Nick <i>was</i> <i>doing</i> .
“What <i>have</i> you <i>prepared</i> for today?”	...what I <i>had</i> <i>prepared</i> for that day. ...when I <i>had</i> <i>come</i> home the day before.
“When <i>did</i> you <i>come</i> home yesterday?”	...when my mother <i>would</i> <i>come</i> home.
“When <i>will</i> your mother <i>come</i> home?”	

General Questions

He asked (me)...

He wanted to know...

He wondered ...

“Are you <i>watching</i> TV?”	...I <i>was</i> <i>watching</i> TV.
“Do you <i>play</i> chess?”	...I <i>played</i> chess.
“Does she <i>go</i> to school?”	...she <i>went</i> to school.
“Are you <i>listening</i> to me?”	...I <i>was</i> <i>listening</i> to him.
“Have you <i>done</i> your homework?”	<i>if,</i> <i>whether</i> ...I <i>had</i> <i>done</i> my homework.
“Did you <i>skate</i> last winter?”	...I <i>had</i> <i>skated</i> the winter before.
“Will you <i>see</i> your friend tomorrow?”	...I <i>should</i> <i>see</i> my friend the next day.

Ex. 6. Make special questions indirect:

Model: Mother said to me: “Who has brought this parcel?” – Mother asked me who had brought that parcel.

1. He said to her: “Where do you usually spend your summer holidays?” 2. Ann said to Mike: “When did you leave London?” 3. She said to Boris: “When will you be back home?” 4. Boris said to them: “How can I get to the railway station?” 5. Mary asked Tom: “What time will you come here tomorrow?” 6. She asked me: “Why didn’t you come here yesterday?” 7. I said to Nick: “Where are you going?” 8. I said to him: “How long are you going to stay here?” 9. Pete said to his friends: “When are you leaving St. Petersburg?” 10. He said to them: “Who will you see before you leave here?”

Ex. 7. Make the general questions indirect, beginning from the words in brackets:

Model: Where did I put the book? (I forgot ...) – I forgot where I had put the book.

1. Who has given you this nice kitten? (She wanted to know ...) 2. Where can I buy an English-Russian dictionary? (He asked me ...) 3. How long will it take

your brother to get to Madrid? (He wondered ...) 4. Where is he going? (He didn't tell anybody ...) 5. Where has he gone? (Did you know ...) 6. Where is he? (Did you know ...) 7. When will he come back? (She asked them ...) 8. Where does he live? (Nobody knew ...) 9. When will he come back? (She asked them ...) 10. Where did she buy this hat? (He wanted to know ...)

Ex. 8. Change the following sentences into Indirect Speech:

Model: I said to Mike: "Have you packed your suitcase?" – I asked Mike if he had packed his suitcase.

1. I said to Kate: "Did anybody meet you at the station?" 2. I said to her: "Can you give me their address?" 3. I asked Tom: "Have you had breakfast?" 4. I asked my sister: "Will you stay at home or go for a walk after dinner?" 5. She said to the young man: "Can you call a taxi for me?" 6. Mary said to Peter: "Have you shown your photo to Dick?" 7. He said to us: "Did you go to the museum this morning?" 8. I said to Boris: "Does your friend live in London?" 9. I said to the man: "Are you living in a hotel?" 10. He said to me: "Do you often go to see your friends?"

Ex. 9. Change the following sentences into direct Speech:

Model: I asked him if he was going to a health resort. – I said to him: "Are you going to a health resort?"

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now. 2. I asked the man how long he had been in St. Petersburg. 3. We asked the girl if her father was still in Moscow. 4. I asked the girl what sort of work her father did. 5. I asked if they had taken the sick man to hospital. 6. I asked my friend if he had a headache. 7. I wanted to know when he had fallen ill. 8. I wondered if he had taken his temperature.

Ex. 10. Change the following sentences into Indirect Speech

1. Jack told his father, "I hope to pass the examination". 2. Henry said to me, "The teacher is listening to us". 3. Bob said to Tom, "I made no mistakes in the last dictation." 4. I told the policeman, "I saw the thief in the garden." 5. He said, "I haven't read many English books." 6. Jack's father said to him, "You haven't cleaned your shoes." 8. My mother said to me, "I feel very tired, and I have a headache." 9. My friend told me, "We have plenty of time to do our work." 10. I said to my sister, "I haven't seen my uncle for a long time."

Ex. 11. Change the following sentences into Direct Speech.

1. My sister said that she hadn't got a watch. 2. The teacher told his students that he was pleased with their work. 3. I told him that I hadn't seen his brother for a long time. 4. I told my mother that Henry was studying medicine at the university. 5. She told the sales-man that she didn't want any sugar. 6. We told the teacher that we didn't understand his question. 7. I told the taxi-driver that he was driving too fast. 8. She said that her children were playing in the garden.

Ex. 12. Choose the correct word from those in brackets.

1. My grandmother always _____ me about her childhood. (*says / tells*)
2. "Don't do that!" she _____ them. (*said / told*)
3. Did she _____ you where she had put my books? (*say / tell*)
4. When I was introduced to the actor he _____ a few words to me. (*said / told*).
5. That little boy is very bad. He _____ a lot of lies. (*says / tells*)
6. She _____ to me she didn't know what to do. (*said / told*)
7. He often _____ things like that. (*says / tells*)

Ex. 13. You have to write what you would say in these situations.

Example: Ann says "I'm tired". Five minutes later she says "Let's play tennis." What do you say? You said you were tired.

1. Your friend says "I'm hungry" so you go to a restaurant. When you get there he says "I don't want to eat," What do you say? You said _____.
2. Tom tells you "Ann has gone away". Later that day you meet her. What do you say? Tom told _____.
3. George said "I don't smoke". A few days later you see him smoking a cigarette. What do you say to him? You said _____.
4. You arranged to meet Jack. He said "I won't be late." At last he arrives – 20 minutes late. What do you say? You _____.
5. Sue said "I can't come to the party tonight." That night you see her at the party. What do you say to her? _____.
6. Ann says "I'm working tomorrow evening." Later that day she says "Let's go out tomorrow evening." What do you say? _____.

Ex. 14. (A, B) Change the following sentences into Indirect Speech. Decide whether to use "told" or "asked", or whether either of these two verbs is suitable.

1. Mary said to her brother, "Take the letter to the Post Office, please".
2. The teacher said to Tom, "Collect the exercise-books and put them on my table".
3. The old man said to the little girl "Don't run across the street".
4. The teacher said to the pupils, "Learn the poem by heart".
5. I said to my friend, "Meet me outside the cinema at six o'clock".
6. Mary's mother said to: her, "Don't go out without your coat".
7. The teacher said to the students, "Open your books at page 60".
8. The doctor said to the sick man, "Don't go back to work for a fortnight".
9. Jack said to the policeman, "Tell me the time, please".

