

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
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«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Кафедра иностранных языков

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**АНГЛИЙСКИЙ ЯЗЫК  
В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ**

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Текстовые материалы пособия служат основой для продолжения формирования словарного запаса специальной лексики и навыков перевода литературы по специальности. В учебном пособии представлены как адаптированные, так и оригинальные специальные тексты. Грамматический минимум излагается систематически в соответствии с требованиями программы и для удобства пользования пособием приводится перед началом каждого урока. Контрольные задания ставят своей целью не только проверку усвоения грамматического материала семестра и навыков перевода, но также их обобщение, повторение и закрепление, что поможет студенту легче перейти к следующему этапу в самостоятельной работе над языком.

Предназначено для студентов-бакалавров I курса заочного отделения юридического факультета.

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## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ СТУДЕНТАМ

В условиях расширяющихся международных связей в различных областях практическое владение иностранным языком приобретает все большее значение. При заочном, ускоренном обучении и получении второго высшего образования, практическое владение означает использование ранее полученных и приобретенных на занятиях знаний для эффективной профессиональной деятельности – письменного и устного делового общения, чтения материалов по специальности, извлечения и использования полученной информации.

В конце каждого семестра изучения иностранного языка проводится зачет, в конце периода изучения – экзамен. К зачету допускаются студенты, выполнившие все устные и письменные работы семестра, контрольную работу и задания для самостоятельной работы (перевод текстов, тесты по заданиям для контролируемой самостоятельной работы и пр.)

Обязательным условием успешного проведения практических занятий является домашняя подготовка к ним студентов. На занятиях рекомендуется иметь с собой письменно выполненные домашние задания и не только письменные переводы текстов, но и выписанные неизвестные слова с транскрипцией и переводом. Для подготовки к практическим занятиям в течение семестра студенты самостоятельно работают с данным учебным пособием и дополнительной литературой, отмечая в ходе этой работы вопросы, которые могут быть заданы преподавателю в аудитории.

Перед сдачей зачета студент должен предъявить тетрадь с выполненными письменными заданиями семестра и контрольную работу с рецензией. По контрольной работе и устным темам семестра проводится собеседование. На собеседовании проверяются знания лексического и грамматического материала, особое внимание уделяется тем разделам контрольной работы, в которых были допущены ошибки. При устном изложении изученной темы необходимо знать и использовать определенную профессиональную лексику, при необходимости преподаватель может спросить перевод отдельных слов. Монологическое высказывание по теме при необходимости дополняется вопросами преподавателя, на которые нужно дать развернутый ответ.

### ***Выполнение и оформление контрольной работы***

Прежде чем приступить к выполнению контрольной работы, необходимо тщательно изучить грамматический и лексический материал семестра и выполнить упражнения.

Контрольная работа должна быть выполнена аккуратно, в печатном виде или рукописном, четким почерком.

#### ***Образец оформления титульного листа:***

ФГБОУ ВПО «Самарский государственный университет»

Юридический факультет

Контрольная работа по английскому языку №1

студента группы № \*\*\*\*

\*\*\*ФИО\*\*\*

Проверил:

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Оценка: \_\_\_\_\_

Подпись: \_\_\_\_\_

«\_\_\_» \_\_\_\_\_ 20\_\_ г.

Самара 20\_\_

## ***Образец оформления контрольной работы, 2-ая стр.***

1. Письменно переведите текст “Directors and Managers”.

Directors and managers.	Директора и менеджеры.
There are many types of managers:	Существуют разные типы менеджеров:
– sales manager,	– менеджер по продажам,
– personnel manager etc.	– менеджер по персоналу и т.д.

Формулировка задания пишется по центру, английский текст (вопросы или другое упражнение) располагается слева, перевод на русский (ответы на вопросы или выполненное упражнение) пишется справа, параллельно английскому варианту. Если в задании требуется вставить слова или изменить их форму, правильный вариант нужно выделить цветом или шрифтом, например: I have lost my key, I can't find it anywhere.

Если контрольная пишется от руки, нужно писать не в каждой клетке, через строчку. Задания выполняются в той последовательности, в которой они даются в тексте контрольной работы. Следует использовать современный словарь большого объема. Контрольные работы, полностью совпадающие по ошибкам и/или форматированию печатной версии не зачитываются.

Контрольную работу нужно сдать до или в самом начале сессии. Работы, не соответствующие требованиям к оформлению, не зачитываются.

Получив проверенную преподавателем работу, нужно внимательно проанализировать ошибки. В случае необходимости, обращайтесь к преподавателю за консультацией. Все предложения, в которых были обнаружены ошибки, перепишите в исправленном виде в конце работы и предъявите преподавателю.

В процессе подготовки к зачету или экзамену рекомендуется:

- повторно прочитать и перевести наиболее трудные тексты из заданий семестра контрольных и самостоятельной работы;
- проверить усвоение слов и выражений лексического минимума;
- просмотреть по отрецензированным контрольным работам отмеченные в них ошибки;
- повторить изученные устные темы.

К экзамену по иностранному языку допускаются студенты, сдавшие зачеты за предшествующие экзамену семестры, получившие зачет по контрольным работам и выполнившие задания по самостоятельной работе.

### ***Как работать над чтением и переводом текста***

1. Прочитать весь текст. Ответить на вопрос – о чем он?
2. Определить структуру каждого предложения: подлежащее / сказуемое, грамматическое время (использовать таблицу времен), активный / пассивный залог.
3. Пользоваться большим современным словарем.
4. Выписывать перевод слова в соответствии с той частью речи, которой оно является, и значение, подходящее по смыслу к переводимому предложению.
5. Писать разборчиво, не в каждой клетке, с полями.
6. Текст переводить полностью, сохраняя очередность предложений.
7. После завершения перевода необходимо перечитать отдельные предложения и текст в целом, проверяя правильность передачи смысла и использования русского языка.
8. Уточнить непонятные моменты у преподавателя и внести поправки до сдачи работы. Работа, выполненная не до конца, с пропущенными словами / предложениями или оформленная не по правилам зачтена не будет.

## РАЗДЕЛ I

### ЗАДАНИЯ НА СЕМЕСТР

1. Повторить общие сведения о существительном, глаголе, прилагательном и т.д. (раздел 'Grammar Revision'):

- Времена действительного залога (Grammar Tenses – the Active Voice).
- Формы неправильных глаголов (Irregular Verbs).

2. Проработать и усвоить грамматический материал семестра, выполнить упражнения.

- Времена группы Indefinite (The Present Indefinite Tense, The Past Indefinite Tense, The Future Indefinite Tense).

3. Прочитать и перевести тексты уроков (1, 2, 3), выучить обязательный минимум слов по указанию преподавателя.

4. Обсудив с преподавателем объем работы, подготовить материал по самостоятельной работе и дополнительному чтению (раздел 'Additional Texts').

5. Подготовить устные темы по указанию преподавателя.

6. Выполнить контрольную работу № 1 согласно требованиям к оформлению и своевременно сдать преподавателю.



## УРОК 1

### Настоящее неопределенное время (The Present Indefinite Tense)

#### 1. Употребление

- Простое настоящее время обозначает регулярные, повторяющиеся действия, привычные для данного лица или предмета; действия происходят обычно, часто, всегда, иногда, редко,

We always watch TV in the evening. Вечером мы всегда смотрим телевизор.  
I'm usually busy during my working day. Я обычно занят в течение рабочего дня.

а также как так называемые «общеизвестные истины»:

The sun rises in the east. Солнце встает на востоке.

- В Present Indefinite часто употребляются словосочетания типа **every day** *каждый день*, **every morning** *каждое утро*, **every evening** *каждый вечер*, поскольку они по своему лексическому значению также выражают повторяемость действия. Словосочетания **every day**, **every morning**, **every evening** ставятся обычно в конце повествовательного (утвердительного и отрицательного), а также вопросительного предложений:

We read newspapers **every day**. Мы читаем газеты каждый день.

They go to the office **every morning**. Они ходят в свое учреждение каждое утро.

Однако при перечислении действий эти обстоятельства могут стоять в начале повествовательного предложения:

**Every day** we read texts, do exercises and write new words in our exercise-book. Каждый день мы читаем тексты, делаем упражнения и пишем в тетрадях новые слова.

Present Indefinite также употребляются наречия неопределенного времени, такие как **usually** *обычно*, **sometimes** *иногда*, **often** *часто*, **seldom** *редко*, **always** *всегда* и, как правило, они стоят перед смысловым глаголом:

They often read English books.      Они часто читают английские книги.

I very seldom meet him.              Я очень редко с ним встречаюсь.

I don't always read in the evening.    Я не всегда читаю по вечерам.

Однако в повествовательном предложении с глаголом to be эти наречия ставятся после глагола to be.

His marks are always good.            Его оценки всегда хорошие.

He is usually at his office in the morning.      Утром он обычно бывает в своем учреждении.

## 2. Образование

Глаголы в *утвердительной форме* времени Present Indefinite для 1 и 2 лиц единственного и множественного чисел, а также для 3 лица множественного числа совпадают с формой инфинитива без частицы to.

We often speak English.              Мы часто говорим на английском языке.

I seldom go to the theatre.            Я редко хожу в театр.

**Но:** В 3-м лице единственного числа утвердительная форма глагола образуется при помощи окончания **-s**.

She works at the institute every day.    Она работает в институте каждый день.

He usually reads English books        Он обычно читает английские книги.

Для образования отрицательной и вопросительной форм необходим вспомогательный глагол.

*Отрицательная форма* образуется при помощи вспомогательного глагола **do (does** – для 3-го лица ед.ч.) и отрицательной частицы **not**, которая ставится после вспомогательного глагола.

They **do not** (don't) come here every week. Они не приходят сюда каждую неделю.

He **does not** (doesn't) go to the library every day. Он не ходит в библиотеку каждый день.

*Вопросительная форма* образуется при помощи вспомогательного глагола **do (does** – для 3-го лица ед.ч.).

**Do** you usually ring your grandmother up? Вы обычно звоните своей бабушке?  
Yes, I do.  
No, I don't.

**Does** she sometimes translate these texts? Иногда она переводит эти тексты?  
Yes, she does.  
No, she doesn't.

### **Типы вопросов в английском языке**

Вопросы бывают общие, специальные, альтернативные, разделительные.

Рассмотрим на примере:

The teacher reads an article to the students every week.

- *Общие вопросы* (General questions) требуют ответа "да" или "нет", строятся путем постановки вспомогательного глагола перед подлежащим.

Does the teacher read an article to the students every week?

Yes, she does. / No, she doesn't.

- *Специальный вопрос* всегда начинается со специального вопросительного слова:

who (кто)

where (где)

whom (кого)

why (почему)

what (что)

how long (как долго)

which (который)

how many (сколько)

whose (чей)

how much (сколько)

when (когда)

how (как)

далее идет вспомогательный глагол, а затем идет прямой порядок слов.

Специальный вопрос можно задать к каждому члену предложения.

**What** does the teacher do every week?

**What** does the teacher read to the students every week?

**Whom** does the teacher read an article?

**When** does the teacher read an article to the students?

В специальных вопросах, обращенных к подлежащему не употребляется вспомогательный глагол. Вопросительные слова *who, what, which, whose* согласуются обычно с глаголом-сказуемым в 3-м лице единственного числа.

**Who** reads an article to the students every week?

- *Альтернативные вопросы* (Alternative questions) это вопросы выбора между двумя или более предметами, действиями или качествами, которые выражены однородными членами предложения и соединены союзом **or** или. Порядок слов в альтернативном вопросе такой же, как и в общем вопросе.

**Does** the teacher read an article to the students every week **or** every day?

- *Разделительные вопросы* (Tag questions) состоят из двух частей. Если первая часть – это утвердительное предложение, то вторая часть состоит из вспомогательного глагола с отрицательной частицей **not** и местоимения, которое заменяет подлежащее. Если первая часть – это отрицательное предложение, то вторая часть состоит из вспомогательного глагола и местоимения.

The teacher reads an article to the students every week, **doesn't she?**

The teacher doesn't read an article to the students every week, **does she?**

### Спряжение глагола **to be** в настоящем неопределенном времени

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед. ч	I am. You are. He (she, it) is.	Am I? Are you? Is he (she, it)?	I am not. You are not. He (she, it) is not.
Мн. ч	We (you, they) are.	Are we (you, they)?	We (you, they) are not.

*Порядок слов утвердительного предложения:*

I am from Russia.      He is a student.      We are good friends.

*Порядок слов вопросительного предложения:*

Are you from Russia?      Is he a student?      Are they good friends?

*Порядок слов отрицательного предложения:*

I am not from Russia.      He is not a student.      We are not good friends.

**Упражнение 1.** Вставьте глагол **to be** в Present Indefinite.

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

brother at school? - Yes, he ... . 9. ... your sister at the institute? - No, she ... not. 10. My sister ... an accountant. 11. ... Mary an office clerk? - No, she ... not. She ... a programmer. 12. We ... managers. 13. ... they experts? – Yes, they ... . 14 .My uncle ... an office-worker. 15. He ... at work. 16. He ... a student. He has a family. His family ... not in New-York, it ... in Moscow. 17. You ... colleagues. 18. ... you a tax inspector? – No, I ... not. 19. ... you engineers? – No, we ... businessmen.

**Упражнение 2.** Переведите на английский язык следующие предложения.

1. Привет, как дела? - Хорошо, спасибо, а ты как? 2. Как дела у твоих друзей? - Неплохо, спасибо. 3. Как тебя зовут? Как твоя фамилия? 4. Откуда ты? - Он из России, он студент. Он не женат. 5. Мои любимые цвета - черный и зеленый. 6. Какого цвета ваша машина? 7. Я интересуюсь музыкой. 8. Мы - хорошие друзья. 9. Она не дома сейчас, она на работе. 9. Он опоздал? - Нет, он вовремя. 10. Вы устали? - Да.

**Упражнение 3.** Прочитайте и переведите следующий текст.

## **CRIME AND CRIMINALS**

The notion of crime is inevitably connected with people who commit them – criminals.

Theorists of criminal law have always been interested in the question of causes of crime. Throughout several centuries in given occasion there was an active discussion and that is why I would like to state the basis of theories, giving the answer to this question. They are theological and ethical, biological, psychological and psychiatric, climatic, social environment, multiple causation theories.

The oldest theory, based on theology and ethics, is that criminals are perverse persons who deliberately commit crimes or who do so at the investigation of the devil. Although this idea has been discarded by modern criminologists, it persists among uninformed people and provides the rationale for the harsh punishment still meted out to criminals in many parts of the world.

The next theory put out by the German physician and anatomist Franz Joseph Gall, who tried to establish relationships between skull structure and criminal proclivities.

A more sophisticated theory- a biological one- was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with certain recognizable hereditary physical traits. Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted to relate criminal behavior to national, or physical environment.

Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement attributed crime mainly to the influence of poverty. Some theorists relate the incidence of crime to the general state of a culture, especially the impact of economic crises, wars, and revolutions and the generated sense of insecurity and up rootedness to which these forces give rise.

The final major group of theories is psychological and psychiatric. Studies by such 20th century investigators indicated that about one-fourth of a typical convict population is psychotic, neurotic, emotionally unstable and another one-fourth is mentally deficient. Since the mid 20th century, the notion that crime can be explained by any single theory has fallen into disfavor among investigators. Instead, experts incline to so-called multiple factor, or multiple causation theories.

The theory created in the 20th is the most persuasive. It is a conglomerate of all previous concepts. The concept of crime can't be considered without criminals- people who commit crimes. I'd like to say that each criminal reflects its time, its epoch. For example, Colonia Agrippina A.D. 16-59. As Roman empress, married to the emperor Claudius, she is remembered mostly for leaving poisoned hem in A.D. 54 in order for her son, Nero to take into throne. The sister of Caligula and a cruel ambitions woman, she is said to have murdered her previous husband as well.

Another notorious criminal was Jack the ripper. He was a mysterious killer who terrorized the East End of London in the autumn of 1888. His victims, all women, were killed by having their throats cut, and in many cases the bodies were savagely mutilated as well.

Moreover, I'd like to add about Alessandro Cagliostro, after getting some knowledge of the supernatural, he appeared in Malta as the great Count Cagliostro, specialists in medicine, magic and all Kinds of strange arts. Count Cagliostro became famous as a charlatan of confidence trickster, as we would call him today.

Absolutely, crimes are the reasons of public instability. Each state struggles with crimes by all possible means, but it is useless to fight against the phenomenon which reasons are unknown.

**Упражнение 4.** Ответьте на следующие вопросы:

1. What are the basic theories explaining the causes of crime?
2. Why do people become criminals (express your opinion)?
3. Who are the most notorious criminals in the world history?
4. What should the society do in order to decrease the number of criminals?

**Упражнение 5.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Преступные наклонности, более изощренная теория, суровое наказание, отказываться, криминалисты, советы по условно-досрочному освобождению, освобождение на поруки несовершеннолетних, сдерживающее средство, наследственные черты, установить отношения, совершить преступление, влияние бедности, чувство незащищенности.

**Упражнение 6.** Заполните пропуски, используя правильную форму глагола (при необходимости, добавляя вспомогательный глагол).

1. How many languages \_\_\_\_\_ (you/speak)?
2. What time \_\_\_\_\_ (the banks/close) in Britain?
3. I have a car but I \_\_\_\_\_ (not/use) it very often.
4. This shop \_\_\_\_\_ (open) at 9.00 and \_\_\_\_\_ (close) at 18.30 every day.
5. What \_\_\_\_\_ (you/do)? I'm a lawyer.
6. Where \_\_\_\_\_ (your father/come) from? He \_\_\_\_\_ (come) from Scotland.
7. George \_\_\_\_\_ (not/go) to the cinema very often.
8. I \_\_\_\_\_ (play) the piano, but I \_\_\_\_\_ (not/play) very well.
9. I don't understand the word 'freight'. What \_\_\_\_\_ ('freight'/mean)?
10. How many letters \_\_\_\_\_ (you/write) a day?



**Упражнение 7.** Используйте данные предложения для составления специальных вопросов, начиная со слов в скобках.

- 1 Anna plays tennis. (How often?)
- 2 I get up in the morning. (What time / usually?)
- 3 Alex works. (Where?)
- 4 My car breaks down. (How often?)
- 5 People do stupid things. (Why?)
- 6 We discuss his projects. (When?)
- 7 I go to the theatre. (How often?)

**Упражнение 8.** Переведите на английский язык следующие предложения.

1. Я живу в Самаре. 2. Где ты живешь? 3. Он живет в Лондоне. 4. Я пью чай, я не люблю кофе. 5. Она работает старательно. 6. Я говорю по-русски и по-английски. 7. Где он? – Извини, не знаю. 8. Что означает это слово? 9. Что ты имеешь в виду? 10. Что ты делаешь? / *в значении чем занимаешься, где работаешь* 11. Сколько это стоит? – Это стоит £ 20. 12. Я не хочу ехать туда. 13. Они не любят вечеринки. 14. Тебе нравится твоя работа? – Да.

## УРОК 2

### Прошедшее неопределенное время (The Past Indefinite Tense)

#### 1. Употребление

- Простое прошедшее время служит для выражения действия, которое совершалось в прошлом. Это время употребляется для констатации фактов и для изложения последовательных событий. Время действий истекло.

I worked in the garden yesterday.                      Я работал вчера в саду.

- В Past Indefinite часто употребляются следующие обстоятельства времени: **yesterday** *вчера*, **last week (month, year)** *на прошлой неделе (в прошлом месяце, в прошлом году)*, **last time** *в прошлый раз*, **two days(five years) ago** *два дня (пять лет) тому назад*, **in 1920** *в 1920 году* и т.п.

## 2. Правильные и неправильные глаголы

По способу образования форм прошедшего времени все глаголы делятся на 2 группы - правильные и неправильные:

work – worked – worked (правильный глагол)

write – wrote – written (неправильный глагол)

**Примечание:** В дальнейшем формы неправильных глаголов будут даны в приложении. Эти формы следует заучивать. Целесообразно запоминать три формы сразу.

## 3. Образование

*Утвердительная форма* правильных глаголов в Past Indefinite образуется путем прибавления окончания **–ed** к основе глагола.

He **watched** TV yesterday. Он смотрел телевизор вчера.

Неправильные глаголы образуют форму прошедшего времени группы Indefinite другим способом.

to go – went – gone

to speak – spoke – spoken

В Past Indefinite используется 2 форма глагола.

They **went** to the library last week. На прошлой неделе они ходили в библиотеку.

Отрицательная форма как правильных, так и неправильных глаголов, образуется при помощи вспомогательного глагола **did**, отрицательной частицы **not** и инфинитива смыслового глагола без частицы to (1 форма глагола). В разговорной речи часто употребляется сокращенная отрицательная форма **didn't**.

He **did not** speak. Я не говорил.

I **did not** work. Я не работал.

Вопросительная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола **did**, который ставится перед подлежащим.

**Did** he work?

Он работал?

Yes, he did.

No, he didn't.

**Did** they speak?

Они говорили?

Yes, they did.

No, they didn't.

**Упражнение 1.** Прочитайте и переведите следующий текст на русский язык.

## CRIME AND PUNISHMENT

No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are perverse persons who deliberately commit crimes or who do so at the instigation of the devil or other evil spirits.

A more sophisticated theory - a biological one - was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crime were committed by person who are born with certain recognizable hereditary physical traits.

Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted to relate criminal behavior to natural, or physical environment.

Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement, attributed crime mainly to the influence of poverty. They pointed out that person who is unable to provide adequately for himself and his family through normal legal channels are frequently drive into theft, burglary, prostitution and other offences.

The final major group of theories is psychological and psychiatric. Studies by such 20th century investigators have indicated that about one-fourth of a typical convict population is psychotic, neurotic, or emotionally unstable and another one-fourth is mentally deficient.

