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**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ ПОСТУПАЮЩИХ В АДЪЮНКТУРУ**

Учебно-практическое пособие

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вочник по грамматике и другие материалы для совершенствования ком-
муникативных компетенций при подготовке к сдаче вступительного эк-
замена по английскому языку в адъюнктуру во время консультационных
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Введение

Предлагаемое издание обеспечивает комплексную подготовку к вступительному испытанию в адъюнктуру по английскому языку для научных специальностей юридической направленности с учетом требований изучающего, просмотрового чтения и построения монологической речи в виде высказывания по одной из разговорных тем, указанных в программе вступительного испытания в адъюнктуру.

Цель пособия – помощь поступающим в адъюнктуру в подготовке к вступительному испытанию по английскому языку через совершенствование коммуникативных компетенций при использовании разных видов деятельности на консультационных занятиях и во время самостоятельной подготовки.

Задания носят проблемный характер, подобраны с учетом особенностей, характерных для каждого вида речевой деятельности.

Концепция построения пособия предполагает, что часть времени поступающие в адъюнктуру работают самостоятельно, получая задания от преподавателя во время консультаций, уделяя внимание самоорганизации и самоконтролю.

В первой части (part 1) каждого раздела (unit) в уроках (lesson) представлены лексико-грамматические упражнения и отдельные теоретические сведения для изучения грамматических явлений, встречающихся в текстах второй части (part 2).

Во вторую часть разделов включены следующие элементы:

– тексты для изучающего чтения, которое предполагает максимально точное понимание прочитанного, для чего важно выделить смысловые блоки, структурно-семантическое ядро, обобщить и проанализировать информацию, что соответствует первому вопросу экзаменационного билета;

– тексты для просмотрового чтения, которое направлено на быстрый поиск определенной информации, по одной из разговорных тем, обозначенных в программе вступительного испытания в адъюнктуру по иностранному языку, что также соответствует первому вопросу экзаменационного билета;

– задания к текстам тренировочного и творческого характера, выполнение которых позволяет вести беседу, используя грамматику и лексику, представленные в разделе.

Источником текстов являются оригинальная научная и периодическая литература, аутентичные учебные издания.

В третьей части раздела (part 3) представлен материал, содержащий оригинальные тексты для чтения и перевода с помощью словаря по теме раздела.

UNIT 1. PERSONAL DATA OF THE POSTGRADUATE

PART 1. GRAMMAR FOCUS

Lesson 1. Phonetic Symbols. Vowels

Consonants (согласные)	Pronunciation
[b]	[б] – <i>boy</i>
[d]	[д] – <i>day</i>
[f]	[ф] – <i>fat</i>
[ʒ]	[ж] – мягкий, <i>usually</i>
[dʒ]	[дж] – мягкий, <i>justice</i>
[g]	[г] – <i>ganster</i>
[h]	[х] – очень мягкий, <i>head</i>
[k]	[к] – с придыханием, <i>kit</i>
[l]	[л] – <i>load</i>
[m]	[м] – <i>man</i>
[n]	[н] – <i>night</i>
[p]	[п] – с придыханием, <i>pipe</i>
[s]	[с] – <i>seek</i>
[t]	[т] – с придыханием, <i>toy</i>
[v]	[в] – <i>victory</i>
[z]	[з] – <i>zeal</i>
[tʃ]	[ч] – <i>catch</i>
[ʃ]	[ш] – <i>shark</i>
[r]	[р] – мягкий, <i>road</i>

Vowels (гласные)	Pronunciation
[ʌ]	[а] – короткий, <i>run</i>
[ɑ:]	[а] – долгий, <i>dark</i>
[ɪ]	[и] – короткий, <i>big</i>
[i:]	[и] – долгий, <i>deep</i>
[ɒ]	[о] – короткий, <i>got</i>
[ɔ:]	[о] – долгий, <i>ball</i>
[ʊ]	[у] – короткий, <i>good</i>
[u:]	[у] – долгий, <i>fruit</i>
[e]	[е] – <i>get</i>
[ɜ:]	[э] – <i>person</i>
[əʊ]	[оу] – <i>go</i>
[aʊ]	[ау] – <i>now</i>
[eɪ]	[эй] – <i>grey</i>
[ɔɪ]	[ой] – <i>joy</i>
[aɪ]	[ай] – <i>my</i>

Звуки, не имеющие близких аналогов в русском языке			
[θ]	[ф] – межзубный глухой, <i>thank</i>	[æ]	[э] – открытый звук, <i>bad</i>
[ð]	[в] – межзубный звонкий, <i>this, that</i>		
[ŋ]	[н] – носовой, <i>thing</i>	[ə]	[э / е] – <i>fear</i>

Exercise 1. Read the sound [i:], [i].

[i:] Be – me – he – she – we – eve – cheese – these – geese – sleeve – theme – scene – Chinese – Maltese – Japanese – Vietnamese – Egypt – equal – even – siege – yield – achieve – believe – relieve – belief – relief – seize – ceiling – receive – deceive – perceive – receipt, ski – liter – pizza – machine – marine – police – casino – regime – naive – unique – technique – magazine – key – people.

[i] Hit – it – fit – bit – sit – quit – tip – pick – sick – kiss – miss – this – did – kid – bridges – added – loaded – painted – counted, symbol – lyrics – crystal – system – mystery – myth – sympathy – synonym – typical – pyramid – build – guilt – guilty – biscuit – circuit – busy – business – minute – hero – zero – period – series – serious – serial – consist – resist – admit – forbid – begin – ignore – inform.

Exercise 2. Read the sound [e], [æ].

[e] Red – bed – bet – let – met – set – dress – mess – stress – yes – rest – address – intend – invent – invest – bread – dead – head – spread – thread – sweat – threat – breath – death – health – wealth – dealt – meant – deaf – ready – steady – heavy – sweater – weather – leather – measure – pleasure – treasure – pleasant – jealous – breakfast – weapon – friend – leopard – bury – record – reference.

[æ] Bad – lad – sad – mad – had – glad – add – cab – lab – tab – bag – lag – hand – band – sand – stand – ant – pant – talent – family – travel – panel – manner – matter – grammar – camel – camera – carry – marry – fashion – fashionable – rational – national – natural; sanity – vanity – happy – happen; apple – battle – cattle – rattle – candle – handle – fact – act – action – actor – accident – access.

Exercise 3. Read the sound [u:], [u].

[u:] Rude – rule – rumor – ruin – brutal – truth – June – junior – lunatic – loose – proof – roof – group – soup – wound – coupon – route – routine – souvenir – boulevard – through – flew – blew – crew – drew – jewel – blue – glue – clue – true – cruel – fluent – fruit – juice – juicy – cruise – bruise – tomb – shoe.

[u] Book – cook – hook – look – good – hood – stood – wood – foot – wool – woolen – childhood – brotherhood – motherhood – neighborhood – put – push – pull – full – bull – bush – bullet – butcher – pudding – sugar – cushion – plural – rural insurance – could – should – would – tourist – tourism – woman – wolf – wolves – poor – tour – sure – assure – insure.

Exercise 4. Read the sound [a:], [ʌ].

[a:] Car – are – far – bar – star – card – hard – regard – garden – pardon – harm – charm – farm – farmer – arm – army – argue – large –

charge – margin – start – art – artist – cart – part – party – depart – apart – compartment – dark – bark – park – parking – spark – mark – market – marker – march – father – calm – palm – balm – mirage – garage – massage – façade – heart – sergeant – yard.

[ʌ] Dumpling – lump – plump – pump – lucky – funny – ugly – under – supper – suddenly – study – punish – publish – bundle – jungle – stumble – unhappy – unreal – undo – understand – come – some – son – done – tongue – glove – love – dove – honey – money – mother – brother – other – onion – color – company – blood – flood – rough – tough – touch – couple – double – trouble.

Exercise 5. Read the sound [ɔ:], [ɒ].

[ɔ:] Corn – corner – boring – morning; story – glory – law – saw – draw – crawl – lawn – dawn – awful – awkward – hawk – call – hall – ball – tall – wall – all – always – false – salt – halt – talk – chalk – cause – pause – sauce – haul – launch – laundry – sausage – because – August – autumn – audio – audience – auto – author – fraud – fault – vault – caught – taught – daughter – slaughter – bought.

[ɒ] Robber – hobby – lobby – profit – problem – project – proper – proverb – prompt – college – collar – dollar – doll – follow – hollow – holiday – comment – common – comedy – compliment – bomb – bond – pond – concert – conference – monitor – monster – respond – beyond – possible – positive – probably – bother – honest – hostel – hostage – object – occupy – odd – option – optimist – optical.

Exercise 6. Read the sound [yu:], [yu].

[yu:] Use – useful – usual – union – unit – unite – unique – university – utility – fuse – future – cute – cube – huge – humor – human – fuel – confuse – refuse; music – mute – mutual – menu; pupil – amuse – community – computer – dispute – museum – few – view – nephew – feud – feudal – feudalism – beauty.

[yu] Fury – furious – curious – purity – curiosity – bureau – bureaucrat – Europe – euro – European – cure – pure – secure – obscure.

Exercise 7. Read the sound [ə], [ɜ:].

[ə] History – lesson – correct – collect – consult – contain – complain – obtain – opinion – observe – jealous – operate – tolerate – liberal – golden – often – darken – system – agent – different – difference – payment – instrument – terrible – horrible – possible – festival – animal – mention – mission – vision – question – attention – production – promotion – reaction – tradition.

[ɜ:] Perceive – percent – concern – prefer – reserve – heard – learn – search – pearl – early – earn – earth – fur – burn – turn – curb – curse –

nurse – purse – church – urge – hurt – burst; burden – furnish – further – murder – purple – purpose – turkey – urgent – urban – return – disturb – occur – fir – sir – stir – bird – shirt – skirt – firm – girl – circle – circus – circuit – dirty – third – thirty – first.

Exercise 8. Read the sound [ɪə], [eə], [eɪ], [aɪ] and [ɔɪ].

[ɪə] Real – ear – beard – clear – hear – nearly – year – beer – cheer – here – weird – idea – tear – theatre – dear – period – really – weary – severe – appear – engineer – sheer.

[eə] Care – square – fair – hair – stair – air – chair – where – dare – pair – there – swear – parent – share – wear – area – aware – compare – lair.

[eɪ] Age – came – plane – table – rain – wait – day – say – grey – break – great – eight – weight – they – later – May – way – station – gate – date.

[aɪ] Like – time – why – buy – dry – try – cry – high – right – night – right – flight – wine – fine – drive – mile – die – July.

[ɔɪ] Coin – point – voice – noise – poison – boy – enjoy – toy – joy – toilet.

Exercise 9. Read the sound [əʊ], [aʊ].

[əʊ] No – cold – old – post – close – drove – home – phone – stone – know – low – snow – show – slow – boat – coast – road – coach – toe – don't.

[aʊ] How – vowel – now – flower – town – brown – crowd – loud – mouth – sound – house – found – around – down – ground – about.

Lesson 2. Consonants

Exercise 1. Read the sounds [t], [d], [k], [g].

[t] Tea – till – ten – top – twenty – water – bit – complete – eat – eight – light – suit – better – bottle – stopped – washed.

[d] Day – deep – do – door – food – good – head – ready – did – address – add – ladder – middle.

[k] Car – cat – careful – colour – walk – keep – key – kind – check – school – architect – stomach – chemist – back – black – kitchen – tick – desk – pocket.

[g] Garden – girl – glass – go – gold – ago – hungry – bag – leg – egg – bigger – guess – beginning – dialogue – guest – again.

Exercise 2. Read the sounds [f], [v], [θ], [ð].

[f] Feel – five – family – photo – fine – coffee – off – first – leaf – laugh – fork – floor – few – fast – lift.

[v] Very – travel – every – have – leave – seven – village – voice – vegetables – view – driving – knives.

[θ] Thin – thanks – thirty – theatre – thumb – Thursday – thirsty – three – both – month – mouth – north – south – birthday – math – bathroom – fifth – thing – tooth.

[ð] This – that – these – those – they – father – mother – brother – other – together – weather – without – breathe – with – another.

Exercise 3. Read the sounds [s], [z].

[s] Sit – sister – bus – class – glasses – city – circle – place – pencil – pronounce – science – police – scissors – six – summer – see – same – next – lesson – so.

[z] Gives – sisters – easy – husband – roses – zoo – zero – size – scissors – jazz – music – please – these – isn't – words – it's – days – lives.

Exercise 4. Read the sounds [ʃ], [ʒ], [tʃ], [dʒ].

[ʃ] Shop – fashion – fresh – mushroom – ocean – machine – cash – fresh – wash – delicious – special – sugar – sure – Russia – international – specialist – insurance.

[ʒ] Television – Asia – usually – vision.

[tʃ] Chips – choose – March – which – future – question – catch – watch – kitchen – Czech – watch – check – coach – picture – temperature – chicken – teacher.

[dʒ] Jam – jacket – jeans – jet – general – large – fridge – age – juice – orange – language – June – July – village – vegetable – Germany – page – cabbage.

Exercise 5. Read the sounds [h], [m], [n], [ŋ] and [l].

[h] Hat – here – help – hot – who – hour – honest – behind – whole – whose.

[m] More – lemon – me – swim – film – some – sometimes – summer – most – comb – autumn.

[n] New – sunny – dinner – knife – know – afternoon – moon – nine.

[ŋ] Evening – long – sing – singer – thing – wrong – listening – drinking.

[l] Learn – leave – little – tall – feel – could – talk – half.

Exercise 6. Read the sounds [r], [w], [j].

[r] Red – ready – really – right – road – room – ferry – sorry – wrap – wrist – write – written – wrote – four – forty – hour – our.

[w] Week – wet – warm – well – weather – windy – what – which – where – one – language – question – quiet – square.

[j] Yes – yesterday – year – young – usual – student – university – view – beautiful – queeue – Europe – few.

Exercise 7. Read tongue twisters, practice and improve pronunciation.

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

Питер Пайпер собрал много маринованных перчиков. Много маринованных перчиков Питер Пайпер собрал. Если Питер Пайпер собрал много маринованных перчиков, то где же та куча маринованных перчиков, которые Питер Пайпер собрал?

Betty Botter bought some butter, but said she the butter's bitter. So it was better Betty Botter bought some better butter. If I put it in my batter, it will make my batter bitter. But a bit of better butter will make my bitter batter better. So she bought some better butter, better than the bitter butter, put it in her bitter batter, made her bitter batter better.

Бетти Боттер купила немного масла, но, сказала она, масло горькое. Если я добавлю его в свое тесто, это сделает мое тесто горьким. Но кусочек лучшего масла сделает мое горькое тесто лучше. Так что она купила немного лучшего масла, лучше, чем горькое масло, добавила его в свое горькое тесто, сделав горькое тесто лучше. Так что было хорошо, что Бетти Боттер купила немного лучшего масла.

How much wood would a woodchuck chuck, if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood as a woodchuck would if a woodchuck could chuck wood.

Сколько дров мог бы заготовить сурок, если бы сурок мог пилить дрова? Сурок заготовил бы столько дров, сколько бы смог, если бы сурок мог пилить дрова.

PART 2. PERSONAL DATA OF THE POSTGRADUATE

Text “The Usual Background Information”

Let me introduce myself, my name is Valentina. My friends usually call me Valya, so you can do it the same.

I am 26 years old and before I lived in Vladivostok. Four years ago I graduated from the Far East Law Institute of the Ministry of Internal Affairs of the Russian Federation and worked as a detective in the sphere of tax crimes. Then I worked as an investigator of the Investigative Committee, where I investigated crimes of various severity and direction, such as murders, rapes, malfeasances, economic and tax crimes. After that, I worked as a police criminalist, my specialization is fingerprinting, trace evidence, ballistics, forensic examination of documents as well as examination of the crime scene. My special rank is captain of police.

My job is very interesting and I'm happy to work here. I chose my profession many years ago. And my family supported the choice, as my

parents are law enforcement workers. They have retired recently. My father's name is Peter, my mother's name is Tatyana, she is a house-wife. I love my parents because they are very clever, kind, understanding and patient. As of my traits of character, I am ambitious, determined, creative and friendly. And I am very industrious, because my parents always made me respect work. Thus, I'm sure about my future.

Now let me tell you a few words about my family. I live with my husband in Khabarovsk in our rented flat. My husband's name is Andrew and he is a programmer. He studied at the Far East Pacific University. My husband is 26 years old too. Thus, we are young and we have a great future.

Generally, my husband is fond of computer technologies since his childhood. When a child, he liked to play videogames, when he became a teenager, he was interested in programming and wrote his first little program.

I come from a small family and I have neither brothers nor sisters.

Hobbies are an important part of the life of any person. Doing something interesting allows us to relax and unwind. As for me, it can be difficult to answer the question about my hobby. I love to read, draw and study English.

Reading is the most relaxing activity for me. Books allow you to immerse yourself in unknown worlds, to imagine yourself as a traveler, a discoverer, a detective. And I am fond of classical literature and poetry too.

Drawing, like reading, has greatly changed with the development of technology. If earlier it was possible to read text only from a sheet of paper, today it is available on the screen of a reader, computer or smart phone. Similar thing has happened with drawing. You can create drawings using paper and paint, or you can use a computer program or a graphics tablet. I like to experiment with all of these ways and compare how my drawings change because of them.

Learning English can be called both my duty and my hobby. The course of English mastered at the institute allowed me to read books in English, to get ready for the entrance exams for postgraduate course.

Task 1. Translate the following words and word combinations from Russian into English.

Детектив; область налоговых преступлений; следователь Следственного комитета; Министерство внутренних дел Российской Федерации; расследовать преступления разной степени тяжести; убийства, изнасилования, должностные преступления, экономические и налоговые преступления; дактилоскопия, вещественные доказательства, баллистика, судебно-медицинская экспертиза документов, осмотр места преступления; сотрудники правоохранительных органов; выйти на пенсию; черты характера; амбициозный, решительный, креативный, дружелюбный, трудолюбивый; жить в съемной квартире; программист, компьютерные технологии; нет ни братьев, ни сестер; рас-

слабляющее занятие; создавать рисунки с помощью компьютерной программы; готовиться к вступительным экзаменам в адъюнктуру.

Task 2. Answer these questions.

1. What is your full name?
2. Where are you from?
3. What do you do?
4. What educational establishment have you graduated from? What is your major?
5. What do your parents do?
6. Tell a few words about your family.
7. What do you prefer to do during your free time?
8. Why did you choose to enter postgraduate course?
9. Why is learning English significant for you?

Personal Data

Surname?	Фамилия?
First name?	Имя?
Date of birth?	Год рождения?
What is your name?	Как вас зовут?
How old are you?	Сколько вам лет?
Where are you from?	Откуда вы родом?
What do you do?	Чем вы занимаетесь?
What are you?	Кто вы по роду занятий?
What is your profession?	Кто вы по профессии?
What is your rank?	Ваше звание?

Task 3. Answer these questions.

1. What higher educational institution did you graduate from?
2. When and where were you born?
3. Where are you from?
4. What do you do?
5. What is your profession?
6. Why did you choose to enter postgraduate course?
7. Which specialists are trained in your higher educational institution?
8. Who influenced your choice of a legal profession?
9. What special and general subjects are taught in your institute?
10. What professional skills have you got?
11. What are your professional duties?
12. In what way your scientific research is connected with your professional activity?
13. Have you discussed the theme of your research with your research instructor?

Studying at the Institute

What institute or university have you graduated from?	Когда и какой вуз вы окончили?
Which specialists are trained in your higher educational institution?	Каких специалистов готовит ваш вуз?
Are these professions popular?	Популярны ли эти специальности?
Why did you decide to be a lawyer?	Почему вы решили получить юридическое образование?
What subjects are taught in this higher educational institution?	Какие общеобразовательные и специальные предметы изучаются в вузе?
What professional skills have you got?	Какими профессиональными навыками вы овладели в вузе?
Who is the head of this higher educational institution?	Кто стоит во главе вуза?
What is the teaching staff of the higher educational institution?	Каков профессорско-преподавательский состав вуза?

My Profession

What is your profession?	Кто вы по профессии?
Why have you chosen this profession?	Почему вы избрали эту профессию?
Where do you work?	Где вы сейчас работаете?
What are your professional duties?	Что входит в ваши обязанности?
What professional skills have you got in your higher educational institution?	Какие профессиональные умения и навыки вы получили в вузе?
In what way your scientific research is connected with your professional activity?	Как связаны ваши научные интересы с профессиональной деятельностью?
Why did you decide to get post-graduate education?	Почему вы решили поступать в адъюнктуру?

Task 4. Translate the following words and word combinations from Russian into English.

Младший лейтенант, подполковник, сотрудник полиции, старшина, звание; место работы, профессия; Министерство внутренних дел Российской Федерации; окончить институт; готовить специалистов; юридическое образование; специальные предметы; профессорско-преподавательский состав вуза; выбрать профессию, профессиональная деятельность; профессиональные обязанности, профессиональные умения и навыки; научные интересы, поступить в адъюнктуру.

Dialogues “Introducing”

Task 1. Read the dialogues: the first – is official introducing, the second – introducing one person to another, the third – personal acquaintance, the fourth – third person dating.

Диалог 1. Introducing yourself – официальное представление самого себя

Police officer trainee. Good morning, comrade mayor!

Police instructor. Good morning, young man! At ease.

Police officer trainee. May I present myself?

Police instructor. Yes, of course!

Police officer trainee. Comrade major, trainee Litvinov is reporting.
My name is Arthur Litvinov. I am a new trainee.

Диалог 2. Introducing someone to a group – представление одного человека группе

Tutor. Good morning, students!

Group. Good morning, teacher!

Tutor. I would like you to meet your new mate – Igor Smirnov.

Group. Welcome, Igor!

Igor. Thank you! I am glad to meet you!

Диалог 3. Face-to-face acquaintance – личное знакомство

Nicolay. Hello!

Mikhail. Hi!

Nicolay. My name is Nicolay.

Mikhail. Nice to meet you, Nikola. I am Mikhail.

Nicolay. I am glad to know you. Where are you from, Mikhail?

Mikhail. I am from Urals. What about you?

Nicolay. I came from Amursk.

Mikhail. So we are compatriots! I think we will become fine colleagues!

Nicolay. And friends!

Mikhail. Good friends!

Диалог 4. Third person introduction – знакомство от третьего лица

Nick. Hi Alex! Do you know Vlad?

Alex. Hi! I don't think we have met before...

Nick. Then, let me introduce my neighbor – Vlad is a new student.

Alex. I am glad to meet you, Vlad.

Vlad. Nice to meet you, too.

Это интересно

Улыбка при приветствии считается в американском этикете обязательной, в то время как рукопожатие знакомых людей при встрече наблюдается нечасто: только иногда у мужчин, которые давно не виделись. Необходимо заметить, что формулы *Good day* и *Good night* не употребляются в качестве приветствий: первая иногда используется при прощании, вторая является пожеланием.

Task 2. Introduce yourself officially to a person superior to you in rank and position.

Используйте пример: Let me introduce myself. (May I introduce myself?) My name is Alexander Smirnov. I am a lieutenant of police; I am twenty-five years old. Allow me to introduce to you... (Allow me to recommend to you...)

Police Ranks

Rank	Звание
Special rank	Специальное звание
Private	Рядовой
Sergeant (Sgt.)	Сержант
Sergeant major (Sgt. Maj.)	Старшина
Warrant officer	Прапорщик
Policeman	Полицейский
Lieutenant (Lt.)	Лейтенант
Senior lieutenant	Старший лейтенант
Junior lieutenant	Младший лейтенант
Captain (Capt.)	Капитан
Major (Maj.)	Майор
Lieutenant-colonel (Lt.-Col.)	Подполковник
Colonel (Col.)	Полковник
Major-general (Maj.-Gen.)	Генерал-майор
Lieutenant-general (Lt.-Gen.)	Генерал-лейтенант
Colonel-general (Col.-Gen.)	Генерал-полковник
Senior	Старший
Junior	Младший
Retired	В отставке

Task 3. Introduce your group mate to your group.

Используйте пример: I would like you to meet your new mate – Alexander Sokolov. He is private, he is twenty-two years old. He is a cadet.

Task 4. Introduce yourself to the instructor. Use an example dialogue № 1 from task 1. Use the words from the frame to tell about your profession.

Investigator	detective	police officer	traffic police officer
security officer	convoy officer	riot police officer	medical expert

PART 3. DISCOVERY

It's interesting to know...

Text “Families Are Changing”

Families have changed over the past thirty years. Fertility rates have been persistently low in many countries leading to smaller families. With marriage rates down and divorce rates up, there are an increasing number of children growing up in sole-parent or reconstituted families.

Sole-parent families are of particular concern due to the high incidence of poverty among such households. Poverty risks are highest in job-less families and lowest amongst dual-earner families. Important gains in female educational attainment and investment in more family-friendly policies have contributed to a rise in female and maternal employment, but long-standing differences in gender outcomes in the labor market persist. The increased labor market participation of mothers has had only a limited effect on the relative child poverty rate as households without children have made even larger income gains.

Child well-being indicators have moved in different directions: average family incomes have risen but child poverty rates are also up. More youngsters are now in employment or education than before, while evidence on health outcomes is mixed. Overall, are families doing better? Some undoubtedly are, but many others face serious constraints when trying to reconcile work and family aspirations.

(Doing better for families © OECD 2011)

✓ **Discuss the following questions together.**

1. What do you think about it?
2. Is it normal in societies?
3. How to deal with the problem?

Texts “Myths: Fathers, Family, Life”

1. The “Mr. Mom” Surge

Open a newspaper or turn on a TV in the week leading up to Father’s Day and you are bound to confront a story on stay-at-home dads. I have nothing against stay-at-home dads, but they still make up a small share of American fathers.