Ex. 15. (A, B) Translate the sentences from Russian to English.

1. Я попросил Джека дать мне его словарь.
2. Кондуктор сказал пассажирам не выскатываться (get off) из автобуса на ходу. (*while/go*)
3. Учитель попросил студента стереть с доски.
4. Мама попросила меня закрыть окно.
5. Он напомнил мне отправить письмо.
6. Отец запретил детям входить в его кабинет.
7. Инспектор предупредил (warn) нас, что здесь стоянка запрещена. (*to park*)
8. Гид посоветовал нам заглянуть и в этот

небольшой музей.

Ex. 16. (A, B) Change the following sentences into Indirect Speech.

1. The teacher asked Tom, "Do you come to school by bus or on foot?" 2. A man stopped me in the street and asked, "Have you got a match?" 3. The teacher asked us, "Do you understand the question?" 4. Henry's father asked his son, "Do you want to be an engineer or a doctor?" 5. I asked Peter, "Are you going to play football on Friday?" 6. He asked his secretary, "Has the postman been yet?"

Ex. 17. (A, B) Translate the sentences.

1. Гид спросил туристов, не устали ли они. 2. Я спросила своих гостей, хорошо ли они спали. 3. Он поинтересовался, часто ли мы ходим в театр. 4. Он хотел узнать, долго ли работает у нас мистер Долби. 5. Она спросила меня, будет ли на вечеринке ЭЛИС. 6. Она спросила меня, видел ли я Джона в последнее время. 7. Хозяин отеля поинтересовался, понравился ли мне мой номер. 8. Она спросила, работаем ли мы сейчас.

Ex.18. Translate into English.

1 Они спросили меня, когда начинается мой рабочий день. 2. Он спросил, какую музыку любят мои друзья. 3. Мы спросили его, кто из его друзей знает два иностранных языка. 4 Журналисты спросили писателя, над какой книгой он работает. 5. Она спросила меня, где я был вчера. 6. Они спросили моего друга, как он провел летние каникулы. 7. Я спросила у нее, где ей сшили пальто. 8. Я спросила у него, какие еще французские книги он прочитал за последнее время. 9. Друзья спросили его, куда он ездил в прошлое воскресенье. 10. Родители спросили нас, что мы собираемся делать летом. 11. Жена спросила, почему он не купил хлеб. 12. Мы спросили преподавателя, как мы сдали экзамен. 13. Она спросила его, когда он видел Лену в последний раз. 14. Они спросили меня, когда я позвоню своим родителям. 15. Я спросил его, когда он собирается закончить эту работу.

Ex. 19. Put the following into Indirect Speech.

1. "He always has dinner there", she said. 2. "He has a great desire of self-control", she said. 3. "I'm quite prepared to stay up until Mrs. Maurice comes in", said Stella. 4. "I'm sorry to disturb you", Tom said to Eliza. 5. "I'm her guest at the moment", she said. 6. "You are the very person we want, Thornton", said Pearl. 7. "John always comes home to Luncheon", said Martha. 8. "I don't think anyone can accuse me of not being frank", said Martha. 9. "I'm learning French", said Florrie. 10. "The taxi is waiting", Bentley said to Constance. 11. "Florrie, you'll be all right in a minute", said Bessie. 12. "I'll go in and see him before I go to bed", said Stella. 13. "You won't be able to see me on Tuesday", she said to Jack.

Ex. 20. Замените прямую речь косвенной

1. He has just said, "I want to speak to you."
2. He has said, "We have finished our work."

3. He will say "I will do it at once."
4. He said, "This exercise is very easy."
5. He said to her, "I met him last year"
6. He said, "He is going to Leningrad tomorrow."
7. He said to me, "I have never been here before."
8. I said, "I was ill yesterday."
9. He said to them, "She will be here in half an hour."
10. I said to him, "I have been waiting for you since two o'clock."
11. He said, "I was working hard all the time."
12. He said to me, "I'll come as soon as I can."
13. He said, "I sent them a telegram two days ago."
14. He said, "I'm afraid I can't go there now but I should probably be able to go tomorrow."
15. She said, "I have been very ill, but I'm feeling much better."
16. He said, "I met him in 1950."
17. He said, "The price does not include the cost of packing."
18. He has just asked me, "Who will come to the cinema with me?"
19. He has asked me, "Will you be at home tonight?"
20. He has just asked me, "Is it time to go?"
21. He asked me, "Where are you going?"
22. She asked me, "Does he always come so late?"
23. He asked her, "How did you do that?"
24. He asked me, "Is it raining?"
25. He asked me, "How old are you?"

Ex. 21. Read and translate the text:

The fight Against Drug Traffic

1. The most serious crime against society today is the trafficking and abuse of drugs.

2. The fight against drug traffic is the subject of real anti-crime policies at national levels. It is now clear that, since the 1970s, drugs trafficking has become the most organized, most professional and most profitable of all illegal activities. The trafficker of today has nothing in common* with typical street-corner pusher**; he is ruthless, highly- organized and mobile. It is well known that law enforcement services throughout the world have increased the efforts and manpower in an attempt to contain this growing threat. Nevertheless, drug trafficking continues to gain momentum.***

3. Interpol is adopting its structures and working methods to the new situation by setting up a special group at the General Secretariat.

4. Nowadays, most of the large international trafficking gangs engage the operations involving heroin and cocaine as well as cannabis. The results of international police cooperation induced national governments to revise their policies and to devote more resources to combating international drug trafficking.

5. The Drugs Sub-Division of Interpol handles these problems. Its staff consists of 26 police officers and analysts from 18 different countries around the world.

*nothing in common- ничего общего

**pusher- торговец, “толкач”

***to gain momentum- развиваться по инерции

Lesson 13 Human rights

1. Грамматическая тема: Infinitive. Gerund.

2. Лексическая тема: “Human rights”

Non-finite forms of the verbs

The Infinitive. Morphological categories and syntactical functions. Infinitive constructions.

The Gerund. Morphological categories and syntactical functions. Gerundial complex. Gerund versus Infinitive.

Participle I. Morphological categories and syntactical functions. Predicative constructions with Participle I.

Participle II: its verbal and adjectival features. Predicative constructions with Participle II.

The Infinitive. Nominative with the infinitive (the infinitive as a secondary predicate).