Since the mid-20th century, the notion that crime can be explained by any single theory has fallen into disfavor among investigators. Instead, experts incline to so-called multiple factor, or multiple causation theories. They reason that crime springs from a multiplicity of conflicting and converging influences - biological, psychological, cultural, economic and political.

The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine. Punishment describes the imposition by some authority of a deprivation - usually painful - on a person who has violated a law, a rule, or other norm. When the violation is of the criminal law of society there is a formal process of accusation and proof followed by imposition of a sentence by a designated official. Informally, any organized group - most typically the family, may punish perceived wrongdoers.

Because punishment is both painful and guilt producing, its application calls for justification. There are four basic justifications have been given retribution, deterrence, rehabilitation, and incapacitation.

Criminal sentences ordinarily embrace four basic modes of punishment. In descending order of severity these are: incarceration, community supervision, fine, and restitution. The death penalty is now possible only for certain types of atrocious murder and treason.

Punishment is an ancient practice whose presence in modern cultures may appear to be out of place because it purposefully inflicts pain. In the minds of most people, however, it continues to find justification.

**Упражнение 2.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Лишение, невротический, умственно отсталый, тюремное заключение, ограничение правоспособности, надзор, восстановление в правах, злостный, государственная измена, смертная казнь, причинить боль, назначенное должностное лицо.

**Упражнение 3.** Ответьте на следующие вопросы:

1. What are the theories explaining the reasons of crime?
2. In your opinion, what does “punishment” mean?
3. What kind of punishment do you know?
4. What are four basic justifications?
5. How do you understand the purpose of state punishment?
6. How should state punishment be organized?

**Упражнение 4.** Прочитайте предложение о настоящем и напишите предложение о прошлом.

Пример: Jim usually gets up at 7.30. - Yesterday he got up at 7.30.

1. Jim usually wakes up early. Yesterday morning ...
2. Jim usually walks to work. Yesterday ...
3. Jim is usually late for work. Yesterday ...
4. Jim usually has a sandwich for lunch. Yesterday ...
5. Jim usually goes out in the evening. Yesterday evening...
6. Jim usually sleeps very well. Last night ...

**Упражнение 5.** Заполните пропуски глаголами в соответствующей форме прошедшего времени.

*hurt    teach    spend    sell    throw    fall    catch    buy    cost*

Пример: I was hungry, so I bought something to eat in the shop.

- 1 Tom’s father \_\_\_\_\_ him how to drive when he was 17.
- 2 Don \_\_\_\_\_ down the stairs this morning and \_\_\_\_\_ his leg.
- 3 We needed some money so we \_\_\_\_\_ our car.
- 4 Lisa \_\_\_\_\_ a lot of money yesterday. She \_\_\_\_\_ a dress that \_\_\_\_\_ \$ 50.
- 5 James \_\_\_\_\_ the ball to Sue who \_\_\_\_\_ it.

**Упражнение 6.** Ваш друг вернулся из поездки и вы расспрашиваете его о ней.

Примеры: where/go? - Where did you go?

food/good? - Was the food good?

1. how long / stay there?
2. stay in a hotel?
3. go alone?
4. how / travel?
5. the weather / fine?
6. what / do in the evenings?
7. meet any interesting people?

**Упражнение 7.** Заполните пропуски глаголами в соответствующей форме. Все предложения - о прошлом.

Пример: I didn't go to work yesterday because I wasn't very well.

1. We \_\_\_\_\_ (not / eat) anything because we \_\_\_\_\_ (not / be) hungry.
2. I \_\_\_\_\_ (not / rush) because we \_\_\_\_\_ (not / be) in a hurry.
3. Jamie \_\_\_\_ (not / have) breakfast this morning because she \_\_\_\_ (not / have) time.
4. She \_\_\_\_\_ (not / be) interested in the book because she \_\_\_\_\_ (not / understand) it.

### УРОК 3

#### Будущее неопределенное время (The Future Indefinite Tense)

##### 1. Употребление

- Простое будущее время обозначает действие, которое будет происходить в будущем. Момент действия точно не указан.

I will read tomorrow.

Я буду читать завтра.

- В данном времени часто употребляются следующие обстоятельства времени: **tomorrow** *завтра*, **next week (month, year)** *на следующей неделе (в следующем месяце, году)*.

##### 2. Образование

*Утвердительная форма* времени Future Indefinite образуется при помощи вспомогательных глаголов **will** и инфинитива смыслового глагола без **to**.

I will come to see you next week. Я приду к тебе на следующей неделе.

Отрицательная форма данного времени образуется при помощи отрицательной частицы **not**, которая ставится непосредственно после вспомогательного глагола:

You **will not** work tomorrow. Вы не будете работать завтра.

В разговорной речи употребляются сокращенные отрицательные формы вспомогательных глаголов: **won't**.

He **won't** be in till nine. Его не будет до девяти часов.

Для образования *вопросительной формы* вспомогательный глагол **will** ставится перед подлежащим.

**Will** you go to the theatre next month? Вы пойдете в театр в следующем месяце?

Наряду с Future Indefinite будущее действие выражается также посредством:

1. Present Continuous для обозначения будущего действия, когда выражается намерение совершить действие или уверенность в его совершении:

They **are leaving** by the five o'clock train. Они **уезжают** пятичасовым поездом.

2. Present Continuous глагола to go в сочетании с инфинитивом другого глагола:

I **am going to send** him a telegram. Я **собираюсь послать** ему телеграмму.

3. Present Indefinite для выражения будущего действия с глаголами, обозначающими движение:

The ship **sails** tomorrow. Пароход **уходит** завтра.

4. Future Continuous для выражения действия недлительного характера, намерение совершить действие или уверенность в его совершении:

**I shall be writing** to him tomorrow.    **Я буду писать (напишу)** ему завтра.

Эти способы выражения будущего действия очень часто употребляются в разговорной речи вместо Future Indefinite (в особенности Present Continuous глагола to go с инфинитивом). Они не употребляются, когда совершение действия в будущем ставится в зависимость от внешних обстоятельств, т.е. когда будущее действие обуславливается придаточным предложением времени, условия, причины и т.д. В этих случаях употребляется Future Indefinite:

I shall send him a telegram, if I do not receive an answer to my letter.    Я пошлю ему телеграмму, если не получу ответа на свое письмо.

**Упражнение 1.** Заполните пропуски в предложениях, используя I'll + необходимый глагол.

Пример: I'm too tired to walk home. I think I'll get a taxi.

1 I feel a bit hungry. I think \_\_\_\_\_ something to eat.

2 It's too late to telephone Tom now. \_\_\_\_\_ him in the morning.

3 'It's cold in this room.' 'Is it? \_\_\_\_\_ on the heating then.'

4 'We haven't got any cigarettes.' 'Oh, haven't we? \_\_\_\_\_ and get some.'

5 'Did you write that letter to Jack?' 'Oh, I forgot. Thanks for reminding me. \_\_\_\_\_ it this evening.'

6 'Would you like tea or coffee?' '\_\_\_\_\_ coffee, please.'

**Упражнение 2.** Теперь вам нужно использовать I think I'll... или I don't think I'll.... Прочтите ситуацию и напишите свое предложение относительно событий в будущем.

Пример: It's cold. You decide to close the window.    *I think I'll close the window.*

It's raining. You decide not to go out.    *I don't think I'll go out.*



1. You feel tired. You decide to go to bed. I \_\_\_\_\_
2. A friend offers a lift in his car but you decide to walk. Thank you, but \_\_\_\_\_
3. You arranged to play tennis. Now you decide that you don't want to play.  
\_\_\_\_\_
4. You were planning to go swimming. You decide you don't want to go. \_\_\_\_\_

**Упражнение 3.** Прочитайте и переведите следующий текст на русский язык.

### **IMPRISONMENT: RETRIBUTION OR REHABILITATION**

A prison is an institution for the confinement of persons convicted of major crimes or felonies. In the 19<sup>th</sup> and the 20<sup>th</sup> centuries, imprisonment replaced corporal punishment, execution and banishment as the chief means of punishing serious offenders. Modern prisons are quite diverse, but it is possible to make some generalizations about them. In all but minimum - security prisons, the task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns. 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 name that imply that their purpose is treatment or correction rather than punishment. Women are normally held in separate prisons. Prisoners who are not considered a danger to the community or open prisons.

There are many possible reasons that might be given to justify or explain why someone ought to be punished; here follows a broad outline of typical, possibly contradictory justifications.

Some punishment includes work to reform and rehabilitate the wrongdoer so that they will not commit the offence again. This is distinguished from deterrence, the goal here is to change the offender's attitude to what they have done, and make them come to see that their behaviour was wrong. Rehabilitation means; To restore to useful life, as through therapy and education'

or 'To restore to good condition, operation, or capacity'. The assumption of rehabilitation is that people are not natively criminal and that it is possible to restore a criminal to a useful life, to a life in which they contribute to themselves and to society.

This theory of punishment is based on the notion that punishment is to be inflicted on an offender so as to reform him/her, or rehabilitate them so as to make their reintegration into society easier. Punishments that are in accordance with this theory are community service, probation orders, and any form of punishment, which entails any form of guidance and aftercare towards the offender.

This theory is founded on the belief that one cannot inflict a severe punishment of imprisonment and expect the offender to be reformed and to be able to re-integrate into society upon his release. Humanitarians have, over the years, supported rehabilitation as an alternative, even for capital punishment.

Retribution sets an important standard on punishment the transgressor must get what he deserves, but no more. Therefore, a thief put to death is not a retribution, a murderer put to death is. Adam Smith, who is credited as the father of Capitalism, wrote extensively about punishment. In his view, an important reason for punishment is not only deterrence, but also satisfying the resentment of the victim. Moreover, in the case of the death penalty, the retribution goes to the dead victim, not his family. (So, to extend Smith's views, a murderer can be spared the death penalty only by the victim's express wish, made when he was alive.) One great difficulty of this approach is that of judging exactly what it is that the transgressor "deserves". For instance, it may be retribution to put a thief to death if he steals a family's only means of livelihood; and mitigating circumstances may lead to the conclusion that the execution of a murderer is not retribution.

The above-mentioned opinions often inform debates about the goal of incarceration: should the emphasis be on retribution or rehabilitation? Arguments have been made on both sides of the issues. Those who favor retribution often contend that the practice serves both as revenge for the wrongdoer and for society, i.e., "paying one's debt to society" and as a deterrent against further crime. On the other hand, those who favor rehabilitation argue that by trying to change a criminal's behavior, recidivism rates can be reduced, and both the criminal and society can benefit from improvement.

**Упражнение 4.** Ответьте на следующие вопросы:

1. What is a prison?
2. What are the purposes of incarceration?
3. How are these purposes obtained?
4. What does the term “retribution” mean?
5. What does rehabilitation mean?
6. How should an offender be rehabilitated into society?
7. What task is given the priority in security prisons?

**Упражнение 5.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Казнь, ссылка, неосужденные заключенные, кровная месть, заключенные, отбывающие пожизненный срок, телесное наказание, жестокость, несовершеннолетние преступники, закоренелый преступник(и), отбывать более длительный приговор, исправительные учреждения, тюрьма с повышенными мерами безопасности, устрашение, налагать наказание.

## УРОК 4

### Пассивный залог

В тех случаях, когда действие совершается самим подлежащим, глагол употребляется в активном залоге (The Active Voice).

We **print** newspapers every day. – Мы печатаем газеты каждый день.

Если же действие совершается над подлежащим, то глагол употребляется в пассивном залоге (The Passive Voice).

Newspapers **are printed** every day. – Газеты печатаются каждый день.

Пассивный залог образуется с помощью вспомогательного глагола **to be** и **третьей** формы смыслового глагола. В зависимости от того, в каком времени стоит вспомогательный глагол, образуется время. В Present Indefinite глагол *to be* имеет формы *am*, *is* или *are*, в Past Indefinite - *was* или *were*.

The flowers **are watered** in the morning. – Цветы поливают утром.

The flowers **were watered** in the morning. – Цветы полили утром.

Пассивный залог употребляется в тех случаях, когда мы не знаем или когда нам не важно, кем совершается действие.

He **was given** a book. – Ему дали книгу.

The article **will be written**. – Статья будет написана.

Если есть необходимость упомянуть действующее лицо, оно вводится предлогом *by*. I **was given** a book by him. – Он дал мне книгу.

**Упражнение 1.** Назовите залог и переведите.

1. I tell. .... I am told. ....
2. He helps. .... He is helped. ....
3. They are invited. .... They invite. ....
4. She asked. .... She was asked. ....
5. We were called. .... We called. ....
6. You give. .... You are given. ....
7. I showed. .... I was shown. ....
8. They remember. .... They are remembered. ....
9. She answered. .... She was answered. ....
10. He was advised. .... He advises. ....

**Упражнение 2.** Используйте глаголы, данные в скобках, в Present Indefinite Passive.

1. Bread ..... (to eat) every day.
2. The students ..... (to ask) at the lessons.
3. Many houses ..... (to build) in our city.
4. A very nice dress ..... (to sell) in this shop.
5. Letters ..... (to receive) every week.
6. Many trees ..... (to plant) in the parks.
7. The boy ..... (to tell) a fairy-tale every evening.
8. My cat ..... (to give) milk in the morning.
9. Some questions ..... (to ask) every lesson.
10. The books by Agatha Christie ..... (to read) all over the world.

**Упражнение 3.** Впишите глаголы, данные в скобках, в Past Indefinite Passive.

1. The letter..... (to bring) yesterday.
2. I ..... (to show) to the doctor.
3. He ..... to ask) for help.
4. George ..... (to give) soup for dinner.
5. The window ..... (to break) last week.
6. The telegrams ..... (to send) an hour ago.
7. The mushrooms ..... (to gather) yesterday.
8. I ..... (to teach) to ride a bicycle last summer.
9. The cake ..... (to eat) in the morning.
10. The books ..... (to buy) last month.

**Упражнение 4.** Впишите в предложения обстоятельства времени, данные в рамке.

every year, last week, usually, in the 18<sup>th</sup> century, every week, last year, often, in winter, in autumn, on Monday, every day

1. I am ..... given good marks.
2. The fence was painted .....
3. The car .....washed.
4. The house isn't lived in .....
5. The TV set was repaired .....
6. The newspapers are brought .....
7. The flowers are watered .....
8. The grass was cut .....
9. The city was founded .....
10. Many trees are planted .....

**Упражнение 5.** Подчеркните правильную форму глагола и измените, где нужно, порядок слов.

1. The work (is done / was done) yesterday.
2. The key usually (is left / was left) here.
3. The children (are told / were told) an interesting story on Tuesday.
4. The vase (is broken / was broken) last week.
5. This tea often (is advertised / was advertised) on television.
6. America (is discovered / was discovered) by Columbus.
7. Money usually (is kept / was kept) in a safe.
8. Mother sometimes (is helped / was helped) with the housework.
9. Some letters (are received / were received) yesterday.
10. The wall (is painted / was painted) last month.

**Упражнение 6.** В каждом из этих предложений измените активный залог на пассивный.

1. My parents give me presents every birthday.
2. People often talk about her.
3. I brought home a box of sweets.
4. The boy caught a fish.
5. She wrote a composition.
6. A famous artist decorated the hall.
7. They showed us the way to the library.
8. He reads books every day.
9. Grandfather feeds our dog.
10. This tree protects the flowers.

**Упражнение 7.** Подчеркните правильную форму глагола.

1. This bag (bought / was bought) on Saturday.
2. I (bought / was bought) some flowers.
3. He (repaired / was repaired) my car very quickly.
4. This house (repaired / was repaired) in summer.
5. Some songs always (sing / are sung) quietly.

6. Somebody always (sings / are sung) in the yard.
7. This magazine (brings / is brought) every month.
8. The postman (brings / is brought) letters every month.
9. Everybody (knows / is known) the plays of William Shakespeare.
10. William Shakespeare's plays (knows / is known) all over the world.

**Упражнение 8.** Составьте предложения, расположив слова в правильном порядке.

1. is Mary at asked always the lessons
2. founded in the was town 16<sup>th</sup> century the
3. last shown interesting on night a film TV very was
4. were these planted not yesterday flowers
5. stories are the every told evening children some
6. to asked I the was window open
7. this by the is teachers all liked student
8. was the a ago house destroyed month
9. read the are by Pushkin books everywhere

**Упражнение 9.** Прочитайте и переведите следующий текст.

### **THE JURY SYSTEM**

The jury system is the ordinary citizen's link with the legal process. It is supposed to safeguard individual liberty and justice because a commonsense decision on the facts either to punish or acquit is taken by fellow citizens rather than by professionals.

Basically, one could name two sides of the same coin. One of the problems nowadays is that jurors don't take their duty seriously. Many of the people who do it think that it is inconvenient, often a waste of time, and a loss of income (jurors only receive a small sum of money for jury duty). Many jurors have to wait for days in unpleasant waiting rooms, and then sit for weeks in an uncomfortable courtroom on a hard chair. Some members of the legal profession are also worried about the ability of some jurors. For instance, you often find that juries contain some people who cannot read very well, and juries do not always have enough "well-educated" people who can understand what is hap-

pening. Moreover there is also the cost: the payment of jurors is not a lot for the individual, but costs the country over 30 million pounds a year, e.g. in Britain.

The reverse of the medal is the representation of a person's fundamental right to be judged by his or her equals, that's to say, twelve men and women who come from different sections of society. It may not be a perfect system but what is the alternative? Judges come from a very narrow cross section of society, so it would be impossible for them to represent the views of most ordinary people. In addition it gives ordinary citizens responsibility in their community and a real sense of contributing to society. The jury system is expensive, and the cost is going up all the time, but do we want to live in a society where justice is decided by money? When we are making decisions about people's lives, we must do everything possible to be fair and just. Money should not be an issue in the discussion on the grounds that a life of each person is priceless and invaluable.

Coming to the describing of a jury trial it is necessary to say that the events in it happen in a particular order.

The 1<sup>st</sup> step is the selection of the Jury. It consists of the selection of a jury panel, taking of the oath, the process of questioning called *Voir Dire* and challenging a juror. The first type of challenge is challenging for cause, which means that the lawyer has a specific reason for thinking that the juror would not be impartial. The second type of challenge is called a peremptory challenge, which means that the lawyer does not have to state a reason for asking that the juror be excused. Those jurors who have not been challenged become the jury to the case. Depending on the kind of case, there will be either six or twelve jurors (in the common law system). The judge may also allow selection of one or more alternate jurors, who will serve if one of the jurors is unable to do so because of illness or any other reasonable excuse.

The 2<sup>nd</sup> step of the trial includes opening statements. The lawyers for each side discuss their views of the case and present a general picture of it.

The 3<sup>rd</sup> step is the presentation of evidence. All parties are entitled to present evidence. The juror's duty is to decide the weight or importance of evidence or testimony allowed by the judge. A juror is also a sole judge of the credibility of witnesses.

Following presentation of all the evidence, the judge instructs the jury on the laws that are to guide the jury in their deliberations on a verdict. It is the 4<sup>th</sup> step of the proceedings.



Step 5 consists of closing arguments, in which the lawyers summarize the case from their point of view.

And the last, 6<sup>th</sup> step, is Jury Deliberation. The jury retires to the jury room to conduct the deliberations on the verdict in the case they have just heard. When a verdict is reached, the foreman presents it in the courtroom.

Jury verdicts do not need to be unanimous in civil cases. Only ten jurors need to agree upon a verdict if there are 12 jurors: five must agree if there are six jurors. In criminal cases the verdict must be unanimous, that is, all jurors must agree that the defendant is guilty in order to overcome the presumption of innocence. By the way, in Russia we can find the institution of jury only within criminal cases, a jury panel brings in a verdict only in major felony cases. The jurors must seek to bring in a verdict unanimously. If they fail to make a decision during 3 hours, they have to vote.

To be eligible for jury service you must be over 18 years of age, a citizen of the state, able to communicate in the language the process is held and if you have been convicted of a felony you must have had your civil rights restored.

In order to do your job you do not need any special knowledge or ability. It is enough to keep an open mind, concentrate on the evidence being presented, use your common sense, be fair and honest. Finally, you should not be influenced by sympathy or prejudice: it is vital that the juror is impartial with regard to all people and all ideas.

**Упражнение 10.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Сограждане, быть беспристрастным, предубеждение, отбор присяжных, состав присяжных, принять присягу, отвод присяжного, отвод присяжного по причине (мотивированный), отвод присяжного без причины (немотивированный), запасные присяжные, вступительное слово, заключительное слово, обсуждение присяжными, единогласное решение.

**Упражнение 11.** Ответьте на следующие вопросы:

1. Why is the jury system considered to be a link with the legal process?
2. What are two sides of the same coin?
3. What are the steps of a trial?

4. Who is entitled to present evidence?
5. What does the judge say on the instructions?
6. Who presents closing arguments?
7. What happens during jury deliberations?

## **КОНТРОЛЬНАЯ РАБОТА № 1**

### **Вариант 1**

Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы (см. Методические рекомендации студентам).

### **SOCIAL MORALITY, RULES AND LAWS**

The English word "law" refers to limits upon various forms of behavior. Some laws are descriptive: they simply describe how people usually behave. Other laws are prescriptive - they prescribe how people ought to behave.

In all societies relations between people are regulated by prescriptive laws. Some of them are customs - that is, informal rules of social and moral behavior. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural groups. And some laws are made by nations and enforced against all citizens within their power.

The rules of social institutions are more formal than customs. They carry penalties for those who break them. They are not, however, enforceable by any political authority.

Customs need not be made by governments, and they need not be written down. We learn how we should behave in society through the instruction of family and teachers, the advice of friends, and our own experience. Sometimes, we can break the rules, or break a very important one, other members of society may criticize us, act violently toward us or refuse to have anything to do with us. The ways in which people talk, eat and drink, work and relax together are usually guided by many such informal rules which have very little to do with laws created by governments.

However, when governments make laws for their citizens, they use a system of courts backed by the power of the police. Of course, there may be instances where the law is not enforced against someone (for example when young children commit crimes).