Dads now represent slightly more than 5 % of all stay-at-home parents, which means the vast majority of stay-at-home parents are still moms. In most American families headed by two parents today, fathers still take the lead when it comes to breadwinning, even though mothers play a larger role in breadwinning than they used to. Specifically, married fathers earn about two-thirds of the income in married families with children at home.

✓ Discuss the following questions together.

1. Are you a stay-at-home parent?
2. Is it popular in our country?
3. Who is responsible for breadwinning in a family?

2. Women Want Everything 50–50

Another prevailing media myth is that contemporary women are looking for fathers who will split their time evenly between work and family life. Most married mothers nowadays do want their husbands to do their fair share of housework and childcare. But they do not define fairness in terms of a 50-50 balancing act where fathers and mothers do exactly the same thing at home and work. Instead, contemporary mothers generally take into account their husbands’ work outside the home when they assess the fairness of the division of labor inside the home.

Moreover, many women who are married with children are happy to have their husbands do a bit more of the breadwinning and do not wish to work full-time. Dads who are fortunate enough to hold down a good job and make a major contribution to their families’ financial welfare should take some comfort from the fact that they are likely to be boosting not only their families’ bottom line but also their wives’ happiness.

✓ Discuss the following questions together.

1. What kind of husbands do women look for?
2. Do really women want everything 50–50?
3. What’s your opinion on the proverb – “Behind every great man there's a great woman”?

3. Cohabiting dads are just the same as married dads

With the rise of cohabitation over the last 40 years, a large minority of American children will spend some time in a household headed by a cohabiting couple. Experts now estimate that more than 40 % of American children will spend some time in a cohabiting household, either because they are born into such a household or because one of their parents cohabits after a breakup.

Married fathers are also much more likely than their cohabiting peers to stick around. The *2017 World Family Map* found that children born to cohabiting couples are about twice as likely to experience a parental breakup by age 12 as children born to married parents. 50 % of children born to cohabiting parents saw their parents break up by age five; by comparison, only 15 % of children born to married parents saw their parents' divorce by age five. Dad is much more likely to stick around if he has a wedding ring on his finger.

This is because, for men, marriage and fatherhood are a “package deal”. By force of law and custom, marriage binds men to their families and gives them a recognizable role to play in the lives of their children. Unmarried men find it more difficult to be a consistent and positive force in the lives of their children.

✓ Discuss the following questions together.

1. Can cohabitation be considered as a type of modern marital relations?
2. What are disadvantages of cohabitation?
3. Are marriage and fatherhood a “package deal”?

4. The Kids are All Right

Every couple of years, some journalist seeks to revive the myth of the so-called “good divorce” - often to excuse his or her own bad behavior. Girls whose parents' divorce are about twice as likely to drop out of high school, to become pregnant as teenagers are, and to suffer from psychological problems such as depression and thoughts of suicide. New research indicates they are also less likely, as they move into adulthood, to attend and graduate from graduate school. Girls whose parents' divorce are also much more likely to divorce later in life.

We are also increasingly hearing the voices of adult children of divorce, who tell us that the loss of their parents' marriages brings lifelong, suffering. Moreover, studies indicate that children experience the most harm when their parents' divorce after living together in a low-conflict marriage for many years.

✓ **Discuss the following questions together.**

1. What are the reasons for divorce?
2. Who suffers the most after divorce?
3. Is it worth keeping a family by always conflicting?

5. Dads are Dispensable

The final myth propagated by some journalists is the myth of the dispensable father. This myth fails to take into account the fact that children typically do better in an intact, married family with their fathers than they do in families headed by single mothers.

It also overlooks that fathers bring distinctive talents to the parenting enterprise. Fathers are more likely to engage their children in vigorous physical play, to challenge their children to embrace life's challenges, and to be firm disciplinarians.

Not surprisingly, children benefit physically, mentally, and emotionally from being exposed to the distinctive paternal style. Teenagers are significantly less likely to suffer from depression and delinquency when they have involved and affectionate fathers, even after controlling for the quality of their relationship with their mother.

Mothers serve as gatekeepers for fathers to their children; mothers allow fathers to engage children with their own distinctive style of parenting. Affectionate fathers can play a crucial role in steering their daughters away from a host of unhealthy behaviors.

In the coming years, we will need more tough-minded and honest journalism. Given the social scientific record on fatherhood, marriage, and family life, the United States could use more journalists who are willing to confront hard truths about the roles that fathers and marriage play in advancing the welfare of our nation's most vulnerable citizens, our children, and the cultural, economic, and legal forces that are now undercutting marriage and fatherhood in America.

*(W. Bradford Wilcox, A. ElHage
"Five myths about fathers and family")*

✓ **Discuss the following questions together.**

1. What are the responsibilities of fathers and mothers in the family?
2. Is marriage a hard job?
3. What is a happy family based on?

UNIT 2. THE RUSSIAN FEDERATION

PART 1. GRAMMAR FOCUS

Lesson 1. Ordinal and Cardinal Numerals. Dates. Days of the Week

Exercise 1. Use the correct words for the numbers in brackets.

1. I have breakfast at ... o'clock (6 a. m.).
2. My brother is in the ... class (2).
3. Jamie is ... years old (10).
4. Today is the ... of April (10).
5. It costs only ... pounds (27).
6. I am so happy that he won the ... prize (1).
7. It takes ... hours to get from London to Cairo by air (5).
8. It's the ... day of our holiday in Florida (8).

Exercise 2. Complete the sentences with dates and years in words.

1. When were you born? I was born ... ?
2. When did you go to secondary school?
3. When did you leave secondary school?
4. My final exam was on
5. When did you start studying at Law Institute?
6. How many years did you study there?
7. When did you graduate the institute from?
8. How many real friends do you have?

Exercise 3. Write the numbers.

- One hundred and seventeen – _____.
- Two hundred and nine – _____.
- Two hundred and thirty – _____.
- Three hundred and thirty three – _____.
- Three hundred and eighty – _____.
- Four hundred and fifty seven _____.
- Five hundred and eighty-two – _____.
- Six hundred and five – _____.
- Seven hundred and seventy one – _____.
- Eight hundred and fifteen – _____.
- Eight hundred and eighty – _____.
- Nine hundred and sixty six – _____.

Exercise 4. Write the ordinal numbers.

Example: eleven – 11th – eleventh.

One, two, three, four, five, six, seven, eight, nine, ten.

Exercise 5. Say the following numbers.

1,000 →	$\frac{3}{4}$ →	3.1 →
555 →	1,000,000,000 →	$\frac{5}{8}$ →
444,000 →	$3\frac{1}{3}$ →	133 →
0 →	3,033 →	$\frac{1}{2}$ →
1,000,000,000,000 →	3.75 % →	103,006 →

Exercise 6. Say the days of the week.

The day before Friday →
The day after Sunday →
The day between Tuesday and Thursday →
The day before Monday →
The day between Friday and Sunday →
The day after Monday →
The day before Saturday →

Exercise 7. Answer the questions.

1. What day is it today?
2. What days do you have your English class?
3. What time does the class start and finish?
4. What`s the time now?
5. When`s your birthday?
6. What`s the date today?
7. What`s the number of your house or flat?

Exercise 8. Match the time to the sentences.

- | | |
|---|----------------------|
| 1. It`s Wednesday now, so Monday was... | a) an hour ago. |
| 2. It`s 11.30 now, so 10.30 was... | b) twenty years ago. |
| 3. It`s September now, so February was... | c) eight hours ago. |
| 4. It`s Tuesday now, so last Tuesday was... | d) seven months ago. |
| 5. It`s 2.15 now, so 2.10 was... | e) four days ago. |
| 6. It`s 2010 now, so 1990 was... | f) two days ago. |
| 7. It`s May, so 4 May was... | g) five minutes ago. |

Lesson 2. Pronouns. Nouns. Articles

Exercise 1. Choose the right pronoun to correctly finish this sentence.

1. _____ need to follow me closely.
a) you b) he c) she d) it
2. Lewis, Luke and Thomas were cross because _____ had waited ages for the bus.
a) them b) he c) they d) it
3. Grace watched the children carefully as _____ crossed the road.
a) them b) him c) they d) us
4. Hold the bag please while I put the shopping in _____.
a) him b) it c) she d) I
5. Melanie and I are going soon so you can come with _____.
a) we b) them c) they d) us
6. Thank you for collecting _____.
a) me b) he c) she d) they
7. I wonder why Geoff rushed off. Did you upset _____?
a) he b) him c) we d) they
8. Open the door. It's _____.
a) I b) they c) me d) she

Exercise 2. Fill in the right word from the list as in the example: mine / yours / his / hers / its / ours / our / theirs / their.

1. The cat is (Sally)
2. The car is (you and Helen)
3. These books are (Diana and I)
4. Are those cards ... ? (Debbie and Jack)
5. It is ... food. (cat)
6. That red car is (Elsa)
7. Those flowers are (father)
8. When is ... birthday? (mother)

Exercise 3. Choose the correct pronouns that are appropriate.

1. John and (them, they) went to the zoo.
2. (He, Him) and (I, me) are good friends.
3. (Them, They) and (us, we) went to the game yesterday.
4. Mary and (her, she) were there with Anne.
5. You and (he, him) are invited to the picnic.
6. You and (me, I) are on the same team.
7. James and (he, him) will soon be here.
8. (We, Us) and (them, they) left at the same time.

Exercise 4. Circle the correct pronoun or pronouns in the numbered sentences.

1. The discussion between (they, them) and (we, us) emphasized the need for better husband-wife communication.
2. Jerry and (I, me) discovered some useful practices.
3. One lady talked about something done by her husband and (she, her).
4. (She, Her) and her husband spent some time each day talking together.
5. (He, Him) and (she, her) usually sat down for a chat over a cup of coffee.
6. They never poured out their problems as (he, him) or (she, her) returned from a hard day's work.
7. (He, Him) and (she, her) improved their relationship by doing some things together, away from the children.
8. Alice said, "Time away from the children is good for ... (they, them) and (we, us).

Exercise 5. Correct the errors in the following sentences.

1. His plans to attend the nearest university.
2. Most of we attend the meetings.
3. Hers and Jane were nominated for office.
4. Them are quite thrilled about their success.
5. Your are my kind of people.
6. Us ladies are planning to defeat the men in our company sports this year.
7. Are them too large?
8. Them are the shoes to buy if you are looking for comfortable shoes.

Exercise 6. Fill in the pronouns and possessive adjectives.

1. I have got a tortoise, ... is my tortoise. I keep ... in a cage.
2. Nick is in the garden. Can you see ... ? He is playing with ... dog.
3. I've forgotten my pen at home. Can I borrow one of ... , please?
4. We are German. But ... English teacher can also talk to ... in English.
5. Jenny and Sally are in the house. ... are listening to music with ... phones.
6. You have got a new bike. Is this ... bike? Do you drive ... to school?
7. Who is that girl over there? Do you know ... ?
8. The Scotts have got a house. This is ... house. We can play ... in garden.

Exercise 7. Underline the correct word as in the example.

1. David is (my, mine) brother.
2. This house is (their, theirs).
3. It is Bob`s cat. It`s (his, her) cat.
4. These flowers are (your, yours).
5. This is (our, ours) garden.
6. This is Sally`s car. It`s (her, hers) car.
7. The blue skirt is (my, mine).
8. Mr Jones is (their, theirs) father.
9. (My, mine) hat is green.
10. This is Bill`s pen. It`s (his, her) pen. It`s (our, ours).

Exercise 8. Underline the correct pronoun.

1. Tom is several inches taller than (I, me).
2. We retain more students than (they, them).
3. Ann writes as well as (him, he).
4. Jack has a larger car than (I, me).
5. The dress fits you better than (she, her).
6. We are not at home as much as (they, them).
7. Dad has more patience than (her, she).
8. The younger child is not as talented as (him, her).

Exercise 9. What is the correct plural of the word?

1. These (person) are protesting against the president.
2. The (woman) over there want to meet the manager.
3. My (child) hate eating pasta.
4. I am ill. My (foot) hurt.
5. Muslims sacrifice (sheep) in a religious celebration called Eid Al Adha.
6. I clean my (tooth) three times a day.
7. The (student) are doing the exercise right now.
8. The (fish) I bought is in the fridge.

Exercise 10. Write the nouns in plural by adding an -s, -ss, -z, -zz, -x, -ch, -sh, and -tch, -es.

Pen, tooth, pencil, book, candy, child, file, wish, watch, fox, bus, ba-by, sky, man, woman, foot, spy, medium.

Exercise 11. Fill the gaps with the articles *a, an, the*, where necessary.

1. Was ... man who robbed the bank arrested? Yes, and he was sent to ... prison.

2. Have you ever been to ... Canada? No, but I've been to ... USA and I met ... President when I was there.

3. Would you like to go to ... cinema tonight? I'd love to. There's ... great film on at ... Plaza.

4. We're planning to go to Spain this summer. I'm sure you'll enjoy yourselves. ... Spanish are wonderful people.

5. Which is faster, ... tiger or ... giraffe? I think ... tigers are faster than ... giraffes, and cheetahs are ... fastest of all.

6. Did you know my cousin is ... actor? Really? I had no idea.

7. Is ... Mum busy now? Yes, she is. She's making ... dinner.

Exercise 12. Choose the most appropriate article *a, an, the* or nothing.

1. What ... surprising story!
2. She lost ... important document and it was fired.
3. Read ... following sentences aloud.
4. We are planning to go to Italy ... next summer.
5. He is studying ... American history this semester.
6. ... telephone was invented by Alexander Bell.
7. She worked as ... office clerk three years ago.
8. She bought ... dozen eggs.
9. Even ... child can answer this simple question.
10. He plays ... basketball very well.

PART 2. THE RUSSIAN FEDERATION

Text "The Russian Federation"

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The country is bordered by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south, Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, and the Ukraine. It also has a sea-borders with the USA.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the country's territory: the Urals, the Caucasus, the Altai and others. The largest moun-

tain chain, the Urals, separates Europe from Asia. There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers, the Ob, the Yenisei and the Lena, flow from south to north. The Amur in the Far East flows into the Pacific Ocean. Russia is rich in beautiful lakes. The world's deepest lake is Russia's Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It is the country's largest political, scientific, cultural and industrial centre and is one of the oldest Russian cities.

At present, the political and economic situation in the country is rather stable. There are a lot of opportunities for this country to become one of the leading countries in the world.

Task 1. Translate the following words and word combinations from English into Russian.

There is hardly a country in the world; a variety of scenery and vegetation; occupies about one-seventh of the earth's surface; steppes, plains and forests, tundra and taiga, highlands and deserts; the political and economic situation in the country; the country's largest political, scientific, cultural and industrial centre; parliamentary republic; various types of climate, from arctic in the north to subtropical in the south; temperate and continental; the world's deepest lake; the Great Russian Plain and the West Siberian Lowland; mountain chains; largest country in the world; occupies about one-seventh of the earth's surface.

Task 2. Translate the following words and word combinations from Russian into English.

Занимать около одной седьмой поверхности земли; охватывает восточную часть Европы и северную часть Азии; общая площадь; омывается 12 морями 3 океанов; Россия граничит с Китаем, Монголией, Кореей, Казахстаном, Грузией и Азербайджаном; на западе граничит с Норвегией, Финляндией, странами Балтии, Белоруссией и Украиной; морская граница с США; разнообразие пейзажей и растительно-

сти; равнины и леса в средней полосе, тундра и тайга на севере; высокогорья и пустыни; Великая Русская равнина и Западно-Сибирская низменность; горные цепи: Урал, Кавказ, Алтай и другие; насчитывается более двух миллионов рек; самое глубокое озеро в мире – озеро Байкал; одна шестая часть мировых лесов; разные типы климата; богата нефтью, железной рудой, природным газом, медью, никелем и другими минеральными ресурсами; парламентская республика; крупнейший политический, научный, культурный и промышленный центр страны.

Task 3. Answer these questions.

1. What is the total area of the Russian Federation?
2. How many seas and oceans is the country bordered by?
3. What countries does the Russian Federation border on?
4. What can you say about variety of scenery and vegetation?
5. What two Great Plains are there in Russia?
6. What largest mountain chain separates Europe from Asia?
7. What are the main rivers in the Russian Federation?
8. What is lake Baikal famous for?
9. Where are the Russian forests concentrated in?
10. What natural resources is the Russian Federation rich in?

Text “Government and Society”

Russian White House, Moscow

During the Soviet era the Russian Soviet Federated Socialist Republic (the R.S.F.S.R.) was subject to a series of Soviet constitutions (1918, 1924, 1936, 1977), under which it nominally was a sovereign socialist state within (after 1936) a federal structure. Until the late 1980s, however, the government was dominated at all levels by the Communist Party of the Soviet Union, which was all-powerful and whose head was the country’s de facto leader. Indeed, in the elections that were held, there was only a single slate of candidates, the great majority of whom were in effect chosen by the Communist Party.

From the late 1980s through 1991 – the period of Mikhail Gorbachev’s perestroika (“restructuring”), glasnost (“openness”), and *demokratizatsiya* (“democratization”) reform policies – fundamental changes took place in the political system and government structures of the Soviet Union that altered both the nature of the Soviet federal state and the status and powers of the individual republics. In 1988 the Soviet Congress of People’s Deputies was created, and a Congress of People’s Deputies was established in each republic. For the first time, elections to these bodies presented voters with a choice of candidates, including noncommunists, though the

Communist Party continued to dominate the system; democratically elected president; An abortive coup in August 1991 by hard-liners opposed to Gorbachev's reforms led to the collapse of most Soviet government organizations, the abolition of the Communist Party's leading role in government, and the dissolution of the party itself. Republic after republic declared its "sovereignty," and in December, when the Soviet Union was formally dissolved, Russia was established as an independent country.

Task 1. Translate the following words and word combinations from Russian into English.

Суверенное социалистическое государство, в рамках федеративной структуры, доминирование на всех уровнях, проведенные выборы, единый список кандидатов, подавляющее большинство, политическая система и правительственные структуры, изменили как природу Советского федеративного государства, статус и полномочия отдельных республик.

Task 2. Translate the following words and word combinations from English into Russian.

The Soviet era, Socialist Republic, a sovereign socialist state, within a federal structure, dominated at all levels, elections that were held, a single slate of candidates, the great majority, political system and government structures, altered both the nature of the Soviet federal state, the status and powers of the individual republics, the Soviet Congress of People's Deputies, Congress of People's Deputies, a choice of candidates, to dominate the system, to lead to the collapse of most Soviet government organizations, an independent country.

Text "Constitutional Framework"

The structure of the new Russian government differed significantly from that of the former Soviet republic. It was characterized by a power struggle between the executive and legislative branches, primarily over issues of constitutional authority and the pace and direction of democratic and economic reform. Conflicts came to a head in September 1993 when President Yeltsin dissolved the Russian parliament (the Congress of People's Deputies and the Supreme Soviet); some deputies and their allies revolted and were suppressed only through military intervention.

On December 12, 1993, three-fifths of Russian voters ratified a new constitution proposed by Yeltsin, and representatives were elected to a new legislature. Under the new constitution the president, who is elected in a national vote, is vested with significant powers. As Russia's head of state, the president is empowered to appoint the chairman of the govern-

ment (prime minister), key judges, and cabinet members. The president is also commander in chief of the armed forces and can declare martial law or a state of emergency. When the legislature fails to pass the president's legislative initiatives, he may issue decrees that have the force of law. In 2008 an amendment to the constitution, which took effect with the 2012 election, extended the presidential term from four to six years. Prior to 2020 the president could not serve more than two consecutive terms, but constitutional changes enacted that year abolished term limits for the office.

Under the new constitution the Federal Assembly became the country's legislature. It consists of the Federation Council (an upper house comprising appointed representatives from each of Russia's administrative divisions) and the State Duma (a 450-member popularly elected lower house). The president's nominee for chairman of the government is subject to approval by the State Duma; if it rejects a nominee three times or passes a vote of no confidence twice in three months, the president may dissolve the State Duma and call for new elections.

All legislation must first pass the State Duma before being considered by the Federation Council. A presidential veto of a bill can be overridden by the legislature with a two-thirds majority, or a bill may be altered to incorporate presidential reservations and pass with a majority vote. With a two-thirds majority (and approval by the Russian Constitutional Court), the legislature may remove the president from office for treason or other serious criminal offenses. The Federation Council must approve all presidential appointments to the country's highest judicial bodies (Supreme Court and Constitutional Court).

The constitution provides for welfare protection, access to social security, pensions, free health care, and affordable housing; it also guarantees local self-governance. Nevertheless, national law takes precedence over regional and local laws, and the constitution enumerates many areas that either are administered jointly by the regions and the central government or are the exclusive preserve of the central government. In the years after the constitution's enactment, the central government implemented several measures to reduce the power and influence of regional governments and governors. In 2000 Pres. Vladimir Putin created seven federal districts above the regional level to increase the central government's power over the regions, the eighth federal district was created in Caucasus in 2010.

Task. Read the text for detailed understanding.

Text “Regional and Local Government”

Under the Russian constitution the central government retains significant authority, but regional and local governments have been given an ar-

ray of powers. For example, they exercise authority over municipal property and policing, and they can impose regional taxes. Owing to a lack of assertiveness by the central government, Russia's administrative divisions – *oblasti* (regions), minority republics, *okruga* (autonomous districts), *kraya* (territories), federal cities (Moscow and St. Petersburg), and the one autonomous *oblast* – exerted considerable power in the initial years after the passage of the 1993 constitution. The constitution gives equal power to each of the country's administrative divisions in the Federal Assembly. However, the power of the divisions was diluted in 2000 when seven federal districts (Central, Far East, Northwest, Siberia, Southern, Urals, and Volga), each with its own presidential envoy, were established by the central government. In 2010 the southeastern portion of the Southern district was reorganized as an eighth federal district, North Caucasus. Russia's ninth federal district was created in 2014, after it annexed the Ukrainian autonomous republic of Crimea; this territorial claim was not recognized by Ukraine or most other countries, but Russia exercised de facto control of the region. The districts' presidential envoys were given the power to implement federal law and to coordinate communication between the president and the regional governors. Legally, the envoys in federal districts had solely the power of communicating the executive guidance of the federal president. In practice, however, the guidance served more as a directive, as the president was able to use the envoys to enforce presidential authority over the regional governments.

In comparison to the federal government, regional governments generally have inadequate tax revenue to support mandatory items in their budgets, which have barely been able to cover wages for teachers and police. The budgets of regional governments also are overburdened by pensions.

Legislation has further affirmed the power of the federal government over the regions. For example, the regional governors and their deputies were prohibited from representing their region in the Federation Council on the grounds that their sitting in the Federation Council violated the principle of the separation of powers; however, under a compromise, both the legislative and executive branch of each region sent a member to the Federation Council. Legislation enacted in 2004 permitted the president to appoint the regional governors, who earlier were elected. In the first decade of the 21st century, the country began to undergo administrative change aimed at subordinating smaller *okruga* to neighbouring members of the federation.

Following these reforms in regional government, the new federal districts began to replace the 11 traditional economic regions, particularly for statistical purposes. The Central district unites the city of Moscow with all administrative divisions within the Central and Central Black Earth economic regions. The Northwest district combines the city of St. Petersburg with all areas in the North and Northwest regions, including Kaliningrad *oblast*.

The Southern district includes portions of the Volga and North Caucasus economic regions; the North Caucasus district encompasses the remaining units of the latter economic region. The Volga district merges units of the Volga, Volga-Vyatka, and Ural economic regions. The Urals district consists of the remaining administrative divisions of the Ural economic region along with several from the West Siberia economic region. The Siberia district unites the remainder of the West Siberia economic region and all of East Siberia. Finally, the Far East district is congruent with the Far East economic region. The Crimean district, created in 2014 following Russia's annexation of Ukrainian territory, included the federal city of Sevastopol.

Several of the administrative divisions established constitutions that devolved power to local jurisdictions, and, though the 1993 constitution guaranteed local self-governance, the powers of local governments vary considerably. Some local authorities, particularly in urban centers, exercise significant power and are responsible for taxation and the licensing of businesses. Moscow and St. Petersburg have particularly strong local governments, with both possessing a tax base and government structure that dwarf the country's other regions. Local councils in smaller communities are commonly rubber-stamp agencies, accountable to the city administrator, who is appointed by the regional governor. In the mid-1990s municipal government was restructured. City councils (*dumas*), city mayors, and city administrators replaced former city soviets.

Task. Read the text for detailed understanding.

Text “Justice of Russia”

Russia's highest judicial body is the Supreme Court, which supervises the activities of all other judicial bodies and serves as the final court of appeal. The Supreme Court has been supplemented since 1991 by a Constitutional Court, established to review Russian laws and treaties. The Constitutional Court is presided over by 19 judges, who are nominated by the president and approved by the Federation Council. Appointed to life terms, judges for both the Supreme Court and the Constitutional Court must be at least 25 years of age and hold a law degree. The Constitutional Court has the power of judicial review, which enables it to rule on the constitutionality of laws. The Russian legal system has attempted to overcome the repression practiced during the Soviet era by requiring public trials and guaranteeing a defense for the accused. Historically, the Supreme Arbitration Court of the Russian Federation had ruled on commercial disputes, but it was abolished in 2014, and its powers were absorbed by the Supreme Court. (For discussion of the legal system during the Soviet period, *see* Soviet law.)

Task. Read the text for detailed understanding.

Text “The State System of Russia”

The Russian Federative Republic was set up by the Constitution of 1993. Under the Constitution Russia is “a democratic federal rule-of-law state with the republican form of government”.