Infinitive

1. Инфинитив - это неличная форма глагола, которая выражает действие, но без указания на число, лицо, наклонение.

В русском языке инфинитиву соответствует неопределенная форма глагола. Инфинитив имеет признаки существительного и глагола.

Как и существительное, инфинитив может выполнять в предложениях те же функции, что и существительное, т.е. функцию подлежащего, дополнения, обстоятельства, именной части составного именного сказуемого:

Nellie closed her eyes and tried **not to think**. Нелли закрыла глаза и пыталась не думать.

Quickly she dressed, and went into the other room **to prepare** their breakfast. Она быстро оделась и вышла в другую комнату, чтобы приготовить завтрак.

Как и глагол, инфинитив имеет формы времени и залога и может определяться наречием, а в предложении инфинитив может входить в состав сказуемого (простого, составного глагольного или составного именного, являясь его смысловой частью).

Our observatory could still be used for training purposes, but the research had **to move** into the space. Нашу обсерваторию (все) еще можно было использовать для тренировочных целей, но исследование нужно было выносить в открытое пространство.

He wanted **to get** there early, but he failed. Он хотел рано попасть туда, но это ему не удалось.

Формальным признаком инфинитива является частица **to**. Однако частица **to** перед инфинитивом в некоторых случаях опускается.

2. Чаще всего инфинитив употребляется без частицы **to** в следующих случаях:

a. После модальных глаголов:

He can speak English. Он умеет говорить по-английски.

b. В обороте «Сложное дополнение» после глаголов **to let, to make, to feel, to hear, to see, to notice, to watch**:

I'll make him tell me the truth. Я заставлю его сказать мне правду.

c. Если в предложении стоят два инфинитива, соединенные союзом **and** или **or**, частица **to** обычно опускается перед вторым из них:

He promised to telephone or write. Он обещал позвонить по телефону или написать.

Формы инфинитива

Форма инфинитива	Действительный залог	Страдательный залог
Indefinite	to ask	to be asking
Continuous	to be asking	-
Perfect	to have asked	to have been asking
Perfect Continuous	to have been asking	-

Функции инфинитива в предложении

3. Инфинитив в предложении может употребляться в следующих функциях:

a. Подлежащего:

To see means to believe. Увидеть - значит поверить.

b. Части сказуемого:

To know everything is to know nothing. Знать все - значит ничего не знать.
Здесь инфинитив - именная часть сказуемого.

c. Прямого дополнения:

I asked him to give me the magazine. Я попросил его дать мне журнал.

d. Определения:

(Часто в функции определения инфинитив переводится на русский язык определительным придаточным предложением.)

Nature has many secrets to be discovered yet. У природы много секретов, которые еще предстоит раскрыть.

e. Обстоятельства:

His mind was too much upset to put the same thoughts in another words. Он был слишком расстроен (вне себя), чтобы изложить те же самые мысли другими словами.

Ex. 1. Insert the appropriate form of the infinitive.

1. But there was nothing now ___ for. (to wait) 2. She put on the cape, and turned round ___ (to admire) 3. He appeared ___ (to listen) 4. He appeared ___ plenty

of money, which was said ___ in the Californian goldfields. (to have, to gain) 5. "When I seemed ___ a long while, the Master of Salem House unscrewed his flute into the three pieces, put them up as before, and took me away, (to doze) 6. Every feature seemed ___ since he saw her last, (to sharpen) 7. This fellow seemed ___ a famous explorer or something of that sort, (to be) 8. The house appeared ___ recently... (to repair) 9. Nobody seemed ___ his entry, but there he certainly was. (to perceive) 10. Paula would be the first concentration camp ___ by American troops, (to liberate) 11. Willoughby was not the man ___ the lessons of his predecessor. (to overlook) 12. A twelve year old girl, Patience Barlow, was the first ___ his attention or ___ by him. (to attract, to attract) 13. One might guess Mr. George ___ a trooper once upon a time, (to be) 14. I suppose Mr. Jelleby had been more talkative and lively once; but he seemed ___ long before I knew him. (to exhaust). 15. Dave seemed ___ Stephanie, waiting for her to make the first move, (to watch) 16. For the last few days she seemed ___ to nobody but strange men. (to talk) 17. I lack the will-power ___ anything with my life, — my position by hard work, (to do, to better) 18. There's no time __. (to lose)

Ex. 2. Insert to before the infinitive where required. Translate into Russian.

1. Do you think I plan ___ spend the rest of my life in the same situation? I would rather ___ die! 2. She could not help but ___ feel a little choked for breath. 3. Why not ___ come down to my place? 4. He gave a quick grin that made his lean twisted face ___ look more lean and twisted than ever. 5. Ever since I came into this silly house I have been made ___ look like a fool. 6. He did nothing from morning till night but ___ wander at random. 7. I'm the cook, and I won't have anyone ___ come interfering in my kitchen. 8. Abe let the hammer ___ drop out of his hands and ___ fall on the step. 9. You'd better ___ take me back to Oxford. 10. They ought. ___ have asked my advice. They ought ___ have. 11. The poor boy was absolutely broken up. It made my heart ___ bleed. I couldn't ___ let him ___ go without a word of comfort. 12. I've got nothing ___ do but ___ talk, talk. 13. I would — die sooner than ___ ask him for another penny. 14. Your mother's gone to some friends — they do nothing but ___ play bridge. 15. I know... there's nobody in the world I would rather ___ work with or ___ have greater respect for. 16. Conrad had never known her ___ talk so much. 17. But Elfride knew Mrs. Jethway ___ be her enemy, and ___ hate her. 18. Then why not ___ try ___ save yourself? 19. She opened the iron gateway and bade me ___ enter. 20. You'd better ___ get some sleep.

Ex. 3. Translate into English, using the to-infinitive or the bare infinitive.

1. Я чувствовал/ что его рассказ правдив. 2. Я почувствовал, что кто-то тронул меня за плечо. 3. «Вы выглядите утомленным, вы бы лучше пошли домой». «Нет, я бы предпочел закончить работу». 4. Почему бы не поговорить с деканом? 5. Ему ничего не оставалось делать, как признать свою вину (to admit one's fault). 6. Она только и делает, что ворчит. 7. Я не могу не согласиться с вами. 7...Степан Аркадьевич тонко (subtly) улыбался. Левин тоже не мог не улыбнуться. 8. Надевайте же коньки, и давайте

кататься вместе. 9. Что ж, он прекрасный жених (match)... Зачем не выдти за него?... 10...Я три дня занимался только тем, что... наслаждался чтением какого-нибудь романа... 11. «Ты опять заснешь, Николенька? — говорит мне мама. — Ты бы лучше шел наверх». 12. Я никогда не видел (to know), чтобы ты сказал неправду. 13. Я не мог не подивиться странному сцеплению (chain) обстоятельств.