I. Переведите с английского языка на русский:

To behave; limits; prescribe; customs; to belong to; to accept; moral behavior; however; one's own experiences; to refuse to have anything to do with smb; to be guided by smth; to commit crimes.

II. Переведите с русского языка на английский:

Предписанный; регулировать; проводить законы в жизнь; нести наказание; нарушать (законы); политическая власть; страдать; постоянно; вести себя жестоко по отношению к кому-либо; создавать; подчеркивать; отдельный случай.

III. Заполните предложения необходимыми по смыслу словами.

1. Prescriptive laws ... how people ought to behave.
2. Some laws are made by ... and enforced against all citizens within their power.
3. ... carry penalties for those people who break them.
4. ... need not be written down.

IV. Верны или неверны следующие предложения:

1. There are two kinds of laws: descriptive and prescriptive.
2. Customs are more formal than the rules of social institutions.
3. Customs are made by governments and they are written down.
4. When young children commit crimes the law is not enforced against them.

V. Ответьте на вопросы:

1. What does the English word "law" refer to?
2. What is the difference between descriptive and prescriptive laws?

3. What is the difference between the rules of social institutions and customs?
4. Are there any instances where the law is not enforced against someone?

VI. Перепишите и переведите предложения, определяя видовременную форму глаголов.

1. The jury system became more firmly established and trial by jury became compulsory.
2. Over the past two centuries, the Constitution has also had considerable influence outside the United States.
3. They explained now they had planned the robbery. 4.1 was reading a book when the police came.

VII. Поставьте прилагательные в необходимые формы сравнения.

1. The profession of a lawyer is one of the (important) in the law-governed state.
2. The Queen is the (official) Head of State.
3. Lawyers' salaries are (great) than those of many other professionals.
4. This barrister has as (many) clients as that one.
5. The (little) the evidence, the (difficult) to find a murderer.

VIII. Перепишите и переведите предложения на русский язык, обращая внимание на перевод конструкции there is (there are/there was/there were).

1. There are 435 members in the House of Representatives.
2. Twenty-five years ago, there was one lawyer for every 700 people.
3. There were a lot of counterfeit banknotes in circulation.
4. There will be a lot of evidence that proves this fact.

IX. Заполните пропуски глаголами в соответствующей форме. Все предложения – о прошлом.

*buy sell spend win lose waste pay find cost give*

- 1 My car was five years old so I \_\_\_\_\_ it and \_\_\_\_\_ a new one.
- 2 I was very sad when I \_\_\_\_\_ my watch in the street. It was a present from my wife and it \_\_\_\_\_ her a lot of money. Fortunately, somebody \_\_\_\_\_ it the next day and took it to a Police Station.

3 I \_\_\_\_\_ over \$ 2,000 for my computer, but it isn't worth very much now.

4 My father \_\_\_\_\_ me \$ 50 last week but I \_\_\_\_\_ most of it on a ticket for a concert on Friday.

5 Last week somebody \_\_\_\_\_ \$ 1m in a game on television. It was incredibly exciting.

6 I'm afraid I \_\_\_\_\_ my money on those CDs because I never play them.

X. Ответьте на вопросы, используя данные в скобках слова.

Пример: When do you think he'll arrive? (expect / tonight)

I expect he'll arrive tonight.

1 What do you think she'll say? (probably / nothing) She \_\_\_\_\_

2 Where do you think he'll go? (expect / London) I \_\_\_\_\_

3 When do you think they'll leave? (think / tomorrow) I \_\_\_\_\_

4 How do you think we'll get there? (expect / by train) I \_\_\_\_\_

5 When do you think we'll be back? (think / quite soon) I \_\_\_\_\_

6 Do you think he'll miss her? (I'm sure / very much) Yes, \_\_\_\_\_

## КОНТРОЛЬНАЯ РАБОТА № 1

### Вариант 2

Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы (см. Методические рекомендации студентам).

### ANCIENT SYSTEMS OF LAW

One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, who lived in about 1900 B.C., and whose stone figure we can see in the British Museum in London. Another early code is the code of Hebrew Law contained in the Bible.

In Greece each city state had its own law, some laws were common to many states. In the seventh century B.C. the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts

for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of a jury listened to speeches made by the persons who had brought the case before them, and by their friends. Barristers did not participate in court proceedings, but professional speech writers sometimes prepare speeches.

Roman law is one of the greatest systems that has ever existed. It was based upon custom, and by A.D. 528 the quantity of Roman law had become so immense that The Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws.

Roman law had a deep influence upon the law of the world. It had a strong influence of most European countries and some influence on Anglo-Saxon law, which is the other great law system of the world. After many years Roman law reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province has its own laws. The Napoleonic Code was a splendid achievement, and it has influenced the law of many countries in Europe and South America.

Notes:

B.C. (before Christ) – до нашей эры

Hebrew Law – древнееврейское право

A.D. (Anno Domini) (лат.) – нашей эры

I. Переведите с английского языка на русский:

Code; state; a law-giver; non-criminal cases; a jury; to participate; to exist; to be based upon; quantity; to have a deep influence upon a great revival of learning.

II. Переведите с русского языка на английский:

Каменная фигура; содержащийся; излагать в письменной форме; обеспечивать; выносить вердикт; судебное разбирательство; огромный; появиться снова; приводить в систему; достижение.

III. Закончите следующие предложения:

1. One of the earliest systems of law was ...
2. The Greeks began to put their laws into writing in ...
3. The Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws because ...
4. In France each province had its own laws until ...

IV. Верны или неверны следующие утверждения:

1. The Book of Exodus in the Bible contains the code of Hebrew Law.
2. About 794 B.C. Solon, the famous Athenian law-giver, provided a new code of law.
3. Barristers participated in court proceedings.
4. Many European countries began to use Roman law in their courts.

V. Ответьте на вопросы:

1. What ancient systems of law do we have knowledge of ?
2. What book contains one of the earliest systems of law ?
3. When did the Greeks begin to put their laws into writing ?
4. What is one of the greatest systems of law ?
5. What system of law had a great influence on the law of the world ?

VI. Перепишите и переведите предложения, определяя видовременную форму глаголов в пассивном залоге.

1. The law on partnership was codified by the Parliament in 1972.
2. Customs are not created by societies consciously.
3. Many general customs have been adopted by the courts and have become laws.
4. Roman law was used in the courts by many European countries.

VII. Перепишите и переведите предложения, подчеркните модальные глаголы.

1. The custom must not be unreasonable.
2. Preparing a bill for submission to Parliament may take many months.
3. The Lords can merely delay bills which they don't like.
4. They should participate in the movement aiming to bring about fundamental change.

VIII. Перепишите и переведите следующие предложения на русский язык, обращая внимание на функции и значение слов «it» и «one».

1. It is not easy to cross-examine all witnesses in a short period of time.
2. Law cannot be separated from the judges who interpret and administer it.
3. It is the cabinet and not Parliament that controls and runs the nation's affair in England.
4. Business contacts as well as cultural ones contribute to mutual understanding and trust among peoples.
5. One must observe the law.

IX. Заполните пропуски глаголами в соответствующей форме. Все предложения – о прошлом.

*buy sell spend win lose waste pay find cost give*

1. My car was five years old so I \_\_\_\_\_ it and \_\_\_\_\_ a new one.
2. I was very sad when I \_\_\_\_\_ my watch in the street. It was a present from my wife and it \_\_\_\_\_ her a lot of money. Fortunately, somebody \_\_\_\_\_ it the next day and took it to a Police Station.
3. I \_\_\_\_\_ over \$ 2,000 for my computer, but it isn't worth very much now.
4. My father \_\_\_\_\_ me \$ 50 last week but I \_\_\_\_\_ most of it on a ticket for a concert on Friday.
5. Last week somebody \_\_\_\_\_ \$ 1m in a game on television. It was incredibly exciting.
6. I'm afraid I \_\_\_\_\_ my money on those CDs because I never play them.

X. Ответьте на вопросы, используя данные в скобках слова.

Пример: When do you think he'll arrive? (expect / tonight)

*I expect he'll arrive tonight.*

1. What do you think she'll say? (probably / nothing) She \_\_\_\_\_
2. Where do you think he'll go? (expect / London) I \_\_\_\_\_
3. When do you think they'll leave? (think / tomorrow) I \_\_\_\_\_
4. How do you think we'll get there? (expect / by train) I \_\_\_\_\_
5. When do you think we'll be back? (think / quite soon) I \_\_\_\_\_
6. Do you think he'll miss her? (I'm sure / very much) Yes, \_\_\_\_\_



## РАЗДЕЛ II

### ЗАДАНИЯ НА СЕМЕСТР

1. Повторить общие сведения о глаголе (раздел 'Grammar Revision'): Сопоставление русских и английских времен изъявительного наклонения.

2. Проработать и усвоить грамматический материал семестра, выполнить упражнения.

- Времена группы Continuous (The Present Continuous Tense, The Past Continuous Tense, The Future Continuous Tense).

- Времена группы Perfect (The Present Perfect Tense, The Past Perfect Tense, The Future Perfect Tense).

3. Прочитать и перевести тексты уроков (4-7), выучить обязательный минимум слов по указанию преподавателя.

4. Подготовить материал по самостоятельной работе и дополнительному чтению (раздел 'Additional Texts').

5. Подготовить устные темы по указанию преподавателя.

6. Выполнить контрольную работу № 2 согласно требованиям к оформлению и своевременно сдать преподавателю.

## УРОК 5

### Настоящее длительное время (The Present Continuous Tense)

#### 1. Употребление

- Настоящее продолжительное время употребляется для выражения действия, которое совершается в момент речи,

What **are** you **doing** now?      Что вы сейчас делаете?

I **am** **reading** now.                      Сейчас я читаю.

а также для выражения заранее намеченного, запланированного действия, которое совершится в будущем, часто в ближайшем будущем. В этом случае в предложении обычно имеется обстоятельство времени, указывающее на будущее время.

They **are going** to the park tomorrow.      Они идут завтра в парк.

**Запомни:** Глаголы, выражающие чувства, восприятия и умственную деятельность, а также некоторые другие глаголы группы Continuous не употребляются. К таким глаголам относятся: **to want** *хотеть*, **to like** *нравиться*, **to love** *любить*, **to wish** *желать*, **to see** *видеть*, **to hear** *слышать*, **to feel** *чувствовать*, **to notice** *замечать*, **to know** *знать*, **to understand** *понимать*, **to remember** *помнить*, **to recognize** *узнавать*, **to forget** *забывать*, **to seem** *казаться*, **to be** *быть* и др.

- Наличие слов, обозначающих момент речи, таких как **now** *сейчас*, **at this moment** *в настоящий момент*, не обязательно, поскольку сама форма времени показывает, что действие совершается в момент речи.

Look! Mary is dancing.            Посмотрите, Мария танцует.

## 2. Образование

*Утвердительная форма* в Present Continuous образуется при помощи вспомогательного глагола **to be** и смыслового глагола с – **ing** окончанием.

I **am** reading a book now.

Сейчас я читаю книгу.

We **are** watching TV at this moment.

В данный момент мы смотрим телевизор.

*Вопросительная форма* образуется путем постановки вспомогательного глагола **to be** в соответствующем лице, числе и времени перед подлежащим:

**Am** I reading a book now?

Читаю ли я книгу

Yes, I am./ No, I am not.

сейчас?

What are you doing here?

Что вы тут делаете?

Who is he looking at?

На кого он смотрит?

*Отрицательная форма* образуется при помощи отрицательной частицы **not**, которая ставится после вспомогательного глагола:

I am not reading now.

Сейчас я не читаю

## Сочетание Present Continuous глагола to go с инфинитивом

Для выражения намерения совершить действие или уверенности в его совершении в будущем наряду с Present Continuous очень часто употребляется Present Continuous от глагола to go - I am (he is и т.д.) going - в сочетании с инфинитивом. I am going имеет в этом случае значение *собираюсь, намерен*:

I <b>am going to learn</b> French next year. язык	Я намерен изучать французский в будущем году.
We <b>are going to ship</b> these goods by the next steamer.	Мы собираемся отгрузить этот товар ближайшим парходом.

Инфинитив после Present Continuous глагола to go может употребляться в страдательном залоге:

He <b>is going to be appointed</b> manager of that department.	Он будет назначен (его собираются назначить) заведующим этого отдела.
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**Упражнение 1.** Определите, в правильном ли времени использованы подчеркнутые глаголы. Внесите исправления и запишите верные предложения.

Пример: I <u>don't know</u> your telephone number.	<i>Right</i>
Please don't make so much noise. I <u>study</u> .	<i>Wrong - I am studying.</i>

1. Look! Somebody is climbing up the tree over there.
2. Can you hear those people? What do they talk about?
3. Are you believing in God?
4. Look! That man tries to open the door of your car.
5. The moon goes round the earth.
6. I'm thinking it's a good idea to leave early.
7. I'm usually going to work by bus.

**Упражнение 2.** Используйте глагол в правильной временной форме (present continuous / present indefinite).

Примеры: Please don't make so much noise. I *am studying* (study).

How many languages *does Bart speak* (Bart / speak)?

1. I \_\_\_\_\_ (not / belong) to a political party.
2. Hurry! The bus \_\_\_\_\_ (come). I \_\_\_\_\_ (not / want) to miss it.
3. We usually \_\_\_\_\_ (grow) vegetables in our garden but this year we \_\_\_\_\_ (not / grow) any.
4. You can borrow my umbrella. I \_\_\_\_\_ (not / need) it at the moment.
5. *at a party* - I usually \_\_\_\_\_ (enjoy) parties but I \_\_\_\_\_ (not / enjoy) this one very much.

**Упражнение 3.** Прочитайте и переведите следующий текст на русский язык.

## **THE SYSTEM OF GOVERNMENT OF THE RUSSIAN FEDERATION**

The system of government of the Russian Federation was set up by the Constitution of 1993. Russia is a presidential republic. The federal government consists of three branches – legislative, executive, judicial. Each of them is balanced and checked by the President.

The President is the head of the state, guarantee of the Constitution, rights & liberties of people and citizens. He or she is elected by a direct vote of all citizens of the Russian Federation by secret ballot for a four-year term and cannot serve more than two consecutive terms. The President serves as the commander in chief of the armed forces and chairs the Security Council, which is the central decision-making body for matters of defense. The President appoints the Prime Minister subject to approval of the State Duma; if the State Duma rejects the candidate for Prime Minister three times, the President can dissolve the legislature and call for new elections. The President names a candidate to the post of the Chairman of the Central Bank, a candidate to the post of Prosecutor General and candidates to the posts of the Constitutional and Supreme Court Justices, Supreme Arbitrage Court Justices. The President has the power to dissolve the State Duma, to announce elections before their schedule time and to make a decision on the conduct of a referendum on federal

issues. In the event of the president's death or permanent incapacitation, the Prime Minister temporarily takes on the President's duties, but new presidential elections must be held within three months.

The Federal Assembly is Russia's bicameral national legislature. It is composed of the upper chamber, called the Council of the Federation, and a lower chamber, the State Duma. The Council of Federation is presided by the Chairman. The State Duma is presided by the Speaker. The Council of the Federation has 178 members – two representatives from each of the 89 constituent entities that make up the Russian Federation. The State Duma has 450 members. Voters elect half of the Duma members by casting a vote for a specific party listed on the ballot; these 225 seats are divided among the qualifying parties by proportional representation. The other 225 Duma members are elected individually from electoral districts throughout the country.

Legislation may be initiated in either of two houses but to become law a bill must be approved by both houses. The President may veto the bill, which can be overruled by 2/3 of the membership of the Federal Assembly.

The executive branch consists of the Government headed by the Prime Minister, departments, services and agencies. The Prime Minister is appointed by the President with the approval of the State Duma. The Prime Minister must form the Cabinet, which consists of major ministers – heads of government departments. The highest judicial body is the Constitutional Court, composed of 19 judges who are appointed by the President and approved by the Council of the Federation. Below the Constitutional Court are the Supreme Court and the Supreme Arbitration Court. The Supreme Court rules on civil criminal and administrative law, and the Supreme Arbitration Court handles economic suits. As with the Constitutional Court, judges for these high courts are appointed by the president and approved by the upper house of the legislature. In addition to the high courts there are federal district courts where litigation begins. By law, all judges in Russia are independent and cannot be removed from office.

**Упражнение 4.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Права и свободы, тайное голосование, возглавлять (2), принимать решение, отклонять, назначать на должность (2), проводить выборы, до назначенного срока, верхняя (нижняя) палата, субъект федерации,

представитель, отвергнуть (преодолеть) вето президента, снимать с должности, отдельные отрасли государственного управления, уравниваться и контролироваться кем-л. два последовательных срока, главнокомандующий вооруженных сил, длительная нетрудоспособность, распустить законодательный орган, двухпалатный, Совет Федерации, Государственная Дума, отдать голос, в бюллетене, рассматривать экономические споры, судебное разбирательство.

**Упражнение 5.** Составьте 5 вопросов по содержанию текста «The System of Government of the Russian Federation»

**Упражнение 6.** Определите верно утверждение или нет.

1. The Russian Federation is a parliamentary monarchy.
2. The Constitution gives to each branch its own distinct field of government authority: legislative, executive, judicial.
3. Each branch of the federal government is balanced and checked by the Prime Minister.
4. The President of the Russian Federation is elected for a five-year term of office.
5. The President has no right to veto legislation.
6. The Federal Assembly is composed of the upper chamber, called the Council of the Federation, and a lower chamber, the State Duma.
7. The Council of Federation is presided by the Speaker.
8. The Prime Minister is elected by a direct vote of all citizens of the Russian Federation by secret ballot for a four-year term.
9. Any litigation in the Russian Federation starts in federal district courts.

## УРОК 6

### Прошедшее длительное время и будущее длительное время (The Past Continuous Tense and the Future Continuous Tense)

#### The Past Continuous Tense

##### 1. Употребление

- Прошедшее длительное время выражает действия, которые происходили в определенный момент в прошлом. Этот момент может быть ясен из контекста или обозначен:

а) точным указанием времени (часа):

I **was waiting** for you **at 10 o'clock** Я ждал вас в 10 часов вечера.  
yesterday.

б) другим действием, выраженным глаголом в прошедшем времени группы Indefinite:

My son **was doing** his lessons when Мой сын готовил уроки, когда  
his friend **came** to see him. пришел его друг.

- Обратите внимание на обстоятельства времени, характерные для Past Continuous.

**at...o'clock**

**from ... till ... o'clock**

**when somebody did something**

##### 2. Образование

*Утвердительная форма* в Past Continuous образуется при помощи глагола **to be** в прошедшем времени (was / were) и смыслового глагола с – **ing** окончанием.

He **was writing** to my sister at seven В семь часов он писал письмо моей  
o'clock. сестре.

*Отрицательная форма* образуется при помощи отрицательной частицы **not**, которая ставится после глагола to be:

He **was not** writing to my sister at seven o'clock.      В семь часов он не писал письмо моей сестре.

*Вопросительная форма* образуется путем постановки глагола to be перед подлежащим:

What **were** you doing when I came in?      Что вы делали, когда я вошел?

## **The Future Continuous Tense (Будущее длительное время)**

### **1. Употребление**

- Будущее длительное время выражает действия, которое будет совершаться (будет находиться в процессе развития) в определенный момент в будущем. Этот момент будет ясен из контекста или обозначен:

а) точным указанием времени (часа) в будущем:

I will be doing my homework at eight o'clock tomorrow.      Я буду готовить уроки завтра в восемь часов.

б) другим действиям в будущем, выраженным глаголом в Present Indefinite в придаточном предложении времени или условия:

I will be working when you come to see me.      Когда ты придешь ко мне, я буду работать.

### **2. Образование**

*Утвердительная форма* в Future Continuous образуется при помощи глагола **to be** в будущем времени и смыслового глагола с – **ing** окончанием.

I'll be taking my exam at ten o'clock tomorrow.      Я буду сдавать экзамен завтра в 10 часов.

*Отрицательная форма* образуется при помощи постановки отрицательной частицы **not** после вспомогательного глагола will:



He will not be working at this time Завтра в это время я не буду работать.  
tomorrow.

*Вопросительная форма* образуется путем постановки вспомогательного глагола will перед подлежащим:

I will be typing the letter from 4 till 5. Я буду печатать письмо с 4 до 5.

**Упражнение 1.** Пользуясь расписанием вчерашнего дня Анны напишите, что она делала в указанное время: 1) 8.45 - 9.15 had breakfast 2) 9.15 - 10.00 read the newspaper 3) 10.00 - 12.00 cleaned her flat 4) 12.45 - 1.30 had lunch 5) 2.30 - 3.30 washed some clothes 6) 4.00 - 6.00 watched television

1. At 9 o'clock she was having breakfast.
2. At 9.30 \_\_\_\_\_.
3. At 11 o'clock \_\_\_\_\_.
4. At 1 o'clock \_\_\_\_\_.
5. At 3 o'clock \_\_\_\_\_.
6. At 5 o'clock \_\_\_\_\_.

**Упражнение 2.** Используя данные в скобках слова и временные формы past indefinite / past continuous, составьте предложения.

Пример: (I / fall / asleep when I / watch / television)

I fell asleep when I was watching television.

1. (the phone / ring / when I / have / a shower) The phone \_\_\_\_\_.
2. (it / begin / to rain when I / walk / home) \_\_\_\_\_.
3. (we / see / an accident when we / wait / for the bus) \_\_\_\_\_.

**Упражнение 3.** Прочитайте и переведите следующий текст.

## THE UK SYSTEM OF GOVERNMENT

The United Kingdom of Great Britain and Northern Ireland is a constitutional (parliamentary) monarchy. This means that it is governed by Parliament and the Queen is Head of the State. In theory, the constitution has three branches: legislative, executive and judicial. Although the Queen is officially head of all three branches, she has little direct power.