State power in Russia is carried out by dividing power into three independent branches: legislative, executive and judicial. They are independent and each of them is balanced by the President.

The Legislative power belongs to the Federal Assembly. It consists of two chambers. The upper chamber is the Federation Council. The lower chamber is the State Duma. Each chamber is headed by the Speaker. The members of the Federal Assembly are elected by popular vote for a four year period.

The Executive power belongs to the central and local governments. The head is the Prime Minister, or the Chairman of the Government. The first action of him on appointment is to form the Cabinet.

The Judicial power is represented by the Constitutional Court, the Supreme Court and district courts.

The President of the Russian Federation is the head of state. He is elected for a term of four years. The President appoints the Chairman of the Government of the Russian Federation, chairs the meetings of the government. He nominates to the State Duma a candidate for an appointment to the post of the Chairman of the Central Bank, presents to the Federation Council candidates for the posts of the Constitutional and Supreme Court justices, the post of Prosecutor General. The President forms and heads the Security Council. He is the Supreme Commander-in-Chief of the Russian armed forces. He has the right to dissolve the State Duma, to take a decision about the resignation of the Government of the Russian Federation, to announce elections ahead of time and to pass the decision to conduct a referendum on federal issues. The powers of the Russian President are terminated in the event of his resignation, bad health or impeachment. In such cases new elections of the President of the Russian Federation are held not later than three months after the early termination of the President’s powers.

The Federal Assembly is Parliament of the Russian Federation. It is the supreme representative and legislative body of the country. The Federal Assembly is a permanently functioning body. There are two chambers.

The Federation Council includes two representatives from each constituent entity of Russia and the State Duma consists of 450 deputies.

Two chambers of Parliament sit separately. Their sessions are open, but they have the right to pass the decision to conduct closed sessions. The chambers may have joint sessions to hear the addresses of the President or of the Constitutional Court of the Russian Federation. The Chairman of the Federation Council and his members, the Chairman of the State Duma and his deputies preside over the sessions and supervise the internal rules of the

chamber. Each chamber forms committees and commissions, holds parliamentary hearings. Both chambers set up an Accounting Chamber to monitor implementation of the federal budget. Federal and local authorities form a single system of the government's executive branch to pass the appropriate federal and local laws and to ensure the implementation of a uniform state policy in different spheres of life.

The Government consists of the Prime Minister (the Chairman of the Government), Deputy Chairmen of the Government and federal ministers. The Prime Minister's candidate is appointed by the President with consent of the State Duma. If the selected candidate is rejected three times, the President will appoint the Prime Minister himself, dissolve the State Duma and call a new election. Additionally, the Chairman of the Government proposes to the President candidates for the posts of Deputy Chairmen of the Government and federal ministers. In accordance with the Russian Constitution, federal laws and decrees of the President the Chairman of the Government determines the guidelines of the work of the Government.

The Government of the Russian Federation may hand in its resignation which may be accepted or rejected by the President. The State Duma may express non-confidence in the Government. It is approved by a simple majority of deputies. If the Government resigns or lays down its powers, it will continue working until a new government of the Russian Federation is formed.

Vocabulary list

- To set up** – учреждать, основывать.
Rule-of-law – правовой.
Republican – республиканский.
To carry out – осуществлять.
To balance – обеспечивать контроль.
Popular vote – всенародное голосование.
Action – *здесь* функция.
Appointment – вступление в должность.
District court – окружной суд.
To chair – председательствовать.
To nominate – выдвигать кандидата.
Post – пост, должность.
Justice – судья.
To hold the office – занимать пост.
Ahead of time – раньше времени, внеочередной.
To conduct a referendum – проводить референдум.
On federal issues – по федеральным вопросам.
In the event of – в случае.
To be terminated – закончиться.
Resignation – отставка.

Vocabulary list

Impeachment – импичмент.

Permanently functioning body – постоянно действующий орган.

Constituent entity – избирательный округ.

Deputy – депутат.

Closed session – закрытая сессия.

Joint session – объединенная сессия.

To hear (heard, heard) the addresses – слушать обращения.

To supervise – наблюдать (за).

Internal – внутренний.

To monitor implementation of the federal budget – осуществлять контроль за выполнением федерального бюджета.

Appropriate – соответствующий.

Uniform state policy – единая государственная политика.

Additionally – дополнительно.

In accordance with – в соответствии.

Decree – указ.

Guideline – принцип.

To hand in one's resignation – подать прошение об отставке.

To express non-confidence – выразить недоверие.

To lay (laid, laid) down the powers – сложить полномочия.

Task 1. Match the English word combination and its translation.

- | | |
|-----------------------------------|-------------------------------|
| 1) the Federal Assembly | a) Верховный суд |
| 2) the Federation Council | b) Генеральный прокурор |
| 3) the State Duma | c) Совет безопасности |
| 4) the Chairman of the Government | d) Счетная палата |
| 5) the Constitutional Court | e) заместитель председателя, |
| 6) the Supreme Court | f) вице-премьер |
| 7) Prosecutor General | g) Федеральное собрание |
| 8) the Security Council | h) Совет Федерации |
| 9) Accounting Chamber | i) Государственная Дума |
| 10) Deputy Chairman | j) Председатель правительства |
| | к) Конституционный Суд |

Task 2. Write out sentences with the Passive Voice and translate them into Russian.

Task 3. Read out the title. What do you know about the State System of Russia?

Task 4. Read out the text and find the main facts.

Task 5. Identify the type of the text.

Task 6. Find the definition of these terms in the text: *Constitution, President, Federation Council, State Duma, Chairman.*

Task 7. Mark the informative passages.

Task 8. Fill in the table.

Legislative branch of power		Executive branch of power		Judicial branch of power	
Representative	Function	Representative	Function	Representative	Function

Task 9. Make up a plan of the text.

PART 3. DISCOVERY

It's interesting to know...

Texts “Interesting Facts about Russia, You Should Know”

1. The Matryoshka Doll Has Its Roots in Japan...

The famous Russian wooden doll, matryoshka, has a link to Japan. The story goes that Russian artist Sergey Malyutin, who was working on a design for a Russian wooden doll, was gifted a Japanese daruma doll, which had other dolls hidden inside it. The first-ever matryoshka, consisting of eight dolls, was made in the 1890s by wooden doll master Zvyozdochkin, who used Malyutin's drawings.

(Culture trip. Unique trips, with care for the World)

2. Russia's Cats Have Jobs...

The Hermitage Museum is a national treasure of Russia, and cats are a treasure of the Hermitage. These guardians protect priceless works of art from rats and the whole staff value them. Each cat even has a personal passport with a photo and receives a regular salary.

(Culture trip. Unique trips, with care for the World)

3. Russian Nobility Spoke French Like Natives

For some Russians of the 18th–19th centuries, French grammar was the first kind of grammar they learned. How did French become de rigueur among the Russian nobility?

The thing is Prince Dmitry Gallitzin's mother tongue was not Russian, but French. He spent most of his young life in France, and when in 1820, he became the Governor General of Moscow; everybody noticed that he spoke Russian with a thick accent and wrote in Russian with grave mistakes.

For the 19th-century Russia, this was usual, because all members of the nobility spoke French to each other, and even the military conflict with Napoleonic France only temporarily stemmed this habit, but never stopped it. Here are the reasons for this.

(URL: <https://www.rbth.com/history>)

4. The Russian Nobility Needed a Language Servants Would Not Understand

The first Hermitage was built in Peterhof. "Hermitages" in those times were park pavilions designed for the recreation of the nobility – in these pavilions; the noble could "hide" from their servants because the servants were only allowed as far as the first floor of the building.

The main feature of such hermitages (including the Peterhof one) was an elevating mechanism used to lift food prepared by the servants from the first floor to the second – so that the servants wouldn't have a chance to overhear their masters' conversation. Peter the Great and his friends dined in this Hermitage on numerous occasions. They didn't yet speak fluent French between each other, but this story proved they needed such a language. When you're talking millions of rubles or millions of lives, you don't want your doorman or dishwasher woman to gossip about it. French became such a language for Russians.

(URL: <https://www.rbth.com/history>)

Text "French Became the International Language of Politics in Europe"

In Europe of the Modern Age, Latin was the international language of science and diplomacy. The knowledge of this language, which is complex and hard to master, distinguished the highly educated people. Up until the 18th century, Latin stayed the go-to language for scientists, but in international relations, French took its place.

In 1539, French was made the official language of France, and a century later in 1635; the French Academy was established to reform the French language. A set of certain grammatical rules was created, and in 1648, the Peace of Westphalia treaties became the first international documents of such significance written in French.

The Peace of Westphalia defined the new European reality of sovereign states – and one in which French was the new diplomatic language.

From the mid-17th century, Russian diplomats and scientists also started learning French.

(URL: <https://www.rbth.com/history>)

Text “Numerous French Tutors Flocked to Russia after the French Revolution”

In the 18th century Russian Empire, only the richest could afford European education for their children by sending them abroad to study. Simpler noblemen could invite a tutor from. Music, dancing, horse riding, and social etiquette were taught to both boys and girls; boys also practiced fencing, while girls concentrated on the arts.

Before the French Revolution, many of these tutors were petty criminals, fraudsters, and at the very least they didn't have a higher education. Once in 1770, Russian historian Yury Lotman writes, a French envoy in St. Petersburg recognized his former coachman as one of the “tutors” in St. Petersburg. Even worse – once an escaped French convict, branded like all French convicts and almost married a nobleman's daughter, before he was exposed by better educated Russians.

From the late 18th century any Russian noble family had a French-speaking tutor in the family. They were better educated, and they taught real French and real French manners. In the countryside, they taught in boarding schools, in the capitals, and with the richest noble families.

(URL: <https://www.rbth.com/history>)

Text “Knowledge of French Distinguished the Nobility from Others”

The Russian nobility of the 19th century quickly became extremely fluent in French. For many of them French was more comfortable than Russian. They also looked up to French culture. About 70 % percent of books in a Russian nobleman's library were in French. George Byron, William Shakespeare, Walter Scott, Heinrich Heine, and other European authors were read by the Russians in French translations. Only later in the 19th century English literature in its original language joined the Russian nobleman's curriculum.

French was used exclusively in love letters and private correspondence, even after Nicholas I ordered all state documents to be written in Russian only. Russian philologist Varvara Blinokhvatova notes that for the Russian nobility, the very fact of belonging to the French culture “justified” the existence of any work of literature or art. The Russian nobility of the 19th century can surely be considered bilingual. And the knowledge of French could quickly enable them to recognize one another.

(URL: <https://www.rbth.com/history>)

Text “Russian Penitentiary System on the Eve of the First Russian Revolution”

The latter part of the 19th century witnessed both internal changes within the Russian penitentiary system and a growing interest of the larger public in the prison question. Religious, academic and other organizations discussed the prison question and tried to improve the well-being of the convicted. In the late Tsarist Russia, the Main Prison Administration was part of the Ministry of Internal Affairs until 1895, when the Ministry of Justice started to manage prisons in a more centralized way.

Since the judicial reform of 1864, when the corporal punishment was abolished, the prison had become the most widespread establishment for serving punishment. In the prison reform of 1879, the Tsarist government took into account experiences of the Western penitentiary system, which was based on correctional rehabilitation in solitary confinement. By the end of the century, this Western experience was presented to Russian society as a superior model.

A famous Russian criminologist I. Fojnickij started giving a special course at the Faculty of Law in St. Petersburg University. Furthermore, Imperial Russia was herself an active participant in the international penitentiary movement. The International Penitentiary Congresses were created to serve as a forum where insights and ideas about new approaches would be shared and where new forms of collaboration were initiated.

By the beginning of the 20th century Russia had a developed penal legislation; the prisons had standardized food allowances; hospitals, schools, libraries and churches were opened; and priests of faiths other than Orthodox were invited to work with the prisoners.

(L.V. Kangaspuro. The Influence of the revolutionary changes on crime and punishment in Russia)

Text “Easter Traditions of Thieves”

There are many interesting beliefs and customs associated with the Easter holiday. Despite the fact that criminals are condemned in every possible way in Christianity, criminal traditions were also formed in on the Easter holiday.

“In Russia thieves believed that if they stole something expensive from parishioners at Easter during the divine service, then luck would accompany them in criminal cases all year”, the historian says.

(URL: <https://www.gazeta.ru>)

Text “Interesting Facts about the Traffic Controller's Rod”

In 1907, the mayor of the capital of St. Petersburg, D. Drachevsky issued an order according to which traffic controllers received a special stick – a white wooden cane 90 cm long, which had to be carried in a leather case. And it was possible to give only two signs: to point to the car, which had to stop or to lift the cane up and make rotational movements to it. The last sign meant that all drivers had to stop.

When the Bolsheviks came to the power, the color of the baton also changed, from white to ideologically correct. In November 1922 the white cane was replaced by a yellow rod with a red hand length of 49 cm. In particular, the traffic controller was forbidden to make unnecessary movements, he could only lower or raise the rod. There were practically no traffic lights in Soviet Russia (the first traffic light appeared in Moscow in 1924), so sentries armed with batons were put up at almost all city intersections. There were not enough rods for all guards, so the traffic controllers had to cut out of wood and then paint.

(URL: <https://i-fakt.ru>)

✓ Discuss the following questions together.

1. Which fact is surprising for you?
2. What interesting facts do you know about Russia?
3. Is Russia full of incredible events?

UNIT 3. MY NATIVE TOWN

PART 1. GRAMMAR FOCUS

Lesson 1. “To be”. “To have”. “There is” / “there are”

Exercise 1. Complete the questions.

1. ... you bored?
2. ... your pen on your desk?
3. ... Robbie Williams from London?
4. ... Sue and John happy?
5. ... your mother Italian?
6. ... the Maths test tomorrow?
7. It ... certainly possible?
8. I ... not surprised yesterday?

Exercise 2. Fill the gaps with the verb *to be* in Past / Future Simple.

1. I ... happy last night.
2. We ... students many years ago.
3. They ... taxi drivers in two years.
4. They ... married last years.
5. My favorite color ... red in my childhood.
6. I ... angry yesterday.
7. It ... my car next week.

Exercise 3. Complete the conversation.

1. A. How much ... these trousers?
B. They ... £45.
2. A. Do you like ... top?
B. Yes, ... very nice. How much ... ?
3. A. How ... this coat?
B. It ... not bad.
4. A. ... the jeans skinny?
B. No, they ... not. How much ... they?
A. They ... €1000. They ... too expensive.
5. A. ... your friend sick now?
B. Yes, he He ... not feeling well enough.

Exercise 4. Complete the sentences using the correct forms of *was* / *were* / *there was* / *there were*.

Miki. _____ Zac Efron on that chat show last night?

Sam. Yes, but it _____ very interesting, in my opinion.

Miki. Why not?

Sam. I think Jac Efron is boring. I don't agree with you. Zac Efron is great. _____ any other guests on the show?

Sam. I'm not sure. After that, we changed channels because _____ some cool bands on BBC One.

Miki. Oh! What bands _____ on BBC One?

Sam. Lady Gaga and Michael Joseph Jackson. He _____ amazing!

Miki. Wow! _____ any other good programmes on TV last night?

Sam. Yes, _____ an interesting documentary.

Exercise 5. Choose the correct form of *to have* to complete the sentences below.

1. When I was a child I ... a bicycle.
2. You've been tidying up, ... ?
3. ... to do it now? Can't I do it later?
4. I ... much time today, can we meet tomorrow?
5. She can't talk now. She ... a shower.
6. They ... a big house in the suburbs.
7. How long have you ... your house by the beach?
8. You had to call me earlier, ... ?

Exercise 6. Fill the gaps with the appropriate form *to have*.

1. Man, I _____ a big day tomorrow.
2. Does she _____ enough pellets?
3. She _____ two possible futures then.
4. What if she _____ found someone better?
5. You will _____ more hunger!
6. And these people _____ never met you.
7. _____ a good evening, Blair.
8. It _____ to be Andrew.

Exercise 7. Order the words to make sentences. There is one extra word that you don't need.

1. Isn't / there / milk / much / in / fridge / the / lot.
2. Much / fruit / eat / how / he / many / does?
3. Aren't / some / there / eggs / the / any / box / in.
4. Hasn't / lot / many / CDs / got / hip hop / she.
5. Any / soap / some / there's / bathroom / the / in.
6. Much / your / has / brother / a / got / DVDs / of / lot.
7. Bag / apples / many / in / how / there / are / this / much?

Exercise 8. Complete the sentences. Use *there is / are / was / were / will be*.

1. ... two schools near my house next year.

2. ... a cash machine over there.
3. ... vet shops in the Mall in three years?
4. ... not a bus stop in front of my flat.
5. ... a market in the square last year?
6. ... two hotels near the station many years ago.
7. ... no two hospitals in our town.
8. ... a chemist's next to the post office.

Exercise 9. Complete the conversation. Use the words in the box.

There`s there are are there is there there aren`t (2)

- A. Excuse me. ... a newsagent`s near here? I want to buy a newspaper.
 B. No, ... any newsagents here, sorry.
 A. Oh, ... any supermarkets? They usually sell newspapers.
 B. Well, ... two supermarkets in the in the town centre, but ... any shops near here. Wait a minute! ... a petrol station in that street over there. You can buy a newspaper there.

Exercise 10. Complete the texts. Use *was / were* in positive or negative.

1. We ... at the theatre last night.
2. The play ... not great and the actors ... not very good.
3. I ... on my own at work last week.
4. Jane and Rachel ... on holiday.
5. ... they at a conference and ... she ill?
6. We ... not at a music festival last weekend.
7. It ... great and the weather ... good, too.
8. They ... not with his parents.

Lesson 2. Modal Verbs

Exercise 1. Choose the correct answers.

1. He ... cycle to school. It's cheaper than the bus.
 a) should b) shouldn't c) mustn't
2. My dad ... start his work at eight o'clock.
 a) has to b) have to c) should
3. I ... remember to finish my homework.
 a) doesn't have to b) must c) shouldn't
4. I ... get up at six o'clock on Mondays. I hate Mondays!
 a) mustn't b) have to c) has to
5. You ... be late. It's rude.
 a) don't have to b) must c) shouldn't
6. We ... leave now. We can leave later.
 a) mustn't b) should c) don't have to

7. You ... copy my homework! It isn't fair!
 a) mustn't b) don't have to c) should
8. Marc ... do the washing-up. He's already done it three times this week.
 a) doesn't have to b) mustn't c) has to

Exercise 2. Complete the sentences and use the correct form of *should*, *must* or *have to* and your own ideas.

1. It's raining. You ... stay at home.
2. You look tired. You ...
3. It's Saturday! We ...
4. The rules about smoking are clear. You ...
5. Josh is hungry. He ...
6. That book's too expensive. You ...
7. There's a uniform at our institute. We ...
8. The film starts at 6 p. m. It's 5.30 p. m. You ...
9. She's done her homework. She ...

Exercise 3. Choose the correct words.

1. In Britain, students ... *must* / *don't have to* leave school when they are 16.
2. We ... *have to* / *shouldn't* be quiet in the library.
3. She can take the exam again next year. She ... *must* / *shouldn't* be upset.
4. Students ... *should* / *mustn't* work hard at school to get good marks.
5. We ... *shouldn't* / *must* go to all of our lessons.
6. My school ... *shouldn't* / *mustn't* have so many rules. It's too strict.

Exercise 4. Circle the correct form. If both forms are possible, circle them both.

1. He *can* / *is able* to cook really well because he used to work in a restaurant.
2. To work for this airline you *must can* / *must be able to* speak English fluently.
3. I'm sorry I *couldn't* / *wasn't able to* come to your party last Saturday.
4. If it doesn't rain, we *can* / *haven't been able to* go to the mountains tomorrow.
5. I've been so busy I *haven't could* / *haven't been able to* call him yet.
6. I *used to can* / *used to be able to speak* a bit of Russian but I've forgotten it now.

7. If we had a bit more money, we *could / would be able to* buy a better car.

8. I hate *not can / not being able to* tell my boss, what I really think of him!

Exercise 5. Complete the sentences with the correct form of *can, could, to be able to*.

1. Susan ... play badminton.
2. I ... type when I started working for IBM.
3. Some students ... speak Italian.
4. He ... write computer programs since at least 1990.
5. They'd like ... speak mane foreign languages.
6. She ... negotiate with new partners.
7. My friend ... drive a car very soon.

Exercise 6. Order the words to make the questions.

1. You / were / Can / last night / you / where / at 8.00 p. m. / remember?
2. Has / you / ever / Do / been / know / she / to Greece / if?
3. If / Can / this train / tell / goes / to Paris / you / me?
4. Me / Could / starts / tell / what / this / film / you / time?
5. Who / you / to / this / pen / Do / belongs / know?
6. Tell / you / Could / me / long / he`s / how / there / lived?

PART 2. THE CITY OF KHABAROVSK

Text “The City of Military Glory on the Banks of the Amur”

The city of Khabarovsk is the administrative center of Khabarovsk Krai of Russia. It is a modern industrial city with a developed economy and infrastructure, high scientific and cultural potential. The area of the city is 400 square km; the population is 616 thousand people. The distance from Khabarovsk to Moscow is 8533 km by rail or 6075 km by air. The city consists of 5 districts: Zheleznodorozhny, Kirov, Krasnoflotsky, Central and Industrial districts. Khabarovsk is the center of the Khabarovsk urban agglomeration, which includes the territory of the city district and settlements of the Khabarovsk district (Ilinka, Topolevo, Garovka, Sosnovka, Rakitnoye, Nekrasovka and others), that form the nearest suburb of Khabarovsk.

Khabarovsk is a relatively young city, but, like other Russian cities founded in the middle of the XIX century, Khabarovsk has a large number of historical and cultural objects. Favorable environmental conditions and attention to the city's ecology is one of the factors that attract foreign and

Russian tourists. The city is attractive for tourists, Khabarovsk remains the center of many economic, political, social, sports, and cultural events.

Khabarovsk was conferred the status of “City of Military Glory” by President Putin on November 3, 2012 in accordance with Presidential Decree No.1468. On Turgenev Street a few hundred meters from the bank of the Amur River there is a steel with the image of the city's coat of arms and the text of the President Decree on awarding the honorary title. The opening of the stele took place on August 29, 2015, on the 70th anniversary of the end of World War II.

Text “Flag and Coat of Arms of the City”

The flag of the city is a rectangular panel with three vertical stripes: red, white and blue. The red part of the canvas shows an Asian black bear, and the blue part shows an Amur tiger. A gold shield with an azure forked cross and a scarlet fish in the bottom is placed in the centre of the white part, which is 1/5 of the flag's widths. The ratio of the flag's width to its length is 2:3. The shield is surmounted by a municipal crown and the symbol of the City of Military Glory (two crossed silver swords with gold handles). Shield holders are black bear with silver chest and claws, scarlet eyes and tongue, and gold in black stripes tiger with silver chest and claws, scarlet eyes and tongue.

Text “Khabarovsk Architecture”

Khabarovsk architecture surprises with its harmonious blending of varying types and styles. This is due in large part to major changes that the city underwent in the mid 19th – early 20th centuries in conjunction with developments in the political, economic, scientific and technical spheres. The search for new trends in architecture came after the death of the classicism style, which had dominated the Russian Empire and the wider world for centuries. Beginning in the mid 19th century, the practice of mixing eclectic architectural styles began to emerge, leading to an era of amazing stylistic improvisations.

During the final decades of Romanov reign, many educational institutions for architects and engineers were opened. As a result, the face of numerous Russian cities began to change rapidly. Art Nouveau – a new, modern trend that absorbed several preceding styles – had come to dominate the architectural scene.

Many Art Nouveau buildings can still be seen in central Khabarovsk. These include:

- Takeuchi apartment building (5 Muravyov-Amursky Street);
- Esplanade Hotel (18 Muravyov-Amursky Street);
- Luhta apartment building (84 Komsomolskaya Street);

– Zandau apartment building (34 Muravyov-Amursky Street).

Khabarovsk also has many Gothic buildings, a style distinguished by its elegance and attention to detail. Every element of Gothic architecture emphasize a vertical orientation, as seen in the massive walls and columns, round arches and wide windows which contrast with narrow towers, pointed peaks and lancet windows.

Khabarovsk's Gothic architecture is best represented by the artillery warehouse buildings located at 16 Komsomolskaya Street. Another notable example is the Red Guard Headquarters (105 Komsomolskaya Street), which has been preserved in its original form. The complex consists of two identical two-story brick buildings with unusual motifs containing pseudo-gothic elements.

Also of note is the early 20th-century Treasury Building, a luxurious red brick structure with openwork balconies that exudes an architectural grace. Khabarovsk also has many Soviet-era buildings which were mostly designed in the constructivism style. Characterized by their enormous size and grotesque shapes, they often occupy most of the block and dominate the surrounding space. During your Khabarovsk excursion, be sure to appreciate its unique architectural heritage by going for a walk downtown.

Text “Khabarovsk Attractions, Tours and Things to Do”

Khabarovsk, Russia fascinates visitors with its unusual heritage and fabulous untouched nature. Tourists are drawn to the native culture, eclectic architecture and mesmerizing waters in this off-the-beaten-track destination, which promises a unique and memorable vacation.

As the center of Russia's far eastern region of Khabarovsk Krai, the city offers celebrations throughout the year which are sure to give added flair to your trip, from traditional culture days to large-scale food fests. It is easy to keep a full itinerary during your stay thanks to its many theaters, museums, restaurants, workshops and quest rooms. Guests who want a more relaxed holiday can venture into the serenity of Khabarovsk nature, including the coast of the Sea of Japan or one of the region's many picturesque lakes.