Ex. 4. State the function of the infinitive. Translate into Russian.

1. A man must have something bigger than himself to believe in. 2. It was impossible not to invite the Butiers for both afternoon and evening. 3. The heat and dust were enough to strangle you. 4. To cut a long story short, the infant that's just gone out of the room is not your son. 5...the next thing to be done is to move away from this house. 6. All the deep maternity in her awoke, never to sleep again. 7. He paused as if to find a way to phrase his next thoughts. 8. Nobody asked you to come out here. I didn't ask you to stay. I told you to go while it was daylight. 9. It was too hot to go out into the town. 10. The prospective buyer is someone who is not, to put it mildly, a supporter of female emancipation. To consent to this sale would be to consent to change the character of the newspaper altogether. 11. He hat! been one of the first to become interested in the development of the street-car system. 12. The floor of the forest was soft to walk. 13. He was a man to attract immediate sympathy. 14. He knew he must say anything at all in order to establish communication with her. 15. After all, you're young enough to be my son. 16. To begin with, he did not like the way his editor... had spoken to him that morning. 17. To make the real decisions, one's got to have the real power. 18. To know all is to forgive all. 19. Other people, men particularly, found it difficult to face Cowperwood's glazed stare. 20. It must be awful to have a brilliant future behind you.

Gerund

1. Герундий - это неличная форма глагола, обладающая признаками как глагола, так и существительного. Подобной формы в русском языке нет.

Как и глагол, герундий имеет формы времени и залога, может определяться наречием. Как и существительное, герундий может выполнять в предложении функцию подлежащего, дополнения и определяться притяжательным или указательным местоимением. В сочетании с предлогом of герундий может выполнять функцию определения.

Формы герундия

Форма причастия	Действительный залог	Страдательный залог
Indefinite	reading	being read
Perfect	having read	having been read

Как видно из таблицы, формы герундия совпадают с формами причастия настоящего времени и перфектного причастия. Indefinite Gerund выражает действие, одновременное с действием глагола-сказуемого; Perfect Gerund

выражает действие, которое предшествует действию, выраженному глаголом-сказуемым.

На русский язык герундий переводится существительным, неопределенной формой глагола, деепричастием, глаголом в личной форме или придаточным предложением:

Students often have considerable difficulties in understanding the difference between the Present Perfect and the Past Indefinite. Учащиеся часто испытывают значительные трудности в понимании различия между настоящим совершенным временем (глагола) и прошедшим неопределенным. (или: «в том, чтобы понять различие...»)

Функции герундия в предложении

2. В предложении герундий может употребляться в следующих функциях:

а. Подлежащего:

Your coming now and saying "I'm her father" doesn't change my feelings. То, что вы пришли сейчас и говорите: «Я - ее отец», - не меняет моих чувств.

б. Именной части сказуемого:

Seeing is believing. Увидеть - значит поверить.

с. Дополнения (прямого, предложного):

The teacher has aimed at teaching students to speak in correct English. Учитель поставил цель научить учащихся правильно говорить на английском языке.

д. Определения:

The difficulties of rebuilding the plant were successfully overcome. Трудности, связанные с перестройкой завода, были успешно преодолены.

е. Обстоятельств:

You can help him by supporting him. Вы можете помочь ему тем, что поддержите его.

3. После таких глаголов, как **to like, to dislike, to prefer** и др., в качестве дополнения может употребляться как герундий, так и инфинитив.

Сравните:

I like skiing in winter. I like to ski in winter. Зимой я люблю ходить на лыжах.

После таких глаголов, как **to avoid, to need, to mind** (в значении возражать), **to remember, to require**, в качестве дополнения употребляется только герундий:

I remember going to the British Museum one day to read up the treatment for some slight ailment... Помню, как однажды я ходил в Британский Музей, чтобы изучить способ лечения какого-то легкого недомогания...

Глаголы **to stop, to forget** в зависимости от того, следует за ним герундий или инфинитив, имеют разные значения:

He stopped to speak to me. Он остановился, чтобы поговорить со мной.

He stopped speaking. Он перестал разговаривать.

4. После некоторых глаголов с предлогами и наречиями, а также после некоторых словосочетаний с предлогами употребляется только герундий. К ним относятся:

to give up	to be afraid of	to be famous for	to be fond of
to be interested in	to be worth of	to be proud of	to depend on
to insist on (upon)	to know of	to object to	to prevent from
to think of	to go on		

You are proud of being a docker, aren't you? Вы гордитесь тем, что вы - докер, не правда ли?

Ex. 5. Translate the sentences into Russian:

1. Talking about ourselves is what we modern authors have a strong objection to doing. 2. He stopped writing and ran out into the bathroom. He started washing with great speed. He was two minutes late already. 3. It's silly of me, but I can't help feeling anxious. 4. I don't like being lied to — and that, I think, is what you are trying to do. 5. I feel a good deal of hesitation about telling you this story of my own. 6. On hearing the sound Nance hurried to the door, and Grand to the window. 7. He left without having paid the bill. 8. Would you mind waiting a moment in the hall? 9. He denied having opened the box. 10. Writing quickly tires my hand. 11. I remember seeing it on the table. 12. He was accused of having entered the country illegally. 13. I disliked my mother's interfering in the affair. 14. The boy spent half the night in writing to his people.

Ex. 6. Use the appropriate form of the Gerund of the verbs in brackets:

1. (to speak) without (to think) is (to shoot) without aim. 2. Do you know what is peculiar about the English rule of (to drive)? 3. I'm glad to say that the lady didn't keep us (to wait). 4. I remember (to take) to Paris when I was a very small child. 5. I strongly suspect Gerald of (to know) all about it beforehand, though he swears he didn't. 6. Excuse me for not (to write) more at the moment. 7. She never lost the power of (to form) quick decisions. 8. He had an air of (to be) master of his fate, which was his chief attraction. 9. She denied (to see) me at the concert though I'm sure I saw her in the stalls. 10. I want to thank her for (to look) after the children while I was out. 11. He passed to the front door and out without (to see) us. 12. I enjoy (to read) poetry. 13. I don't mind (to stay) here for a little while. 14. Are you going to keep me (to wait) all day? 15. They reproached us for (not to come) to the party; they were waiting for us the whole evening. 16. He suspected her of (to give) the police information about him while the workers were on strike. 17. I sat on the doorstep thinking over my chances of (to escape) from home. 18. There is very little hope of the work (to do) in time. 19. The coat showed evident signs of (to wear) on the preceding night. 20. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand).