The legislative power is exercised by Parliament. The British Parliament has two parts: the House of Commons (the lower chamber) and the House of Lords (the upper chamber). Parliament has a maximum duration of five years. Each term is divided into sessions, which usually last for one year.

The House of Commons consists of 659 elected MPs. They are elected by a particular area or constituency to represent them in the House. The main purpose of the House of Commons is to make laws of the land by passing various Acts (of Parliament), as well as to discuss current political issues.

All speeches in the House of Commons are addressed to the Speaker who is elected at the beginning of each new Parliament to preside over the House and enforce the rules of order. The Speaker must be a person with a rare mix of qualities: he has to be able to cope with the difficult task of conducting debates; be respected for impartiality; possess a sound knowledge of parliamentary procedure; have tact and judgement in handling debates; and have a firmness of command in controlling the House.

The House of Lords consists of the Lords Temporal and the Lords Spiritual. The Lords Spiritual are the Archbishops of York and Canterbury, together with twenty-four senior bishops of the Church of England. The Lords Temporal consist of hereditary peers who have inherited their titles; life peers who are appointed by the Queen on the advice of the Government for various services to the nation; and the Lords of Appeal who become life peers on their judicial appointments. The latter serve the House of Lords as the ultimate court of appeal. This appeal court consists of some nine Law Lords who hold senior judicial office. The speakership of the House of Lords has traditionally been performed by the Lord Chancellor.

The executive power is exercised by the government – a body of ministers who are responsible for the administration of national affairs. The head of the government is the Prime Minister. The Prime Minister's main responsibilities include: running the Government; appointing Cabinet Ministers and other ministers; coordinating the activities of the Cabinet and Government Departments; appointing judges, creating Life Peers and making appointments to senior positions in the Church of England; leading the majority party; being the 'face' of the government in the UK and abroad.

The Prime Minister is technically appointed by the Monarch. The appointment takes place after the results of a General Election indicate which

political party wins the majority of seats in the House of Commons. After a General Election, the Queen calls upon the leader of the largest party to officially appoint him to a post of a Prime Minister, who then forms the Government and the Cabinet.

The Cabinet is composed of about 20 of the most important ministers. The functions of the Cabinet are to initiate and decide on policy, to exercise the supreme control of government and to coordinate Government Departments. Government departments are responsible for implementing Government policy. Each department is headed by two people: a political head who is usually the minister, and an administrative head from the Civil Service, called a permanent secretary. They are responsible for a permanent staff which is part of the Civil Service. There are many such departments, for example the Home Office, the Department of Education, the Ministry of Defence, etc.

The judicial branch of the government is represented by system of courts. The most common type of law court in England and Wales is the magistrates' court. More serious criminal cases then go to the Crown Court. Civil cases (divorce or bankruptcy cases) are dealt with in County courts. Appeals are heard by higher courts. The highest court of appeal in the UK is the House of Lords. Certain cases may be referred to the European Court of Justice in Luxembourg. The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths). There are administrative tribunals which deal with professional standards, disputes between individuals, and disputes between individuals and government departments (for example, over taxation).

**Упражнение 4.** Ответьте на следующие вопросы:

1. What does the term "constitutional monarchy" mean?
2. What branches of government are there according to the constitution?
3. What body exercises the legislative power in Britain?
4. What is a maximum duration of Parliament?
5. How are MPs elected?
6. What is the difference between life peers and hereditary peers?
7. How is the executive branch of the government formed?
8. What are the functions of the Cabinet?
9. Whom is each government department headed by?
10. What is the judicial branch of the government represented by?

**Упражнение 5.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Конституционная монархия, законодательная, исполнительная и судебная власти, срок (полномочий), избиратели, обсуждать текущие политические проблемы, наследственные и пожизненные пэры, назначаться кем-либо, быть ответственным за, постоянный штат, быть представленным кем –либо, расследовать.

**Упражнение 6.** Найдите в тексте русские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

The House of Commons, the House of Lords, Speaker, Lords Temporal, Lords Spiritual, Law Lords, Lord Chancellor, Prime Minister, Government Departments, General Election, the Home (Foreign) Office, the Department of Education, the Ministry of Defence, magistrates' courts, the Crown Court, County courts, the European Court of Justice, juvenile courts, coroners' courts, administrative tribunals.

**Упражнение 7.** Закончите следующие предложения:

1. The United Kingdom of Great Britain and Northern Ireland is governed by
2. The legislative power is.....
3. The House of Commons and the House of Lords are.....
4. The Speaker is.....and he must be a person with.....
5. The House of Lords consists of.....
6. The ultimate court of appeal is.....
7. The executive power is exercised by.....
8. The Prime Minister's main responsibilities.....
9. The Cabinet is composed of.....
10. The UK legal system includes.....

## УРОК 7

### Настоящее совершенное время (The Present Perfect Tense)

#### 1. Употребление

Глагол в Present Perfect обозначает действие, уже совершившееся в предшествующий период до момента речи, но имеющее непосредственную связь с настоящим моментом. Эта непосредственная связь с настоящим моментом проявляется двояко:

- в виде результата действия, ощущающегося в момент речи, опыта или знаний, приобретенных к настоящему моменту;

He has written a book.            Он написал книгу. (Результат – вот она, можете прочитать.)

He has read this book.            Он прочитал эту книгу. (Он знает ее содержание.)

- в виде указания на период времени, который еще не закончился, т.е. включает и настоящий момент, например: **today** *сегодня* , **this morning** *сегодня утром* , **this week** *на этой неделе* , **this year** *в этом году* , **this winter** *этой зимой*.

I have seen him this week.    Я видел его на этой неделе.

- Present Perfect часто употребляется с наречиями неопределенного времени: **ever** *когда-либо*, **never** *никогда*, **already** *уже*, **yet** *еще*, **just** *только что*. Наречия **ever**, **never**, **just**, **already**; как правило, ставятся перед смысловым глаголом. Наречие **yet** *еще* употребляется в отрицательных предложениях, причем, как правило, ставится в конце предложения.

В вопросительном предложении наречие **yet** соответствует русскому наречию *уже* и ставится также в конце предложения.

He hasn't finished his work yet.    Он *еще* не закончил свою работу.

Has he come back yet?            Он *уже* вернулся?

- Настоящее время группы Perfect употребляется также для выражения действия, начавшегося в предшествующий период, но еще не закончившегося (часто с глаголами, не употребляющимися в форме Continuous). В этом случае глагол в форме Perfect переводится на русский язык, как правило, глаголом в настоящем времени. В предложении при этом имеются обстоятельства времени, обозначающие незаконченный отрезок времени, в котором протекает действие: обстоятельства с предлогом **for** *в течение* (**for a long time** *давно, долго*, **for years** *в течение многих лет*, **for ages** *целую вечность* и другие), с предлогом **since** *с* (**since morning** *с утра*, **since nine o'clock** *с 9 часов*), придаточные предложения времени с союзом **since** *с тех пор как*.

I've known him for two years.	Я знаю его <i>два года</i> (в течение двух лет).
He's known me since 1971.	Он знает меня <i>с 1971 года</i> .
Have you seen Petrov since he went to Leningrad?	Вы виделись с Петровым <i>с тех пор как он уехал в Ленинград?</i>

Глагол-сказуемое придаточного предложения времени, вводимого союзом **since**, в этом случае стоит в прошедшем времени группы Indefinite.

## 2. Образование

*Утвердительная форма* времени Present Perfect образуется при помощи вспомогательного глагола **to have** в настоящем времени без частицы **to** (have, has) и третьей формы смыслового глагола

We **have** (We've) already discussed this question. Мы уже обсудили этот вопрос.

He **has** (He's) already **told** us about it. Он уже рассказал нам об этом.

*Отрицательная форма* образуется с помощью отрицательной частицы **not**, которая ставится после глагола **have**. В разговорной речи часто употребляются следующие сокращения have not – haven't, has not – hasn't.

I **haven't** seen him this morning. Я не видел его этим утром.

*Вопросительная форма* образуется путем постановки глагола **have** перед подлежащим.

Have you written to your friend? Вы написали своему другу.

**Упражнение 1.** Вы пишете письмо другу, сообщая новости о людях, которых вы оба знаете. Используйте данные слова и глагол в нужной форме.

Пример: Phil / find a new job Phil has found a new job.

Dear Chris, lots of things have happened since I last wrote to you.

1. Charles / go / Brazil \_\_\_\_\_
2. Jack and Jill / decide / to get married \_\_\_\_\_
3. Susanne / have / a baby \_\_\_\_\_
4. Monica / give up / smoking \_\_\_\_\_
5. George / pass / his driving test \_\_\_\_\_

**Упражнение 2.** Прочитайте ситуацию и, используя данные в скобках глаголы, напишите подходящее предложение.

Пример: Jackie is looking for his key. She can't find it. (lose) She has lost her key.

- 1 John's hair was dirty. Now it is clean. He \_\_\_\_\_ (wash it).
- 2 Tom was 80 kilograms. Now he weighs 70. He (lose weight) \_\_\_\_\_.
- 3 The car has just stopped because there isn't any more petrol in the tank. It (run out of petrol) \_\_\_\_\_.
- 4 Yesterday Bill was playing football. Now he can't walk and his leg is in plaster. He (break it) \_\_\_\_\_.

**Упражнение 3.** Задайте вопросы, используя **just** и данные в скобках слова.

Пример: Would you like something to eat? (no thank you / I / just / have / dinner) No, thank you. I've just had dinner.

1. Have you seen Richie anywhere? (yes / I / just / see / him) \_\_\_\_\_.
2. Has Ann phoned yet? (yes / she / just / phone) \_\_\_\_\_.
3. Would you like a cigarette? (no thanks / I / just / put / one out) \_\_\_\_\_.

**Упражнение 4.** Составьте предложения, используя **already**.

Пример: Don't forget to post that letter. I've already posted it.

1. Don't forget to phone Ingrid. \_\_\_\_\_.
2. Why don't you read the paper? \_\_\_\_\_.
3. Shall I pay the waiter? \_\_\_\_\_.

**Упражнение 5.** Составьте вопросы, используя данные в скобках слова.

Пример: (you ever / be / to Italy) Have you ever been to Italy?

1. (you ever / be / to South America) \_\_\_\_\_?
2. (you / read / any English books) \_\_\_\_\_?
3. (you / live / in this town all your life) \_\_\_\_\_?
4. (you / ever / speak to a famous person) \_\_\_\_\_?

**Упражнение 6.** Заполните пропуски, используя данные в скобках глаголы во временах present perfect / past indefinite.

Пример: I have lost (lose) my key. I can't find it anywhere.

Did you see (you / see) the film on TV last night?

1. Jill \_\_\_\_\_ (buy) a new car two weeks ago.
2. His hair is very short. He \_\_\_\_\_ (have) a haircut.
3. Last night I \_\_\_\_\_ (arrive) home at half past twelve. I \_\_\_\_\_ (have) a bath and \_\_\_\_\_ (go) to bed.
4. \_\_\_\_\_ (you / visit) many museums when you were in Paris?
5. My bicycle isn't here anymore. Somebody \_\_\_\_\_ (take) it.
6. When \_\_\_\_\_ (you / give up) smoking?
7. I \_\_\_\_\_ (not / eat) anything yesterday because I \_\_\_\_\_ (not / feel) hungry.
8. Why \_\_\_\_\_ (Jim / not / want) to play tennis last Friday?
9. The car looks very clean. \_\_\_\_\_ (you / wash) it?

**Упражнение 7.** Прочитайте и переведите на русский язык объявление о вакансии и интервью с кандидатом на указанную должность.

## THE USA SYSTEM OF GOVERNMENT

The USA is a presidential republic. The Constitution of the USA of 1787 separates the powers of the government into three branches: legislative, executive and judicial.

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year term of office. The Senators represent all of the people in a state and their interests. A senator must be 30 years old and must have been an American citizen for nine



years. The House of Representatives has 435 members. They are elected every two years for two-year terms. They represent the population of congressional districts into which each state is divided. The number of Representatives from each state is based upon its population. A member of the House of Representatives must be at least 25 years of age and must have been an American citizen for at least seven years. There is no limit to the number of terms a Senator or a Representative may serve. Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Congress decides upon taxes and how money is spent. It regulates commerce among the states and with foreign countries, sets rules for the naturalization of foreign citizens.

The President and Federal Departments represent the executive branch of the government. The President of the United States is elected every four years to a four-year term of office, and may be reelected for a second term. He must be a native-born citizen at least 35 years old. The President is to carry out the government programmes and laws passed by Congress. He initiates new legislation and requests money for federal government operations. The President appoints federal judges, ambassadors and government officials.

Under the US Constitution a sitting President may be dismissed from his office before his term expires only by an impeachment process that begins with the House of Representatives. If upon sufficient evidence the House drafts a "bill of impeachment," which must be approved by two-thirds of its membership, the trial begins in the Senate with the Chief Justice of the United States acting as the judge and the Senators as the jury. If a President dies, resigns or becomes permanently disabled, the Vice President executes his duties until the next election.

Within the executive branch, there are a number of executive departments: the Treasury Department, the Department of the Agriculture, the Department of Labour, of Commerce etc. The head of each department is appointed by the President and must be approved by the Senate. Each department is responsible for a specific area. The Department of State, headed by the Secretary of State, advises the President on foreign relations. This department handles all peaceful dealings with other countries, and issues passports to American citizens who wish to travel abroad, and visas to visitors to the United States. The Department of Defence is responsible for the nation's security. The Department of Justice

headed by the Attorney General acts for the government in legal matters and moves against violators of federal laws.

The third branch of the USA government is the federal judiciary. Its main instrument is the Supreme Court, which watches over the other two branches. It determines whether or not their laws and acts are in accordance with the Constitution. Congress has the power to fix the number of judges sitting on the Court, but it cannot change the powers given to the Supreme Court by the Constitution itself. The Supreme Court consists of a chief justice and eight associate justices. They are nominated by the President but must be approved by the Senate. They hold office as Supreme Court Justices for life. In addition to the Supreme Court, Congress has established 11 federal courts of appeal and, below them, 91 federal district courts. The Supreme Court has direct jurisdiction in only two kinds of cases: those involving foreign diplomats and those in which a state is a party. All other cases which reach the Court are appeals from lower courts. Most of the cases involve the interpretation of the Constitution. The Supreme Court also has the "power of judicial review," it has the right to declare laws and actions of the federal, state, and local governments unconstitutional.

**Упражнение 8.** Ответьте на следующие вопросы:

1. What is the legislative branch of the federal government in the USA?
2. What does Congress consist of?
3. How many terms may a Senator or a Representative serve?
4. What are the main functions of Congress?
5. How is the President of the United States elected?
6. Under what circumstances can the President be removed from office before his term expires?
7. What is each executive department responsible for?
8. Who does the Supreme Court consist of?
9. What are the functions of the Supreme Court of the USA?
10. What lower courts are there in the USA?

**Упражнение 9.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Президентская республика, Сенат, палата представителей, гражданин, избирательный округ, представлять законодательство, быть уроженцем,

уволить, быть ответственным за определенную область, правовые вопросы, быть назначенным кем – либо, быть одобренным, ветвь, обладать полномочиями, представлять, штат, избирать, население, основываться на, принимать законы, налог, повторный срок полномочий, назначать, судебный процесс, уходить в отставку, безопасность нации, возглавлять, следить за, занимать должность, виды дел, суды низшей инстанции, сторона в судебном деле, толкование конституции, судебный пересмотр.

## УРОК 8

### Прошедшее совершенное время и будущее совершенное время (The Past Perfect Tense and the Future Perfect Tense)

#### The Past Perfect Tense (Прошедшее совершенное действие)

##### 1. Употребление

Past Perfect употребляется для обозначения действия, уже совершившегося до определенного момента в прошлом и соотнесенного с этим моментом в прошлом, а не с моментом речи (т.е. не с настоящим моментом).

- Данный момент в прошлом может быть выражен точным указанием времени (года, числа, часа и т. д.) с предлогом **by** к, **by the end of the week / month / day** к концу недели / месяца / дня, **by that time** к тому времени, **by 5 o'clock** к 5 часам;
- другим прошедшим действием, событием или ситуацией, выраженным простым прошедшим временем (часто в придаточных предложениях, вводимых союзами *when* когда, *before* до того как).

By 6 o'clock yesterday I had made several appointments with foreign businessmen. Вчера к 6 часам я назначил несколько встреч с иностранными бизнесменами.

When I first met him he had just returned from London. Когда я впервые встретил его, он только что вернулся из Лондона.

## 2. Образование.

Past Perfect образуется при помощи вспомогательного глагола **to have** в прошедшем времени (**had**) для всех лиц и смыслового глагола в 3 форме глагола:

**I had (I'd) read** the book **by five** o'clock yesterday.

Вчера к пяти часам я прочитал книгу.

**He had (He'd) already read** an article when my friend rang me up. (= by the time he rang me up)

Я уже прочитал статью, когда мой друг позвонил мне. (= к тому времени, когда он позвонил мне)

*Отрицательная форма* образуется с помощью отрицательной частицы **not**, которая ставится после вспомогательного глагола

My sister **hadn't** rung me up by that time.

Моя сестра не позвонила мне к тому времени.

*Вопросительная форма* образуется путем постановки вспомогательного глагола перед подлежащим.

**Had** you finished this work by 7 o'clock?

Вы закончили эту работу к 7 часам?

## **The Future Perfect Tense (Будущее совершенное действие)**

### 1. Употребление

Future Perfect употребляется для обозначения действия, которое уже совершится и будет закончено ранее определенного момента в будущем. Этот момент в будущем может быть выражен точным указанием времени, другим действием или событием в будущем.

### 2. Образование

Future Perfect образуется при помощи вспомогательного глагола **to have** в будущем времени (**will have**) для всех лиц и смыслового глагола в 3 форме:

He will have done this work by the end of the month.

Он сделает эту работу к концу месяца.

I will have read the book by the time you come back. Я уже прочитаю книгу к вашему приходу (к тому времени, когда вы вернетесь).

*Отрицательная форма* образуется с помощью отрицательной частицы **not**, которая ставится после **первого вспомогательного глагола**.

He **will not** have finished this article by three o'clock. Он не прочитает эту статью к трем часам.

*Вопросительная форма* образуется путем постановки только первого вспомогательного глагола перед подлежащим.

**Will** you have finished this work by 7 o'clock? Вы закончите эту работу к 7 часам?

**Примечание:** Будущее время группы Perfect употребляется сравнительно редко, лишь тогда, когда говорящий желает подчеркнуть завершенность, законченность действия к определенному моменту в будущем.

**Упражнение 1.** Заполните пропуски, используя данные в скобках глаголы.  
Пример: You went back to your home town after many years and you found that many things were different. - Most of my friends were no longer there. They *had left* (leave).

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

**Упражнение 2.** Составьте предложения, используя данные слова.

Пример: I wasn't hungry. (I / just / have / lunch) *I had just had lunch.*

1. Jessie wasn't at home when I arrived. (she / just / go / out) \_\_\_\_\_.
2. We came to the cinema late. (the film / already / begin) \_\_\_\_\_.
3. I invited Brigitte to dinner last night but she couldn't come. (she / already / arrange / to do something else) \_\_\_\_\_.
4. I was very pleased to see Val again after such a long time. (I / not / see / her for five years) \_\_\_\_\_.

**Упражнение 3.** Заполните пропуски, используя данные глаголы.

Пример: Mr. and Mrs. Davis were in an airplane. They were nervous as the plane took off because they (never / fly / before) had never flown before.

1. The woman was a complete stranger to me. I \_\_\_\_\_ (see / her / before).
2. Margaret was late for work. Her boss was very surprised. She \_\_\_\_\_ (never / be / late / before).
3. Jane played tennis yesterday - at least she tried to play tennis. She wasn't very good at it because she \_\_\_\_\_ (never / play / before).
4. It was Keith's first driving lesson. He was very nervous and didn't know what to do. He \_\_\_\_\_ (never / drive / before).

**Упражнение 4.** Используйте глаголы в правильной форме (past perfect / past indefinite).

Пример: Was Cynthia there when you arrived? - No, she had gone (go) home.  
Was Cynthia there when you arrived? - Yes, but she went (go) home soon afterwards.

1. The house was very quiet when I got home. Everybody \_\_\_\_\_ (go) to bed.
2. Sorry, I'm late. The car \_\_\_\_\_ (break) down on my way here.
3. Ellen felt very tired when she got to the hotel, so she \_\_\_\_\_ (go) straight to bed.
4. There was a car by the side of the road. It \_\_\_\_\_ (break) down and the driver was trying to repair it. So we \_\_\_\_\_ (stop) to see if we could help.

**Упражнение 5.** Прочитайте и переведите следующий текст.

### KINDS OF CASES

Most countries make rather clear distinction between civil and criminal procedures. For example, an English criminal court may force a defendant to pay a fine as punishment for his crime, and he may sometimes have to pay the legal costs of the prosecution. But the victim of the crime pursues his claim for compensation in a civil, not a criminal, action. In France, Italy, and many other countries, the victim of a crime (known as the "injured party") may be awarded damages by a criminal court judge.

The standards of proof are higher in a criminal action than in a civil one since the loser risks not only financial penalties but also being sent to prison (or, in some countries, executed). In English law the prosecution must prove the guilt of a criminal "beyond reasonable doubt"; but the plaintiff in a civil action is required to prove his case "on the balance of probabilities". Thus, in a criminal case a crime cannot be proven if the person or persons judging it doubt the guilt of the suspect and have a reason (not just a feeling or intuition) for this doubt. But in a civil case, the court will weigh all the evidence and decide what is most probable.

The plaintiff starts the lawsuit by filing a paper called a complaint, in which the case against the defendant is stated. The next paper filed is usually the answer, in which the defendant disputes what the plaintiff has said in the complaint. The defendant may also feel that there has been a wrong committed by the plaintiff, in which case a counterclaim will be filed along with the answer. It is up to the plaintiff to prove the case against the defendant. In each civil case the judge tells the jury the extent to which the plaintiff must prove the case. This is called the plaintiff's burden of proof, a burden that the plaintiff must meet in order to win.