The layout of Khabarovsk is very simple: its 3 main streets of Lenin, Muravyov-Amursky and Seryshev pass through the downtown area, while Ussuriysky and Amur Boulevards run perpendicular to them. A distinctive feature of Khabarovsk are its many hills, so we recommend wearing comfortable shoes for your walk.

Begin your walking tour of Khabarovsk from the train station, where you can see the monument to Yerofey Khabarov, the famous explorer for whom the city is named. Nearby is a sculpture of a double-headed eagle, erected in memory of soldiers, officers and builders of the Far Eastern Railway. Moving from the station along Amur Boulevard you will reach

the central market, just past which is Lenin Square. A spacious area with a granite fountain in the center, it is the main plaza of Khabarovsk and the site of the city's Christmas and New Year celebrations. Next to the square is Dynamo Park, famous for its three ponds and Ferris wheel.

From Lenin Square, move along Muravyov-Amursky Street to reach Amur Embankment, passing most of Khabarovsk's famous 19th–20th century buildings along the way. Descend to the embankment via two grand staircases or make a small detour onto Shevchenko Street, where you can follow the slope until you reach the embankment's main stretch. Among other things, the area is home to the House of Officers and three museums.

As you move along the embankment through a park you will come across the city symbol of Khabarovsk, a building set on a steep cliff above the Amur River. It was at the foot of this cliff that the founders of a military post, the first semblance of civilization in the area, first landed.

After reaching the river and walking along Ussuriysky Boulevard to Turgenyev Street, turn right to reach Glory Square. Here you will find another famous Khabarovsk landmark, Transfiguration Cathedral, along with a magnificent view of the Amur River and its dreamy islands. Glory Square concludes the main walking route of Khabarovsk, but from here you can reach any part of the city by public transport or taxi.

Text “Khabarovsk Cultural Life”

Khabarovsk entertainment centers around its many theaters and museums. Visit Khabarovsk Museum of Local Lore to get a better glimpse of city and regional life. Children and adults alike will want to visit Fishes of Amur River Museum, an aquarium which is home to some 90 species of the underwater world. To catch the vibe of local artists, head to the Far Eastern Art Museum.

There are several theaters in Khabarovsk, each of which is worth visiting: Khabarovsk Regional Puppet Theater; Triad Pantomime Theater; Khabarovsk Regional Philharmonic; White Theater, and others. In addition, Khabarovsk offers several concert halls, culture houses, cinemas and art institutions.

Text “Khabarovsk Souvenirs”

While the city's souvenir selection is not as diverse as in other Russian cities, guests can still find something suited to their tastes on their tour to Khabarovsk. Amur River and the Sea of Japan offer an abundance of seafood that can be tasted on the spot or brought home in dried or smoked form. Yet it is the rich culture of the local indigenous peoples which provides the largest selection of national souvenirs.

If you're looking for an original gift, traditional Nanai slippers are comfortable and warm. Sewn from leather or fabric and decorated in a bright, colorful style before being trimmed with fur, they make the perfect house shoes in winter. Traditional decorations include amulets which are made from animal bones, fur or fabrics and decorated with ribbons and colored beads.

Standard souvenirs like plates, magnets, mugs and flasks stamped with images of Khabarovsk or its coat of arms can be purchased in souvenir shops, which are mostly located downtown and at the airport and railway station.

Text “Khabarovsk: Keystone of the Russian Far East”

This city in Russia's Far East is closer to the major cities of China than to Moscow. By rail, the city of Khabarovsk in the Russian Far East is a six day, 5,300 mile journey from Moscow. Given the distance, it's unsurprising that most visitors prefer to make the trip by air. The nine hour flight has the added advantage of giving travelers a dramatic overview of the Amur River on the approach.

Indeed, Khabarovsk is a city of two great strategic rivers: the Amur, which flows eastward along the border with China; and the Ussuri, which flows northward some 560 miles from its origins in the southern Sikhote-Alin Mountains, not far from the Sea of Japan. The confluence of these two rivers near Khabarovsk, and the state boundaries they define have created one of the most important geopolitical zones in northern Asia.

Russian explorers attempted to gain control of the north bank of the Amur as early as the 1640s, but Russia was compelled to abandon the area by the Treaty of Nerchinsk, signed in 1689. Russian troops did not return to the region in substantial numbers until the mid 19th century, under the leadership of Governor-General Nikolai Muravyov.

He was later given the title “Amursky” for his role in acquiring the territory for the Russian empire. In the Treaty of Aigun (1858), negotiated with the Qing Dynasty, China ceded to Russia territory north of the Amur and east of the Ussuri.

Khabarovsk arose as a consequence of the Treaty of Aigun. The first Russian settlement was established in May 1858 by a detachment of Siberian troops under the command of Captain Yakov Dyachenko. The post was initially named Khabarovka in homage to the renowned 17th century Cossack leader Yerofei Khabarov, who explored the area.

The settlement rapidly expanded, and by 1864 it already had a formal plan for development on hilly terrain along the left bank of the Amur. A telegraph line to Vladivostok began operating in 1868, and a proper river port was completed in 1874. By the end of 1880, Khabarovsk had gained over 4,000 inhabitants and an official status as a town.

Text “How to Get There”

The trip takes approximately 7,5 hours to get to Khabarovsk from Moscow. Entrepreneurs looking to capitalize on the development of river trading routes were quick to settle in the young town, which offered considerable potential for commerce with China. Progress in transportation also led to increased government authority. In 1884, Khabarovsk became the administrative center of a vast area stretching from the Amur River to the Pacific.

The town's status was further enhanced in late May 1891 when the heir to the throne, Tsarevich Nicholas Alexandrovich (subsequently Nicholas II) included Khabarovka on the itinerary of his nine-month-long world tour.

At the time of his visit, the town unveiled a heroic monument to Muravyov-Amursky by the noted sculptor Alexander Opekushin. Dismantled during the Soviet period, the monument has since been restored to a prominent position overlooking the river. In 1893, the town's name was changed from Khabarovka to the more formal Khabarovsk.

Perhaps the greatest catalyst for the town's early growth was the completion of a rail line from Vladivostok in 1897. Khabarovsk now had a direct link to a growing international port, even as it controlled interior river traffic over the extensive territory of the Amur River basin.

The town's strategic location was not lost on military planners, who developed local machine factories to equip the armed forces of the Far East. At the same time, Khabarovsk, like the rest of Russia, experienced severe labor and military unrest in 1905–06 following the country's defeat in the Russo-Japanese War.

With the return to stability under Prime Minister Pyotr Stolypin (1862–1911), Khabarovsk continued its rapid growth. During the three decades from 1884 to the beginning of World War I, the population increased more than 10 fold. And in 1908, Khabarovsk became the headquarters of the Amur River Flotilla, with responsibility for patrolling the long frontier with Manchuria.

In 1914, connections were improved with the Trans-Siberian Railway, which gave Khabarovsk access to distant Moscow and St. Petersburg. At that time, however, the rail route to the Russian Far East still went through Manchuria along the Chinese Eastern Railway.

The town was linked directly to eastern Siberia only in 1916, with the completion of a bridge across the Amur just to the northwest of Khabarovsk. Built in difficult conditions within three years, the bridge was one of the major achievements of Russian engineering.

To this day the attractive, often imposing architecture of central Khabarovsk reflects the prosperity of the town at the turn of the 20th century. Using an eclectic mixture of neoclassicism and medieval Russian elements, architects designed enduring, well-built structures for housing,

commerce and administration. A peculiar local feature was the use of high quality red brick for the structure, with gray brick for decorative trim.

The most visible indicator of prosperity and rising consumer demand was the large department store. Firms such as Kunst and Albers, which had stores in several towns, and the Pyankov Brothers used architecture to create an impressive display for retail trade. The large Plyusnin building, subsequently converted to the Regional Library, contained one of the town's many banks. The best of these buildings are on the main street, which is named after Muravyov-Amursky.

Other historic buildings display the style modern that was fashionable at the beginning of the 20th century, with traces of traditional Russian decoration. The best example is the former building of the city council, now carefully restored.

The devastation of World War I occurred far from Khabarovsk, and the city actually grew with expanding military production. But the civil war following the Bolshevik Revolution caused major damage and disruption.

The last major battles of the Civil War occurred near Khabarovsk. Red partisan forces recaptured the town in early 1920, but they were suddenly attacked by the Japanese in April. Fierce fighting led to significant destruction in the central district. Instability continued until December 1921, when the city was retaken by a White army led by Viktorin Molchanov.

At the battle of Volochaevka in February 1922, Molchanov's defenses were breached and Khabarovsk was retaken by Red forces, but not without further damage to the area, including partial demolition of the magnificent Amur River Bridge. Authority was vested in the Far Eastern Republic, a Communist ally that formally merged with the new Soviet state in November 1922.

During the Soviet period, the expansion of Khabarovsk accelerated thanks to its strategic military, industrial and administrative position. The pace of growth is reflected in modernist buildings designed by prominent Constructivist architects such as Ilya Golosov, who built the large complex for the House of Soviets in 1929–30.

In the 1930s the Gulag concentration camp empire expanded and prison labor was used in construction. A number of building projects in Khabarovsk were undertaken by the NKVD, which preferred a pompous neoclassical style. Relics of that time include the GlavDalStroi Building and the Commune House, all on Muravyov-Amursky Street.

World War II, like the first, occurred far from Khabarovsk, but the city played a major role in defending the Far East from a Japanese attack. And it served as headquarters during the brief Soviet-Japanese War in August 1945.

Greatly expanded after the war, Khabarovsk maintained its momentum into the post-Soviet period. The city's vitality is reflected in the improved appearance of Muravyov-Amursky Street, from a renovated Lenin Square to Cathedral Square, with its new Dormition Cathedral visible from the Amur. In 2004 the Transfiguration Cathedral was consecrated on Glory Square near the river.

With a population of just over 600,000, Khabarovsk has witnessed a building spree of contemporary apartment houses in colorful post-modernist forms. And the city's good management was acknowledged in 2000 when it was chosen as the headquarters of the Far Eastern Federal District.

In the late summer of 2013 the Khabarovsk area experienced a record-setting flood of the Amur, but the main part of the city – on high ground – avoided the worst of the destruction. Among the city's promising economic developments is its pivotal role in the massive “Strength of Siberia” gas pipeline project, which will link the gas fields of Yakutia to the rapidly expanding Chinese market. With its well-maintained central district, Khabarovsk preserves its heritage as it looks to the future.

PART 3. DISCOVERY

It's interesting to know...

Text “The Most Famous Sights of Khabarovsk”

Khabarovsk acquired its name thanks to the explorer Yerofey Khabarov, who was a Russian adventurer. In 1894, a department of the Russian Geographical Society was formed in Khabarovsk. Since then, Khabarovsk's cultural life has flourished.



**Yerofey Khabarov (Amur Expedition).
Reproduction of the painting by Pyotr Pavlinov**

It was Yerofey Khabarov, who brought the draft of the first map of the region. This draft became one of the main sources when creating maps of Siberia in 1667 and 1672.

In 1651, Yerofey Khabarov set off down the Amur River and became the discoverer of the famous salt springs. The military post Khabarovka was renamed after him, which later became the city of Khabarovsk and the center of the Amur General Government and a large military administrative unit of the Russian Empire.

Text “Some Legends about Khabarovsk City”

One of the urban legends tells that there are catacombs under Khabarovsk with tunnels, streets and buildings. However, no one has managed to find it yet. Some people say that there are some subs between some city buildings in its old part. Others claim that there is a whole three-level system of tunnels under Khabarovsk built for secret chemical production plants. Diggers believe in long tunnels going under the Amur River. Anyway, enthusiasts have not discovered the underground city yet.

The other legend tells that some hidden treasure has been buried in the house on 55 Komsomolskaya Street. For a hundred years, treasure hunters have been periodically visiting this street to try their luck and digging up the territory near to the house. The attempts of enthusiasts have not succeeded yet because the owner of the treasure, who buried it, was killed in pre-revolutionary times. Thus, he took the secret of the treasure's location with him to the grave. It is more likely that if the treasure existed, its owners were builders or employees of public utilities.

Text “The Russian Far Eastern Library”

Public library was built in 1894 due to arriving Nicolay II in Khabarovsk. Now it is the Russian Far Eastern State Scientific Library.



Nickolayevsk public library founded in December of 1894

Lieutenant-General S. Dukhovskoy and Lieutenant-General N. Grodekov loved a lot the Far Eastern Region addressed to scientific organizations with a request to send scientific books and their works for the library.



The Far Eastern state scientific library

They also appealed to the population of the region about sending books, periodicals, and other donations for the library.

Text “Amur Bridge Museum”

One of the main exhibits was one of the farms of the “tsarsky” bridge. The Farm was built in 1916 by Professor L. Proskuryakov's design. The steam train of 1944 was delivered from depot Ruzhino to Khabarovsk.



Railway equipment and the main exhibit of the museum – the truss of the “royal” bridge dismantled during the reconstruction

Text “The Khabarovsk Trial in 1949”

In December in 1949, a trial was held in Khabarovsk, in the Far East, to prosecute the leaders of the Japanese bacteriological program.

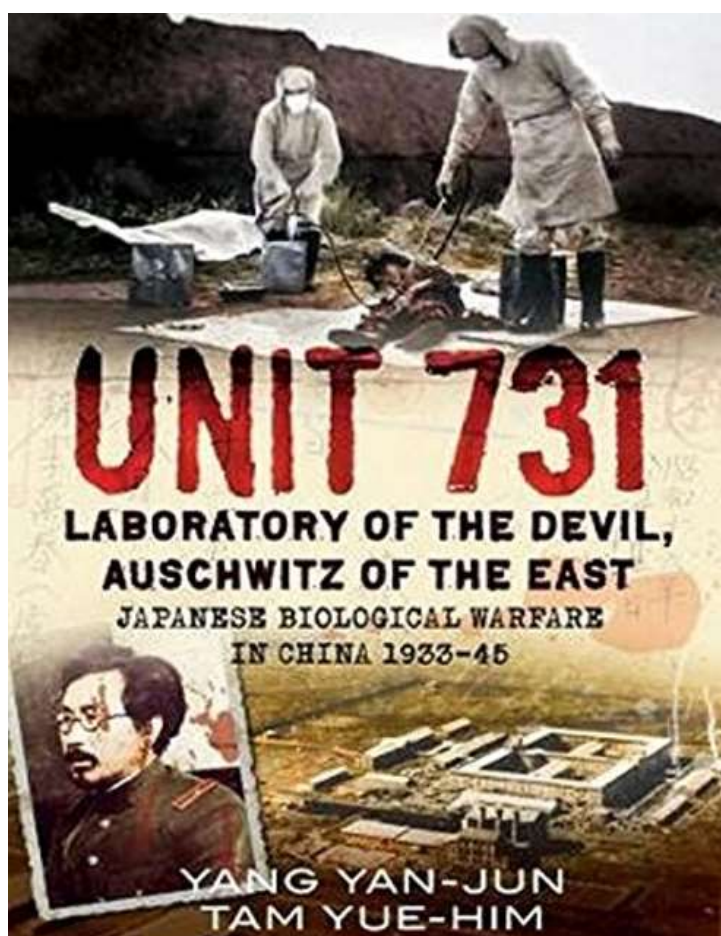
In 1932 in the state of Manchukuo the Japanese military established a network of scientific establishments aimed at developing bacteriological weapons, medical experiments which were conducted on humans.

In 1949 in December, the Khabarovsk trial was intended to raise questions of those cruel and inhuman experiments of the bacteriological Detachment №731 of the Japanese Kwantung army.

All began in 1926 when Emperor Hirohito took the throne of Japan. It was he, who chose the motto “Seva” (“The Era of the Enlightened World”) for the period of his reign. Hirohito really believed in the power of science.

Once he said: “Science has always been the best friend of murderers. Science can kill thousands, tens of thousands, hundreds of thousands, millions of people in a very short period of time.”

In 1932 in the state of Manchukuo the Japanese military established a network of scientific establishments aimed at developing bacteriological weapons, medical experiments which were conducted on humans. The best graduates of the most prestigious Japanese universities were sent to this detachment. The Japanese government in 1933 created Manshu Detachment 731 (unit 731).



The illustration to the book “Unit 731: Laboratory of the Devil...”

It was so-called “Death Factory”. Their experiments included disease injections, dehydration, biological weapons testing, amputation, and many others. Their victims included kidnapped men, women (even pregnant), children and babies.

The victims came from different nationalities with the majority being Chinese and a significant minority being Russian. Estimates of those killed by Unit 731 and its related programs range up to half a million people, and none of the inmates survived.

The trial took place at the military tribunal of the Primorsky Military District in the building of the district House of Officers of the Soviet Army. The Tribunal examined numerous captured documents (their photocopies were translated and included in the brochure about the trial, published in 50,000 copies).



The Khabarovsk Trial of the 1949

Evidence introduced during the hearings was based on eighteen volumes of interrogations and documentary material gathered in investigations over the previous four years.

Some of the volumes included more than four hundred pages of depositions ... The Japanese confessions made in the Khabarovsk trial were based on fact and not the fantasy of their handlers. The open court in Khabarovsk became the only tribunal in the world for war criminals who created bacteriological weapons.

The main murderer Shiro Ishii received immunity from the United States in exchange for his experiments. All 12 defendants were sentenced to prison terms ranging from 2 to 25 years, to be served in Siberian labor camps. In 1956, those still serving their sentences were released and repatriated to Japan.

✓ Discuss the following questions together.

1. Do you know any interesting facts or legends about your native town?
2. Do you believe in any mystics or mysterious stories originated from your native place?
3. Is it important to steep in history of your town?

**UNIT 4. STUDYING LAW
AT THE FAR EASTERN LAW INSTITUTE
OF THE MINISTRY OF INTERNAL AFFAIRS
OF THE RUSSIAN FEDERATION
NAMED AFTER I. F. SHILOV**

PART 1. GRAMMAR FOCUS

Lesson 1. Simple Tense Active / Passive

Exercise 1. Complete the text in Past Simple form of the verbs in brackets.

1. In the first show, the TV company ... (to travel) to Los Angeles to meet Kanye West.
2. They ... (to make) the programme very cheaply because they ... (not have) a lot of money.
3. They ... (to record) it with only one camera and they ... (to be) very lucky because the presenters ... (to work) for free.
4. In Los Angeles, the presenters ... (not to stay) in a hotel.
5. Instead, they ... (to sleep) in a caravan.
6. During the show, Kanye ... (to fly) in a private plane from city to city, but the TV company ... (to follow) him in their car, with their caravan!
7. The survivors ... (to land) on a small island and they ... (to work) together to find food.
8. They ... (to be) much happier and they ... (to understand) how to control their feelings.

Exercise 2.

A. Match 1–9 with a–i.

- | | |
|-------------------------------|---------------------------------------|
| 1. To copy | a) an exam |
| 2. To play | b) in exams |
| 3. To cheat | c) a friend's work |
| 4. To revise | d) school |
| 5. To take / fail / pass | e) truant |
| 6. To get | f) someone |
| 7. To leave | g) for a test |
| 8. To make | h) friends |
| 9. To bully / expel / suspend | i) bad / good marks / a qualification |

B. Complete the sentences in Past Simple form of the verbs from A.

1. She ... the exam. She got 100 %!

2. Those boys were horrible. They ... younger children.
3. They ... for the exam every evening.
4. He ... some new friends at the football club.
5. He ... the exam. He got 20 %.
6. She ... in the maths exam, so the teacher ... her.
7. He ... truant and the teacher told his parents.
8. She ... her friend's homework, but the teacher knew.
9. My brother ... school last year and now he is at university.

Exercise 3. Ask general and special questions to the sentences in Present Simple.

1. I definitely agree that drivers shouldn't use any kind of mobile phone when they are driving.
2. I mean you can't really concentrate on the road if you're having a telephone conversation at the same time.
3. I know that some people try to read text message or even write them while they're driving.
4. If someone drives slowly then people get impatient and try to overtake and this can be very dangerous.
5. He means it's really dangerous because they stop looking at the road and look at their mobiles.
6. I'm not sure if slow drivers cause more accidents than fast drivers do but they certainly do cause accidents.

Exercise 4. Make up the questions to the underlined words.

1. I think you should move away from other people when you're talking on a mobile – it's good manners.
2. You shouldn't play noisy games or talk loudly if you're on a bus or a train or somewhere where there are many people nearby.
3. It doesn't really bother me, but some people find it very annoying.
4. As far as I know, you mustn't use a mobile at all in a car, whether you're moving or not, even for next messages – it's against the law.
5. Switching off your mobile in class is just good manners, you should definitely do that.
6. I suppose people shouldn't do it, but it can be very interesting to listen to!

Exercise 5. Complete the questions with *do* or *does*.

1. When ... British banks open and close?
2. ... this bus go to the shopping centre?
3. ... this shop open on Sundays?
4. ... your sister work in that shoe shop?
5. Which supermarkets ... you usually shop at?
6. ... your parents like shopping there?

Exercise 6. Put the verb in to the correct form in Present Simple.

1. One fly ... (to fly), two flies ... (to fly).
2. One girl ... (to cry), four girls ... (to cry).
3. When a wolf ... (to see) the moon, it ... (to begin) to howl.
4. Wolves and sheep ... (to be) never friends.
5. Our hens ... (to lay) a lot of eggs.
6. Boys ... (to fight) and ... (to shout).
7. That boy ... (to try) to catch some balls.
8. These girls ... (to try) to run away from an angry turkey.

Exercise 7. Fill the gaps with: 'm, end, go, have, is, is, start, starts, watch.

1. My lessons ... at ten to eight, But, poor me!
2. I ... always late. English ... at ten to nine. That's when my eyes begin to shine.
3. Russian ... at half past ten, but I haven't got my pen. It's not on my desk, or under my chair.
4. Oh, here it ... in Silvia's hair.
5. My lessons ... at five past two, but I haven't got my shoe.
6. Oh, here it ... behind the door. I'm late again, it's half past four.
7. At five o'clock I ... my tea, at ten to six I ... TV.
8. I ... to bed at ten to eight.

Exercise 8. Make the sentences negative in Present Simple.

1. Mary takes the dog for a walk in the evenings.
2. Peter buys a morning newspaper every day.
3. I come to every lesson.
4. We go to the seaside every summer.
5. You go shopping on Saturday mornings.
6. Peter plays the piano very well.
7. The sun rises in the west.
8. My big brother knows everything.

Exercise 9. Complete the sentences. Use the correct form of the verbs.

1. It's half past six on Tuesday. Lisa and Carol ... (be) in the Coffee Shop.
2. Tom ... (come) into the café.
3. He ... (want) to see Sarah.
4. Sarah usually ... (come) to the Coffee Shop at the time, but she ... (not be) there today.
5. She ... (do) judo on Tuesday evenings.
6. Jane really ... (like) sport. She ... (go) jogging every day and she ... (play) tennis at the weekend.
7. Mike ... (not want) a cup of coffee and he ... (leave) the café.

Exercise 10. Ask the questions.

1. He wants to be a doctor. (Who ... ?)
2. They play tennis every Sunday. (What day of the week ... ?)
3. We work every day. (... you ... ?)
4. My sister goes to bed at nine. (What time ... ?)
5. Usually I have dinner very late. (Who often ... ?)
6. My brother watches TV every evening. (What ... ?)
7. She likes classical music. (What kind of music ... ?)
8. We go to the theatre once a month. (Where ... ?)

Exercise 11. Translate the text into English in Present Simple.

1. Профессия полицейского очень сложная.
2. Быть полицейским означает обладать храбростью, честностью и хорошей логикой.
3. Все полицейские должны иметь хорошую физическую подготовку.
4. Полицейским следует вести здоровый образ жизни.
5. Многие говорят, что полицейский должен быть стрессоустойчивым.
6. Профессия полицейского – очень ответственная и серьезная.
7. Полицейские гордятся своей работой.
8. Они должны помогать людям.

Exercise 12. Complete the questions.

1. Where ... he ... ? He visited London.
2. What ... do? He`s a musician.
3. Where ... ? We like traveling abroad.
4. ... smoke? No, he doesn`t.
5. ... exercise? No, he doesn`t. He isn`t sporty.
6. What kind of women ... ? He prefers intelligent and funny ones.
7. ... to his mother about girls? No, he doesn`t talk about.

Exercise 13. Answer the questions.

1. Do you have a big family?
2. How many brothers and sisters do you have?
3. Do you get on well with your colleagues?
4. What do you admire most about your best friend?
5. What kind of persons are you?
6. What`s your favorite beverage?
7. Who`s the smartest person you know?
8. What`s something about yourself that you hope will never change?

Lesson 2. Continuous Tense Active / Passive

Exercise 1. Complete the sentences in Present Continuous and make them negative. Use the verbs in brackets.

1. He ... the car from now. (to repair)
2. I ... in bed today. (to stay)
3. They ... a party all evening. (to enjoy)
4. The girl ... a novel at the moment. (to read)
5. We ... a serious test now. (to write)
6. She ... beautiful flowers this year. (to grow)
7. Students ... lunch in the café now. (to have)

Exercise 2. Use the correct form of the verb in the story in Present Continuous.

1. My name's Maria. My husband, John, and I ... (to decorate) our living room this weekend. It's ten o'clock on Saturday morning now. John and I ... (to take) the furniture out of the room. My brother, Bill, ... (to take up) the carpet.

2. It's 12 o'clock now and John ... (to paint) the ceiling. Bill ... (to paint) the walls. I ... (not to paint) anything. I ... (to make) a cup of coffee.

3. It's six o'clock in the evening and we ... (to decorate) now. We ... (to have) a rest in the garden.

4. It's 11 o'clock. On Sunday morning and we ... (to put) things back in the living room. At the moment Bill and I ... (to put) the carpet on the floor. John ... (to put up) the curtains.