Ex. 7. Use the appropriate form of the Gerund and insert prepositions where necessary:

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems. 2. "There's no question (to forgive) you," he said quickly. 3. Of course, I should insist (to pay) for my work. 4. I wonder if there's any use (to try) to improve him. 5. We began to speak only when we were out (to hear) of the old man. 6. I insist (to go) there at once. 7. We all suspected him (to learn) it before and (to try) to conceal it from us. 8. They were all busy (to unpack) the books and (to put) them on the shelves. 9. (to hear) the news she ran over to the telephone to inform Gerald at once. 10. But (to make) this request Mr. Dennant avoided (to look) in his face. 11. I spent the rest of the time in the hall of the Station Hotel (to write) letters. 12. You can help me (to give) a piece of good advice, you're old enough to know it better.

Ex. 8. Translate these sentences into English, using the Gerund:

1. Нелли предложила пойти в Исторический музей. 2. Эту проблему стоит обсудить. 3. Я припоминаю, что видела эту же фотографию Британского музея в другом журнале. 4. Хотя мы были в Лондоне всего три дня, я получила большое удовольствие от осмотра достопримечательностей этого огромного города. 5. Она боится одна оставаться с детьми. Она не знает, что с ними делать, как их забавлять. 6. Чтение книг по истории Англии и, в частности, Лондона — приятное и полезное занятие для будущего учителя английского языка. 7. Он избегает встречаться со мной после нашей ссоры. 8. Они не могли не опоздать. Их поезд задержался из-за тумана. 9. Доктор настаивает на том, чтобы всем детям были сделаны прививки. 10. Твое пальто нужно почистить щеткой. 11. Я помню, что видела письмо на столе. 12. Извините, что я вмешиваюсь, но у меня очень важная новость для вас. 13. Я не люблю занимать деньги Это довольно неприятно. 14. Она предпочитает все делать сама без чьей-либо помощи.

Ex. 9. Make up sentences, using the Gerund after the following verbs:

stop, finish, prevent, avoid, dislike, risk, deny, remember, postpone, enjoy, fancy, imagine, forgive, excuse, suggest, keep, mind, rely, regret, it wants (needs).

Ex. 10. Read and translate the dialogue:

Human rights

- What document guarantees international human rights?
- The Universal Declaration of Human Rights guarantees international human rights. The United Nations General Assembly passed this document in 1948.
- What international organizations are responsible for protecting human rights?
- International concern for human rights has been evident outside of the United Nations. The Conference on Security and Co-operation in Europe, which met in Helsinki in 1973-75, produced the Helsinki Final Act. The European Convention for the Protection of Human Rights and Fundamental Freedoms, which first met in 1950, produced the International Covenant on Civil and Political

Rights and the European Social Charter; the Ninth Pan-American Conference of 1948 adopted the American Declaration on the Rights and Duties of Man; and the Organization of African Unity in 1981 adopted the African Charter on Human and Peoples' Rights. There are also a number of private groups involved in human-rights advocacy. One of the best-known international human rights agencies is Amnesty International (founded in 1961). This organization is responsible for broad casting violations of human rights, especially freedoms of speech and religion and the right of political dissent.

- What are the basic human rights?

- The right to life and liberty are the basic human rights. They are proclaimed in the Covenant on Civil and Political rights and its optional protocol. One of the most vital rights granted in this Covenant is the right of people to self-determination. This document guarantees such rights as personal security, equality before the law, fair trial, freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections, and minority rights. Propaganda of war is prohibited. The right to security and privacy of person is very important too. The document insures fundamental freedoms for all without distinction as to race, sex, language, or religion.

- Do people have any social guarantees?

- Yes. Certainly we have such guarantees. Social guarantees of people are set forth in the Covenant on Economic, Social and Cultural life. This document deals with the right to work, the conditions of work, trade unions, social security, protection of the family, standards of living and health, education and cultural life. The European Commission of Human Rights and the European Court of Human Rights provided the most effective means for the implementation of the protection of human rights. The efforts of government in this area should be guided by these two Covenants.

Lesson 14 Greenpeace

1. Грамматическая тема: Participle.

2. Лексическая тема: "Greenpeace"

Participle

1. Причастие - неличная форма глагола, обладающая признаками глагола, прилагательного и наречия. В русском языке английскому причастию соответствует как причастие, так и деепричастие.

Как и глагол, причастие в английском языке имеет формы времени (а причастие переходных глаголов имеет также формы страдательного залога) и может определяться наречием:

A well-bred woman does nothing which shall make people talk of her.
Хорошо воспитанная женщина не делает ничего такого, что может заставить людей говорить о ней (обсуждать ее).

Как и прилагательное, причастие может выполнять в предложении функции определения и именной части сказуемого:

The first International Conference of Physicians for the Prevention of Nuclear War held in March 1981 was attended by doctors from 11 countries. На Первой Международной конференции «Врачи за предотвращение ядерной войны», проведенной в марте 1981 года, присутствовали врачи из 11 стран.

Формы причастия

Форма причастия	Действительный залог	Страдательный залог
Present	writing	being written
Past	-	written
Perfect	having written	having been written

Причастие настоящего времени (The Present Participle, Participle I)

2. Причастие настоящего времени образуется путем прибавления суффикса -ing к инфинитиву глагола без частицы to:

to play играть - playing to read читать - reading

Перед суффиксом -ing одна согласная, если она стоит после краткой ударной гласной, удваивается:

to get получать - getting to run бегать - running

to compel заставлять - compelling to prefer предпочитать - preferring

В глаголах **to die** умирать, **to lie** лежать, **to tie** связывать буква i перед суффиксом -ing переходит в y:

to die-dying - умирающий, умирая

to lie-lying - лежащий, лежа

to tie-tying - связывающий, связывая

Причастие настоящего времени переводится на русский язык либо действительным причастием настоящего времени, либо деепричастием.

Причастие прошедшего времени (The Past Participle, Participle II)

3. Причастие прошедшего времени правильных глаголов образуется путем прибавления суффикса -ed к инфинитиву глагола без частицы to. Читается этот суффикс так же, как суффикс -ed прошедшего неопределенного времени правильных глаголов.

to finish заканчивать - finished законченный

to civilize цивилизовать - civilized цивилизованный

Причастие прошедшего времени неправильных глаголов чаще всего образуется путем изменения корневой гласной или всей основы глагола:

to write писать - written написанный

to see видеть - seen увиденный

to teach обучать - taught обученный

В словарях после неопределенной формы неправильных глаголов обычно даются формы прошедшего неопределенного времени и причастия прошедшего времени.