The plaintiff's burden of proof is greater in a criminal case than in a civil case. The defendant has pleaded not guilty and you should presume the defendant's innocence throughout the entire trial unless the plaintiff proves the defendant guilty.

Criminal and civil procedures are different. Although some systems, including the English, allow a private citizen to bring a criminal prosecution against another citizen, criminal actions are nearly always started by the state. Civil actions, on the other hand, are usually started by individuals.

In Anglo-American law, the party bringing a criminal action (that is, in most cases, the state) is called the prosecution, but the party bringing a civil action is the plaintiff. In both kinds of action the other party is known as the defendant.

Evidence from a criminal trial is not necessarily admissible as evidence in a civil action about the same matter. For example, the victim of a road accident does not directly benefit if the driver who injured him is found guilty of the crime of careless driving. He still has to prove his case in a civil action. In fact he may be able to prove his civil case even when the driver is found not guilty in the criminal trial.

Once the plaintiff has shown that the defendant is liable, the main argument in a civil court is about the amount of money, or damages, which the defendant should pay to the plaintiff.

The difference can be also found between these types cases in the jury system. Jury verdicts do not need to be unanimous in civil cases. Only ten jurors need to agree upon a verdict if there are 12 jurors: five must agree if there are six jurors. In criminal cases the verdict must be unanimous, that is, all jurors must agree that the defendant is guilty in order to overcome the presumption of innocence.

After a final decision has been made, either party or both may appeal from the judgment if they are unhappy with it (and their jurisdiction grants the ability). Even the prevailing party may appeal, if, for example, they wanted an even larger award than was granted.

Arbitration, a form of alternative dispute resolution (ADR) is a legal technique for the resolution of disputes outside the courts, wherein the parties to a dispute refer it to one or more persons (the "arbitrators", "arbiters" or "arbitral tribunal"), by whose decision (the "award") they agree to be bound. Other forms of ADR include mediation (a form of settlement negotiation facilitated by a neutral third party) and non-binding resolution by experts. It is more helpful, however, simply to classify arbitration as a form of binding dispute resolution, equivalent to litigation in the courts, and entirely distinct from the other forms of dispute resolution, such as negotiation, mediation, or determinations by experts, which are usually non-binding. Arbitration is most commonly used for the resolution of commercial disputes, particularly in the context of international commercial transactions.

Arbitration can be either voluntary or mandatory and can be either binding or non-binding.

**Упражнение 6.** Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

Ущерб, подсудимый (ответчик), истец, жалоба, встречный иск, обвинение, подозревать, виновный, судебное разбирательство, обсуждение по делу, посредничество, презумпция невинности, уголовное дело, гражданское, свидетель, доказать вину, жертва преступления, пострадавшая сторона.



**Упражнение 7.** Ответьте на следующие вопросы по тексту.

1. Who is a witness?
2. Who is a defendant?
3. Who is a plaintiff?
4. What is a case?
5. What is a civil case?
6. What is a criminal case?
7. What is an answer?
8. What is a trial?
9. What is an evidence?
10. What is a preponderance of evidence?
11. What is a complaint?
12. What is a counterclaim?

## **КОНТРОЛЬНАЯ РАБОТА № 2**

### **Вариант 1**

Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы (см. Методические рекомендации студентам).

### **LAWYER**

I'm a student of the Samara State University. I study at the Law Faculty. I'll graduate from the University and become a professional lawyer. To become a good lawyer one must know much. So at the University we are taught various general and special subjects: Roman Law, Labour Law, Family Law, Constitutional and Administrative Law, Civil Law, Criminal Law.

The profession of a lawyer is quite diversified. The graduates of our faculty can work as investigators, judges, defence counsels, legal consultants. I'd like to be a judge and to work at a People's Court. My friends work at the Procurator's Office, Police.

I think that now profession of a lawyer is one of the most important in the state. Lawyers have to solve many problems that still exist in our society. The duty of lawyers is not only to punish people for various crimes: hooliganism, murder, traffic violation and so on but they must do their best to prevent crimes,

to fight against evil in our society. They should help those people who committed an error to find the right road to their life.

The lawyers protect the rights and legal interests of citizens, institutions and organizations. All the citizens are equal before the law. Judges are elected for a term of 5 years.

In our country justice is exercised on the principles of equality of citizens before the law and the court, regardless of social position, property or official standing, nationality or race.

I. Переведите с английского языка на русский:

Family Law; defence counsels; Procurator's Office; law-governed state; traffic violation; to fight against smth; to commit an error; legal interests; representative; equal authority; to be exercised on smth; regardless; property.

II. Переведите с русского языка на английский:

Трудовое право; гражданское право; разносторонний; следователь; судья; юрисконсульт; существовать; наказывать; преступления; ошибка; избирать.

III. Перепишите и переведите предложения на русский язык, определяя видовременную форму глаголов.

1. I study at the Law Faculty.
2. You will work as lawyers in future.
3. Legislation to protect the public against terrorism gave the authorities certain exceptional powers.
4. Proceedings of all courts are open.

IV. Перепишите и переведите предложения на русский язык, определяя, чем является окончание - s: а) показателем множественного числа существительного; б) показателем притяжательного падежа; с) окончанием глагола в 3 л. ед. ч. в Present Simple.

1. All citizens are equal before the law.
2. All people before the court are presumed innocent, until the court finds them guilty.
3. My friends work at the Procurator's Office.

V. Замените, где возможно, существительные с предлогом of формой притяжательного падежа:

The opinion of the lawyer, the signature of the judge, the conclusions of the expert, the office of legal consultants, the notebook of investigator, the absence of law, the courts of magistrates, a set of rules.

VI. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. More serious cases are heard in the Crown Courts.

2. The Justice Department is reasonable for faithful execution of the laws under the president's authority.

3. As well as government departments there are government agencies formed to operate public services.

4. The Court reporter, who sits close to the witnesses and the judge, puts down every word that is spoken during the trial and also may record the proceedings on tape.

VII. Задайте вопросы к предложениям и поставьте их в отрицательную форму:

1. The profession of a lawyer is quite diversified.

2. The lawyers protect the rights of citizens.

3. England abolished judicial corporal punishment in 1948.

4. The profession of a lawyer will be the most respectful in the law-governed state.

5. The Government takes a number of measures to strengthen the criminal justice system.

VIII. Ответьте на вопросы.

1. What disciplines are students taught at the Law Faculty?

2. What is the duty of lawyers?

3. Are all the citizens equal before the law?

4. How many years are judges elected for?

5. What is justice exercised on in our country?

IX. Используйте глаголы в правильной форме (past continuous / past indefinite).

Пример: While Jeffrey *was cooking* (cook) the dinner, the phone *rang* (ring).

1. George \_\_\_\_\_ (fall) off the ladder while he \_\_\_\_\_ (paint) the ceiling.
2. Last night I \_\_\_\_\_ (read) in bed when suddenly I \_\_\_\_\_ (hear) a scream.
3. \_\_\_\_\_ (you / watch) television when I phoned you?
4. Alice \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
5. I \_\_\_\_\_ (not / drive) very fast when the accident \_\_\_\_\_ (happen).
6. I \_\_\_\_\_ (break) a plate last night. I \_\_\_\_\_ (do) the washing-up when it \_\_\_\_\_ (slip) out of my hand.
7. Ben \_\_\_\_\_ (take) a photograph of me while I \_\_\_\_\_ (not / look).
8. We \_\_\_\_\_ (not / go) out because it \_\_\_\_\_ (rain).
9. What \_\_\_\_\_ (you / do) at this time yesterday?

X. Задайте вопросы, используя данные в скобках слова.

Пример: (you / hear / from Emily recently)     Have you heard from Emily recently?

1. (you / read / a newspaper recently)
2. (you / see / Edward in the past few days)
3. (you / play / tennis recently)
4. (you / eat / anything today)
5. (you / see / any good films recently)

## КОНТРОЛЬНАЯ РАБОТА № 2

### Вариант 2

Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы (см. методические рекомендации студентам).

## TYPES OF LEGAL PROFESSION

**SOLICITORS.** There are about 50,000 solicitors, a number which is rapidly increasing, and they make up far the largest branch of the legal profession in England and Wales. They are found in every town, where they deal

with all the day-today work of preparing legal documents for buying and selling houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher courts, and may represent their client in a Magistrates' court.

**BARRISTERS.** There are about 5,000 barristers who defend or prosecute in the higher courts. Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyer are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest level of barristers have the title QC (Queen's Council).

**JUDGES.** There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

**JURY.** A jury consists of twelve people ("jurors"), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in elections). The jury listens to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

**MAGISTRATES.** There are about 30,000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. There are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

**CORONERS.** Coroners have medical or legal training (or both), and inquire into violent or unnatural deaths.

**CLERKS OF THE COURT.** Clerks look after administrative and legal matters in the courtroom.

#### I. Переведите с английского языка на русский:

Rapidly increasing; to deal with...; higher courts; to defend; to wear wigs and gowns; to preside in serious cases; to consist of...; to vote; the defendant; to inquire into; to look after legal matters.

#### II. Переведите с русского языка на английский:

Судебное дело; преследовать в судебном порядке; наугад; выборы; невиновный; наказание; председательствующий судья; не иметь юридической квалификации; представительные люди; насильственная смерть.

III. Выберите правильное определение для каждой профессии, упомянутой в тексте:

- a) an officer acting as a judge in the lower courts.
- b) a public official with authority to hear and decide cases in a law court.
- c) a group of people who swear to give a true decision on issues of in a law court.
- d) an official who investigates the cause of any death thought to be violent or unnatural causes.
- e) a lawyer who has the right to speak and argue in higher law courts.
- f) a lawyer who prepares legal documents, advises, clients on legal and speaks for them in lower law courts,

IV. Верны или неверны следующие утверждения:

- 1. There are about 50,000 solicitors, a number of which is not increasing.
- 2. Solicitors prepare cases for barristers to present in the higher courts.
- 3. Sometimes solicitors and barristers work together on cases.
- 4. There is a separate training for judges.
- 5. There are about 30,000 magistrates, who judge cases in the higher courts.

V. Ответьте на вопросы:

- 1. What is the difference between solicitors and barristers?
- 2. What is the highest level of barristers?
- 3. Who is «a juror»?
- 4. What do coroners do?

VI. Перепишите и переведите предложения, определяя видовременную форму глаголов.

- 1. This man has not spoken in his defence.
- 2. When asked to explain the difference between an ordinary citizen and a lawyer, a well-known barrister explained.
- 3. Crime statistics had reflected different kinds of offences.
- 4. The police will have investigated the latest robbery by the beginning of the next week.

VII. Определите, является ли глагол "to have" смысловым или вспомогательным. Предложения переведите на русский язык.

1. Each country of the world has its own system of law.
2. The members of the jury listened to the speeches made by the persons who had brought the case before them.
3. French public law has never been codified.
4. In Greece each city had its own law.

VIII. Поставьте глагол в нужную форму и переведите предложения на русский язык.

1. In the seventh century B.C. the Greeks ... (to begin) to put their laws into writing.
2. Many English laws... (to derive) from judicial precedents.
3. I think he ... (to achieve) great success in his studies.
4. We ... (to discuss) new aspects of privatization at the next seminar.

IX. Используйте глаголы в правильной форме (past continuous / past indefinite).

Пример: While Jeffrey was cooking (cook) the dinner, the phone rang (ring).

1. George \_\_\_\_\_ (fall) off the ladder while he \_\_\_\_\_ (paint) the ceiling.
2. Last night I \_\_\_\_\_ (read) in bed when suddenly I \_\_\_\_\_ (hear) a scream.
3. \_\_\_\_\_ (you / watch) television when I phoned you?
4. Alice \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
5. I \_\_\_\_\_ (not / drive) very fast when the accident \_\_\_\_\_ (happen).
6. I \_\_\_\_\_ (break) a plate last night. I \_\_\_\_\_ (do) the washing-up when it \_\_\_\_\_ (slip) out of my hand.
7. Ben \_\_\_\_\_ (take) a photograph of me while I \_\_\_\_\_ (not / look).
8. We \_\_\_\_\_ (not / go) out because it \_\_\_\_\_ (rain).
9. What \_\_\_\_\_ (you / do) at this time yesterday?

X. Задайте вопросы, используя данные в скобках слова.

Пример: (you / hear / from Emily recently) Have you heard from Emily recently?

1. (you / write / an article recently)
2. (you / see / Edward in the past few days)
3. (you / play / football recently)
4. (you / drink / anything today)
5. (you / see / any good films recently)

## **ADDITIONAL TEXTS**

### **ENTERING THE PROFESSION**

How does someone become a lawyer?

In some countries in order to practice as a lawyer it is necessary to get a university degree in law. However, in others, a degree may be insufficient; professional examinations must be passed. In Britain, it is not in fact necessary to have a degree, although nowadays most people entering the profession do. The main requirement is to pass the Bar Final examination (for barristers) or the Law Society Final examination (for solicitor). Someone with university degree in a subject other than law needs first to take a preparatory course. Someone without a degree at all may also prepare for the final examination, but this will take several years. In most countries, lawyers will tell you that the time they spent studying for their law finals was one of the worst periods of their life! This is because an enormous number of procedural rules covering a wide area of law must be memorized. In Japan, where there are relatively few lawyers, the examinations are supposed to be particularly hard: less than 5 percent of candidates pass. Even after passing the examination, though, a lawyer is not necessarily qualified. A solicitor in England, for example, must then spend two years as an articled clerk, during this time his work is closely supervised by an experienced lawyer, and he must take further courses. A barrister must spend a similar year as a pupil.

The rate at which the legal profession grows is terrific. Why is the career in law so popular? In the USA the average salary of experienced lawyers in private practice is more than \$100,000.

Lawyers' salaries are substantially greater than those of many other professionals. The glamour of legal practice strengthens the attraction of its financial rewards.

### **TYPES OF LEGAL PROFESSION IN THE USA, UK & RUSSIA**

Throughout the world, the word "*lawyer*" is used to mean someone who has legal knowledge or who is engaged in the practice of law. Those unfamiliar with the English legal system are often confused by the variety of titles used for members of the legal professions. The confusion is not helped by the fact that



there are many English words which may denote a lawyer, and different jurisdictions use different titles for lawyers: "advocate, attorney, barrister, solicitor".

Nowadays, the division between solicitors and barristers is quite vague, but generally their functions in law are supposed to be different.

Solicitors are the 'general practitioners' in law and in most cases a solicitor is the usual first point of access for a client needing legal services in the United Kingdom. Solicitors give legal advice and prepare legal documents in connection with matters which do not necessarily come to court, such as buying a home, renting out one's property, renting a home, making a will, getting a divorce, resolving problems at work, setting up in business. They also prepare cases for barristers to conduct in court.

Solicitors generally practice in partnerships and some of the partnerships are now very large multinational organisations.

Barristers are experts in the interpretation of law and advocacy - the art of presenting cases in court. Barristers work mainly in the courts and tribunals. Their work includes presenting evidence, making submissions on behalf of their clients, representing parties in criminal trials, handling domestic disputes in Family Courts, dealing with civil claims for damages and compensation.

Barristers have a relationship with solicitors which is very much akin to that of specialist consultants in medicine to the family doctor. By having such specialists as an independent pool of expertise, the solicitor can choose the best qualified barrister in a specialist area.

Barristers may not practice in partnerships. Instead, they share offices (which they call Chambers) with other barristers, but it is a sharing of expenses only, not of income.

## **THE AMERICAN LEGAL PROFESSION**

The American legal profession, like American law, has its roots in England, but with significant differences. In England, the legal profession is divided between office lawyers, known as solicitors, and courtroom lawyers, known as barristers.

In the United States, there is no division of the profession, and a lawyer frequently does both office work and courtroom work. There is, however, a great deal of variety in the types of the work done by lawyers. Depending upon the

circumstances and the needs of the client, the lawyer maybe a counselor, a negotiator, and a litigator.

As the counselor attorney will help advise the client how to order the client's affairs. As the negotiator lawyer will work with opposing counsel to try to get a favorable resolution for the client. In litigating, the attorney will help pick a jury and participate in pre-trial motions. All of the lawyer's roles require the investigation of relevant facts, including locating and interviewing witnesses. The lawyer is also an officer of the court and is required to deal fairly and honestly with the court and with its other officers, including the lawyer's opponents.

The judge is the final arbiter of the law. The judge is charged with the duty to state, what the law is, to maintain order in the courtroom. Judges in federal courts are appointed by the President with the "advice and consent" of the Senate. Many state court judges are elected by popular vote.

## **LAWYERS PERFORM FOUR MAJOR FUNCTIONS**

First, lawyers counsel. This means that lawyers offer advice, even if it is advice their-clients would prefer not to hear. Of course, lawyers regularly counsel clients during negotiations and litigation.

Second, lawyers negotiate. This means that they mediate between competing interests aiming for results that will prove advantageous to their clients and, if possible, their opponents.

Third, lawyers draft documents. This is probably their most intellectually challenging function.

Fourth, they litigate. This is the skill most people associate with lawyers. Ironically, only a small fraction of all lawyers devote much time to courtroom activities. In fact, the majority of attorneys never venture into a courthouse except to file legal papers with a clerk.

## **TYPES OF LEGAL PROFESSION IN RUSSIA**

Lawyers in private practice in Russia work mostly within colleges of advocates – self - managed cooperative-type organizations. The highest body of advocates' self-management is the general meeting of a college. The presidium headed by the chairperson is the executive board of each college. The presidium is elected by the general meeting for a term of three years.

Colleges of advocates are formed in accordance with territorial subdivisions – in the cities, regions (oblasts), republics or autonomous entities. In its territory any college is represented by law firms or legal aid offices, which render all regular legal assistance to citizens: advocates counsel people, draft legal documents, represent plaintiffs or defendants in civil litigation, and provide defense in criminal proceedings.

There are now more and more American-type law firms in Russia functioning separately from colleges of advocates and especially involved in representing private businesses. Many lawyers are employed by the law offices of enterprises, ministries and agencies as in-house counsel (jurisconsult). These lawyers have all powers of an attorney, but they represent their respective organization. Many in the legal profession teach or do academic research work.

## **MY FUTURE PROFESSION**

I am a first-year student of Samara State University Law Department. For me, choosing a career is not only a matter of future prestige and wealth; first of all, a job should be interesting and socially important. That is the reason why I have chosen the profession of a lawyer, which gives plenty of opportunities to help people in trouble, to protect the rights and legal interests of citizens, institutions and organizations. I think that now the profession of a lawyer is one of the most important in the law-governed state. Lawyers have to solve many problems that exist in our society. The duty of lawyers is not only to punish people for various crimes: hooliganism, stealing, murder, traffic violation and so on but they must do their best to prevent crimes, to fight against evil in our society. They should help those people who committed an error to find the right way in their life.

I am very well aware of the fact that my interest in the law subject is insufficient, I need profound knowledge in the chosen field. That is why my ambition is to get education at the University and become a highly qualified lawyer. The Law Department of SSU is maintaining its strength as an institution that offers a solid curriculum of traditional legal studies and teaches its students the practical skills that enable them to become effective lawyers. At the same time, the Law Department has created new courses and seminars in Environmental, International, Business and Commercial Law. The practice of law is a profession committed to public service and that is why the legal profession calls for profound moral and intellectual qualifications of its members. The Department, through its clinics and other community projects, offers to students the means to exemplify these commitments and qualifications by service to local, national and international communities.

At the university the students are taught both on general subjects: History, Economics, Foreign Languages, Philosophy and special subjects: Criminal Law, Roman Law, Labour Law, Family Law, Administrative, Civil, Constitutional Law etc. The profession of a lawyer is quite diversified. The graduates of Law Department can work as investigators, judges, defense counsels, legal consultants. That is why on the third course future lawyers have the opportunity to choose specialization to get more profound knowledge in different branches of law. Those students who choose Criminal Law and Process attend special courses on Juvenile Criminal Responsibility, Qualification of Crimes, Theory of Evidence. If students specialize in State Law, they are taught Comparative Jurisprudence, Administrative Responsibility, etc. Choosing Civil Law the students study Bankruptcy, Pawn Law, Labour Law, Family Law and some other special subjects.

Law Department of the SSU is cognizant both of the need to preserve its tradition of excellence in legal education and of the need to develop new programs and methodologies to prepare students for the practice of law in a changing world. Graduates of the University emerge with highly attractive and marketable qualification.

## WHO COMMITS CRIME?

Reports on crime don't give us a complete picture of who commits crimes because not all crimes are reported. However, available information on reported crimes informs us about people who commit them.

If we consider all categories of crime together, the most likely people to commit crime are young males from lower economic backgrounds in the community. Without money, it is harder to keep out of trouble. Such property crimes as theft and shoplifting are particularly related to a low financial status of the offender. Besides, the poor are far more likely to be arrested than those who are well-off. However, people from lower economic backgrounds can seldom afford a private attorney to help them get out.

Almost half of the people arrested are under the age of 25. Older people may gradually move away from crime or they may become skilled in not getting caught. Younger people have fewer relationships that encourage them to follow conventional behaviour. A married person with two children and a steady job is less likely to commit a crime than an unemployed, single, child-free person.

Recent U.S. figures show a worrying increase in violent crime and homicide among youngsters under age 18. Poverty, deprivation, and gangs are directly related to much of the crime. In addition, the way this generation of American parents are raising their children should be examined. Psychologists argue: the fundamental problem is that kids these days are not getting the social and emotional learning they need. As parents are not around as much, there is not as much modeling of how to behave and as much emotional support.