5. It's four o'clock on Sunday afternoon and we ... (to put) the furniture back in the room. At the moment we ... (to move) the sofa and the armchairs.

6. Now it's five o'clock and I ... (to put) a mirror on the wall. There. That's it. Finished! Great!

Exercise 3. Choose the correct verb forms.

1. I *watch* / *'m watching* TV every day.
2. We *play* / *'re playing* tennis today.
3. We *'re going* / *go* jogging every morning.
4. *Do you have* / *are you having* lunch at the moment?
5. It *doesn't* / *isn't* raining every afternoon.
6. I *take* / *'m taking* the dog for a walk at the moment.
7. He always *reads* / *'s reading* a book on the train.

Exercise 4. Complete the texts. Use the correct form of the verbs in Present Simple/Continuous.

1. Theo ... (to be) a golf coach. He ... (to work) at a sports academy in Cyprus.

2. He ... (to teach) every afternoon. Now he ... (to teach) some people from Germany.

3. I ... (to be) a chef. I ... (to cook) food in a hotel. I ... (to work) from 6 to 11 every evening.

4. I ... (to work) now.

5. I ... (to have) a rest and I ... (to read) the newspaper.

6. I always ... (to have) a rest at this time.

7. Angela ... (to be) a gardener. She ... (to look after) a park in San Francisco. She ... (not to work) in the park now, because it ... (to rain). She ... (to listen) to the radio and she ... (to drink) a cup of tea.

8. Beatrix and Jack ... (to be) flight attendants. They ... (to look after) people and ... (to serve) food on planes. They ... (not to serve) food now. They ... (to wait) for the passengers. They ... (to talk) to the pilot.

Exercise 5. Write the verbs in the correct form.

1. As you can see, it ... (to rain) in the picture, and most of the people ... (to carry) umbrellas.

2. The two children on the right ... (to be) the artist's daughters.

3. They ... (to play) with a ball, and their mother ... (to watch) them closely.

4. On the left of the picture, a young man and a woman ... (to sit) at a café table.

5. They ... (not to talk), but I think they ... (to be) happy together in the middle of the picture.

6. She ... (not to smile), and she ... (not to have) an umbrella.

7. What ... (she / do)?

8. Maybe she ... (to wait) for her boyfriend, and she ... (to think): "He ... (to be) late, and I ... (to get) cold and wet".

Exercise 6. Complete the sentences with *will* / *to be going to* and the verbs in brackets.

1. I can't come on the march tomorrow. I ... look after my sister.

2. In the future, I think humans ... wipe out many different species.

3. He's buying some eggs because he ... to make a cake for the charity sale.

4. I haven't finished designing that leaflet. I'm sure I ... to finish it on time.

5. I'm making sandwiches because I ... to have a picnic with my friends later.

6. Don't go on' holiday to that island. You not find any nice beaches there.

7. Do your parents have any holiday plans? No, they ... not travel anywhere this summer.

Exercise 7. Choose the correct words.

1. Why are you buying those art pencils? ... (I'll / I'm going to) draw a picture for my homework.
2. Have you broken her computer? I'm sure ... (she'll / she's going to) be very angry.
3. We talked to Joshua and Helen yesterday. ... (They'll / They're going to) move to France.
4. I'm very busy tonight. I don't think ... (I'll / I'm going to) watch TV.
5. Do you think ... (we'll / we're going to) collect enough money?
6. My father is on holiday this week. ... (He'll / He's going to) paint the house.

Exercise 8. Use Past Simple / Progressive.

1. One sunny morning a man ... (to walk) through the city on his way to work.
2. He ... (to wear) a smart suit and tie and ... (to talk) on his phone.
3. Suddenly, the sun ... (to go) in and it ... (to start) raining heavily.
4. The man ... (to see) a taxi and ... (to start) running towards it.
5. As he ... (to run), a \$10 bill ... (to fall) from his pocket onto the ground, but he didn't notice.
6. He ... (to get) into the cab, ... (to shut) the door, and the cab ... (to drive) away.

Exercise 9. What would you do in these situations? Give your answer in Present Continuous.

1. Your friend is trying to give up smoking. However, when you go out together, he always asks people for cigarettes.
2. It's early in the m morning and your neighbor is playing really loud music. You want to sleep.
3. You're looking after your sister's flat and you break one of her plates. She has lots and probably won't notice.
4. You're driving to a party but you're lost. You don't have a map and your mobile phone doesn't work.
5. It's Monday morning and you're not feeling well. You have an important meeting at work in the afternoon.

Exercise 10. Underline the correct form.

1. I *don't usually have* / *I'm not usually having* dessert, but I'll have one tonight.
2. Jake *tries* / *is trying* to get fit for the athletics competition next month.

3. In the summer, I *often cycle* / *I'm often cycling* to work.
4. What *are you doing* / *do you do* this evening?
5. Helen *doesn't work* / *isn't working* tomorrow, so we're meeting for lunch.
6. Clare buys a lot of takeaways, but I *prefer* / *I'm preferring* home-made food.

Exercise 11. Complete the sentences with *shall* / *going to* / *will* or Present Continuous.

1. I ... (to go) to town this afternoon. ... (I / go) to the supermarket on my way back?
2. I ... (to get) all that, and some eggs, too.
3. I heard on the radio that the weather ... (to be) excellent this weekend.
4. That's good, because my parents ... (to come) to stay with me.
5. I ... (to watch) this film at the cinema this evening.
6. I ... (to see) him tomorrow.
7. I know you ... (to enjoy) it.

Exercise 12. Correct the errors in the text.

1. The people around you have the greatest influence on your life – they affects the way you behaves and thinks.
2. As soon as Rob and I mets, we connected.
3. When Rob is young, his father died in a motorcycle accident.
4. Being brought up as an only child by a single parent makes him independent and ambitious.
5. He lefted home at 16, and since then has lived in different places and had various jobs.
6. He's taught me that its important to find time for friends and family and to do what makes you happy.
7. He always have fun, trying new things, keeping his mind and body healthy, and he still work hard to achieve his goals.
8. I greatly admires Rob and I hopes that one day I can look at life in the way that he does.

PART 2. THE PROFESSION I HAVE CHOSEN

Text “The Profession I Have Chosen”

To join the police, a person is required to pass professional training in specialized colleges of the Ministry of Internal Affairs. So a year ago I entered the Russian Federation Far East Home Ministry Law Institute of

Russia. Our college trains lawyers for the police agencies. Here cadets specialize as detectives and investigators. Our main task as future law enforcement professionals is to fight against criminality, that is to prevent, detect and solve crimes. Crime prevention and crime deterrence is the main aim of our detective activity. The success of solution of many serious cases depends on the quality of our detective activity.

That's why we should get knowledge of various branches of law and master special means, methods and forms of combating crime. My future professional activity is closely connected with the investigation of criminal cases. Crime scene investigation is the first stage of it.

When the information of a crime committed is received an operative team go out to the crime scene. An operative team usually consist of an investigator, a detective, a district police officer, a forensic expert, a bobby-handler and a medical expert. Each of them has his own duties at the scene, but they should work in close cooperation and help each other to solve crimes quickly and accurately.

The search commander (usually the investigator or the detective) directs primary crime scene investigation and detection. Using the equipment of the identi-kit the investigator (together with the forensic expert) finds, collects and protects evidence – fingerprints, footmarks, and other traces of the criminal act. They take pictures of the objects of the crime scene, make diagrams and sketches, etc.

Basing on all the data gathered the search commander analyzes the situation and tries to reconstruct the details of the happening. Crime scene investigation ends in making a record.

The detective is responsible for all detection required for quick and accurate solution of the case. To obtain all the necessary information the detective finds, interviews and interrogates witnesses, eye-witnesses, victims and suspects. He should take immediate measures to detect the criminal, that is to identify, locate and apprehend him. The detective also makes efforts to search, discover and seize stolen property and instruments of the crime.

The district police officer ensures crime scene protection, helps the detective to find witnesses and eye-witnesses and to apprehend the suspect.

The medical expert conducts an external examination of the corpse.

If all the facts gathered during the primary crime scene investigation show the corpus delicti, the investigating officer brings a criminal action and conducts further investigation.

The profession I have chosen is difficult and interesting. Combating crime, decreasing it we must not forget one of our priorities – strict observance of legality and protection of rights and interests of the citizens. To gain the people's confidence we should make our activities clear to them and have their support and approval.

Vocabulary list

- Join** [dʒɔɪn] – *здесь* поступить на службу.
- Require** [ri'kwaə] – требовать.
- Specialize** ['speʃəlaɪz] – специализироваться.
- Detect** [di'tekt] – находить, обнаруживать; расследовать.
- Crime deterrence** [di'ter(ə)ns] – сдерживание преступности.
- Connect** [kə'nekt] – связывать.
- Crime scene** [si:n] – место преступления.
- Crime scene investigation** – осмотр места преступления; следственные действия на месте преступления.
- Commit** [kə'mɪt] – совершать (преступление).
- Consist (of)** [kən'sɪst] – состоять (из).
- District police officer** – участковый уполномоченный полиции.
- Forensic expert** [fə'rensɪk 'ekspə:t] – эксперт-криминалист.
- Bobby-handler** ['bɒbi'hændlə] – человек, который готовит и сопровождает служебно-разыскную собаку.
- Medical expert** ['medɪkəl'ekspə:t] – судебно-медицинский эксперт.
- In close cooperation** – в тесном взаимодействии, сотрудничестве.
- Search commander** ['sə:ʃ kə'mɑ:ndə] – старший оперативной группы.
- Primary** ['praɪməri] – первоначальный.
- Identi-kit** [ai'denti'ki t] – комплект, набор инструментов эксперта-криминалиста.
- Trace** [treɪs] – след.
- Data** ['deɪtə] – данные, факты (*pl om datum*).
- Accurate** ['ækjʊrɪt] – точный, правильный.
- Obtain** [əb'teɪn] – получать.
- Take immediate measures** [i'mi:dʒət 'meʒəz] – принимать срочные меры.
- Identify** [ai'dentɪfaɪ] – устанавливать личность.
- Make efforts** ['efəts] – прилагать усилия.
- Discover** [dɪs'klʌvə] – находить, обнаруживать.
- Seize** [si:z] – производить выемку.
- Stolen** ['stɒl(ə)n] – украденный, похищенный.
- External** [eks'tɜ:nl] – наружный, внешний.
- Corpse** ['kɔ:ps] – труп.
- Corpus delicti** [ˌkɔ:pəsdi'liktai] – *лат.* состав преступления.

Task 1. Find in the text “The Profession I Have Chosen” English equivalents for the following.

Поступить на службу в полицию; специализированные учебные заведения МВД; готовить юристов для органов полиции; бороться с преступностью; предотвращение преступлений; главная цель нашей профессиональной деятельности; изучать разные отрасли права; овладевать специальными средствами, методами и формами борьбы

с преступностью; быть тесно связанным с расследованием; первый этап; совершать преступление; получать информацию; человек, который готовит и сопровождает служебно-разыскную собаку; эксперт-криминалист; судебно-медицинский эксперт; участковый уполномоченный полиции; работать в тесном взаимодействии; руководить проведением первоначальных следственных действий на месте преступления; комплект инструментов эксперта-криминалиста; отпечатки пальцев, обуви и другие следы; составлять схемы и делать наброски; анализировать ситуацию; быстрое и правильное раскрытие преступления; находить и опрашивать свидетелей и очевидцев; допрашивать подозреваемых; принимать срочные меры; найти (обнаружить) преступника; установить личность, определить местонахождение и задержать преступника; проводить наружный осмотр трупа; указывать на состав преступления; проводить дальнейшее расследование; выбирать профессию; защита прав и интересов граждан; получить поддержку и одобрение; завоевать доверие.

Task 2. Find in the text “The Profession I Have Chosen” synonyms for the following.

Enter, professional education, police bodies, operatives, a divisional inspector, police professionals, crime detection, to receive information, a field-criminalist, crime scene search, to make photos, exact investigation of the case, to interview suspects, to confiscate objects, tools of the crime, fighting crime.

Task 3. Find in the text “The Profession I Have Chosen” the opposite for the following.

General education, to commit crimes, criminal activity, to give information, to work separately, to destroy evidence, to make sketches, further investigation, to forget the details of the happening, to question witnesses, to release the criminal, returned property, to increase, lawlessness, to lose confidence.

Text “The System and Classifications of Law”

Every country has its own historically developing system of norms, legal institutions and branches of law, which regulates different types of social relations. In order to understand different aspects of a system of law it is necessary to look at various classifications of law, as branches of law are traditionally considered to be the most important elements of this system. Numerous classifications that vary from country to country usually reflect the peculiarities of different systems of law. Nevertheless there are the most common divisions singled out by contemporary jurists. Thus law is

frequently classified into public and private and substantive and procedural. The distinction is often made between public and private law. Public law governs the relationship between the state and an individual, who is either a company or a citizen. Public law covers three subdivisions: constitutional, administrative and criminal law.

Constitutional law deals with the structure of the government and the relations between private citizens and the government.

Administrative law deals with the decision-making of administrative units of government (for example, tribunals, boards or commissions) in such areas as police law, international trade, manufacturing, the environment, taxation, immigration and transport.

Criminal law, or penal law, is the body of law that relates to crime, i. e. illegal conduct that is prohibited by the state and sets out the punishment to be imposed on those who break these laws. A crime is considered to be an offence against the public, although the actual victim may be an individual. This is because the state considers anti-social behaviour not simply as a matter between two individuals but as a danger to the well-being and order of society as a whole.

Private law is also known as civil law. It involves relationships between individuals, or private relationships between citizens and companies. The main branches of private law are contract, tort, family, employment and land law.

Contract law deals with legally binding agreements between people or companies that are called parties to a contract.

Tort law deals with civil wrongs which result in physical, emotional or financial harm to a person or property. Tort cases comprise road accidents, defamation, product liability (for defective consumer products), copyright infringement, environmental pollution (toxic torts), etc.

Family law is an area of the law that deals with family-related issues such as marriage and divorce, adoption, custody of children, child abuse and alimony.

Employment law is law relating to the employment of workers, their contracts, conditions of work, trade unions and legal aspects of industrial relations. Employment law is also called labour law.

Land law is the law which deals with rights and interests related to owning and using land. Land is the most important form of property, so the name land law is often used for the law of property.

The next classification which is widely used is subdivision of law into substantive and procedural. There are many laws and legal rules found in statutes, cases decided by courts (legal precedents) and other sources that are applied by courts in order to decide lawsuits. These rules and principles of law are classified as substantive law. On the other hand, the legal procedures that provide how lawsuit is begun, how the trial is conducted, how appeals are filed, and how a judgment is enforced are called procedural law. In other words, substantive law is the part of the

law that defines rights, and procedural law establishes the procedures which enforce and protect these rights. For example, two parties entered into a contract, but then one of the parties breached this contract. The rules of bringing the breaching party into court and the conduct of the trial are rather mechanical and constitute procedural law. Whether the agreement was enforceable and whether the other party is entitled to damages are matters of substance and will be determined on the basis of the substantive law of contract.

Vocabulary list

Public law – публичное право.

Private law – частное право.

Substantive law – материальное право.

Procedural law – процессуальное право.

An administrative unit – административная единица.

To impose punishment – назначить наказание.

An offence against the public – преступление против общества.

Parties to a contract – стороны договора.

A binding agreement – соглашение, имеющее обязательную силу.

Tort law – деликтное право.

Defamation – клевета; *syn:* **slander, libel**.

Product liability – ответственность производителя за качество товара.

Employment law / labour law – трудовое право.

Trade union – профсоюз.

To file an appeal – подавать апелляцию.

To breach a contract – нарушить договор.

To be entitled to damages – иметь право на возмещение ущерба.

Enforceable agreement – соглашение, имеющее исковую силу (может быть принудительно исполнено в судебном порядке).

Task 1. Read and translate the text.

Task 2. Find Russian equivalents from the text for the following.

1. Reflect the peculiarities of different systems of law.
2. Common division.
3. Subdivision of public law.
4. Contemporary jurists.
5. Legally binding agreement.
6. Product liability.
7. Child abuse.
8. Custody of children.
9. To enforce a judgment .
10. To enter into a contract.

Task 3. Find English equivalents from the text for the following.

1. Международная торговля.
2. Налогообложение.
3. Запрещать противоправное поведение.
4. Нарушить закон.
5. Стороны договора.
6. Алименты.
7. Трудовое право.
8. Условия труда.
9. Форма собственности.
10. Источники права.
11. Решать судебные споры.
12. Вести судебный процесс.
13. Подавать апелляцию.
14. Обеспечивать соблюдение прав.
15. Иметь право на возмещение ущерба.

Task 4. Find synonyms from the text for the following.

A contract, a person, a tort, labour law, modern, land law, a financial compensation, relations, breach of law, a classification.

Task 5. Answer the questions on the text.

1. What does a system of law include?
2. How is law usually classified? Why are classifications of law so important?
3. What is the difference between public and private law?
4. What does public law include?
5. A victim of a crime is usually an individual. Why is criminal law considered to be a branch of public law?
6. Why do you think private law is sometimes called civil law?
7. What are the main branches of private law? What do they deal with?
8. What examples of tort cases can you give?
9. How do you understand the term “substantive law”?
10. What does procedural law determine?

Task 6. Name branches of law, which meet the following determination.

1. An area of law which concerns disputes between citizens within one country.
2. A branch of law which regulates relations between private citizens and the government, describes the structure of the government and rights and duties of the citizens.

3. An area of law which describes legal rights, obligations, rules and precedents used by courts in order to give judgment.

4. An area of law which concerns disputes between private citizens and the state.

5. A branch of law which deals with functions and powers of governmental organizations, their relations with one another and the citizens.

6. An area of law which determines how the case must be presented, in which court it shall be heard and when it must be tried.

7. A branch of law which deals with civil wrongs committed by one individual against another person, his property or reputation.

Task 7. Fill in the blanks using the words in the box and translate the sentences into Russian.

Penal	employment	custody	illegal	damages	trials	civil
divorce	public	unions	criminal			

1. Family law relates to family matters and domestic relations. It deals with areas such as marriage and (1), child (2), child/spousal abuse, adoption and alimony.

2. Tort law deals with (3) wrongs, such as negligence, defective products and libel. It deals with liability (i. e. who has committed the wrong) and the (4) that are paid to the person or people who have suffered as a result.

3. Criminal law is a branch of law also known as (5) law; this branch is distinguished from civil law. It relates to (6) acts committed against individuals and punishable by the state.

4. This branch of law is distinguished from (7) law. It refers to the area of law that deals with relations between private individuals (for example wills, contractual disputes and torts such as negligence and libel).

5. Labour law is the area of law which relates to the (8) of workers. It encompasses issues such as contracts, conditions of work, trade discrimination, redundancy and wrongful dismissal.

6. Criminal procedure is the area of law which regulates the way in which legal proceedings are conducted in (10) cases. It deals with issues such as police powers (interrogation of suspects, decision to prosecute, etc), confessions, criminal rights, criminal (11), the functions of judges and jury, witnesses, verdicts and appeals.

Task 8. Translate the sentences into English using the words and word expressions from the text.

1. Система права представляет собой систему норм, правовых институтов и отраслей права, регулирующих общественные отношения.

2. Особенности разных систем права отражены в многочисленных классификациях отраслей права.

3. Согласно наиболее общим классификациям, которые предлагаются современными юристами, право часто делится на публичное и частное, а также на материальное и процессуальное.

4. В соответствии с законом запрещено любое противоправное поведение, нарушающее права и свободы отдельных граждан.

5. Мы считаем, что за подобные преступления необходимо назначать самое суровое наказание.

6. Уголовное преступление часто рассматривается как правонарушение против общества, а не против личности, несмотря на то, что потерпевшим может быть всего лишь один человек.

7. Перед подписанием договора стороны должны убедиться, что данное соглашение будет иметь юридическую силу в будущем. Если одна из сторон нарушит договор, вторая сторона будет иметь право требовать возмещения ущерба.

8. В настоящее время возросло количество случаев нарушения авторского права.

9. После развода родители не смогли решить вопрос об опеке над ребенком, поэтому были вынуждены обратиться в суд.

10. Каждый юрист обязан знать основы процессуального права, а именно (*namely*), как начинается судебное разбирательство, как проводятся слушания, как подаются апелляции, как исполняются судебные решения и т. д.

Task 9. Read the text and render it in English.

Система права включает в себя отрасли публичного и частного права. Это деление сложилось в юридической науке и практике давно – оно было предложено еще римскими юристами. Сейчас оно в той или иной форме существует во всех развитых правовых системах.

Суть указанного разделения состоит в том, что в любом праве есть нормы, призванные обеспечивать прежде всего общезначимые (публичные) интересы, т. е. интересы общества, государства в целом (конституционное право, уголовное, процессуальное, административное, финансовое, военное), и нормы, защищающие интересы частных лиц (гражданское право, трудовое, семейное, торговое, предпринимательское и т. п.).

В системе права выделяют также отрасли материального и процессуального права.

Отрасли материального права оказывают непосредственное воздействие на общественные отношения. Большинство отраслей относится к категории материального права (уголовное, государственное, предпринимательское, семейное и др.). Объектом материального пра-

ва выступают имущественные, трудовые, семейные и иные материальные отношения.

Процессуальное право регулирует порядок, процедуру осуществления прав и обязанностей сторон. Оно регулирует отношения, возникающие в таких процессах, как расследование преступлений, рассмотрение и разрешение уголовных, гражданских, арбитражных дел. В настоящее время выделяют уголовно-процессуальное, гражданское процессуальное право, арбитражный процесс. Процессуальные нормы существуют практически в любой отрасли, но не все из них выделяются в самостоятельную отрасль.

Отрасли тесно связаны друг с другом, особенно когда речь идет о применении их на практике.

Task 10. Use the outline given below; tell about the system of law and the main classifications of law in English.

1. What a system of law is...
2. The common divisions of a system of law...
3. The difference between public and private law...
4. The main categories of public law...
5. The main categories of private law...
6. The difference between substantive and procedural law...

PART 3. DISCOVERY

It's interesting to know...

Text “Law and Order in Ancient Egypt”

The first policing organization was created in Egypt in about 3000 BCE. The empire was divided into 42 administrative jurisdictions; for each jurisdiction, the pharaoh appointed an official who was responsible for justice and security, titled as “*sab heri seker*”.

In the city-states of ancient Greece, policing duties were assigned to magistrates. Slaves, freedmen and citizens of low birth were recruited for policing. The Romans were reluctant to engage in the prevention, detection, and prosecution of everyday criminality. The emperor Augustus organized one of the earliest forms of policing. Augustus expanded the city's fire brigade into firefighters and security guards and squads of police, which were part of the army of the state.

After the collapse of the Western Roman Empire in the 5th century, the Eastern Empire retained some of the older Roman institutions, which were the main policing authority with the specific responsibility of oversee-

ing the large population of foreigners that resided in the capital. Indeed, the legal codifications produced during the early Middle Ages, such as the *Salic law*, show that nearly all offenses were considered forms of civil tort to be resolved informally between the parties involved.

Text “Lawyer Humor”

In Portuguese, a lawyer is called *advogado*; in French, a lawyer is called *avocat*; and in Italian, a lawyer is called *avvocato*. All three languages appear to compare lawyers to *avocados*, because both the fruit and lawyers have hearts of stone.

Text “Are There Still Places on Earth Not Governed by Laws? Antarctica”

The first place is Antarctica. A treaty in 1959 ensured that the place is free for all. No one nation legally owns or governs Antarctica so there has no set centralized lawmaking body on the continent. Since 1961, when The Antarctic Treaty was put into effect, many other world nations have adopted it.

There are four major international agreements that are in force in Antarctica including:

- The Antarctic Treaty of 1959;
- The Convention for the Conservation of Antarctic Seals of 1972;
- The Convention on the Conservation of Antarctic Marine Living Resources of 1980;
- Protocol on Environmental Protection to the Antarctic Treaty in 1991.

From a legal standpoint, these agreements are only legally binding on those nations or countries who sign them. For those who have not signed the treaties, there are effectively no laws in Antarctica.

(URL: <https://sawanandsawan.com>)

✓ Discuss the following questions together.

1. What interesting facts do you know about laws?
2. Why is it important to have law enforcement?

UNIT 5. THE STATE STRUCTURE AND LEGAL SYSTEM OF GREAT BRITAIN

PART 1. GRAMMAR FOCUS

Lesson 1. Simple Tense Active / Passive

Exercise 1. Put the verb in Past Simple.

1. I ... (to work) in a bank many years ago.
2. He ... (to live) in Moscow in 1988.
3. I ... (to like) flowers before it happened.
4. Tom ... (to play) the piano yesterday evening.
5. I ... (to love) you many years ago.
6. Kristina and Mike ... (to study) English together last winter.
7. You ... (to enjoy) your last holidays.
8. The concert ... (to finish) at 7 o'clock.

Exercise 2. Translate the sentences into English.

1. Я работал в полиции два года назад.
2. Ее служба была очень ответственной.
3. Курсанты изучили юридические предметы на прошлом курсе.
4. У него были проблемы с законом много лет назад.
5. Наши курсанты получили много наград.
6. Юридический институт получил лицензию в прошлом году.
7. Она окончила адъюнктуру давно.
8. Им было нелегко учиться стрелять.

Exercise 3. Put the verb into Past Simple.