На русский язык причастие прошедшего времени обычно переводится страдательным причастием совершенного или несовершенного вида.

Перфектное причастие (The Perfect Participle)

4. Перфектное причастие выражает действие, предшествующее действию, выраженному глаголом-сказуемым. Оно образуется от причастия настоящего времени глагола to have - having и причастия прошедшего времени смыслового глагола.

На русский язык перфектное причастие переводится чаще всего деепричастием совершенного вида.

to say говорить - having said сказав

to write писать - having written написав

Функции причастий в предложении

5. Причастие настоящего времени может употребляться в предложении в следующих функциях:

a. Именной части сказуемого:

I looked at the bookshelf: one book was missing. Я посмотрел на книжную полку: одной книги не хватало.

b. Определения:

Women from 111 countries and belonging to 132 national organisations took part in the meeting in Prague in 1986. Женщины, принадлежащие к 132 национальным организациям из 111 стран, приняли участие во встрече, которая состоялась в Праге в 1986 году.

c. Обстоятельств:

Knowing English well he was able to read this magazine. Зная хорошо английский, он смог прочесть этот журнал.

d. В сочетании с формами вспомогательного глагола to be причастие настоящего времени образует формы продолженных времен:

In a large, hot, richly-furnished drawing-room two women were sitting. В большой, душной, богато мебелированной гостиной сидели две женщины.

6. Причастие прошедшего времени может употребляться в предложении в следующих функциях:

a. Именной части сказуемого:

Russia's climate is as varied as her scenery. Климат России такой же разнообразный, как и пейзаж.

b. Определения:

The Professor did not exaggerate when he spoke of the widespread interest excited by his new psycho-physiological experiment. Профессор не преувеличивал, когда говорил о широко распространившемся интересе, вызванном его новым психо-физиологическим экспериментом.

c. Обстоятельств:

When discussed by the meeting the Appeal to All the Women of the World was adopted by it. После того, как «Воззвание ко Всем Женщинам Мира» было обсуждено собранием, оно было принято.

d. В сочетании с формами вспомогательного глагола to be причастие прошедшего времени образует формы страдательного залога:

The flat of Hercule Poirot was furnished in a modern style. Квартира Эркюля Пуаро была обставлена в современном стиле.

е. В сочетании с формами вспомогательного глагола to have причастие прошедшего времени образует формы совершенных времен:

Europe has twice this century been the scene of a destructive war that has spread to global proportion. В течение этого столетия Европа дважды была местом разрушительной войны, которая распространилась на весь мир.

7. Перфектное причастие употребляется в предложении в функции обстоятельств:

Having done the question-and-answer exercises, the students began to write a composition. Выполнив вопросно-ответные упражнения, учащиеся начали писать сочинение.

Ex. 1. Translate the following sentences:

1. The law accepted by the Parliament is very important.
2. The student answering now is rather good at this subject.
3. Trying to keep order the police often arrest the demonstrators.
4. The customer requiring an excellent quality of goods is always right.
5. He's working very hard making notes and reading a lot.
6. Do you know the employer speaking to his workers now?
7. Created by law, a code of conduct must be followed by the community.
8. The breach of law caused by the negligence of a driver should be punished.

Ex. 2. Complete the sentences, using Participle I or Participle II.

The man ... at the window is my Uncle John (standing, stood). He's rather unusual person. He's got five pets... in his house (living, lived). One of these pets ... Greeny is a young crocodile (calling, called). It lives in the bathroom and ... anybody but his master to come in (allowing, allowed). The other pat is a parrot ... to speak (teaching, taught). He says rather strange things sometimes. The other two pets are bulldogs... at every ... to the door of the flat (barking, barked) (coming, come). It's not surprising that uncle John lives alone ... by his wife two years ago when his fifth pet – a large snake ... to him by a famous traveler appeared in his flat (leaving, left) (presenting, presented).

Ex. 3. Translate into Russian:

1. A person bringing good news is always welcome. 2. While skating yesterday he fell and hurt himself. 3. Having lived in that town all his life, he knew it very well. 4. She showed the travelers into the room reserved for them. 5. Having arranged everything, he went home by the 10.30 train. 6. The bridge seized by the enemy the day before was retaken by our troops. 7. When writing a telegram we must use as few words as possible. 8. Having been three times seriously wounded, he was no longer fit for active service. 9. Being told of his arrival, I went to see him. 10. The leaves lying on the ground remained us of autumn. 11. Books read in childhood seem them like old friends.

Ex. 4. Translate the following Participles

1. Разбитая чашка

2. проигравшая команда
3. проигрывающая команда
4. кипяченая вода
5. кипящая вода
6. вспрыгнувший на стол кот
7. прыгающая собака
8. смеющийся голос
9. смеявшийся мальчик
10. написанное письмо

Ex. 5. Learn the poem:

Only when all the rivers have run dry
 and all the fish in the sea have died
 only when all the rainforests have been burnt down
 and there is no food for the animals
 only when all the blue skies have been filled with smoke
 and the cities of the world have choked
 will the white man understand
 that it's too late to save the earth.
 (Native American poem)

Ex. 6. Fill in the gaps with words derived from the words in brackets.

There are many problems which (1) _____ (threat) our natural environment. Acid rain, (2) _____ (globe) warming and air and water (3) _____ (pollute) are among the most serious ones. There are several ways to help improve the situation. Firstly, we should encourage (4) _____ (recycle) because it is the (5) _____ (produce) of new materials which causes the most damage. We must learn to reuse things like plastic bags and glass jars. Secondly, driving an environmentally – friendly car is also (6) _____ (help). Furthermore, joining an (7) _____ (organize) which plants trees or cleans up beaches would be a (8) _____ (prove) that you are really (9) _____ (concern) about the environment. Lastly, supporting groups such as Greenpeace, which try to prevent many (10) _____ (environment) disasters, would help to ensure that our planet will be clean and safe for the future generations.

Ex. 7. Error Correction: look at the text bellow. Some of its lines are correct, so put a tick (/) next to them. Some others include an extra word which you must cross out. The first two lines have been done as an example.