According to FBI reports, 78% of all those arrested for crimes are males. Males are responsible for 83% of violent crime and 70% of all property crimes. Although women commit all types of crime, they are most likely to be involved in prostitution, petty theft, shoplifting, domestic theft and welfare fraud. They are less likely to be involved in the more profitable crimes of burglary, robbery and business fraud. Why is that figures for males and females are so different? Sociologists suggest that it is more acceptable for males to be deviant and involved in crime than it is for females. Women are under a greater social pressure to conform than men are. If they do not conform to the expected social role of wife and mother, they may be assigned extremely negative labels. It has also been suggested that women have fewer opportunities to get involved in

criminal behaviour. Compared to males, potential female criminals are less likely to be selected and recruited into criminal groups, have a more limited range of criminal career paths open to them, and have fewer opportunities of learning criminal skills. Another argument is that in a male-dominated society, women are socialized differently from men. Consequently, women are less interested in achieving material success and more interested in achieving emotional fulfillment through close personal relations with others. A drive for material success, it is argued, can lead people into crime if they lack other opportunities to gain such success.

## **DEVIANCE, CRIME AND DELINQUENCY**

Deviance describes behaviors that violate cultural norms of a society. The sociology of deviance involves a number of theories that ought to accurately describe trends and patterns lying within social deviance, to help better understand social behaviour. Deviants are individuals who reject norms and values of society (e.g. burglars or pickpockets) or deviant subculture groups which make their living from crime – “gangs”.

A crime is an act which is a sufficient challenge to the functioning of the society as to warrant punishment. Criminal acts are to be labeled as deviant, but some deviant acts are regarded as normal in some sections of society, even though they shouldn't be, such as doing jobs in the “black economy” or making private telephone calls during office hours.

The term “delinquency” is often used of adolescent behaviour in which young people react against adult expectations about what they have to do and what they don't have to do. Delinquent behaviour is often criminal – vandalism, shoplifting, hooliganism – but not necessarily so. D. Matza suggested that one reason why some adolescents choose to commit crime is to counter a feeling of helplessness.

What is regarded as criminal in one society is sometimes not so in another. For example, alcohol is tolerated in Britain but absolutely illegal in Saudi Arabia. However there tend to be certain principles characteristic of all societies such as respect for life, property and sexual rights.

Among largely discredited causes of crime and delinquency one must mention heredity which is no longer seriously considered by scholars. It is generally accepted now that environmental factors must be among the most

probable causes of criminal behaviour. These factors include the so-called “social learning” within a family or a community, overcrowding, or lack of accommodation, and poverty.

There are a number of fairly obvious explanations of the fact that the British crime rate has increased considerably during the last forty years. Statistics show increase in urban ethos (tradition, way of life); more removable property easy to steal (e.g. mobile phones); advertising and commercialization; appearance of new crimes like internet fraud.

Lower socio-economic groups are more likely to feature in cases of reported crime since laws are generally framed by middle class people and reflect middle class values – while, according to T. Morris, delinquency flourishes in working class neighbourhoods because of the support it finds in working class culture. Besides, upper and middle class crime is less likely to be detected (e.g. company fraud). The children of unskilled workers have fewer opportunities to obtain status-enhancing employment. The areas in which lower-class groups live are more likely to be overcrowded and have a delinquent subculture. Moreover, these people have little property and little possibility of acquiring it legally. But the values of modern society emphasize the importance of wealth.

## **FAMOUS LEGAL DOCUMENTS THROUGHOUT HISTORY**

It is obvious to everyone that, in a community such as the one in which we live, some kind of law is necessary to try to prevent people from committing unlawful acts. When the world was at a very primitive stage, there was no such law, and, if a man chose to kill his wife or if a woman succeeded in killing her husband, that was their own business and no one interfered officially.

But, for a very long time now, members of every community have made laws for themselves in self-protection. Otherwise it would have meant that the stronger man could have done what he liked with the weaker, and bad men could have joined together and terrorized the whole neighbourhood.

If it were not for the law, you could not go out in broad daylight without the fear of being kidnapped, robbed or murdered. There are enough of the bad people in the world to make law necessary in the interests of everyone.

Rules and laws – and the conventions or customs from which they are descended – have been a part of human life ever since our ancestors first began to live in large and settled groups. But our knowledge is vague of laws that were in effect before the invention of writing in about 3500 B.C. The earliest known legal text was written by Ur-Nammu, a king of the Mesopotamian city of Ur, in about 2100 B.C. It dealt largely with compensation for bodily injuries, and with the penalties for witchcraft and runaway slaves.

One of the most detailed ancient legal codes was drawn up in about 1758 B.C. by Hammurabi, a king of Babylonia. The entire code, consisting of 282 paragraphs, was carved into a great stone pillar, which was set up in a temple to the Babylonian god Marduk so that it could be read by every citizen.

The laws laid down by Hammurabi were more extensive than any that had gone before. They covered crime, divorce and marriage, the rights of slave owners and slaves, the settlement of debts, inheritance and property contracts; there were even regulations about taxes and the prices of goods. Punishments under the code were often harsh. Hammurabi's laws represented an advance on earlier tribal customs, because the penalty could not be harder than the crime.

The ancient Greeks were among the first to develop a concept of law that separated everyday law from religious beliefs. Before the Greeks most civilizations attributed their laws to their gods or goddesses. Instead, the Greeks believed that laws were made by the people for the people.

In the seventh century B.C., Draco drew up Greece's first written code of laws. Under Draco's code death was the punishment for most offences. Thus, the term draconian usually applies to extremely harsh measures.

Solon, the Athenian statesman, introduced a new and more humane law code.

The code of Draco was still in force. Draco's laws were shockingly severe so severe that they were said to have been written not in ink but in blood. On the civil side they permitted enslavement for debt, and death seems to have been the penalty for almost all criminal offenses. Solon revised every statute except that on homicide and made Athenian law altogether more humane.

Magna Carta (Latin for Great Charter, literally "*Great Paper*"), also called Magna Carta Libertatum (Great Charter of Freedoms), is an English legal charter, originally issued in the year 1215. It was written in Latin. Magna Carta was arguably the most significant early influence on the extensive historical process that led to the rule of constitutional law today in the English speaking



world. Magna Carta influenced the development of the common law and many constitutional documents, including the United States Constitution. Many clauses were renewed throughout the Middle Ages, and continued to be renewed as late as the 18th century. By the second half of the 19th century, however, most clauses in their original form had been repealed from English law.

Habeas corpus Act was passed in Britain in 1679. Habeas corpus in Latin means [We command] that you have the body) is a legal action, or writ, through which a person can seek relief from the unlawful detention of him/herself or another person. It protects the individual from harming himself or being harmed by the judicial system. The writ of habeas corpus has historically been an important instrument for the safeguarding of individual freedom against arbitrary state action.

The Bill of Rights (1689) is one of the basic instruments of the British constitution, the result of the long 17 -century struggle between the Stuart kings and the English people and Parliament. A number of clauses ought to eliminate royal interference in parliamentary matters, stressing that elections must be free and that members of Parliament must have complete freedom of speech. Certain forms of interference in the course of justice were also proscribed. The act also dealt with the proximate succession to the throne, provided the heirs were Protestants. It is the constitutional paper of great importance, which prevented the sovereign from abusing his authority.

The laws of much of continental Europe (particularly France), of Quebec in Canada, and of much of Latin America — along with the civil laws of Louisiana – owe their modern form largely to the work of Napoleon Bonaparte and his Napoleon's Code. The code was a triumphant attempt to create a legal system that treated all citizens as equals without regard to their rank or previous privileges. It was also so clearly written that it could be read and understood by ordinary people at a time when only Latin scholars could make sense of the earlier laws handed down since Roman times.

Among modern legal documents one can mention The United Nations Charter. It is the treaty that forms and establishes the international organization called the United Nations. It was signed at the United Nations Conference on International Organization in San Francisco, California, United States, on June 26, 1945. As a charter, it is a constituent treaty, and all members are bound by its articles. Furthermore, the Charter states that obligations to the United Nations prevail over all other treaty obligations.

Article 1 of the UN Charter states that the Purposes of the United Nations are to maintain international peace and security, to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression, to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples.

Another famous act is The Universal Declaration of Human Rights (UDHR), a declaration adopted by the United Nations General Assembly (10 December 1948 at Palais de Chaillot, Paris). The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled. It consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws. The International Bill of Human Rights consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and its two Optional Protocols.

The first paragraph of the UDHR asserts that the recognition of human dignity of all people is the foundation of justice and peace in the world. The second paragraph observes that disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind and that the four freedoms: freedom of speech, belief, freedom from want, and freedom from fear - which is "proclaimed as the highest aspiration" of the people. The third paragraph states that so that people are not compelled to rebellion against tyranny, human rights should be protected by rule of law.

The Convention for the Protection of Human Rights and Fundamental Freedoms (also called the "European Convention on Human Rights" and "ECHR"), was adopted under the auspices of the Council of Europe in 1950 to protect human rights and fundamental freedoms. All Council of Europe member states are party to the Convention and new members are expected to ratify the convention at the earliest opportunity. The Convention established the European Court of Human Rights. Any person who feels his or her rights have been violated under the Convention by a state party can take a case to the Court.

The Convention protects the right of every person to their life, it prohibits torture, and inhuman or degrading treatment or punishment. There are no

exceptions or limitations on this right. Article 4 of the ECHR prohibits slavery and forced labour, but excepted from these prohibitions are conscription, national service, prison labour, service exacted in cases of emergency or calamity, and "normal civic obligations". Liberty and security of the person are taken as a "compound" concept - security of the person has not been subject to separate interpretation by the Court. Article 6 provides a detailed right to a fair trial, including the presumption of innocence, and other minimum rights for those charged in a criminal case. Article 8 provides a right to respect for one's "private and family life, his home and his correspondence", subject to certain restrictions that are "in accordance with law" and "necessary in a democratic society".

To conclude, every country tries to provide laws which will help its people to live safely and as comfortably as possible. This is not at all an easy thing to do, and no country has been successful in producing laws which are entirely satisfactory. But we are far better off with the imperfect laws which we have, than if we had none at all.

## **CRIMINAL COURTS**

There are two types of criminal offences. Summary offences are the least serious and may be tried only in a magistrates' court. Indictable offences are subdivided into "indictable-only" (such as murder, manslaughter or robbery) which must be tried on indictment at the Crown Court by judge and jury, and "either-way", which may be tried either summarily or on indictment. Under a new procedure introduced in January 2001, indictable-only cases are sent straight to the Crown Court from an initial appearance before the magistrates. The defence may, if it wishes, challenge the prosecution case as soon as it has been served by making an application to the judge for the case to be dismissed.

Either-way offences, such as theft and burglary, can vary greatly in seriousness and a magistrates' court must decide whether the case is serious enough to be sent to the Crown Court. If the magistrates decide in favour of summary trial, however, the accused person has the right to a trial by jury in the Crown Court if he or she chooses.

Where an either-way case is to be tried on indictment, the magistrates' court commits it to the Crown Court for trial if it is satisfied that there is a case

to answer. In most cases this is accepted by the defence and the magistrates do not need to consider the evidence, but if the defence challenges the case, the magistrates consider the documentary evidence - without witnesses being called. In 1999 1.9 million defendants were dealt with by magistrates' courts, while 77,000 were dealt with in the Crown Court.

A magistrates' court usually comprises three representatives of the local community who do not have professional legal qualifications, known as lay magistrates or justices of the peace (JPs). They sit with a court clerk who advises them on law and procedure. In some areas a paid professional District Judge (Magistrates' Courts) sits alone instead of the JPs. District Judges (Magistrates' Courts) are becoming more common, although most cases are still dealt with by lay magistrates.

Magistrates' courts committees (MCCs), made up of magistrates selected by their colleagues, are responsible for running the magistrates' courts service locally. During 2000-01 the MCCs were reorganised and their number reduced, improving efficiency and bringing their boundaries into closer alignment with those of other criminal justice agencies, such as the police and the CPS.

Youth courts are specialist magistrates' courts, which sit separately from those dealing with adults. They handle all but the most serious charges against people aged at least ten (the age of criminal responsibility) and under 18. Young offenders may also be tried in an adult magistrates' court or in a Crown Court, depending on the type of offence they have committed. Only JPs who have been specially trained for the job sit in youth courts. Proceedings are held in private.

The Crown Court sits at about 90 venues, in six regional areas called circuits, and is presided over by High Court judges, circuit judges and part-time recorders. The type of judge dealing with a case and instructing the jury of 12 members of the general public will depend on which Crown Court the case is being heard in. Not all Crown Courts handle cases of the same level of seriousness.

An independent review of the practices and procedures of, and the rules of evidence applied by, the criminal courts in England and Wales were announced by the Lord Chancellor in December 1999. A report on its findings is expected to be published in autumn 2001.

## **THE INTERNATIONAL COURT OF JUSTICE**

The International Court of Justice established by the Charter of the United Nations is the principal judicial organ of the United Nations. The Court functions in accordance with the provisions of the Statute which is a part of the United Nations Charter and every member state of the United Nations therefore has automatic access to the Court. Every member pledged to comply with the decisions of the Court in a case to which it is a party.

The jurisdiction of the Court covers all case which the parties may refer to it, and all matters specially provided for in the Charter or in the treaties and conventions in force. It consists of 15 judges elected by the Security Council or General Assembly, the judges being elected on the basis of their qualifications, not on the basis of their nationality.

The hearing of the cases is under the control of the President or Vice-President, the latter being elected by the Court itself.

The representation of the case having been completed, the President declares the hearing closed, and the Court withdraws to consider the judgement.

The judgement is final and without appeal. One of the parties having failed to perform its obligations, the other party in the case can call upon the Security Council to determine measure to be taken.

In addition to judging legal disputes the Court gives advice on legal matters referred to it by the General Assembly, the Security Council and other organs which have been authorized by the General Assembly to request such advice. The Court sits at the Hague in the Netherlands.

## **SENTENCING**

The court will sentence the offender after considering all the relevant information it has on the case, which may include a pre-sentence or any other specialist report, and a mitigating plea by the defence. Magistrates may impose a fine of up to ?5,000 and/or a maximum sentence of six months' imprisonment, but can send the offender to the Crown Court if they feel their sentencing powers are not sufficient.

Taking away someone's freedom is only done where the offence is so serious that this action alone is justified. In 1999 8% of males and 3% of females

found guilty of all offences were given a custodial sentence. A term of up to two years' imprisonment may be suspended. Courts are required to impose minimum three-year sentences on offenders convicted of a third offence of domestic burglary. A second serious violent or sexual offence requires a court to order a life sentence unless there are exceptional circumstances. Life imprisonment is the mandatory sentence for murder, and is also available for certain other serious offences. The death penalty is no longer available for any offence; it has not been used in the United Kingdom since 1965.

Community sentences may include community rehabilitation orders (involving supervision in the community); community punishment orders (unpaid work within the community); community punishment and rehabilitation orders (elements of both probation supervision and community service work); curfew orders (requiring the offender to remain at a specified place for specified periods, usually monitored by electronic tagging); find drug treatment and testing orders. The Criminal Justice and Court Services Act 2000 contained two new measures: drug abstinence orders, which require an offender to abstain from misusing Class A drugs and to undertake drugs tests on instruction; and exclusion orders (likely to be monitored by electronic tagging) requiring offenders to stay away from a certain place for specified periods. Both types of order are to be piloted during 2001 before being introduced nationally.

A fine is the most common punishment, and most offenders are fined for summary offences. A court may also make compensation orders, which require the offender to pay compensation for personal injury, loss or damage resulting from an offence; or impose a conditional discharge, where the offender, if he or she offends again, may be sentenced for both the original offence and for the new one.

In May 2000 the Government announced a review of the legal framework for sentencing and its impact on reducing re-offending. The review-the Haliiday Report-was published in May 2001. It made wide-ranging proposals, including increased severity of sentencing of persistent offenders, and restructuring of sentences under 12 months.

## **TYPES OF BILLS**

A Bill is a proposal for a new law. Most Bills are introduced into Parliament by the Government; some will be implementing policies that were promised in its election manifesto and others will be responding to economic and social issues as they develop.

There are two main kinds of Bill - Public Bills and Private Bills.

Public Bills are intended to affect the public as a whole and change the general law. They are Government Bills and Private Members' Bills. The majority of public Bills that become Acts of Parliament are introduced by a government Minister and are known as Government Bills. When a new government comes to power after a general election it will normally have a number of policies it wishes to put into effect. Where necessary it will try to change the law by introducing Bills into Parliament. Each Bill will be piloted through Parliament by a Minister from the appropriate Government Department. Government Bill usually succeeds in getting through Parliament because the Government has majority in the House of Commons. Private Members' Bills are sponsored by individual MPs. Many Private Members' Bills fail to complete their passage through Parliament, either through lack of support or, more likely, because of shortage of time. Government business is usually given priority and Private Members' Bills can get squeezed out. To be successful a Private Members' Bill ideally needs to be non-controversial and have the support of the Government.

Private Bills are only intended to affect one particular area or organization. They are promoted by organisations outside the House (e.g. local authorities companies) to obtain powers for themselves in excess of or in conflict with the general law. They should not be confused with Private Members' Bills, which are a type of Public Bill. In practice, only a few Private Bills are now considered each session. Hybrid Bills are Public Bills which may affect the specific private rights people or bodies. They are generally introduced by the Government, but are fairly rare.

## **PROBATION**

The Probation Service in England and Wales supervises offenders in the community under direct court orders and after release from custody. It also advises offenders in custody. All young offenders and all prisoners in England and Wales sentenced to 12 months' imprisonment and over are supervised on

release by the Probation Service, or, in the case of certain young offenders, by local authority social services departments or youth justice teams.

A court probation order requires offenders to maintain regular contact with their probation officer, who is expected to supervise them. The purpose of supervision under a probation order is to secure the rehabilitation of the offender, to protect the public and to prevent the offender from committing further offences. A probation order can last from six months to three years; an offender who fails to comply without good reason with any of the requirements can be brought before the court again. The Probation Service also supervises those subject to community service orders, combination orders and those released from prison on parole. The Probation Service in England and Wales dealt with around 130,000 new offenders in 2000. Just under half this total were starting probation orders; a similar number were beginning community service orders. HM Inspectorate of Probation has both an inspection and an advisory role, and also monitors any work that the Probation Service carries out in conjunction with the voluntary and private sectors.

In Scotland local authority social work departments supervise offenders on probation, community service and other community disposals, and ex-prisoners subject to statutory supervision on release from custody. With effect from September 2002, arrangements for delivery of community disposals - equivalent to community sentences - will pass to 11 mainland groupings of local authorities.

In Northern Ireland the probation service is administered by the government-funded Probation Board, whose membership is representative of the community.

## **PROTECTING THE RIGHTS OF THE ACCUSED**

Dealing with crime and criminals poses a serious challenge to democratic political systems. On the one hand, society must protect itself against criminals. At the same time, individual rights must be preserved. Justice in a democracy means protecting the innocent from government police power as well as punishing the guilty.

To deal with this challenge, the Founders of the US Constitution provided for a system of justice designed to guard the rights of the accused as well as the rights of society. Laws were to be strictly interpreted, trial procedures fair and impartial, and punishments reasonable. Later, the Fourteenth Amendment further protected the rights of the accused.

The police need evidence to accuse people of committing crimes, but getting evidence often requires searching people or their homes, cars, or offices. To protect



the innocent, the Fourth Amendment guarantees the right of people to be secure in their persons, houses, and papers, against unreasonable searches and seizures. What constitutes unreasonable searches and seizures? No precise definition has been made, so the courts have dealt with Fourth Amendment issues on a case-by-case basis.

Today the police must state under oath that they have probable cause to suspect someone of committing a crime. Then they must obtain a warrant from a court official before searching for evidence or making an arrest. The warrant must describe the place to be searched and the person or things to be seized.

Before 1980, 23 states had search laws that permitted police to enter a home without a warrant if they had probable cause to believe that the occupant had committed a felony, or major crime, but in 1980, the Supreme Court ruled that, except in a life-threatening emergency, the Fourth Amendment forbids searching a home without a warrant.

## **CRUEL AND UNUSUAL PUNISHMENT**

The Eighth Amendment to the US Constitution forbids "cruel and unusual punishment," the only constitutional provision specifically limiting penalties in criminal cases. The US Supreme Court has rarely used this provision. For example, in 1981 the Court ruled that putting two prisoners in a cell built for one is not cruel and unusual punishment.

There is a great controversy, however, over the death penalty. During the 1970s the Supreme Court handed down several decisions on the constitutionality of the death penalty. In 1972, the Court ruled that capital punishment as then administered was not constitutional. The Court found the death penalty was being imposed in apparently arbitrary ways for a wide variety of crimes and mainly on African Americans and poor people. This decision warned the states that the death penalty needed clarification. Thirty-five states responded with new death penalty laws. These laws took two approaches. North Carolina and some other states made the death penalty mandatory for certain crimes. In this way, they hoped to eliminate arbitrary decisions. It is argued, however, that such laws failed to take into consideration the specifics of a crime and any possible mitigating circumstances.

Georgia and several other states took a different approach. They established new procedures for trials and appeals designed to reduce arbitrary decisions and racial prejudice in imposing the death penalty. In one case the Court ruled that under adequate guidelines the death penalty does not constitute cruel and unusual punishment. The Court stated, "Capital punishment is an expression of society's outrage. It is an extreme sanction, suitable to the most extreme of crimes."

## SENTENCING YOUNG OFFENDERS

The main custodial sentence for 12 to 17 year olds is the detention and training order which was introduced in April 2000 and replaced detention in a young offender institution and the secure training order. It is a two-part sentence which combines a period of custody with a period under supervision in the community. It may last for a minimum of four months to a maximum of two years and there is provision for the custodial element to be shortened or lengthened depending on the young offender's progress.

Offenders under 18 convicted of certain serious offences may be detained for a period not exceeding the maximum term of imprisonment which would be available for that offence in the case of an adult. Those convicted of murder are detained "during Her Majesty's pleasure"-the equivalent of a life sentence in the case of an adult.