1. The police are a constituted body of persons empowered by a state, with the aim to enforce the law, to ensure the safety, health, and possessions of citizens, and to prevent crime and civil disorder.
2. Their lawful powers include arrest and the use of force legitimized by the state via the monopoly on violence.
3. The term is most commonly associated with the police forces of a sovereign state that are authorized to exercise the police power of that state within a defined legal or territorial area of responsibility.
4. Police forces are often defined as being separate from the military and other organizations involved in the defense of the state against foreign aggressors.
5. Law enforcement is only part of policing activity.

6. Ireland differs from other English-speaking countries by using the Irish language terms for both the national police force and its members.

7. The word «police» is the most universal.

8. Numerous slang terms exist for the police.

Exercise 4. Make the sentences negative in Past Simple.

1. I ... (to use) to do morning exercises when I was a child.

2. He ... (to work) at a factory in 2012.

3. She ... (to like) sleeping after dinner in her twentieths.

4. He ... (to use) to work part-time many years ago.

5. Mike ... (to be) a student in 1989.

6. Helen ... (to use) to have a car.

7. It ... (to be) difficult to remember everything when I started my work.

Exercise 5. Answer the questions.

1. Where did you go for your last holiday?

2. How did study at Law institute?

3. Did you have happy years when you were a cadet?

4. When was the last time you had to give a speech? How did it go?

5. What was one vacation that lasted too long?

6. What was your first achievement and failure?

7. When you were a first-year cadet, what did you dislike doing?

8. As a kid, what did you want to grow up to be?

Exercise 6. Complete the sentences about your own life. Use Past Simple.

1. I ... (to take) the train yesterday.

2. I ... (to go) shopping last week.

3. I ... (to get up) at six o'clock today.

4. I ... (to buy) a new phone last week.

5. I ... (to have) breakfast this morning.

6. I ... (to play) tennis last week.

7. I ... (to use) the Internet yesterday.

8. I ... (to remember) about my first day of school and my first teacher.

Exercise 7. Complete the text. Use Past Simple form of the verbs.

1. I ... (to love) Art when I ... (to be) at school. When I ... (to be) eighteen I ... (to leave) school.

2. I ... (to get) a job in a small shoe factory. The factory ... (to close) and I ... (to lose) my job. I ... (to need) something to do.

3. It ... (to be) near Christmas, so I ... (to make) some Christmas cards.
4. I ... (to send) the cards to all my family and friends.
5. They ... (to love) the cards, so after Christmas I ... (to produce) some birthday cards.
6. A shop ... (to sell) the cards.
7. The cards ... (to be) very popular.
8. Last year I ... (to buy) the old shoe factory and we now make thousands of cards there.

Exercise 8. Ask the questions.

1. I enjoyed school when I went to a primary school in our village, so I walked to school every day. (What ... ? Where ... ?)
2. It was a very small school. (What school ... ?)
3. There were only fifty children and three teachers. (How many ... ?)
4. When I went to secondary school, everything changed. (What ... ?)
5. It was a very big school and it was in the local town. (What town ... ?)
6. My favourite subjects were Physics and Chemistry. (What subjects ... ?)
7. I loved science, but I didn't like languages. (Why ... ?)
8. I liked music and I played the violin. (What instrument ... ?)

Exercise 9. Complete the text with the correct of the verbs in brackets in Past or Future Simple.

1. Last summer I ... (to go) to Los Angeles to stay with my cousin for a few weeks.
2. Tomorrow we ... (to have) lunch in a nice restaurant in the city centre.
3. My cousin ... (to get) a call on her mobile phone and we ... (to go) to talk.
4. Andrew ... (to speak) to her friend next week.
5. Suddenly he ... (to notice) a man in a black hat who ... (to sit) at the next table.
6. There ... (to be) my favourite singer in three days and I ... (decide) to take my chance.
7. When he ... (to leave), I ... (to get up) too and ... (to go) to my table.
8. I ... (to have) your photo tomorrow.

Exercise 10. Order the sentences and make them negative in Future Simple.

1. The answer / tomorrow / know / She / will.
2. I / you / call / will.

3. Will / pictures / you / send / Kate / these.
4. Sandwiches / make / will / some / I.
5. Will / concert / soon / end / The.
6. At / will / 7 / They / come / o'clock.
7. Year / will / house / She / a / buy / next.
8. At / will / David / tonight / stay / home.

Exercise 11. Put the verbs in brackets into Future Simple and ask the questions to the sentences.

1. I think the trip ... (to be) rather exciting.
2. "I'm too tired to walk home." – "Don't worry. My brother ... (to give) you a lift."
3. Of course, we ... (to help) you.
4. "There's someone at the door." – "Is there? Oh, I ... (to see) who it is."
5. Alma ... (to phone) your office after 3 o'clock.
6. She ... (to lend) you some money if you have no objections.
7. I'm a bit cold. I think I ... (to put) on a sweater.
8. Bill looks tired. I think he ... (to go) to bed early tonight.

Exercise 12. Put the questions to the underlined words.

1. For most teenagers in the UK, it's difficult and expensive to get in-to pop festivals.
2. The shows finish very late and the tickets sometimes cost more than £100.
3. But things have started to change and that's because of the Underage Festival.
4. Sam first started the Underage Club when he was fourteen because teenagers couldn't get into normal clubs to see live music.
5. His club in London was incredibly successful, so he decided to have an Underage Festival, too.
6. This one-day festival for young people began in 2007 and it's become bigger every year since then.
7. There's usually a long queue of really excited teenagers waiting for the gates to open at eleven o'clock.
8. Ticket prices are much cheaper than for normal festivals.

Exercise 13. Choose the correct verb in Passive form.

1. The strange book "The Voynich Manuscript" *was discovered / was discover* in 1912 near Rome, by an antique book collector, Wilfred Voynich.
2. The pages *is illustrated / are illustrated* with strange coloured pictures of different things.

3. Some people think it *written / is written* in an unknown, secret language.

4. Many experts believe it *was made / was make* in Europe between the 15th or 17th centuries.

5. The Saqqara Bird, made of wood, *was found / was find* in 1898 in Egypt.

6. At first this object *was thought / was thoughted* to be a model of a bird and *were put / was put* in a box in the basement of the Egyptian Museum in Cairo.

7. Then it *was been rediscovered / was rediscovered* by Dr. Khalil Messiha. He believed that the object looked very similar to a modern aeroplane with the wings.

8. The ancient Egyptians often made small models of things they planned to build, so could this be a model of a simple aeroplane that *was build / was built* over 2000 years ago?

Exercise 14. Circle the correct answers in Active or Passive.

1. Ice cream *is making / is made* from cream.

2. I *give / am given* Mother jewelry every birthday.

3. The plates *keep / are kept* in the cupboard.

4. Who *is / does* this information sent to?

5. How often *are the Olympic Games held / they are held* the Olympic Games?

6. My name *isn't written / doesn't write* like that.

7. Tennis they *don't play / isn't played* at our school.

8. They *are tested all cars / All cars are tested* before they sell them.

9. *Is / Does* paper always recycled?

10. Homework *is given / gave* to pupils every day.

Lesson 2. Continuous Tense Active / Passive

Exercise 1. Put the verb into correct form.

1. I ... (spent / spend) many hours as a child listening to my uncle Wilson's stories.

2. He ... (was being / was) the youngest of 11 children whose family lived in a fishing town in Scotland.

3. Life was hard and with so many mouths to feed, the children ... (begin / began) working from an early age.

4. At just 14, my uncle ... (began / was beginning) his first job as a fisherman.

5. That was the beginning of his adventures – he ... (travels / travelled) and ... (worked / works) in Alaska, South-East Asia, India, and Africa.

6. He ... (educate / educated) himself, learnt to be a chef, an engineer, a farmer, and photographer.

7. Uncle Wilson ... (taught / taught) me that life is special and that you should take every opportunity that you can to fill it with adventure.

Exercise 2. Complete the sentences. Use Past Simple / Continuous.

1. You ... (to cry) when that drama ... (to finish)!
2. They ... (to go out) while their parents ... (to watch) the news.
3. The actors ... (to come) on stage while the presenter ... (to talk).
4. She ... (not to smile) when the man ... (to take) her photo.
5. Alice ... (to drop) her glass while she ... (to have) lunch.
6. It ... (to rain) when we ... (to arrive) at the cinema.

Exercise 3. Complete the text with Present Continuous form of the verbs in brackets.

1. On Monday morning you ... (to go) sailing.
2. Then in the afternoon, I ... (to take) you on a bicycle tour of the surrounding area.
3. You need to rest well on Monday evening, because the following morning we .. (to climb) to the top of Oak Ridge.
4. After that, there has been a change of plan: you ... (not windsurf) as it says on your timetable.
5. We ... (to have) a football tournament.
6. Then on Wednesday morning we ... (to go) to a mountain village called Palmo.
7. Thursday is your final day with us and I ... (to plan) a surprise activity for you.

Exercise 4. Circle the correct verb form or if both forms are possible.

1. I'm sure I'm *going to pass* / *passing* all my exams this year.
2. Do you have any plans for this Saturday? Yes, I'm *going to spend* / *spending* the day with my cousins.
3. Do you think *it's going to be* / *it's being* sunny tomorrow?
4. It's Simon's birthday on Friday. *He's going to have* / *He's having* dinner with a few friends.
5. We don't need to run. *We're not going to miss* / *We're not missing* the tram.
6. Where *are you going to go* / *are you going* tonight? To the cinema.
7. What's the weather forecast for Saturday? *It's going to be* / *It's being* warm and sunny.
8. She drives too fast. I'm sure *she's going to have* / *she's having* an accident one day.

Exercise 5. Answer the questions.

1. Are you reading a good book now?
2. What are you having for dinner tonight?
3. What are you looking forward to?
4. What is a friend of yours probably doing now?
5. What projects are you working on at home or at work right now?
6. What's happening in the news at the moment?
7. Where are you going after this class?
8. What are you wearing today?
9. How are your English classes going?

Exercise 6. Make up the questions in Present Continuous.

1. What ... (you / to do) now?
2. ... (he / to read) now?
3. What ... (she / to wear)?
4. Where ... (your parents / walk) now?
5. Why ... (she / to work)?
6. What language ... (they / to learn)?
7. What ... (the children / to do)?
8. ... (Mary / to make) phone calls?

Exercise 7. Circle the correct answer.

1. Cora is in the kitchen. She is baking / bakes a cake for Mother's birthday.
2. What do you take / are you taking a photo of? There's nothing to see here of the moment.
3. Visitors usually come / are usually coming to see the dolphins.
4. Helen always plays / is playing tennis on Tuesdays.
5. It doesn't snow / isn't snowing at the moment.
6. I'm not coming / don't come right now, but I'll see you later.
7. My family recycles / is recycling rubbish every week.
8. Our cousins are staying / stay with us now.

Exercise 8. Make up the sentences in Past Continuous and use the verbs.

Read	clean the room	have lunch	wash the dishes	watch TV
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1. At 9 a. m. I ...
2. At 9.30 p. m. I ...
3. At 11 a. m. I ...
4. At 1 p. m. I ...
5. At 3 p. m. I ...
6. At 5 p. m. I ...

Exercise 9. Ask the questions in Future Continuous.

1. His American colleagues will be flying back to the USA this time tomorrow.
2. Our manager will be presenting his business plan at the next meeting.
3. You and your girlfriend will be eating sushi soon.
4. Ronald, Garry and Jason will be playing the guitar at school at 7 o'clock tomorrow.
5. It will be raining when we reach London.
6. Your little niece will be sleeping when you phone me.
7. Henry will be studying at the college library tonight.
8. While Anna is reading, Andrew will be watching a new documentary series.

Exercise 10. Write statements and questions. Use Present Continuous Passive.

1. Our planet / damage.
2. The real problems / ignore.
3. Too much rubbish / throw away.
4. new trees / plant?
5. New houses / not build / quickly enough.
6. the rainforests / cut down?
7. Too many cars / use.
8. Fossil fuels / burn / all the time.

PART 2. STATE STRUCTURE AND LEGAL SYSTEM OF GREAT BRITAIN

Text “Regions of Great Britain”

The Great Britain is made up of three different regions that are not independent nations. These regions are England, Wales and Scotland.

England is the largest of the four geographical regions making up the United Kingdom. It is bordered by Scotland to the north and Wales to the west and it has coastlines along Celtic, North and Irish Seas and the English Channel. Its total land area is 50,346 square miles (130,395 sq km) and a population of 51,446,000 people (2008 estimate). The capital and largest city of England (and the UK) is London. The topography of England consists mainly of gently rolling hills and lowlands. There are several large rivers in England and the most famous and longest of these is the Thames River that runs through London.

England is separated from continental Europe 21 mile (34 km) English Channel but they are connected by the undersea Channel Tunnel.

Scotland is the second largest of the four regions making up the UK. It is located on the northern part of Great Britain and it borders England to the south and has coastlines along the North Sea, Atlantic Ocean, North Channel and Irish Sea. Its area is 30,414 square miles (78,772 sq km) and it has a population of 5,194,000 (2009 estimate). Scotland's area also includes almost 800 offshore islands. The capital of Scotland is Edinburgh but the largest city is Glasgow. The topography of Scotland is varied and its northern portions have high mountain ranges, while the central portion consists of lowlands and the south has gently rolling hills and uplands. Despite its latitude, the climate of Scotland is temperate because of the Gulf Stream.

Wales is a region of the United Kingdom that is bordered by England to the east and the Atlantic Ocean and Irish Sea to the west. It has an area of 8,022 square miles (20,779 sq km) and a population of 2,999,300 people (2009 estimate). The capital and largest city of Wales is Cardiff with a metropolitan population of 1,445,500 (2009 estimate). Wales has a coastline of 746 miles (1,200 km) which includes the coastlines of its many offshore islands. The largest of these is Anglesey in the Irish Sea.

The topography of Wales consists mainly of mountains and its highest peak is Snowdon at 3,560 feet (1,085 m). Wales has a temperate, maritime climate and it is one of the wettest regions in Europe. Winters in Wales are mild and summers are warm.

Task 1. Translate the following words and word combinations from Russian into English.

Состоит из, независимые страны, граничит с, общая площадь, рельеф, пологие холмы и низменности, континентальная Европа, соединены подводным туннелем-каналом, Шотландия, Уэльс, Англия, граничит с Англией, береговые линии вдоль Северного моря, высокие горные хребты, умеренный климат, городское население, прибрежные острова, умеренный морской климат, один из самых влажных регионов в Европе.

Task 2. Answer these questions.

1. What regions is Great Britain made up of? Are they independent nations?
2. What is the largest region? What is the capital of England?
3. What is the second largest of the four regions making up the UK?
4. Where is Scotland situated?
5. What is the capital of Scotland?
6. What kind of climate is in Scotland?
7. Where is Wales situated?
8. What is the capital and largest city of Wales?
9. What type of climate and topography is in Wales?

Text “Geographical Position of Great Britain, Climate, General Characteristics. Mountains, Rivers, Lakes”

The United Kingdom of Great Britain and Northern Ireland covers an area of some 244 thousand square miles. It is situated on the British Isles. The British Isles are separated from Europe by the Strait of Dover and the English Channel. The British Isles are washed by the North Sea in the east and the Atlantic Ocean in the west.

The population of Great Britain is about 60 million. The largest cities of the country are London, Birmingham, Liverpool, Manchester, Glasgow and Edinburgh.

The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland.

England is in the southern and central part of Great Britain. Scotland is in the north of the island. Wales is in the west. Northern Ireland is situated in the north-eastern part of Ireland. England is the richest, the most fertile and most populated part in the country. There are mountains in the north and in the west of England, but all the rest of the territory is a vast plain. In the northwestern part of England there are many beautiful lakes. This part of the country is called Lake District.

Scotland is a land of mountains. The Highlands of Scotland are among the oldest mountains in the world. The highest mountain of Great Britain is in Scotland too. The chain of mountains in Scotland is called the Grampians. Its highest peak is Ben Nevis. It is the highest peak not only in Scotland but in the whole Great Britain as well. In England there is the Pennine Chain. In Wales there are the Cumbrian Mountains.

There are no great forests on the British Isles today. Historically, the most famous forest is Sherwood Forest in the east of England, to the north of London. It was the home of Robin Hood, the famous hero of a number of legends.

The British Isles have many rivers but they are not very long. The longest of the English rivers is the Severn. It flows into the Irish Sea. The most important river of Scotland is the Clyde. Glasgow stands on it. Many of the English and Scottish rivers are joined by canals, so that it is possible to travel by water from one end of Great Britain to the other. The Thames is over 200 miles long. It flows through the rich agricultural and industrial districts of the country. London, the capital of Great Britain, stands on it. The Thames has a wide mouth, that's why the big ocean liners can go up to the London port.

Geographical position of Great Britain is rather good as the country lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Britain with most European countries such as Belgium, Holland, Denmark, Norway and some other countries. The main sea route from Europe to America also passes through the English Channel.

Task 1. Translate the following words and word combinations from Russian into English.

Занимает площадь около 244 тысяч квадратных миль; расположен на Британских островах; отделены от Европы Дуврским проливом и Ла-Маншем; Северная Ирландия; расположена в северо-восточной части Ирландии; богатая, плодородная и густонаселенная часть страны; обширная равнина; Озерный край; горная цепь; Пеннинские горы; Кембрийские горы; страна находится на пересечении маршрутов из Европы в другие части света; большинство европейских стран, таких как Бельгия, Голландия, Дания, Норвегия; основной морской путь из Европы в Америку проходит через Ла-Манш.

Task 2. Answer these questions.

1. Where is the United Kingdom of Great Britain and Northern Ireland situated?

2. What is the population of Great Britain? What are the largest cities of the country?

3. What part of the country is the richest, the most fertile and most populated?

4. Which part of the country is called Lake District?

5. Which part of the country is called a land of mountains and why?

6. What is most famous forest in the east of England and why?

7. Which is the longest of the English rivers?

8. Where does the Thames river flow?

9. Why is geographical position of Great Britain preferable?

**Text “Social Portrait of the Population.
Cultural, Ethnic and Language Peculiarities
of Wales, Scotland, Northern Ireland”**

Standard variety is the variety of a language which has the highest status in a community or nation and which is usually based on the speech and writing of educated native speakers of the language. A standard variety is generally used in the news, media and in literature; described in dictionaries and grammars; taught in school and taught to non-native speakers when they learn the language as a foreign language. A standard variety may contain some variation in pronunciation according to the part of the country where it is spoken, e. g. Standard British English in Scotland, Wales, Southern England.

Standard English is sometimes used as a cover term for all the national standard varieties of English. These national standard varieties have differences in spelling, vocabulary, grammar, and particularly pronunciation, but there is a common core of the language. This makes it possible for

educated native speakers of the various national standard varieties of English to communicate with one another.

British English

The British accept and enjoy the class distinctions. And these class distinctions influence people's speech greatly. The way English is spoken helps to identify not only the region that one lives in, but the class status too.

Since the days of Shakespeare the English of South-East England has been considered “the standard”, and by the way the South-East is the region of economic and political power. Many people in England possess so called Received Pronunciation (RP), derived from the public school system attended by the boys from rich families. RP remains the accent of the elite.

There are two kinds of RP. One is “unmarked” RP, which suggests no more that the speaker is well educated. This is the dialect of the BBC. Through radio and television “unmarked” RP is becoming more and more widely spoken accent. Then there is “marked” RP, which indicates high social class and is spoken by many army officers who come from upper class families. Although spoken by less than 5 % of the population, RP has great influence and social authority.

Regional accents are also often spoken in Britain. Scottish, Welsh and Irish are generally the most popular regional accents. Then come Northern and West country accents and then – the least popular urban accents of London, Liverpool, Glasgow. It is interesting to notice that the television news is usually read by RP speakers, while the weather forecast following the news is often read by someone with a regional accent.

Scottish English

Scottish English uses a number of special dialect words. For example lake – loch; mountain – ben; church – kirk; to remember – to mind; beautiful – bonny; to live – to stay; a girl – lassie; no – ken.

The American English

English in the USA differs considerably from British English. Pronunciation is the most striking difference but there are also a number of differences in vocabulary and spelling as well as slight differences in grammar. On the whole British people are exposed to a lot of American English on TV, in films, in literature and so they will usually understand most American vocabulary.

Examples: British: colour, centre, practice. American: color, center, practice.

But American English and British English are not too separate languages. It is one language in different variations. American English is not the only special variety of English.

Each area of the English-speaking world has developed its own special characteristics, its own vocabulary and pronunciation characteristics.

Australian English

Australian English is particularly interesting for its rich store of highly colloquial words and expressions. Australian colloquialism often involves shortening a word.

Sometimes the ending “ie” is changed into “o”. Instead of “smokie” they say “smoko”. Instead of “beautiful” they often say simply “beaut”. Because of current popularity of Australian TV-programs and films some of these words are now being used by British people, too.

Task. Say whether it is True or False.

1. A standard variety is generally used in the news, media and in literature; described in dictionaries and grammars; taught in school and taught to non-native speakers when they learn the language as a foreign language.

2. The national standard varieties have differences in spelling, vocabulary, grammar, and particularly pronunciation, but there is a common core of the language.

3. The class distinctions don't influence people's speech, the spoken English doesn't help to identify the region that one lives in, and the class status too.

4. There are two kinds of Received Pronunciation (RP), one of them is “unmarked” RP, which suggests no more that the speaker is well educated.

5. Scottish, Welsh and Irish are generally the most popular regional accents.

6. Scottish English uses a number of special dialect words.

7. English in the USA doesn't differ considerably from British English.

8. American English and British English are not too separate languages. It is one language in different variations.

Text “The Political Parties and Their Programs”

The idea of political parties first took form in Britain and the Conservative Party claims to be the oldest political party in the world. Political parties began to form during the English civil wars of the 1640s and 1650s. First, there were Royalists and Parliamentarians; then Tories and Whigs. Whereas the Whigs wanted to curtail the power of the monarch, the Tories – today the Conservatives – were seen as the patriotic party.

Today there are three major political parties in the British system of politics:

– The Labour Party (often called New Labour) – the centre-Left party currently led by Kir Starmer. The Conservative Party (frequently called the Tories) – the centre-Right party currently led by Richie Sunack);

– The Liberal Democrat Party (known as the Lib Dems) – the centrist, libertarian party.

In addition to these three main parties, there are some much smaller UK parties (notably the UK Independence Party and the Green Party) and some parties which operate specifically in Scotland (the Scottish National Party), Wales (Plaid Cymru) or Northern Ireland (such as Sinn Fein for the nationalists and the Democratic Unionist Party for the loyalists).

Each political party chooses its leader in a different way, but all involve all the Members of Parliament of the party and all the individual members of that party. By convention, the leader of the political party with the largest number of members in the House of Commons becomes the Prime Minister (formally at the invitation of the Queen).

Political parties are an all-important feature of the British political system for some reasons.

The three main political parties in the UK have existed for a century or more and have a strong and stable ‘brand image’. It is virtually impossible for someone to be elected to the House of Commons without being a member of an established political party.

All political parties strongly ‘whip’ their elected members which means that, on the vast majority of issues, Members of Parliament of the same party vote as a ‘block’. Having said this, the influence of the three main political parties is not as dominant as it was in the 1940s and 1950s because:

The three parties have smaller memberships than they did since voters are much less inclined to join a political party. The three parties secure a lower overall percentage of the total vote since smaller parties between them now take a growing share of the vote.

Voters are much less ‘tribal’, supporting the same party at every election, and much more likely to ‘float’, voting for different parties at successive elections.

The ideological differences between the parties are less than they were with the parties adopting more ‘pragmatic’ positions on many issues.

In the past, class was a major determinant of voting intention in British politics, with most working class electors voting Labour and most middle class electors voting Conservative. These days, class is much less important because:

Working class numbers have shrunk and now represent only 43 % of the electorate. Except at the extremes of wealth, lifestyles are more similar. Class does not determine voting intention so much as values, trust and competence.

In the British political system, there is a broad consensus between the major parties on: the rule of law; the free market economy; the national health service; UK membership of European Union and NATO.

The main differences between the political parties concern: how to tackle poverty and inequality; the levels and forms of taxation; the extent of

state intervention in the economy; the balance between collective rights and individual rights.

Task 1. Translate the following words and word combinations from Russian into English.

Консервативная партия, старейшая политическая партия в мире, тори и виги, патриотическая партия, Лейбористская партия, левоцентристская партия, Либерально-демократическая партия; лидер политической партии; палата общин; премьер-министр; сильный и стабильный «имидж бренда»; доминирующее влияние; имеют меньшее членство; вступать в ту или иную политическую партию; получать меньший общий процент голосов; поддерживать одну и ту же партию на каждых выборах; идеологические различия между партиями; британская политика; электорат; определять ценности, доверие и компетентность; консенсус между основными партиями.

Task 2. Answer these questions.

1. Where did the idea of political parties first take form?
2. What political party claims to be the oldest political party in the world?
3. During what historical period did Political parties begin to form?
4. What political parties were the first in the world?
5. In what way do the political parties choose their leaders?
6. For what reasons are Political parties an all-important feature of the British political system?
7. Is it possible for someone to be elected to the House of Commons without being a member of an established political party?
8. Are the ideological differences between the parties less than they were with the parties adopting more 'pragmatic' positions on many issues?
9. What do the main differences between the political parties concern?
10. What is there a broad consensus between the major parties on in the British political system?

Text “National Economy. Main Industries”

Britain lives by its industry and trade. With a population representing only 2 percent of the world total, it is one of the largest trading nations in the world, providing about 10 percent of world exports of manufactured goods.

Britain is a highly industrialized country and today 28 people work in manufacturing, mining and building for every one engaged in agriculture. Britain's major industries include iron and steel engineering, including

motor vehicles and aircraft, electrical and electronics manufacturing, textiles, chemicals, etc. The textile industry is considered to be the most extensive one: immense quantities of cotton and woolen goods and artificial silk are produced and exported. But great disadvantage of its economy is that it possesses very few of the raw materials necessary for its industry. Most of them must be imported.