0 *The Los Angeles is well known for both the high*
 00 *level of its air pollution and the efforts made to control*
 1 it. However, the “City of Angels” is not neither
 2 unique nor the worst one example of a polluted
 3 city. Tokyo has such a serious air pollution
 4 problem that oxygen masks are been supplied to
 5 policemen who they direct traffic on busy roads. Milan,
 6 Ankara, Mexico City and Buenos Aires face
 7 their similar problems. The task of cleaning up
 8 air pollution, though yet difficult, is not
 9 impossible. Use of fuels that are low in
 10 pollutants and a change to very less polluting
 11 forms of power generation are methods
 12 currently being in used. The example
 13 of London, as well as to other cities,
 14 has shown that major improvements in
 15 air quality can be achieved in ten of years or less.

Useful Vocabulary:

rainbow	- радуга
warrior	- <i>поэт.</i> воин; боец
pollution	- загрязнение
environmental pollution	- загрязнение окружающей среды
to concern	- волновать, тревожить
to cause	- вызывать, быть причиной
to cause damage to smth	- наносить, причинять вред чему-л.
to set off	- отправляться
to set off for a certain place	- отправиться куда-либо
explosives	- взрывчатые вещества
to moor	- швартоваться, ставить (становиться) на якорь
to be moored	- стоять на якорь
to drown	- тонуть
He fell over board and was drowned	- Он упал за борт и утонул
to sink (sank, sunk)	- топить, пускать ко дну

Ex. 8. Read and translate the text

Greenpeace and the Rainbow Warrior

‘Greenpeace’ is the name of an ecology group which is based in Britain. Its members are people of different nationalities who wish to protect the environment we live in. They do research, bring problems to the attention of the public and take non-violent direct action on many issues related to environmental protection and pollution. One of the issues which particularly concerns Greenpeace is the damage

to the environment caused by the use of nuclear bombs in experimental tests. In July 1985 the French planned a series of nuclear tests in the Pacific Ocean. Members of Greenpeace decided to stop the tests if they could and set off for the area in their boat – *the Rainbow Warrior III*.

When Greenpeace was preparing for action in the Pacific, French secret agents attacked the boat with explosives while it was moored in Auckland Harbour, New Zealand. Fernando Pereira, the Greenpeace photographer on the expedition, was killed by drowning in the attack and the *Rainbow Warrior* was sunk.

Ex. 9. Find the answers in the text:

- 1) What is Greenpeace?
- 2) Where is it based?
- 3) Does it unite people from different countries?
- 4) What is the aim of this group?
- 5) What do they practically do?
- 6) In what way are their activities associated with nuclear tests?
- 7) What was the practical aim of the *Rainbow Warrior III* expedition?
- 8) When did it take place?

Ex. 10. Insert the missing words from the box:

the Rainbow Warrior III, research, environment, non-violent, direct, pollution, nuclear bombs, nuclear tests

This group wishes to protect the ... we live in. They do ..., bring problems to the attention of the public and take ... action on many issues related to environmental protection and One of the issues is the damage to the ... caused by the use of ... in experimental tests.

In July 1985 the French planned a series of ... in the Pacific Ocean. Members of Greenpeace decided to stop the tests and set off for the area in their boat -

Ex. 11. Find the English equivalents in the text:

- группа, штаб-квартира которой находится в Великобритании
- среда, в которой мы живем
- вред для окружающей среды, причиняемый испытанием ядерных бомб
- вопросы, относящиеся к защите окружающей среды

Ex. 12. Give the word families of the following words:

non-violent

↑

↑

violent → **violently**
↓
violener

pollution →
↓

↑
ecology →
↓

↑
nationality →
↓

↑
environment →
↓

↑
to protect →
↓

↑
experiment →
↓

↑
to prepare →
↓

Lesson 15

Revision

Grammatical homonyms

Ex. 1. State whether the boldfaced word is an adverb, a modal word, or a particle.

1. Miss Whitmore was truly taken by surprise. (Dreiser) 2....the time had come in which she must speak to him truly. (Trollope) 3. The hall looked exactly as it did when he used to dine there with Jack Herring. (Galsworthy) 4. My mother knew so exactly how to dress. 5. You are coming right out into life — facing it all. (Wells) 6. She would never persuade them that she had done right. (Wells) 7. "You will be sure to come?" said Mr. Snodgrass. "Oh, certainly." (Dickens) 8. Soames smiled. Certainly Uncle James had a way with him. (Galsworthy) 9. Lammlein rose. "We have fulfilled our obligations," he said pompously, and yet not quite certainly. (Heym) 10. Tom, you'll manage it and if you do I'll give you something ever so nice. (Twain) 11. I don't think I shall ever be afraid of you again, Bessie. (Сн. Bronte) 12. Fleur having declared that it was "simply too wonderful to stay indoors," they all went out. (Galsworthy) 13.-She looked at him simply, directly... (Dreiser) 14. They just came in. They are sitting in number 7 booth. (This is America) 15. I'll just tap and ask them to come out. (Dreiser) 16. I don't know just what to do. (Dreiser) 17. What are they that they should judge us? Yet they do unhesitatingly. (Shaw) 18. There was yet another source of difference between us. (Dickens) 19. But the gentleman had not finished his requests yet. (Priestley) 20. "I had another reason for suspecting the deceased woman," he said, "which appears to me to have been stronger still." (Collins) 21. He had no purpose in going about the room, but he was not still a moment. (Dickens) 22....Charlie felt sure that she was

still somewhere in London. (Priestley) 23. Old Mr. Ablewhite never made his appearance that night. (Collins) 24. Mrs. Reed was blind and deaf on the subject. She never saw him strike or heard him abuse me. (Ch. Bronte) 25. To be loved beautifully was surely the crown and climax of her being. (Wells) 26. Slowly, surely, with the secret inner process that works the destruction of an old tree, the poison of the wounds to his happiness, his will, his pride, had corroded the comely edifice of his philosophy. (Galsworthy) 27. In turn, each of these brothers was very different from the other, yet they, too, were alike. (Galsworthy) 28. They said of him that he was too serious. (This is America)

Ex. 2. State whether the boldfaced word is an adverb or a preposition.

1. Somebody outside pulled at the door. (Greene) 2. Outside it was getting dark. (Hemingway) 3. It was a nice little place and he liked the high mountain hauling up beyond. (Hemingway) 4. Outside, and beyond the road, lay the Park. (Murdoch) 5. There, just inside the door, stood a wide, shallow tray full of pots of pink lilies. (Mansfield) 6. It was dark inside. (Hemingway) 7. He wandered down the street again. (Lindsay) 8. He dressed for dinner early and was first down. (Galsworthy) 9. I drove back up the narrow road. (Hemingway) 10. They mounted up and up, through the musty smell of an old close house, little used, to a large garret bedroom. (Dickens) 11. It was just that he had never really looked into a human face before. (Warren) 12. The afternoon before the attack was spent in putting the boats ready.