Non-custodial penalties include: conditional discharge; fines and compensation orders (with the offender's parents having to pay); supervision orders (where the offender must comply with specific requirements, such as staying in local authority accommodation); and attendance centre orders. Those aged 16 or 17 may also be given the same community rehabilitation, community punishment, community punishment and rehabilitation, drug treatment and testing, curfew and exclusion orders as older offenders. From February 2001 the courts have been able to sentence offenders aged 10-15 to a curfew order with electronic tagging. This was previously only available for offenders aged 16 or over.

Other new orders are also available, including a reparation order, which requires young offenders to compensate the victim(s) of their offence or the community which they have harmed in some non-financial way; and an action plan order, making them comply with an individually tailored programme intended to alter their offending behaviour.

Complementing these are parenting orders, which require a parent or guardian to attend counselling and guidance sessions, and may direct them to comply with other requirements; and child safety orders, which place a child under ten who is at risk of becoming involved in crime or is behaving in an anti-social manner under the supervision of a specified, responsible officer.

Prohibitive anti-social behaviour orders (ASBOs) may be applied to individuals or groups whose threatening and disruptive conduct harasses the

local community. Anyone in breach of such an order is guilty of a criminal offence. ASBOs and sex offender orders are applicable throughout the UK. By the end of March 2001, around 215 ASBOs had been issued.

A young offender convicted in court for the first time and pleading guilty may be sentenced to a referral order where an absolute discharge or custodial sentence is not appropriate. These orders are being piloted in seven areas in England and Wales. The offender is referred to a panel of two community volunteers and a member of the Youth Offending Team who agree a programme of activity aimed primarily at preventing re-offending. The target date for national implementation of referral orders is April 2002.

## GRAMMAR REVISION

### СУЩЕСТВИТЕЛЬНОЕ

1. Собственные	2. Нарисательные	
London, Jack Smith	capital, book, name	
	<i>Исчисляемые</i>	<i>Неисчисляемые</i>
	capitals, names, books	knowledge, work

Форму множественного числа имеют существительные, поддающиеся счету (исчисляемые существительные). Она образуется при помощи окончания – (e) s.

<i>Существительные, оканчивающиеся на:</i>	<i>Принимают окончание:</i>	<i>В произношении</i>	<i>Примеры</i>
Глухой согласный	s	[s]	Cap – caps
Звонкий согласный		[z]	Bed – beds
Гласный звук		[z]	Boy – boys
Свистящий и шипящий звук (на письме -ss, -sh, -ch, -x)	es	[iz]	Class – classes, dish – dishes, bench – benches, box – boxes
-f, -fe (переходящие во множественном числе в -ve)	s	[z]	Wife – wives, leaf – leaves, knife – knives

#### Особые случаи образования множественного числа

<i>Единственное число</i>	<i>Множественное число</i>
Man	Men
Woman	Women
Child	Children
Foot	Feet
Tooth	Teeth
Goose	Geese
Mouse etc.	Mice etc.

## Притяжательный падеж

Английское существительное может быть в форме двух падежей: общего (не оформленного каким-либо окончанием) и притяжательного. Притяжательный падеж существительного в единственном числе образуется путем прибавления к существительному знака апострофа и буквы s ( 's ) – my friend's name. Притяжательный падеж существительного во множественном числе образуется путем прибавления к существительному только знака апострофа – my friends' names.

Существительные в притяжательном падеже отвечают на вопрос «чей? чьи?» и обозначают принадлежность: Jack's room, the teacher's table, a five minutes' walk.

Род	Число		Падеж
	<i>Ед.</i>	<i>Мн.</i>	<i>Общий</i>
girl boy actor actress table pen	worker class wife country man woman child	workers classes wives countries men women children	The rays of the sun.  The boy reads a book.  The books of the boys were open.
	<i>Греческие и латинские слова</i>		<i>Притяжательный</i>  The sun's rays. The boy's book was open. The boys' books were open.
	a formula a datum a radius crisis a criterion	formulae data radii crises criteria	

## Определители существительного

<b>1. Артикль</b>	1) неопределенный <b>a</b> book , an actor 2) определенный <b>the</b> book, <b>the</b> books
<b>2. Местоимения</b>	
1) притяжательные	<b>my (your, his, her, its, our, our, their)</b> book
2) указательные	<b>this \ that (these)</b> book \ books
	<b>the same</b> book, <b>such</b> books
3) вопросительные	<b>What</b> book have you read? <b>Which</b> month is the warmest? <b>Whose</b> book is this?
4) неопределенные	<i>each, every, some, any, no, much, many little, few, all, both, other, another, one, either</i> <b>Each</b> student of our group knows it. <b>Some</b> students go there <b>every</b> day.
<b>3. Существительные</b> (в притяжательном падеже)	<b>Jack's</b> mother is a doctor.
Употребление - <b>перед существительными</b>	
<b>Перевод</b> - артикли обычно не переводятся; местоимения и существительные переводятся в зависимости от их значений	

## Заменители существительных

В английском языке во избежание повторения одного и того же существительного используются его заменители: местоимения “that” (множественное число “those”) и “one” (множественное число “ones”). При переводе на русский язык эти местоимения либо заменяются соответствующими существительными, либо опускаются.

There are many books here. The most interesting ones are on the table.

The results of this *experiment* are better than those of the previous *one*.

С **исчисляемыми** существительными: many, a lot of / few – There are many letters. Are there a lot of people in the conference room?

С **неисчисляемыми** существительными: much, a lot of / little – I have much work to do. He has a lot of free time.

В зависимости от артикля “little”, “few” образуют устойчивые сочетания со значением

“a little” – немного, несколько

“little” – немного, мало, недостаточно

“a few” – несколько

“few” – несколько, немного, мало, недостаточно.

I have a little time, we can talk.

I have little time now, let’s discuss this problem tomorrow.

I have a few friends here, we sometimes go out together.

I have few friends here, I’m very lonely.

### Артикль

<b>Неопределенный артикль употребляется:</b>	
1) когда необходимо обозначить лицо или предмет данного класса в отличие от другого класса	I have a pen (not a pencil).
2) когда необходимо обозначить лицо или предмет, упоминаемые впервые	Suddenly I saw a man.
<b>Определенный артикль употребляется:</b>	
1) когда из предшествующего контекста ясно, о каком предмете идет речь	I read a book yesterday. <b>The</b> book was very interesting.
2) с существительными, единственными в своем роде	<b>The</b> sun, <b>the</b> moon, <b>the</b> North
3) с существительными, которые определяются прилагательными в превосходной степени, и с порядковыми числительными	Nick is <b>the</b> best student in our group. <b>The</b> second lesson was more difficult than the first one.
4) с существительными, обозначающими названия рек, морей, океанов, гор и т. д.	<b>the</b> Volga, <b>the</b> Black Sea, <b>the</b> Alps, <b>the</b> Crimea, <b>the</b> USA
<b>Артикль не употребляется:</b>	
1) перед именами собственными	Peter, Moscow, England
2) перед существительными, которые уже имеют определение в виде местоимений	I like this car. Give me my mother's bag.
4) перед существительными, за которыми следуют количественные числительные, обозначающие номер	Open page 10. We are in room 234.

**A – неопределенный артикль**

– с существительными единственного числа:

There is a laptop on the table. Can I ask a question?

– любой, не важно какой, один

Can I have a sandwich, please?

– первое упоминание

I need a pen.

– профессия I am a manager.

– принадлежность классу, один из подобных

I live in a new house.

It's a great idea!

**THE - определенный артикль**

– с существительными и единственного, и множественного числа

– что-то конкретное, определенное, второе упоминание

Can I use the laptop? The managers were very helpful.

Can you repeat the question, please? The sandwich is very tasty.

– названия стран, содержащие слова federation, kingdom, state

The Russian Federation, the United States of America, the United Kingdom

– устойчивые сочетания: in the morning... \ play the piano... the guitar... \ the first, the second... \ go to the cinema, go to the theatre etc.

**(-) отсутствие артикля**

– с именами, названиями городов \ стран:

I am from Russia. He lives in Samara.

– my, his... \ this, that...

It's my book. Can I have this pen, please?

– числительное

We are in room 12.

– устойчивые сочетания go home \ go to work

– breakfast, lunch, dinner, supper

What did you have for lunch?

– next \ last

I am not working next week. Did you have a holiday last summer?



## ПРИЛАГАТЕЛЬНЫЕ. СТЕПЕНИ СРАВНЕНИЯ.

Прилагательные имеют три степени сравнения: положительную, сравнительную и превосходную.

Положительная	Сравнительная	Превосходная	Правила образования
big large easy soon	bigger larger easier sooner	the biggest the largest the easiest the soonest	Односложные и часть двусложных прилагательных образуют степени путем прибавления суффиксов “er” / “est”.
active beautiful	more active more beautiful	the most active the most beautiful	Многосложные и большинство двусложных прилагательных образуют степени путем прибавления more / the most.
good / well bad / badly little much / many	better worse less more	the best the worst the least the most	Данные прилагательные образуют степени сравнения от разных корней.

При сравнении двух предметов, которые обладают одинаковой степенью качества, употребляется союз “as... as”: He is as tall as me.

## МЕСТОИМЕНИЯ

<b>1. Личные</b>	<i>Именительный падеж</i>	I, you, he, she, it, we, you, they
	<i>Объектный падеж</i>	me, you, him, her, it, us, you, them
<b>2. Притяжательные</b>	<i>Зависимая форма</i>	My, your, his, her, its, our, your, their
	<i>Абсолютная форма</i>	mine, yours, his, hers, its, ours, yours, theirs

<b>3. Возвратные и усилительные</b>	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
<b>4. Взаимные</b>	each other, one another
<b>5. Указательные</b>	this (these), that (those), such, the same
<b>6. Вопросительные</b>	who, whom, whose, what, which
<b>7. Относительные и соединительные</b>	who, whom, whose, what, which, that
<b>8. Неопределенные</b>	some, any, one, all, each, every, other, another, both, many, much, few, little, either, no, none, neither

Притяжательные местоимения в зависимой, присоединяемой форме используются с существительным – It’s my phone number. What is his name?

Притяжательные местоимения в абсолютной форме используются без существительного – It’s mine. Where is yours?

**Некоторое количество** - Some – в утвердительных предложениях: Here are some books for you. We have some problems. Any – в вопросительных и отрицательных предложениях: Are there any letters for me? Any news? We don’t have any problems. Исключения: “some” может использоваться в вопросах, если это просьба или предложение: Would you like some coffee? Can I have some sandwiches? “any” может использоваться в утвердительных предложениях в значении «любой, все равно какой»: You can take any book you want.

**Неопределенные местоимения “some”, “any”, “no”** в сочетании со словами “body”, “one”, “thing” образуют сложные местоимения; в сочетании со словом “where” – сложные наречия.

	<b>some</b>	<b>any</b>	<b>no</b>	<b>every</b>
<b>body</b> <b>one</b>	<i>somebody</i> <i>someone</i> кто-то, кто-либо кто-нибудь	<i>anybody</i> <i>anyone</i> кто-то, кто-либо кто-нибудь	<i>nobody</i> <i>no one</i> никто	<i>everybody</i> <i>everyone</i> все каждый
<b>thing</b>	<i>something</i> что-то, что-либо что-нибудь	<i>anything</i> что-то, что-либо что-нибудь	<i>nothing</i> ничего ничто	<i>everything</i> все

<b>where</b>	<i>somewhere</i> где-то, где-либо где-нибудь	<i>anywhere</i> где-нибудь куда-нибудь	<i>nowhere</i> нигде никуда	<i>everywhere</i> езде повсюду
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Сложные местоимения могут употребляться в предложении в функции подлежащего и дополнения. В функции подлежащего сложное местоимение сочетается со сказуемым в форме единственного числа.

Everyone has this book. Does anyone know how to get there?

В тех случаях, когда подлежащим является местоимение “no”, “one”, “nobody”, “nothing” глагол-сказуемое употребляется в утвердительной форме. No one knows how to get there. None of them is here.

### Местоимение it

<i>1. Личное</i> (он, она, оно)	I am reading a book. It is interesting. Я читаю книгу. Она интересная.
<i>2. Безличное</i>	It is winter. - Зима. It is cold. - Холодно. It is 5 o'clock. - Пять часов. It often rains in autumn. - Осенью часто идут дожди. It is interesting to study. - Учиться интересно.
<i>3. Указательное</i>	It is his sister. - Это его сестра.
<i>Усилительный оборот</i> It is ... that... It was last year that we were in Moscow. Именно в прошлом году мы были в Москве.	

### Многофункциональность глагола to have

<i>Смысловой «иметь, обладать».</i>	We had a meeting yesterday. Вчера у нас было собрание.
<i>Вспомогательный для образования времен группы Perfect - не переводится</i>	He has made a report at the conference. Он сделал доклад на конференции.

Модальный «должен, следует», с инфинитивом смыслового глагола с частицей «to».	They have to make this experiment once more. Им придется сделать этот опыт еще раз.
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### Спряжение глагола to be

	Present Indefinite	Past Indefinite	Future Indefinite
I	Am	Was	Shall \ will be
You	Are	Were	Will be
He	Is	Was	Will be
She	Is	Was	Will be
It	Is	Was	Will be
We	Are	Were	Shall \ will be
You	Are	Were	Will be
They	Are	Were	Will be

### Функции глагола to be

Функция	Признак	Примеры
Глагол-связка	Перед существительным, прилагательным, числительным, местоимением, инфинитивом	He is an engineer. The tea is sweet. She is 10. Our aim is to study well.
Смысловый глагол	Перед существительным (с предлогом)	My father is at work.
Модальный глагол	Перед инфинитивом смыслового глагола с частицей to	He <b>is</b> to come at 5. ...должен прийти We <b>were</b> to find the necessary books in the library. - должны были найти...

## ОБОРОТ THERE + TO BE

Утвердительные предложения	Вопросительные предложения	Отрицательные предложения
<b>There is</b> an English book on the table.	<b>Is there</b> an English book on the table?	<b>There is no</b> English book on the table.
<b>There are</b> many books on the table.	<b>There are</b> many books on the table, <b>aren't there?</b>	<b>There are not</b> many books on the table.

1. Перевод предложений с оборотом <b>there + to be</b> следует начинать с обстоятельства (места или времени), или сказуемого	<p><b>There are</b> many parks in Moscow. В Москве (есть) много парков.</p> <p><b>There are</b> different methods of learning words. Существуют различные способы заучивания слов.</p>
2. Глагол <b>to be</b> может сочетаться в этом обороте с модальными глаголами	<b>There must be</b> an interesting article in this magazine. В этом журнале должна быть интересная статья.

## ЧИСЛИТЕЛЬНЫЕ

Числительные от 13 до 19 включительно образуются от соответствующих числительных первого десятка с помощью суффикса “teen”, на который ставится ударение: *thirteen, fourteen...* Несколько видоизменяются только числительные *three* и *five*: *three – thirteen, five – fifteen*.

Числительные, обозначающие десятки, образуются от соответствующих числительных первого десятка с помощью суффикса “ty”, на который ударение не ставится: *twenty, thirty...* Несколько видоизменяются числительные *two, three, four* и *five*: *two – twenty, three – thirty, four – forty, five – fifty, eight - eighty*.

Первые два порядковых числительных «первый», «второй» - *first, second* - от других корней. Числительное «третий» имеет особую форму - *third*. Остальные порядковые числительные образуются от соответствующих количественных числительных с помощью суффикса “th”. В числительных *five, twelve* “-ve”меняется на “f”: *fifth, twelfth*.

Внимательно изучите следующую таблицу.

<i>Количественные</i>		<i>порядковые</i>	
1	One <i>один</i>	<b>The first</b> <i>первый</i>	What is your <b>phone number</b> ?
2	Two	The second	
3	Three	The third	
4	Four	The fourth	It is 1622507
5	Five	The fifth	one six <i>double</i>
6	Six	The sixth	two five <i>oh</i>
7	Seven	The seventh	seven
8	Eight	The eighth	
9	Nine	The ninth	1,5
10	Ten	The tenth	one <i>point</i> five
11	Eleven	The eleventh	
12	Twelve	The twelfth	1,567
13	<b>Thirteen</b>	The thirteenth...	one <i>point</i> five
14	Fourteen		six seven
15	Fifteen		
16	Sixteen		What <i>time</i> is it?
17	Seventeen		
18	Eighteen		
19	Nineteen		It is 17.20
20	Twenty	The twentieth	=
21	Twenty-one	The twenty-first	five twenty pm
22	Twenty-two ... ..	The twenty-second	=
30	Thirty		twenty past
40	Forty	The thirtieth	five
50	Fifty	The fortieth	
60	Sixty	The fiftieth	It is 11.30
70	Seventy		=
80	Eighty		eleven thirty
90	Ninety		=
100	One hundred = a hundred		half past
101	One hundred <b>and</b> one	The hundredth	eleven

102	One hundred and two	The one hundred and first	It is 12.45 = twelve forty-five = quarter to one
157	One hundred and fifty-seven		
1,000	One thousand = a thousand		
1,001	One thousand one		
1,689	One thousand six hundred and eighty-nine		
10,000	Ten thousand	It is 14.40 = two forty pm = twenty to three	
100 000	One hundred thousand		
1 000 000	One million		
1 000 000 000	One billion (Br) = milliard (Am)		
000			

## ВРЕМЕНА

Для выражения времени совершения действия - настоящего, прошедшего и будущего - английский глагол имеет своеобразную систему глагольных времен (Tenses). Глагольные времена делятся на четыре группы:

1. Группа “неопределенных” времен (Indefinite Tenses). Эта группа состоит из настоящего неопределенного времени (Present Indefinite Tense), прошедшего неопределенного времени (Past Indefinite Tense) и будущего неопределенного времени (Future Indefinite Tense):

2.

Present Indefinite	Past Indefinite	Future Indefinite
I <b>write</b> letters every day. Я пишу письма каждый день.	I <b>wrote</b> a letter yesterday. Я писал (написал) письмо вчера.	I <b>shall write</b> a letter tomorrow. Я буду писать (напишу) письмо завтра.

Времена группы Indefinite употребляются, в отличие от времен других групп, только для констатации факта совершения действия в настоящем, прошлом и будущем, без указания на его длительность, законченность и безотносительно к какому-либо другому действию и моменту. В русском языке этим временам соответствуют времена глагола как несовершенного, так и совершенного вида, в зависимости от смысла предложения.

3. Группа “длительных” времен (Continuous Tenses). Эта группа состоит из настоящего длительного времени (Present Continuous Tense), прошедшего длительного времени (Past Continuous Tense) и будущего длительного времени (Future Continuous Tense):

Present Continuous	Past Continuous	Future Continuous
I <b>am writing</b> a letter (at the present moment). Я пишу письмо (в настоящий момент).	I <b>was writing</b> a letter at five o'clock. Я писал письмо в пять часов.	I <b>shall be writing</b> a letter at five o'clock. Я буду писать письмо в пять часов.

Времена группы Continuous употребляются для выражения длительного действия, которое началось до определенного момента в настоящем, прошлом или будущем и которое все еще совершается, совершалось или будет совершаться в этот момент. Они описывают действие в процессе его совершения, выражая, таким образом, незаконченное длительное действие. В русском языке этим временам соответствуют времена глагола несовершенного вида.

4. Группа “совершенных” времен (Perfect Tenses). Эта группа состоит из настоящего совершенного времени (Present Perfect Tense), прошедшего совершенного времени (Past Perfect Tense) и будущего совершенного времени (Future Perfect Tense):

Present Perfect	Past Perfect	Future Perfect
I <b>have written</b> the letter. Я (уже) написал письмо (к настоящему моменту).	I <b>had written</b> the letter by five o'clock. Я (уже) написал письмо к пяти часам.	I <b>shall have written</b> the letter by five o'clock. Я (уже) напишу письмо к пяти часам.

Времена группы Perfect выражают действие, совершенное к определенному моменту в настоящем, прошлом или будущем. В русском языке этим временам соответствуют времена глагола совершенного или несовершенного вида, в зависимости от смысла предложения.



5. Группа “совершенных длительных времен” (Perfect Continuous Tenses). Эта группа состоит из настоящего совершенного длительного времени (Present Perfect Continuous Tense), прошедшего совершенного длительного времени (Past Perfect Continuous Tense) и будущего совершенного длительного времени (Future Perfect Continuous Tense).

Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I <b>have been writing</b> the letter for an hour. Я пишу письмо (уже) час.	I <b>had been writing</b> the letter for an hour when he came. Я писал письмо (уже) час, когда он пришел.	I <b>shall have been writing</b> the letter for an hour when she comes. Я буду писать письмо (уже) час, когда он придет.

Времена группы Perfect Continuous употребляются для выражения длительного действия, начавшегося до определенного момента в настоящем, прошедшем или будущем и длившегося известный период времени, включая этот момент. Времена этой группы могут выражать длительное действие, продолжавшееся известный период времени и закончившееся непосредственно перед определенным моментом в настоящем, прошедшем или будущем. В русском языке этим временам соответствуют времена глагола несовершенного вида.

Английский глагол имеет для выражения настоящего, прошедшего и будущего времени в изъявительном наклонении действительного залога 12 глагольных времен. Кроме этих форм имеются четыре формы “будущего времени в прошедшем” (Future in the Past) - будущее неопределенное в прошедшем (Future Indefinite in the Past), будущее длительное в прошедшем (Future Continuous in the Past), будущее совершенное в прошедшем (Future Perfect in the Past) и будущее совершенное длительное в прошедшем (Future Perfect Continuous in the Past). Эти формы, в отличие от обычных форм будущего времени, служат для выражения будущего не по отношению к моменту речи, а к прошедшему моменту, т.е. для выражения будущего действия, о котором речь шла в прошлом.