The heart of England's industry are the Midlands. The textile and metal working industries have grown up there in and near the iron ore and coal mining districts. Birmingham is an important industrial centre in the Midlands. One can find any type of production here, from steel smelting to manufacturing the most delicate articles: from motor cars & railway engines to pins and buttons.

Britain is also a big market for food and other consumer goods, British agriculture, though highly efficient, produces just about two-thirds on the country's food requirements. The main grain crops are wheat, barley, oats and rye potatoes and vegetables are grown in all parts of Britain. A wide over the country.

In order to pay for the food and other materials it needs, Britain relies not only on the sales of manufactures. The City contains probably the greatest concentration of financial expertise in the world. The London Stock Exchange, with its vast experience and worldwide network of communications, is one of the world's markets in securities. Other important financial institutions in the City include the Bank of England as well as hundreds of commercial banks, British and foreign, and several large international commodity markets, for example for metals, rubber, grain, cocoa, coffee and tea.

There are also a few hydro-electric schemes, especially in Scotland. The main centre of coal-mining is Wales. With the discovery and exploitation of oil and natural gas from the bed of the North Sea, Britain has become self-sufficient in these kinds of energy. Nuclear power stations produce about 10 percent of Britain's electricity although most electricity is produced by coal-fired or oil-fired power stations.

After Britain joined the European Economic Community, its foreign trade expanded substantially. Britain imports huge quantities primary products and exports about a third of its manufactured goods. Nowadays, there appeared additional opportunities to expand the volume of British trade after signing wide-scale trade agreements with the republics of CIS. The Republic of Belarus is a reliable partner and wide-scale, trade contacts would be beneficial for both sides.

Task. Translate the following words and word combinations from Russian into English.

Промышленность и торговля; население, составляющее два процента от общей численности населения мира; одна из крупнейших

торговых стран в мире; обеспечивать около 10 процентов мирового экспорта промышленных товаров; высокоиндустриальная страна; обрабатывающая промышленность; горнодобывающая промышленность и строительство; сельское хозяйство; черная металлургия; производство автомобилей и самолетов; электротехника и электроника, текстиль, химикаты; текстильная промышленность; производится и экспортируется огромное количество хлопчатобумажных и шерстяных изделий; сырье, необходимое для промышленности; крупный рынок продовольствия; обеспечивает около двух третей потребностей страны в продовольствии; основные зерновые культуры; самая большая финансовая экспертиза в мире; Лондонская фондовая биржа; мировой рынок ценных бумаг; подписание широкомасштабных торговых соглашений.

Text “Flora and Fauna of Great Britain. National Resources. Environment”

With its mild climate and varied soils, the United Kingdom has a diverse pattern of natural vegetation. Originally, oak forests probably covered the lowland, except for the fens and marsh areas, while pine forests and patches of moorland covered the higher or sandy ground. Over the centuries, much of the forest area, especially on the lowlands, was cleared for cultivation. Today only about 9 % of the total surface is wooded. Fairly extensive forests remain in east and north Scotland and in southeast England. Oak, elm, ash, and beech are the most common trees in England. Pine and birch are most common in Scotland. Almost all the lowland outside the industrial centers is farmland, with a varied semi natural vegetation of grasses and flowering plants. Wild vegetation consists of the natural flora of woods, fens and marshes, cliffs, chalk downs, and mountain slopes, the most widespread being the heather, grasses, gorse, and bracken of the moorlands.

The fauna is similar to that of northwestern continental Europe, although there are fewer species. Some of the larger mammals – wolf, bear, boar, and reindeer—are extinct, but red and roe deer are protected for sport. Common smaller mammals are foxes, hares, hedgehogs, rabbits, weasels, stoats, shrews, rats, and mice; otters are found in many rivers, and seals frequently appear along the coast. There are few reptiles and amphibians. Roughly 230 species of birds reside in the United Kingdom, and another 200 are migratory. Most numerous are the chaffinch, blackbird, sparrow, and starling. The number of large birds is declining, however, except for game birds – pheasant, partridge, and red grouse – which are protected. With the reclamation of the marshlands, waterfowl are moving to the many bird sanctuaries. The rivers and lakes abound in salmon, trout, perch, pike, roach, dace, and grayling. There are more than 21,000 species of insects.

The United Kingdom of Great Britain and Northern Ireland is highly developed and technologically advanced capitalist country. It is an old naval and industrial power. It is a member of the European Economic Community and together with its former colonies and dominions forms the Commonwealth.

Great Britain has a lot of industrial cities, such as London, Birmingham, Glasgow, Liverpool, Bristol and others. Britain is a great producer of coal and steel. It builds ships and manufactures machinery, chemicals and textiles. The industries are concentrated mainly in the central part of the country and in the south. This is the so-called "Black country", almost completely covered with factories and mines. Here coal is mined, and nearby there is iron ore, salt and clay.

Coal is richest natural resource of Great Britain and the most important source of energy in the country. The largest coal fields are located in South Wales, Yorkshire, Nottinghamshire, Lancashire. The coal fields are arranged in three groups: the southern, midland and the northern. The south: basin includes the South Wales, Yorkshire, Nottinghamshire, Lancashire and some smaller fields, and the northern basin includes the fields of Northumberland, Cumberland, and Scotland.

Great Britain is known for its high-quality steel, metal ware and machinery. Iron ore is the most important of minerals mined in the country. The great bulk of iron ore is produced in England. The richest ores come from Cumberland, Lancashire and Staffordshire.

There are smaller deposits of tin, copper, lead, sink, chalk and clay in the country. Britain produces significant amounts of gypsum, limestone and dolomite. Small amounts of silver and gold are found in Wales. Still Great Britain is not very rich in mineral resources and its economy relies now chiefly on import.

Text "History of the Police in Great Britain and the USA"

Police is a judicial and executive system, and an organized civil force for maintaining law and order and enforcing the laws. There are traces to be found in every organized society of some system of rules for the maintenance at peace and order. At the same time, a system at police in the special modern sense of the term did not exist in ancient times.

In England, from the time of the Saxon kings, there had existed an organization of a partially voluntary character for the repression of crime and arrest of criminals, and the maintenance of good order. In 1828 Robert Peel (hence the term "Bobbie" or "Peeler" applied to the British, police) secured the passage of a statute creating the Metropolitan Police Force, and leading the way to the adoption of a uniform system for the whole country. The Metropolitan Police Force dates from 1829. Its office is New Scotland Yard; near the Houses of Parliament.

London is divided into four districts in charge of chief constables. Under the latter are the superintendents, most of them in charge of divisions embracing from 500 to 1.000 men. In rank follow the inspectors, the sergeants, and the constables.

In the USA, the English system was followed. In 1857 the State Legislature of New York copied the London plan, but in 1870 abandoned it in favor of local control. In New York City, the Police Department is under the supervision of a commissioner appointed for a term of five years; he may be removed by the mayor or by the Governor of the State. He has five deputies, also appointed by the mayor. The city is divided into 17 inspection districts, each in charge of an inspector, and the districts are divided into precincts, each in charge of a captain.

Task 1. Give the Russian for.

Judicial and executive system, civil force, maintaining law and order, system of rules, maintenance of peace and order, system of police, repression of crime, arrest of criminals, maintenance of good order.

Task 2. Translate the family words. Consult the dictionary, if necessary.

Judge – judicial, to execute – executive, to maintain – maintenance, to repress – repression, crime – criminal, to adopt – adoption, to legislate – legislature, to supervise – supervision.

Task 3. Give English for the following.

Гражданские войска, для поддержания правопорядка, обеспечивать соблюдение законов, система норм, в то же время, современный смысл (слова), частично добровольный, подавление преступности, арест преступников, принятие всеобщей системы, в пользу чего, пять заместителей, назначаемый мэром.

Text “From the History of the Police Force in Britain”

Before 1829, there were no police anywhere in Britain. In that year, the Prime Minister, Robert Peel, set up a force in London; they were often called Bobbies, and the nickname is still occasionally used today. (Bobby is the familiar form of the name Robert.)

There was considerable resistance to the idea of a permanent police force, rather than groups of citizens brought together to deal with particular problems. The early 19th century was a time of political unrest in Britain as elsewhere in Europe, and workers suspected (rightly, as it turned out) that the police would be used against them. A writer named J.P. Smith warned in 1812 that the police would mean: “...a system of tyranny; an organised

army of spies and informers, for the destruction of all public liberty, and the disturbance of all private happiness.”

Most countries have a national police force, which is controlled by central Government. There is no national police service in Britain. Each region has its own independent service; for example, the West Midlands Police, Devon and Cornwall Police, or (in London) the Metropolitan Police. The country is divided into 52 areas and there is a separate police force for each area. The forces cooperate with each other, but it is unusual for members of one force to operate in another area. If there are serious complaints about one service, an officer from another service is brought in to investigate the problem.

Task 1. Fill in the gaps with a proper preposition: *in, of, with, to, of, in, for, about.*

1. There was considerable resistance ... the idea ... a permanent police force.

2. Who will deal ... this problem?

3. ... the end, the case attracted huge publicity, and an official report accused the police ... racism.

4. But the police did not seem very interested ... doing anything ... the crime, and no one was ever convicted ... his murder.

Task 2. Answer the following questions.

1. Why was there considerable resistance to the idea of a permanent police force in the early 19th century?

2. Is there a national police service in Britain? Is it good or bad?

PART 3. DISCOVERY

It's interesting to know...

Text “The Invention of the Police”

It is also often said that modern American urban policing began in 1838, when the Massachusetts legislature authorized the hiring of police officers in Boston. New York established a police department in 1844; New Orleans and Cincinnati followed in 1852, then, later in the eighteen-fifties, Philadelphia, Chicago, and Baltimore.

American police differed from their English counterparts: in the U. S., police commissioners, as political appointees, fell under local control, with limited supervision; and law enforcement was decentralized, resulting in a

jurisdictional thicket. In 1857, in the Great Police Riot, the New York Municipal Police, run by the mayor's office, fought on the steps of city hall with the New York Metropolitan Police, run by the state. The Metropolitanans were known as the New York Mets.

American police carried guns because Americans carried guns, including Americans who lived in parts of the country where they hunted for food and defended their livestock from wild animals, Americans who lived in parts of the country that had no police, and Americans who lived in parts of North America that were not in the United States. Outside big cities, law-enforcement officers were scarce. In territories that weren't yet states, there were U. S. marshals and their deputies, officers of the federal courts who could act as de-facto police, but only to enforce federal laws. If a territory became a state, its counties would elect sheriffs.

Meanwhile, Americans became vigilantes, especially likely to kill indigenous peoples, and to lynch people of color. Between 1840 and the nineteen-twenties, mobs, vigilantes, and law officers, including the Texas Rangers, lynched some five hundred Mexicans and Mexican-Americans and killed thousands more, not only in Texas but also in territories that became the states of California, Arizona, Nevada, Utah, Colorado, and New Mexico. A San Francisco vigilance committee established in 1851 arrested, tried, and hanged people; it boasted a membership in the thousands. An L.A. vigilance committee targeted and lynched Chinese immigrants.

(“The Invention of the Police” by J. Lepore, July 13, 2020)

Text “Rank the Wicked British Criminals”

1. Jack the Ripper



Unidentified Serial Killer Active in the East End of London in 1888

Jack the Ripper was an unidentified serial killer who predominantly targeted female prostitutes living and working in the ghetto of the East End of London. Since the murders were never solved, Jack the Ripper became

infamous folklore in England. The murders were so cleverly done that the authorities were not even able to ascertain the killer's gender.

2. Ronald Kray



**Gangster Involved in Organised Crime
in the East End of London, England,
from the late 1950s to 1967**

Ronald Kray was a British criminal involved in organized crime in the East End of London in the 1950s and 1960s. Along with his twin brother, Reggie, he ran a gang that was notorious for committing murders, armed robberies, and arson among other criminal activities. The brothers were arrested in 1968 and sentenced to life imprisonment.

3. Peter Sutcliffe

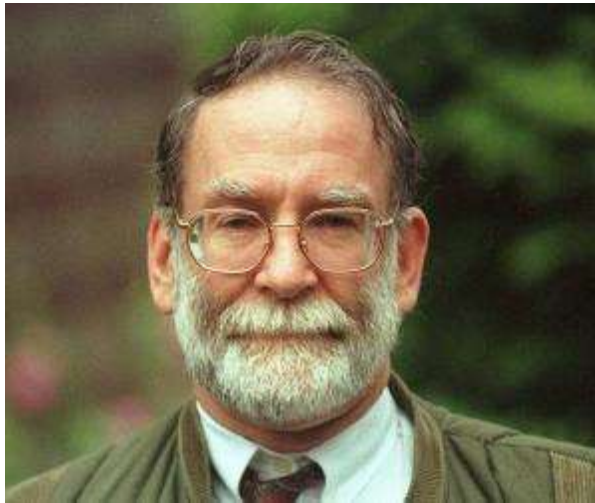


British Serial Killer

English serial killer Peter Sutcliffe was dubbed the *Yorkshire Ripper* as he was likened to the infamous unidentified serial killer, Jack the Ripper,

by the press. Convicted of killing 13 women and injuring nine other, Peter Sutcliffe was sentenced to life imprisonment.

4. Harold Shipman



Serial Killer

One of history's most infamous serial killers, Harold Shipman was a British GP who is believed to have killed over 200 patients before being nabbed by the police. He was ultimately sentenced to life imprisonment for 15 murders but later committed suicide in prison.

✓ **Discuss the following questions together.**

1. Do you know any Russian great criminals?
2. Why do people commit crimes?

UNIT 6. THE STATE STRUCTURE AND LEGAL SYSTEM OF THE UNITED STATES OF AMERICA

PART 1. GRAMMAR FOCUS

Lesson. Perfect Tense Active / Passive

Exercise 1. Make up the sentences in Present Perfect and use *for* / *since*.

1. Kate / be / in bed / a long time.
2. She / not eat / anything / this morning.
3. She / stay / at home / Tuesday.
4. She / have / a red nose / three days.
5. She / not play / basketball / weekend.
6. She / not do / any school work / Monday.

Exercise 2. Complete the dialogue in Simple / Perfect.

1. ... (you / ever / wear) a big hat? Yes, I When ... (you / wear) it? When I I ... (go) to a wedding last summer.
2. ... (you / ever / borrow) your father`s clothes? Yes, I What ... (you / borrow)? I ... (need) one for an interview.
3. ... (you / ever / meet) a fashion model? No, I
4. ... (you / ever / buy) any second hand clothes? Yes, I I ... (buy) a beautiful white shirt for €1.50 on a market.
5. ... (you / ever / have) an argument about clothes? Yes, I My brother ... (take) my best sweater to the beach.

Exercise 3. Ask the questions.

1. I`ve already washed the floor. _____?
2. I haven`t seen this film yet. _____?
3. Daniel has already made his bed. _____?
4. My parents haven`t learnt to use the Internet yet. _____?
5. You`ve already made a mistake. _____?
6. We`ve already been to New York. _____?
7. The film has started yet. _____?
8. Edward has already found a new job. _____?

Exercise 4. Write the words on the correct order to make sentences. Use Present Perfect.

1. Yet / Kate`s party / not start _____.
2. Already / Suzy / go / to the dentist _____.
3. Already / Billy / meet / Ted _____.
4. Yet / Clare / not pick up / Lucy _____.
5. Before / Mother / take / Lewis to the park _____.
6. Yet / Penny / not buy / a present for Judy _____.
7. Already / Gary / see / Fin _____.
8. Before / William / go to the zoo _____.

Exercise 5. Choose the correct sentence.

1. Have you make the beds? / Have you made the beds?
2. I`ve written a letter to the bank. / I`ve wrote a letter to the bank.
3. He have booked the hotel. / He has booked the hotel.
4. Have you sent the emails? Yes, I`ve sent. / Have you sent the emails? Yes, I have.
5. I`ve taked out the rubbish. / I`ve taken out the rubbish.
6. Has she photocopied the report? / Has she photocopied the report?
7. We haven`t had lunch. / We no have had lunch.
8. Do you have cleaned the windows? / Have you cleaned the windows?

Exercise 6. Answer the questions in Past Simple or Present Perfect.

1. Have you ever been scuba-diving?
2. Did you go swimming last Saturday?
3. Have you ever eaten Indian food?
4. Did you watch TV last night?
5. Have you ever done stupid things?
6. Did you get up early?
7. Have you ever ridden a motorbike?
8. Did you start English two years ago?

Exercise 7. Read the story about a disastrous journey and choose the best options.

1. My worst journey *was / was been* kind of funny; it *happens / happened* a few years ago. I *want / wanted* to get a train from Delhi to a town called Dehra Dun. But half an hour before my train was due to leave, I *realized / had realized* I *came / had come* to the wrong station.

2. I *was / had been* sure my friend *told / had told* me to go to the station in New Delhi but in fact my train went from the Old Delhi station.

3. I *jumped / has jumped* in a taxi but when I *got / had got* to Old Delhi, my train already *left / had already left*.

4. So I *bought / buy* a new ticket, *waited / wait* a few hours and *get / got* on the next train.

5. Everything was fine until I *noticed / had noticed* one of my bags *disappeared / had disappeared*. I *remembered / had remembered* that a strange man *walked / had walked* through the carriage some time before, so maybe *took / had taken*.

6. There was an old camera in it with some pictures that I *took / had taken* of my grandmother just before she died, and also a hat some close friends *gave / had given* me.

7. The other passengers were very kind and tried to help, but it was too late. Later, we *stopped / had stop* at a little station in the countryside.

8. Suddenly, a wave of water *came / had come* through the open window and soaked me to the skin! I *forgot / had forgotten* it was the Hindu festival of Holi, when people throw paints and water at each other. It's all me meant to be fun, of course, but by that time I *lost / had lost* my sense of humor!

Exercise 8. Choose the two forms which can correctly complete each sentence.

1. I've got some bad news. Claire ... her ankle and she can't play in the football match.

a) has been twisting b) has twisted c) twisted

2. I can't believe we ... in this house for five years now.

a) have been living b) have lived c) lived

3. Your French is really good. How long ... the language?

a) have you been speaking b) did you speak
c) have you spoken

4. Jake ... his ex-girlfriend for a long time.

a) knew b) has been knowing c) has known

5. ... Elena? She's a new student from Greece.

a) Have you ever been meeting b) Have you ever met
c) Did you ever meet

Exercise 9. Choose the correct verb in brackets and complete the letter in Present Perfect or Past Simple.

1. We ... (to be / to wait) in London for four days and I don't want to go home!

2. We ... (to arrive / to leave) here on Tuesday and since then we ... (to play / to do) a lot of things.

3. ... (to go / to visit) a number of different places – Big Ben, art galleries and museums.

4. My brother ... (to be / to say) nice all the time and he ... (not listen / not say) anything horrible yet!

5. Yesterday we ... (to go / to visit) to see a Coldplay concert at Wembley Arena.

6. It ... (to become / to start) at eight o'clock and the band ... (to play / to be) really well.

7. We still ... (not go / not like) to the British Museum.

8. We ... (not want / not take) a boat trip on the river yet, but I think we're going to do that tomorrow.

Exercise 10. Circle the correct answer.

1. My best friend ... (inherited / has inherited) a lot of money last month.

2. We ... (have used / used) the same bank for the last ten years and don't want to change.

3. ... (Have you paid / Did you pay) back the money yet?

4. I ... (took / have taken) €100 out of the cash machine this morning.

5. ... (have you ever had / Did you ever have problems with a friend about money?

6. ... (I've called / I called) the bank yesterday and they are going to give us the loan.

7. The company ... (hasn't given / didn't give) us a pay rise last year.

8. When ... (did she borrow / has she borrowed) the money from you?

Exercise 11. Answer the questions.

1. Have you ever seen or met a celebrity?

2. Have you ever ridden a horse or other animal?

3. Have you ever locked yourself out of your house or car?

4. Have you ever got lost on holiday?

5. Have you ever walked out of a movie before it finished?

6. Have you ever been on TV?

7. Have you ever dreamt something that later came true?

8. Have you ever eaten an insect?

9. Have you ever missed a plane flight?

10. Have you ever had a bad haircut?

Exercise 12. Put the verbs in brackets into Past Simple / Present Perfect.

1. Last night I ... (to see) this film at the cinema. Oh, I ... (already / to see) it twice.

2. Do you know that Mrs. Jones ... (to work) here for sixteen years? I thought she ... (to start) working here ten years ago.

3. ... (you / ever / to meet) anyone famous? Well, I ... (to see) Jane Fonda.

4. Yesterday I ... (to leave) the house and ... (to catch) the train. Then I ... (to realize) that my keys ... (to be) in the house.

5. I ... (already / to make) the beds and I ... (just / to sweep) the floor, but I ... (not / to start) the ironing yet. Don't worry. I ... (to do) it yesterday.

6. How long ago ... (you / to begin) painting? Ten years ago. I ... (recently / to complete) a painting that the National Gallery ... (to ask) me to do a year ago.

7. Why are you so happy? I ... (just / to pass) my driving test!

8. ... (you / always / to have) long hair, Julie? No, when I was young my hair ... (to be) very short.

Exercise 13. Fill in Past Simple or Past Perfect.

1. When I ... (to arrive) at the station, the train ... (to leave).

2. We ... (to light) the candles because the lights ... (to go off).

3. When I got home I ... (to discover) that somebody ... (to break in- to) my flat.

4. The patient ... (to die) before the ambulance ... (to reach) the hos- pital.

5. John ... (to eat) all the cakes by the time the other children ... (to arrive) at the party.

6. When they ... (to arrive) home, they ... (to tell) their mother that they ... (to catch) the biggest fish they ... (ever / to see) but it ... (to es- cape).

7. By 5 o'clock they ... (not / get) any fish, so they decided to go home.

8. They ... (to promise) their mother to bring fish for dinner.

PART 2. STATE STRUCTURE OF THE UNITED STATES OF AMERICA

Text "The Fifty States"

The United States of America has fifty separate states, united or joined together into one nation. Forty eight of the states are in the land between Canada and Mexico. The other two states are Alaska and Hawaii. Alaska is far north of the other states on the north-west border of Canada. Hawaii is a group of islands in the Pacific Ocean. Alaska and Hawaii are the newest states. They became states in 1959.

Some of the states are large. Others are small. Alaska, Texas, Cali- fornia, and Montana are large states. California, New York, Texas, Penn- sylvania, Illinois and Ohio are states where many people live. New York

City, Chicago, Los Angeles, Philadelphia, Houston and Detroit are six large and important cities. The capital of the United States is Washington, D. C. It is not in any state but in the district of Columbia.

Task 1. Answer these questions. Say True or False.

1. All of the United States is found between Canada and Mexico.
_____.
2. Hawaii is one of the states in the United States. _____.
3. Alaska and Hawaii are large cities. _____.
4. New York City is the capital of the United States. _____.
5. Washington, D. C., the capital of the United States, is not in any state. _____.

Task 2. Find all the states and cities mentioned in the paragraphs on a map. Then write a name of the state each city is in.

1. New York City _____.
2. Chicago _____.
3. Los Angeles _____.
4. Philadelphia _____.
5. Houston _____.
6. Detroit _____.
7. San Francisco _____.

Task 3. Use the map and answer these questions about the state Utah, Nebraska, Ohio.

1. What states or countries border on sate Utah (Nebraska, Ohio)?
2. Does sate Utah (Nebraska, Ohio) border on the ocean? If it does, on which ocean does it border?
3. If you travel from sate Utah (Nebraska, Ohio) to Massachusetts, are you going to travel north, south, east or west?
4. If you travel from sate Utah (Nebraska, Ohio) to Louisiana, in which direction are you going to travel?

Task 4. Use the map to answer these questions. Give short answers.

1. Is Florida north or south of Georgia?
2. Is California east or west of Nevada?
3. You are travelling from Tennessee to Michigan. Are you travelling north or south?
4. What country is directly north of the U. S.?
5. Is Maine in the Northeast United States?
6. Is Arizona in the Southeast United States?
7. What four states border Mexico?
8. Eight state names begin with the letter "M". List the states.

Text “The United States of America: A Geography Lesson”

The United States of America is a large country with many different to see and learn about.

There are long rivers and big lakes. The Mississippi river is a very big river in the central part of the country. It is 2.350 miles long, and it divides the country into the East and into the West. The Missouri – its tributary – is even longer.

The Great Lakes (Lake Superior, Lake Erie, Lake Huron, Lake Michigan and Lake Ontario) are in the north. These are very large fresh-water lakes. They are important for transportation and industry. There are two major groups of mountains in the United States. The Appalachian Mountains are in the East. They are very old mountains and not very high. The Rocky Mountains are in the West. They are quite large. Some are 14.000 feet high.

The middle of the United States, between these two mountain ranges, is a 1,500 mile plain. A plain is a large flat area of land with few trees. Many of this country's large farms are on this plain. A trip across the United States is an interesting experience. It is a lot of fun and a good lesson in geography.

Task 1. Read these sentences. If the sentence is true, circle *T*, if the sentence is false, circle *F*.

- | | | |
|--|---|---|
| 1. The Mississippi river is 2.350 miles long. | T | F |
| 2. There are six Great Lakes. | T | F |
| 3. The Great Lakes are salt -water lakes. | T | F |
| 4. The Rocky Mountains are in the West. | T | F |
| 5. A plain is a group of mountains. | T | F |
| 6. The Missouri is a tributary of the Mississippi river. | T | F |

Task 2. What is this reading mostly about? Choose the best answer.