Ex. 3. State whether the boldfaced word is an adverb, a conjunction, a preposition, or a postposition.

1. They were reluctant to interfere in their niece's private affairs. (Lindsay) 2. A cool March air came in through the revolving door whenever the page-boy passed the guests in or out. (Baum) 3. She came back with a package and got in and we drove on. (Hemingway) 4. Bertine and I are just on our way home, truly. (Dreiser) 5. After dinner they sat about and smoked. (Aldington) 6. After she had left me I brooded on my situation. (Clark) 7. A little before midnight the thick fog that had been falling over the city became rain. (Saroyan) 8. She thought for a moment before she replied. (Trollope) 9. You have never worked at anything like this before, have you? (Dreiser) 10. I was born there, but have never been there since I was a baby. (Trollope) 11. I knew him well, but it was some years since, and I valued him as a man of singular probity and spirit. (Trollope) 12. On one point they were in agreement — George had degenerated terribly since joining the army. (Aldington) 13. At other times he was working in his vineyard from dawn till the heat drove him to rest and then again, when it was a trifle cooler till dusk. (Maugham) 14. After tea she fulfilled that promise to herself and took Jon up the hill. (Galsworthy) 15. Rinaldi picked up the candle, lit it and went on reading. (Hemingway) 16. He glanced up reproachfully, caught the comic lift of her eyebrow just like their father's, laughed and felt better. (Galsworthy) 17. Lady Anna stood at the open window, looking across at the broad field and the river bank beyond... (Trollope) 18....there was a little hill and beyond a stone wall, an

apple orchard. (Hemingway) 19. What, after all, did an extra five minutes matter? But he would pretend to himself that they mattered beyond measure. (Mansfield) 20. But he missed Fleur, who came down last. (Galsworthy) 21. The sun was going down and the day was cooling off. (Hemingway)

Ex. 4. Define the part of speech the boldfaced words belong to.

1. The only thing is to cut the knot for good. (Galsworthy) 2. I have only just come. I have not seen him yet. (Shaw) 3. Carrie said nothing, but bent over her work. (Dreiser) 4. It seemed to him that life was hollow, and existence but a burden. (Twain) 5. You never talk anything but nonsense. (Wilde) 6. He could not go on living here alone. (Galsworthy) 7. For your suggestion alone I could have you court-martialed. (Heym) 8. Clare had made one of her greatest efforts. (Galsworthy)- 9. With age one suffered from the feeling that one might have enjoyed things more. (Galsworthy) 10. The lieutenant's exile was to be only a temporary one. (Lindsay) 11. He steeled himself with that phrase, and tiptoed on; but the next door was harder to pass. (Galsworthy) 12. His tone was different from that of his friends. (Snow) 13. The startling discovery so terrified her that she could hardly repress a sound. (Hardy) 14. He ate all that was placed before him... (Dickens) 15. Look round this room. (Dickens) 16. They were only five at a round table, and it was very pleasant indeed. (Dickens) 17. I have just returned from my round of medical visits... (Collins) 18. At that moment the woman at the fire turned round. (Mansfield) 19. Columbus intended to round Africa and thus find a waterway to India. 20. Once we got inside the dressing-room, Jack lay down and shut his eyes. (Hemingway) 21. And life, unfortunately, is something that you can lead but once. (Maugham)

Ex. 5. Translate the following text in writing:

The Miranda Warning

"You have the right to remain silent; anything you say can be used against you....", these are the words of the Miranda warning which was created as a result of 1966 United States Supreme Court case, *Miranda v. Arizona*. It began when Ernesto Miranda was arrested at his home and taken into custody to the police station, where he was identified by a witness as the man who had kidnapped and raped a woman. Police officers took Mr. Miranda into an interrogation room and two hours later emerged with a written confession signed by Mr. Miranda that also stated that the confession was made voluntarily and with full knowledge of his legal rights. The officers, however, failed to advise Mr. Miranda that he had a right to have an attorney present.



The United States Supreme Court ruled that the confession could not be used as evidence of Mr. Miranda's guilt because he was not fully advised on his legal rights, which included the right to have his attorney present. The Fifth Amendment to the United States Constitution states that no person can be deprived of life, liberty, or property, without due process of law. To ensure that other accused criminals are made aware of their constitutional rights, The Supreme Court ruled that a presence of an attorney, and that if he can not afford an attorney, one will be appointed for him prior to any questioning if he so desires. The "Miranda warning" is now applied by law officers throughout the United States as a result of this ruling.



Ex. 6. Match the following English expressions with their Russian equivalents:

- | | |
|--------------------------------|--|
| 1) credit for time in custody | a) возвращение под стражу |
| 2) defendant not in custody | b) дальнейшее содержание под стражей |
| 3) detention in custody | c) передать, препроводить под стражу |
| 4) escape by person in custody | d) допрос лица, находящегося под стражей |
| 5) in-custody confession | e) содержать под стражей |
| 6) in-custody interrogation | f) зачет времени пребывания под стражей |
| 7) person in custody | g) лицо, содержащееся под стражей |
| 8) remand in custody | h) освободить из под стражи |
| 9) retention in custody | i) побег из под стражи |
| 10) to discharge from custody | j) подсудимый, находящийся на свободе |
| 11) to keep in custody | k) признание, сделанное лицом, находящимся под стражей |
| 12) to submit to custody | l) содержание под стражей |

Ex. 7. Fill in the gaps in the text below with the appropriate words from the box:

theft; sentence; charge; fine; fingerprints; oath; arrest; evidence; cell; court; magistrate; handcuff; witnesses; investigate; detained; pleaded; found

A policeman was sent to _____ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to _____ the boy, he became violent and the policeman had to _____ him. At the police station the boy could not give a satisfactory explanation for his actions

and the police decided to _____ him with the _____ of the camera and cash. They took his _____, locked him in a _____, and _____ him overnight. The next morning he appeared in _____ before the _____. He took an _____ and _____ not guilty. Two _____, the owner of the property and a member of the hotel staff, gave _____. After both sides of the case had been heard the boy was _____ guilty. He had to pay a _____ of 50 dollars and he was given a _____ of three month in prison suspended for two years.

Ex. 8. Fill in the gaps with the prepositions from the box. Some of these can be used more than once:

before; in; to; of; with

1. He's being kept _____ custody.
2. He was sentenced _____ five years.
3. She got a sentence _____ six months.
4. He was accused _____ murder.
5. She's been charged _____ theft.
6. He appeared _____ court _____ handcuffs.
7. They were brought _____ the judge.