## Формы Future in the Past

Indefinite	Continuous	Perfect	Perfect Continuous
I said that I <b>should write</b> a letter to him.	I said that I <b>should be writing</b> a letter at 5 o'clock.	I said that I <b>should have written</b> the letter by 5 o'clock.	I said that I <b>should have been writing</b> the letter for an hour when he came.
Я сказал, что я напишу ему письмо.	Я сказал, что буду писать письмо в 5 часов.	Я сказал, что (уже) напишу письмо к пяти часам.	Я сказал, что я (уже) буду писать это письмо час, когда он придет.

Из всех глагольных времен только два, а именно Present Indefinite и Past Indefinite являются простыми формами, т.е. образуются без вспомогательных глаголов (и то только в утвердительной форме). Все остальные времена являются сложными формами, т.е. образуются с помощью вспомогательных глаголов:

1. Future Indefinite (единственная сложная форма из группы Indefinite) образуется с помощью вспомогательных глаголов shall и will и формы инфинитива смыслового глагола.
2. Времена группы Continuous образуются с помощью вспомогательного глагола to be и формы причастия настоящего времени смыслового глагола.
3. Времена группы Perfect образуются с помощью вспомогательного глагола to have и формы причастия прошедшего времени смыслового глагола.
4. Времена группы Perfect Continuous образуются с помощью времен группы Perfect вспомогательного глагола to be и формы причастия настоящего времени смыслового глагола.
5. Все формы Future in the Past образуются аналогично соответствующим формам Future с заменой shall и will формами should и would.

**Таблица времен глагола to write в изъявительном наклонении  
действительного залога**

	Indefinite	Continuous	Perfect	Perfect Continuous
Present	I write Я пишу	I am writing Я пишу	I have written Я написал (писал)	I have been writing Я пишу
Past	I wrote Я писал (написал)	I was writing Я писал	I had written Я написал (писал)	I had been writing Я писал
Future	I will write Я буду писать (напишу)	I will be writing Я буду писать	I will have written Я напишу	I will have been writing Я буду писать
Future In The Past	I should write Я буду писать (напишу)	I should be writing Я буду писать	I should have written Я напишу	I should have been writing Я буду писать

**Активный залог**

I write the letters.  
He makes reports.  
They do this work.

I wrote the letters.  
He made reports.  
They did this work.

I will write the letters.  
He will make reports.  
They will do this work.

I have written the letters.  
He has made reports.  
They have done this work.

**Пассивный залог (be + V3)**

*Present Simple Passive*

The letters are written by me.  
Reports are made by him.  
The work is done by them.

*Past Simple Passive*

The letters were written by me.  
Reports were made by him.  
The work was done by them.

*Future Simple Passive*

The letters will be written by me.  
Reports will be made by him.  
The work will be done by them.

*Present Perfect Passive*

The letters have been written by me.  
Reports have been made by him.  
The work has been done by them.

## ФОРМЫ ГЛАГОЛОВ

1 to build – 2 built – 3 built – 4 building  
to make – made – made – making

1 форма – Present Simple, выражение просьбы \ приказа.

2 форма – Past Simple.

3 форма – Perfect; Passive; прилагательное

4 форма – Continuous; существительное

Please go. Don't come here, please.

The house was built in 1890.

This house built in 1890 is very beautiful.

Made in Italy.

He is writing a letter.

His hand-writing is very beautiful.

## ПРЕДЛОГИ

<b>1. Простые</b>	of, for, in, at, on	
<b>2. Производные</b>	across, between, below	
<b>3. Составные</b>	into, upon, out of, in front of	
<b>Предлоги, обозначающие отношения, выражаемые в русском языке падежными окончаниями</b>		
Родительный падеж: кого?/чего?	of	The book <b>of</b> the student is on the table. Книга студента на столе.
Дательный падеж: Кому? / чему?	to, for	I am giving a book <b>to</b> the student Я даю книгу студенту. This book is <b>for</b> him. Эта книга ему.

Творительный падеж: кем?/чем?		by, with	The article is written <b>by</b> this student. Статья написана этим студентом. We write <b>with</b> a pen. Мы пишем ручкой.		
Предложный падеж: о ком? / о чем?		about, of	I speak <b>about</b> this student. Я говорю об этом студенте. I think <b>of</b> this student. Я думаю об этом студенте.		
Предлоги времени					
on	on Saturday	since	since 5 o'clock		
	on the first of May	for	for an hour		
in	in March	during	during the lecture		
	in a month	before	before the lecture		
at	at 7 o'clock	after	after the lecture		
by	by 3 o'clock	till	till June		
from ... till o'clock	from 3 till 5 o'clock	between	between one and two		
Предлоги направления			Предлоги места		
to	to the house	on	on the box	near	near the box
towards	towards the house	in	in the box	behind	behind the box
from	from the house	at	at the box	in front of	in front of the box
into	into the house	under	under the box	of	across the street
out of	out of the house	below	below the box	across	through the window
off	off the house	beneath	beneath the box	through	between two windows
		over	over the box	between	among the students
				among	
<i>Перевод - Предлогами, падежными окончаниями</i>					

## PREPOSITIONS

### AT

at 10 o'clock, at midnight

at the moment, at the weekend

at home, at work, at the meeting

устойчивое сочетание - not at all

Are you good at maths? Tom is bad at writing letters.

### IN

в, внутри - in my bag, in my letter, in the table (в таблице)

We are in room 5. The keys are in my bag.

в, внутрь – Come in! Go into the room!

(время) через – I'll be ready in 10 minutes. He'll be here in 10 days.

in the morning / in the afternoon / in the evening

in time We're in time for the train.

устойчивое сочетание - in fact, in error

in September / in winter / in 2012 / in the 19<sup>th</sup> century

in jpg. format, in a photograph, in a picture. I am interested in sport.

### ON

на, сверху, на поверхности – on the table, on the 2<sup>nd</sup> floor

The documents are on the table.

on Monday, on Sunday morning, on the 6<sup>th</sup> of October, on holiday

вовремя – on time (not late) Was the train late? – No, it was on time.

устойчивое сочетание - Come on! – ну же, давай

Go on = продолжать

устойчивое сочетание – go on foot = walk

о, про article on lifestyles

## TO

направление to Moscow, to our office (исключение go home)

+ глагол = что делать? что сделать? I'd like to go...

From Monday to Friday (= till, until)

устойчивое сочетание – according to

She is married to an American. Listen to this music – it's beautiful!

## OF

кого? чего? Are you afraid of dogs?

It was very kind of you to help us – thank you very much.

## FOR

для - A present for her. There's a phone call for you.

These documents are for Mr. Jones.

на (время) I'll go to London for a week \ for 5 days.

Thank you for your help.

Don't go yet, wait for me!

## FROM

из I am from Russia.

от It's a present from me.

с from 5 to 6 pm

## BY

a book by Dickens, a picture by Picasso

by bus, by car

к (время) by 5 o'clock

He was bitten by a dog.

## Таблица неправильных глаголов

Infinitive - инфинитив

Past Indefinite - прошедшее неопределенное время

Participle II - причастие прошедшего времени

Participle I - причастие настоящего времени

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Participle II</b>	<b>Participle I</b>	<b>Перевод</b>
1. to be	was, were	been	being	быть
3. to become	became	become	becoming	становиться
4. to begin	began	begun	beginning	начинать (ся)
5. to break	broke	broken	breaking	ломать
6. to bring	brought	brought	bringing	приносить
7. to build	built	built	building	строить
8. to buy	bought	bought	buying	покупать
9 to catch	caught	caught	catching	ловить, поймать
10. to choose	chose	chosen	choosing	выбирать
11. to come	came	come	coming	приходить
12. to cost	cost	cost	costing	стоить
13. to do	did	done	doing	делать
14. to draw	drew	drawn	drawing	тащить; рисовать
15. to dream	dreamt	dreamt	dreaming	мечтать
16. to drink	drank	drunk	drinking	пить
17. to drive	drove	driven	driving	везти, ехать
18. to eat	ate	eaten	eating	есть
19. to fall	fell	fallen	falling	падать
20. to feed	fed	fed	feeding	кормить, снабжать
21. to feel	felt	felt	feeling	чувствовать
22. to fight	fought	fought	fighting	бороться, драться



23. to find	found	found	finding	находить
24. to fit	fit	fit	fitting	подходить, соответство- вать
25. to fly	flew	flown	flying	летать
26. to forget	forgot	forgotten	forgetting	забывать
27. to get	got	got	getting	получать, становиться
28. to give	gave	given	giving	давать
29. to go	went	gone	going	идти, ехать
30. to grow	grew	grown	growing	расти, выращивать
31. to have	had	had	having	иметь
32. to hear	heard	heard	hearing	слышать
33. to hurt	hurt	hurt	hurting	болеть, при- чинять боль
34. to keep	kept	kept	keeping	хранить, держать
35. to know	knew	known	knowing	знать
36. to learn	learnt learned	learnt learned	learning	учиться, узнавать
37. to leave	left	left	leaving	покидать, оставлять
38. to lose	lost	lost	losing	терять
39. to make	made	made	making	делать, создавать
40. to mean	meant	meant	meaning	значить, иметь в виду
41. to meet	met	met	meeting	встречать (ся)
42. to pay	paid	paid	paying	платить
43. to put	put	put	putting	класть, ставить
44. to read	read	read	reading	читать

45. to ring	rang	rung	ringing	звонить
46. to run	ran	run	running	бежать
47. to say	said	said	saying	говорить
48. to see	saw	seen	seeing	видеть
49. to sell	sold	sold	selling	продавать
50. to send	sent	sent	sending	отправлять
51. to sit	sat	sat	sitting	сидеть
52. to sleep	slept	slept	sleeping	спать
53. to speak	spoke	spoken	speaking	говорить
54. to spend	spent	spent	spending	тратить, проводить время
55. to swim	swam	swum	swimming	плавать
56. to take	took	taken	taking	брать, взять
57. to teach	taught	taught	teaching	обучать
58. to tell	told	told	telling	сказать, рассказывать
59. to think	thought	thought	thinking	думать
60. to throw	threw	thrown	throwing	бросать
61. to understand	understood	understood	understanding	понимать
62. to win	won	won	winning	побеждать,
63. to wear	wore	worn	wearing	носить
64. to write	wrote	written	writing	писать

## GLOSSARY

to abandon an action – отказаться от действий

abuse of power – злоупотребление властью, полномочиями

according to law – согласно закона

to accuse (of); to charge (with) – обвинять/обвинить (в чём)

arbitration – арбитраж

arbitration clause – арбитражное соглашение, оговорка

to arrest – арестовывать/арестовать

arson – поджог

assassinate – убивать (обычно политического или видного общественного деятеля)

assessment of damage – оценка ущерба

assignment – назначение, задание, поручение

assault – атаковать

attorney / proxy holder – адвокат

attorney for defence – адвокат по защите

attorney for the plaintiff – адвокат истца

authenticate – аутентифицировать, идентифицировать, подтвердить подлинность

to award a contract – получить право заключения договора

bankruptcy – банкротство

bankruptcy petition – подача заявления о банкротстве

bailiff – судебный исполнитель/ судебный пристав

to be in force – вступления в силу

bilateral agreement – двухстороннее соглашение

binding – обязывающий, связывающий

blackmail – шантаж; вымогательство, шантажирование

breach of contract – нарушение договора

to break an agreement – разорвать соглашение

to break the law – нарушать закон

breaking and entering – взлом с проникновением

bribe – взятка; взятка, подкуп

briber – тот, кто даёт взятку

bribetaker – взяточник

to bring lawsuit – привести иск  
burglary – кража со взломом  
cancellation date – дата аннулирования  
certificate – сертификат  
to certify – подтверждать, свидетельствовать  
to cheat / swindle – надуть, смошенничать, обмануть  
claimant – заявитель / истец (в гражданских делах)  
code – код  
come into force – вступление в силу  
come to terms – прийти к соглашению  
to commit a crime – совершать/совершить преступление  
to commit suicide – покончить жизнь самоубийством  
competent court – компетентный суд  
to condemn/sentence to death – приговаривать/приговорить к смерти  
contempt of court – неуважение к суду  
court – суд; судья; судьи  
crime/offence – преступление  
crime/criminality – преступность  
criminal – преступник  
death penalty – смертная казнь  
defendant – ответчик; обвиняемый, подсудимый  
disorderly conduct – хулиганство / нарушение общественного порядка  
to dispute – спорить, оспаривать  
to draw up a contract – составить договор  
effective date – дата вступления в силу  
embezzlement – присвоение или растрата имущества  
to endorse / to back – одобрять, утверждать  
to enforce a law – обеспечить соблюдение закона  
exclusion clause – положение об исключении, оговорка об исключении  
exemption clause – оговорка  
fair rent – справедливая арендная плата  
felony – уголовное преступление; тяжкое уголовное преступление  
to file a complaint – подавать жалобу  
to file documents – подать документы  
fine – штраф, штрафовать

first mortgage – первая ипотека  
fixed term contract – контракт с установленным сроком  
forgery – подлог или подделка документа  
fraud – мошенничество  
to give due notice – подать надлежащее уведомление  
guilty (of) – виновный (в чём)  
to have full legal powers – иметь все юридические полномочия  
homicide – убийство  
to honour (GB) / honor (US) – чтить, почитать  
house-breaking – проникновение в дом  
illegal / unlawful – незаконный, противозаконный, неправовой  
illegally – незаконно, нелегально  
implement an agreement – реализация соглашения  
in case of controversy – в случае противоречия  
in force – в силе, действующий  
in good faith – с честными намерениями, по доброй воле  
indictment – обвинительное заключение  
industrial property – промышленная собственность  
to infringe – нарушать, ущемлять, посягать  
injunction – запрет, предписание  
innocent (of), not guilty (of) – невиновный (в чём)  
insolvent – неплатежеспособный, несостоятельный  
interrogate – допрашивать  
invalidate – недействительный, аннулированный  
jail – тюрьма  
jointly and severally – солидарно  
judge – судья  
judgement – суждение, оценка, судебное решение  
jurisprudence – юриспруденция, правоведение  
jury – присяжные  
justice – правосудие, справедливость, юстиция  
kidnapping – похищение человека с целью выкупа  
lack of evidence – отсутствие доказательств  
to lapse / to be statute-barred – истечь за сроком давности  
law courts – суды

lawyer (GB) / attorney (US) – адвокат  
lease contract – лизинговый контракт  
legal action / lawsuit – судебный иск, судебный процесс, тяжба  
legal adviser – юрисконсульт  
legal assistance – юридическая помощь  
legal charges / legal fees – юридические расходы  
legal department – юридический отдел  
legal domicile – юридический адрес  
legal proceedings – судебные разбирательства  
legal representative – законный представитель  
lessee / tenant – арендатор, лизингополучатель  
letter of intents – письмо о намерениях  
liability in contract – договорная ответственность  
licensee – лицензиат  
lien creditor – привилегированный кредитор  
limitation period – срок исковой давности, срок давности  
magistrate / judge – судья  
manslaughter – убийство; человекоубийство  
misdemeanour – преступление / судебно наказуемый проступок  
mortgage – ипотека  
mugging – грабёж; хулиганство, групповое нападение; уличный грабеж  
murder – убийство; убивать (глагол)  
notary public – нотариус, общественный нотариус  
notice – уведомление, извещение  
to notify – уведомить  
offender – преступник, правонарушитель  
omission – бездействие, упущение, пропуск  
partial agreement – частичное соглашение  
to patent – патентовать  
patent – патент  
patent holder – держатель патента  
patent office – патентное ведомство  
patent pending – заявка на патент  
perjury – ложное показание под присягой  
per procuracionem – по доверенности

petty offence – мелкое преступление  
plaintiff – истец  
to plead guilty – признать себя виновным  
prescription – предписание  
principal – основной, главный, основной, принципиальный  
prison – тюрьма, темница  
prisoner – заключённый, арестант  
probation officer – инспектор, наблюдающий за поведением условно осужденных преступников  
procedure – процедура, порядок  
prosecutor – прокурор  
protest – протест, возражение  
проху – доверенность, доверенное лицо  
public officer – государственный служащий  
to punish – наказывать/наказать  
punishment – кара, наказание  
to put in prison, to imprison, to jail – заключать/заключить в тюрьму  
to put on record – ставить на учет  
to take minutes – вести протокол  
quittance – квитанция, возмещение, оплата  
to pay back – обратная выплата  
rape – изнасилование  
to refund – компенсация  
register a trademark – зарегистрировать товарный знак  
registered – зарегистрированный  
registration charges / registration fees – расходы по регистрации  
to rent / lease / hire – рента / лизинг / наем  
resolution – решение, резолюция  
responsibility / liability – ответственность, обязательство  
revenue stamp – гербовая марка  
to revoke – аннулировать  
rights on industrial patent – права на патент на изобретение  
robbery – ограбление (с применением насилия), грабёж; разбой  
royalties – роялти, авторский гонорар  
rule / regulation – правило, положение, постановление

second mortgage – второй ипотечный кредит  
sentence; verdict – приговор  
separate signature – отдельная подпись  
to settle a dispute – урегулировать спор  
shoplift – красть в магазине с открытых прилавков, выносить товар  
неоплаченным (например, под одеждой)  
to sign a receipt – подписать квитанцию  
signature by proxy – подпись по доверенности  
slander - злословие, клевета, клеветнические измышления; опорочивание  
specimen signature – образец подписи  
speeding – превышение дозволенной скорости  
to steal – красть/украсть  
subpoena – повестка в суд; вызов в суд, повестка о явке в суд (под страхом  
наказания или штрафа в случае неявки)  
suicide – самоубийство  
swindling – мошенничество/ жульничество  
sublease / sublet – субаренда, сублизинг  
to sue – подать в суд, подать иск  
summon witnesses – вызывать свидетелей  
to take legal action – обращаться в суд  
tax fraud – налоговое мошенничество  
tenant – арендатор, жилец, наниматель  
tenderer – участник тендера  
the regulations in force – действующие правила  
third-party guarantee – гарантия от третьей стороны  
trial – суд; испытание, проба  
trial venue – место проведения судебного разбирательства  
unpatented – незапатентованный  
upon notice – после уведомления  
vandalism – вандализм, варварство  
verbal agreement – устная договоренность  
verdict – приговор, вердикт, решение суда  
warrant of arrest – ордер на арест  
witness – свидетель, очевидец  
written agreement – письменное соглашение



## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа является важным элементом в системе языковой подготовки. Она направлена на развитие у обучаемых творческого мышления, самостоятельности в поиске необходимой информации, а также в поиске самих способов ее добывания. Ввиду наличия различных вариантов определения самостоятельной работы в педагогической литературе мы будем придерживаться следующей формулировки: *самостоятельная работа – это планируемая работа студентов, выполняемая по заданию и при методическом руководстве преподавателя, но без его непосредственного участия*. Одной из основных задач преподавателя вуза является помочь студентам в организации их самостоятельной работы.

Самостоятельная работа по совершенствованию уровня сформированности иноязычной профессиональной коммуникативной компетенции студентов предполагает самостоятельный поиск и изучение текстового материала общенаучной, специальной проблематики, чтение художественной литературы по выбору студента а также выполнение дополнительных заданий и тестов к ним. Поиск материалов для внеаудиторного чтения предполагает, в частности, сформированность компетенции информационных технологий (прием, переработка, выдача информации; преобразование информации (чтение, конспектирование), мультимедийные технологии, компьютерная грамотность; владение электронной, интернет технологией). Студенты должны уметь пользоваться различными англоязычными поисковыми системами, проводить анализ научно-популярной и технической литературы, периодических изданий и справочных источников. В процессе работы над текстовым материалом студент выполняет задания тематически связанные с его специальностью, предложенные преподавателем.

Главными целями самостоятельной работы в плане практического овладения иностранным языком выступают: 1) достижение соответствующего уровня иноязычной коммуникативной компетенции в период изучения иностранного языка в вузе; 2) подготовка студентов к проведению эффективной самообразовательной работы над иностранным языком после окончания вуза.

## Рекомендуемая литература

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**Учебно-методическое и информационное обеспечение дисциплины для  
организации самостоятельной работы студентов - программное  
обеспечение и Интернет-ресурсы:**

[www.lingvo.ru](http://www.lingvo.ru) – англо-русский и русско-английский словарь, возможность приобретения и установки на мобильный телефон

[www.oed.com](http://www.oed.com) – Oxford English dictionary

[www.oup.co.uk/elt/oald](http://www.oup.co.uk/elt/oald) - Oxford Advanced Learners dictionary

[www.worldwidewords.org](http://www.worldwidewords.org) – статьи о современном английском языке, разъяснения новейших слов

[www.lo.mid.ru/termin.nsf](http://www.lo.mid.ru/termin.nsf), [www.mid.ru](http://www.mid.ru) – департамент лингвистического обеспечения МИД России – деловой словарь, названия всех министерств и субъектов федерации на английском языке

[www.business-letter-writing.com](http://www.business-letter-writing.com) – правила и примеры деловой переписки

[www.write-a-resume.org](http://www.write-a-resume.org) – правила и примеры резюме

[www.multipravo.ru](http://www.multipravo.ru) – деловая переписка, контракты, международное право

Международные экзамены [www.cambridge.org](http://www.cambridge.org) , [www.toefl.org](http://www.toefl.org) , [www.ielts.org](http://www.ielts.org)

<http://english-exam.ru>, <http://www.cityandguilds.ru/>

<http://www.bbc.co.uk>, [www.study.ru](http://www.study.ru), <http://www.uz-translations.su>,

<http://www.native-english.ru>, <http://real-english.ru>, <http://lingualeo.ru> - Теория: грамматика, произношение, учебники, статьи. Практика: чтение, темы, анекдоты, тексты песен, скороговорки, тесты, игры. Скачать: аудиокниги, фильмы на английском языке с субтитрами.

<http://samsu.ru> – сайт Самарского государственного университета,

возможность выхода на сайт кафедры иностранных языков СамГУ

<http://gumino.samsu.ru>.

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