1. The Great Lakes.
2. The Rocky Mountains.
3. The United States.
4. The Mississippi river.

Text “General Account”

The United States of America is a federal republic of 50 states. There are 48 conterminous states which extend from latitude 25 °N to 50° and longitude 125 °W to 67 °W (4,500 km and four time zones from the Atlantic coast to the Pacific coast); the other two states, Hawaii and Alaska, are situated respectively in the tropical part of the Pacific Ocean (160 °W, 3,200 km from the mainland) and near the Arctic circle. The 50 states form

an area of 3,615,122 square miles (31 times the size of Italy), making the United States the fourth largest country in the world.

Task. Use the map to answer these questions.

1. Which states do not have a common border with at least one of the state?
2. When it is 6 p. m. in Britain, what time is it in ... (New York / Nashville / Denver / Los Angeles / Anchorage)?

Text “Physical Geography”

The country naturally presents a tremendous variety in physical features (and climate), ranging from moist rain forest to arid desert and bald mountain peaks. Mount McKinley in Alaska at 20,320 feet (6,194 meters) *below* sea level.

The eastern coast of the United States is a long, gently rolling low-land area known as the coastal plains. These coastal plains, which stretch from Maine to Texas, are very flat (nowhere in Florida is more than 350 feet above sea level, for example) and often swampy. In general the soil is very poor, except in the fertile southern part, where the plain reaches many miles inland (the Cotton Belt of the Old South and the citrus country of central Florida).

At the western edge of the Atlantic coastal plain, there is a chain of low, almost unbroken mountains, stretching from the northern part of Maine southwest into Alabama, called the Appalachian Mountains. These mountains contain enormous quantities of easily accessible coal and iron (which helps explain the huge concentration of heavy industry along the lower region of the Great Lakes). The Piedmont hills, to the east of the main peaks, are the most highly productive agricultural land in the country after the Midwest.

The heart of the United States is a vast plain, broken by the Superior Upland and Black Hills in the north and the Ozark Plateau in the south, which extends from central Canada southwards to Mexico and from the Appalachian Mountains westwards to the Cordillera. These interior plains, which rise gradually like a saucer to higher land on all sides, are divided into two major parts: the wetter, eastern portion is called the Central Plains and the western portion the Great Plains, both of which have good soil.

The west of the Great Plains is the Cordillera, which accounts for one-third of the United States. It is a region of tremendous variety, which can be sub-divided into various other regions. On its eastern border the Rocky Mountains, a high, discontinuous chain of mountains stretching from mountainous Alaska down to Mexico, rise sharply from the Great Plains. These rugged mountains contain many important metals such as lead, uranium and gold.

A coastal chain of high mountains characterizes the western edge of the Cordillera, among which there are broad, fertile valleys. The most important ranges are the Sierra Nevada and Cascades in the eastern part of the Coastal Ranges along the western coast. There is no Pacific coastal plain and between these two sets of mountains, there is a large plateau region, with steep cliffs and canyons, basins and isolated ranges. Many basins are rich in resources such as oil and natural gas.

Hawaii is a chain of twenty islands, only seven of which are inhabited. The mountainous islands were formed by volcanic activity and there are still a number of active volcanoes.

Task 1. Describe briefly.

1. The Coastal plains.
2. The Appalachian Mountains.
3. The Rockies.
4. The interior plains.

The United States of America has several immensely long rivers. There are a large number of rivers in the eastern part of the nation, the longest of which is the Missouri (3,493km), a tributary of the Mississippi (3,760 km); the Mississippi– Missouri Red Rock system extends for 6,176 km before entering the Gulf of Mexico near New Orleans. Two other tributaries of the Mississippi – the Ohio and Tennessee – are more than 1250 km long. In the West the Rio Grande, which forms part of the United States – Mexico border, flows for 3,016 km and only the Colorado (2,320 km), Columbia (2,240 km) and the San Joaquin-Sacramento river systems reach the Pacific.

Task 2. Complete the following.

1. Highest mountain _____.
2. Lowest point _____.
3. Flattest areas _____.
4. Longest river _____.
5. Most northerly state _____.
6. Most westerly state _____.

Text “The United States Population”

With more than 245,000,000 inhabitants, the United States is the fourth country in the world in terms of population. About 75 % of the population live in urban areas and there are 170 cities of more than 100,000 inhabitants, 24 of which have population over 500,000. Most of these urban centers lie along the Atlantic and the Pacific coasts, the Gulf of

Mexico and the Great Lakes. The most populous area is the relatively small Northeast, which accounts for nearly for one fourth of the nation's population. The so-called celebrated cities of the USA are New York, Los Angeles, San Francisco, Washington D. C., and Chicago.

New York City remained the nation's largest – about 7 million.

Among the USA's next biggest – Los Angeles, Chicago, Houston, and Philadelphia – only the Sun Belt cities grew. The USA's fastest growing city is Fresno, California.

Task. Answer these questions.

1. Which is the most densely populated area of the United States?
2. Which is the largest city in the United States?
3. What are so-called celebrated cities of the USA?
4. Which is the fastest growing city of the US?

Text “Washington, D. C.”

Washington D. C. is the capital of the United States. It is an unusual city. A city has no state. It is a district – the District of Columbia, or D. C. That is why we say Washington, D. C.

George Washington became the first president of the United States in 1790. At that time, the new United States had no capital city that was not a part of a state. Washington picked a place for the capital near his home, Mount Vernon. The state of Maryland gave some land and Virginia gave some land. This made the District of Columbia; the name of the capital is after George Washington.

The city of Washington has wide streets, parks and beautiful buildings. These buildings tell the story of the United States. The most famous building is the White House, the home of the president. Another important building is the Capitol, where the Congress meets to make the laws of the country.

Washington D. C. is very special in the spring. It is cherry blossom time. Japan sent more than 3,000 cherry trees to the United States in 1912. The trees have beautiful flowers in March or April. It is a very pretty time to see Washington, D. C.

Millions of people visit Washington, D. C. Tourism is an important business. The other business is government. Every year the president sees the leaders of many countries in Washington, D. C.

Task 1. Read the text and tell what the meaning of the underlined words is. Choose the correct answer.

1. Washington D. C. is the capital of the United States:
 - a) the city where the center of government is;
 - b) the biggest city.

2. Washington D. C. is an unusual city:
 - a) different from other cities;
 - b) not an interesting city.
3. George Washington picked a place for the city:
 - a) thought about;
 - b) chose.
4. The city of Washington has wide streets:
 - a) long;
 - b) large.
5. It is cherry blossom time in the spring:
 - a) the time when cherry trees have flowers;
 - b) the time when cherry trees have fruit.
6. Tourism is an important business in Washington, D. C.:
 - a) job;
 - b) pastime.

Task 2. Looking for main ideas. Circle the letter for the best answer.

1. Washington, D. C. has no ... :
 - a) city;
 - b) state;
 - c) district.
2. George Washington ... :
 - a) picked the place for the capital;
 - b) gave some land to Virginia;
 - c) did not want a capital city.
3. The city of Washington, D. C. has ... :
 - a) the homes for all the presidents;
 - b) no parks;
 - c) the home of the president.

Texts “American Institutions”

1. The Constitution

The American Constitution is based on the doctrine of the separation of powers between the executive, legislative and judiciary. The respective government institutions – The Presidency, Congress and the Courts – were given were given limited and specific powers; and a series of checks and balances, whereby each branch of government has certain authority over the others, were also included to make sure these powers were not abused. Government power was further limited by means of a dual system of government, in which the federal government was only given the powers and responsibilities to deal with problems facing the nation as a whole (foreign affairs, trade, control of the army and navy, etc). The remaining responsi-

bilities and duties of government were reserved to the individual state government.

Article V allowed for amendments to be made to the Constitution (once by a two-thirds majority in both houses of Congress and then ratified by the legislatures of three-fourths of the states). The Constitution finally ratified by all thirteen states in 1791 already contained ten amendments, collectively known as the Bill of Rights (the freedoms of religion, speech and press, etc), to protect the citizen against possible tyranny by the federal government. So far only twenty-six amendments have been made to the Constitution.

2. The Presidency

The President (any natural-born citizen over 34) is elected for a term of four years and can only be re-elected for one more term (22nd amendment – adopted after Franklin D. Roosevelt's four successive terms). The President was originally intended to be little more than a ceremonial Head of State, as well as Commander in Chief of the armed forces, but the federal government's increasing involvement in the nation's economic life and prominent role in international affairs, where secrecy and speed are often essential, has increased the importance of the Presidency over Congress.

The role of the Vice-President is not very well defined by the Constitution, which gives him or her no other task than presiding over the debates in the Senate, where he may only vote in the case of a tie. Yet the Vice-President takes over the President in the case of death, resignation, or sickness, which has already happened on eight occasions. To try and attract able men to this otherwise unimportant, mainly ceremonial post, Vice-Presidents have recently been given more important tasks, especially in foreign affairs.

Task 1. Make notes on the American constitution under these headings.

Based on _____.
Restrictions _____.
Flexibility _____.

Task 2. Make notes on the functions of the President and Vice-President

President	Vice-President
Original functions: _____ .	_____ .
Recent functions: _____ .	_____ .

PART 3. DISCOVERY

It's interesting to know...

Text “The Origins of Modern Day Policing: “Slave Patrol”

The origins of modern-day policing can be traced back to the “Slave Patrol.” The earliest formal slave patrol was created in the Carolina in the early 1700s with one mission: to establish a system of terror and squash slave uprisings with the capacity to pursue, apprehend, and return runaway slaves to their owners. Tactics included the use of excessive force to control and produce desired slave behavior.

Slave Patrols continued until the end of the Civil War and the passage of the 13th Amendment. Following the Civil War, during Reconstruction, slave patrols were replaced by militia-style groups who were empowered to control and deny access to equal rights to freed slaves. They relentlessly and systematically enforced Black Codes, strict local and state laws that regulated and restricted access to labor, wages, voting rights, and general freedoms for formerly enslaved people.

In 1868, ratification of the 14th Amendment of the U. S. Constitution technically granted equal protections to African Americans – essentially abolishing Black Codes. Jim Crow laws and state and local statutes that legalized racial segregation swiftly took their place.

By the 1900s, local municipalities began to establish police departments to enforce local laws in the East and Midwest, including Jim Crow laws. Local municipalities leaned on police to enforce and exert excessive brutality on African Americans who violated any Jim Crow law. Jim Crow Laws continued through the end of the 1960s.

(URL: <https://naacp.org/>)

Text “Common Law Enforcement Myths”

Myth 1. Law enforcement officers must read a suspect their rights upon arrest.

Fact. Police do not have to read a suspect their Miranda Rights upon arrest. However, they must inform a suspect of their Miranda Rights prior to questioning that can be potentially incriminating of a crime.

Myth 2. Undercover Officers must admit they are law enforcement if confronted.

Fact. This is comically false. Undercover law enforcement officers have no obligation or legal requirement to disclose their true status.

Myth 3. Law enforcement need probable cause or a warrant to search a person.

Fact. A law enforcement officer must have reasonable suspicion in order to conduct a pat-down search of a person. If an arrest is subsequently made, the search can be more thorough.

Myth 4. Federal law enforcement officers have more authority than state and local police officers.

Fact. The majority of laws in the United States are at the State and local level. A police officer can make an arrest for a litany of state charges ranging from traffic misdemeanor to felony assaults. Most federal law enforcement officers have jurisdiction over a comparatively limited set of federal violations. In general, State and local officers can make arrests for a litany of laws in their limited jurisdictions.

Myth 5. Everything that federal agents do is “secret” and they are always “undercover”.

Fact. Confidentiality is vital to the work of law enforcement in general and is especially important in regards to classified matters. Criminal investigators engage in undercover work, which requires more extensive operational security measures.

(URL: <https://www.specialagents.org>)

✓ **Discuss the following questions together.**

1. What myths do you know about the Russian law enforcement?
2. Are there any age requirements for a law enforcement officer?
3. Are law enforcement officers required to undergo training if they have relevant work experience?

UNIT 7. THE RUSSIAN POLICE. THE STRUCTURE AND CONTENT OF POLICE WORK

PART 1. GRAMMAR FOCUS

Lesson. Perfect Tense Active / Passive

Exercise 1. Turn the verbs from Active into Passive.

1. The gardener has planted some trees.
2. Doctor Brown will give you some advice.
3. A famous designer will redecorate the hotel.
4. Steven directed this film.
5. Someone has broken the crystal vase.
6. His parents have brought him up to be polite.
7. Someone is remaking that film.
8. Fleming discovered penicillin.

Exercise 2. Ask questions to the words in bold using Present Perfect Passive.

1. He has just finished the **experience**.
2. We have done **it**!
3. **A bee** has just stung her.
4. The boy has painted the **picture**.
5. **He** has invited a postman.
6. They have completed their **research** recently.

Exercise 3. Complete the interview in Simple or Perfect Active/Passive.

- A. I know that you ... (to interview) many times before.
B. Yes, I have.
- A. Also, I know that three books ... (to write) about you.
B. Yes, they have – and another one ... (to write) at the moment.
- A. A film ... (to make) about your life two years ago, wasn't it?
B. Yes, it was a brilliant film! The leading role ... (to play) by a beautiful young actress.
- A. ... any more films ... (to make) in the future?
B. Yes, of course!
- A. Where do you buy your clothes from, Lucy?
B. I don't buy them! They ... (to design) especially for me.
- A. And what about your beautiful house?
B. That ... (to build) five years ago by an Italian architect.
- A. You must make a lot of money.

B. I make lots of money and everybody loves me. Flowers ... (to send) to my house every day.

Exercise 4. Fill the gaps with Past/Present Simple, Present Continuous or Present Perfect.

1. Hi, Johnny. I ... (not hear) from you for a long time. Where ... (you / be)?

2. I ... (to start) a new job six months ago. I ... (to be) a computer salesman now. I ... (to enjoy) it very much. My company ... (to send) me abroad every few weeks. Last month I ... (to go) to Japan – it ... (to be) fantastic!

3. Wow! Japan! How long ... (you / to stay) there? Tell me all about it.

4. I ... (to stay) there for three weeks in a luxurious hotel. The company always ... (to pay) for everything.

5. I'd love a job like yours.

6. Well actually, Jane, that ... (to be) the reason why I ... (to call) you now. I ... (to need) an assistant. Last week, the company ... (to tell) me to choose someone and I immediately ... (to think) of you. What ... (you / to think)?

7. When ... (I / to start)?

Exercise 5. Choose the correct verb in Passive form.

1. The police _____ the thief yet.

- a) haven't caught b) didn't catch
c) hasn't caught d) don't catch

2. I _____ him for five years. I don't know where he is.

- a) didn't see b) haven't seen
c) don't see d) not to see

3. He _____ his leg in a skiing accident last winter.

- a) has broken b) broke
c) breaks d) was broken

4. Have you seen my ball-point pen anywhere? I _____ for it for ten minutes.

- a) looked b) was looking
c) am looking d) have been looking

5. I _____ to the dentist tomorrow.

- a) went b) have gone
c) am going d) going

6. She _____ an operation next Tuesday.

- a) had b) have
c) is having d) has had

7. The Prime Minister _____ on TV tonight.

- a) is speaking b) spoken
c) had spoken d) speak

8. He is _____ the car.
- | | |
|---------------|------------------|
| a) has washed | b) will wash |
| c) washed | d) going to wash |

Exercise 6. Fill the gaps with Past Perfect of the verbs in brackets in the positive or negative form.

1. According to Dr. Ken Winkle, Australia`s Red-back spider is colonizing the world. Dr. Winkle, a venom expert from the University of Melbourne, said that authorities ... (to find) Red-back spiders in Japan and Belgium.

2. They suspected that spiders or their eggs ... (to enter) these countries along with Australian trading goods.

3. It was extremely likely that the spiders ... (to make) their way into other nations around the world.

4. People ... (to discover) them yet.

5. Dr. Winkle said the spiders ... (also / to turn up) in the port city of Osaka in the late 1990s and ... (to multiply) quickly.

Exercise 7. Underline the correct form of the verbs.

1. Despite the recent improvement in the economy, unemployment *has continued / have continued* to rise.

2. Our company hasn`t changed its products for over 30 years but now the time *has come / have come* for a rethink.

3. The ideas in the report *was / were presented* in a very clear way.

4. The data *show / shows* that the numbers of people buying mobile phones has remained stable for the past two years.

5. Transport to and from the airport *is included / are included* in the price.

6. There *was / were no* facilities like running water or electricity in the village.

7. All the information *is / are interesting* and well presented, but we need to consider the whole situation very carefully before we reach a decision.

8. There *was / were* some important news about the proposed new hospital in the local paper today.

Exercise 8. Complete the text. Use Past Simple/Perfect of the verbs in brackets.

1. I ... (to live) in London with my family all my life.

2. My parents ... (to be) born here as well.

3. However, my grandparents ... (to come) from Ireland.

4. They ... (to move) to London in 1950.

5. Since the, neither of my grandparents ... (to go) back to Ireland, although they still call it their "home".

6. They ... (not lose) their Irish accents.
7. Mother and Father ... (to go) to Ireland lots of times, and when I was 10, they ... (to take) me with them for the first time.

Exercise 9. Complete the postcard. Use Past Simple or Present Perfect.

Hi Sara,

Hello from Spain! We ... (to arrive) here last week, and we ... (to visit) a lot of places since then. My favourite place was Barcelona. Everyone here speaks Spanish, so I ... (to learn) some words to ask for things in shops. I ... (to try) to order our meal in a restaurant last night, but the waiter ... (not understand)! I'll have to study harder! We ... (already buy) lots of souvenirs. I ... (to buy) you a great present yesterday in Madrid. I'll give it to you when we get back home.

Take care, Mary.

Exercise 10. Write the words in the correct order to make statements and questions.

1. A / pearl / you / before / have / found?
2. Yet / haven't / we / birthday / Tom's / celebrated.
3. Carrie / homework / her / just / finished / has.
4. Before / never / I've / explorer / met / an.
5. Jasan / yet / to the bottle bank / has / the bottles / taken?
6. They've / broken / the window / with their ball / just.
7. Before / have / been / Tommy and his dad / caving?
8. Eaten / everyone / the cake / has already.

Exercise 11. Complete the sentences. Use Present Perfect Passive.

1. The apples ... (to steal).
2. The breathing apparatus ... (not check).
3. I don't know if your email ... (to send).
4. The door ... yet (not paint).
5. ... your nephew ... to the celebration? (to invite)
6. We're very pleased that an accident ... (to prevent).
7. ... water ... on Mars? (to discover)
8. We ... how to use the equipment (not show).
9. About fifteen bands ... (already invite) from a variety of countries.
10. It was very successful, and another one ... (already plan) for Australia in two year's time.
11. Marco ... (just ask) to advise on the plans for London.
12. A special piece of music ... (to compose) soon for the concert.
13. It ... (to show) on TV around the world recently.

PART 2. THE RUSSIAN POLICE. THE STRUCTURE AND CONTENT OF POLICE WORK

Text “Police of the Russian Federation”

The organizational structure, methods and traditions of the police of the Russian Federation as well as the functions and organization of Ministry of Internal Affairs differ from the police of western countries. The departments in western countries are usually civil executive bodies headed by politicians and responsible for many other tasks as well as the supervision of law enforcement.

One unique feature of policing approach in Russia is the system of territorial patronage over citizens. Cities as well as rural settlements are divided into districts and the policeman is the main and actually the real police force in these areas.

The duty of a policeman is to maintain close relations with the residents of his district. He is also responsible for tackling minor offences like family violence, loud noise, residential area parking etc. Police personnel carry firearms, but are not permitted to carry their weapons when they are off duty. Although women constitute a significant proportion of police staff, they are usually not permitted to fill positions that carry risks but they are allowed to carry firearms in self-defense. Instead, they are widely represented among investigators, juvenile crime inspectors, clerks etc. However, limited attempts are being made to appoint women as traffic officers.

Another unique feature is the use of conscripted soldiers from the Internal Troops for regular urban policing. The Internal Troops are the military force who can be assigned to carry out simple public security tasks like patrolling while being accompanied by professional policemen, or cordoning large crowds at sport events, concerts and protests.

On 1 March 2011 Russian law enforcers were renamed from militia to police. Russian police reform is an ongoing effort to improve the efficiency of Russia’s police forces and improve the public image of law enforcement.

Task 1. Do you agree with the following statements, characterizing the work of the police?

1. The police enjoy trust and respect of citizens.
2. People seldom turn to the police for help.
3. Policemen always behave properly and never break laws themselves.
4. Policemen are always ready to help people in case of emergency.

Task 2. Read the text “Police of the Russian Federation”, agree or disagree with the following.

1. The function and organization of the police in Russia and other countries is the same.
2. Police personnel are not permitted to carry their weapons when they are off duty.
3. Conscripted soldiers are never assigned to carry out simple public security tasks.
4. The aim of the reform was only to improve the image of the police.

Task 3. Find Russian equivalents for the English word-combinations.

- | | |
|---|---|
| 1) to be assigned permanent partners | a) получить административное взыскание |
| 2) a territorial patronage over somebody | b) быть связанным с |
| 3) to forward a case to the court for trial | c) повышать эффективность |
| 4) conscripted soldiers | d) иметь постоянного напарника по работе |
| 5) to improve efficiency | e) передавать дело на рассмотрение |
| 6) to have links to | f) призывники, новобранцы |
| 7) to receive administrative penalties | g) осуществлять надзор за жителями данного района |

Text “The Criminal Investigation in Russia”

The criminal investigation in serious cases is divided into two stages: an informal inquest performed by the police and a formal preliminary investigation usually conducted by a legally trained investigator who works for the Ministry of Internal Affairs but is subordinate to the procuracy.

Less serious cases are investigated by the police and their reports are submitted in writing directly to the courts, by passing the formal preliminary investigation.

The activity of the police during the inquest is supposed to be limited to arresting suspects, securing the crime scene, and taking initial evidence from available suspects and witnesses. The police should inform the procuracy within twenty four hours of the arrest of a suspect and the case should then be turned over to the investigator who decides whether to initiate a formal criminal investigation. All investigative acts are documented in writing and collected in an investigative dossier that follows the case into the courts and serves as a repository for vital evidence during trial and appeal. The procurator has forty-eight hours after notification to either issue an order of preventive detention or release the suspect. Detention is author-

ized if there is fear the defendant will not appear for trial, destroy evidence, commit more crimes or just because of the seriousness of the offence.

When the investigator determines that there is sufficient evidence to bring the accused before trial he prepares an accusatory pleading and forwards it to the procurator for review. The accused and his counsel have, at this point, the right to full discovery of the entire contents of the investigative dossier. The procurator may dismiss the case, amend the pleading or forward the case to the court for trial.

Task 1. Translate text 2 into Russian. Make a short outline for the retelling of the text.

Task 2. Translate text “The Criminal Investigation in Russia” into Russian. Make a short outline for the retelling of the text.

Task 3. Match English and Russian speech models.

Speaking of...	Прежде всего...
To begin with...	Наиважнейшим является...
Our top priority is...	Главным образом, в основном...
Above all...	Следующее, что следует принять во внимание, это...
Another consideration is...	Короче говоря...
In short...	Подводя итог сказанному...
To sum up...	(в итоге...)

PART 3. DISCOVERY

It's interesting to know...

Text “Russian Sherlock Holmes”

From the first days of crime detection work, he used such methods as disguise, make-up actively used by undercover agents. Arkadiy Koshko learned about these techniques as a child, reading French detective stories.

A. Koshko liked the main managed to skillfully reincarnate, solve complicated cases. The young inspector A. Koshko pretended to be a fisherman or a street vendor, in this form he walked around Riga inns and listened to the conversations of ordinary people. He carefully thought out images for detecting crimes.

The detective had to completely reform the detective system. He attached a detective supervisor to each police station and organized his own

network of informants from different classes. Among them were actors, cabmen, clerks and officials.

The famous detective died in 1928. He wrote the book “Sketches of the Criminal world of tsarist Russia”. Russian essays had a great success: after their publication in Paris A. Koshko began to be called “Russian Nat Pinkerton” and “Russian Sherlock Holmes”.

(URL: <https://lenta.ru/articles>)

✓ **Discuss the following questions together.**

1. What Russian detectives do know?
2. What interesting facts have you read about the tsarist police?

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GRAMMAR SELF-ASSESSMENT TESTS

Test 1

1. Match the sentences with the tenses in the box.

Present simple	present continuous	present perfect	past simple	future
----------------	--------------------	-----------------	-------------	--------

1. I don't play the piano.
2. I met my best friend at a party.
3. They've never been to Japan.
4. He isn't going to see that film.
5. What are you looking at?

2. Complete the text with the correct form of the verbs in brackets.

1. My name ... (be) Paris, but my friends ... (call) me Izzy.
2. My parents ... (name) me after the famous city in France.
3. When they ... (meet), they ... (both / study) French at university and they ... (fall) in love.
4. I ... (never / like) the name Paris.
5. When I'm older I ... (change) my name.

3. Underline the correct words.

Ana: Is that your new boyfriend? He ... **looks** / **looks like** nice!
 Luisa: Yes, I think he ... **looks** / **looks like** George Clooney.
 Ana: What does he do? Is he rich?
 Luisa: Oh no. He ... **looks** / **looks like** rich, but he's a waiter.

4. Write questions for the answers.

1. _____? Yes, I'm Spanish.
2. _____? No, I can't play the piano.
3. _____? No, I've never been to China.
4. _____? My brother lives in London.

5. Put the words in the box in the correct group.

Nightlife	people	restaurant	traffic	transport	weather
-----------	--------	------------	---------	-----------	---------

1. Countable: _____.
2. Uncountable: _____.

Test 2

1. Underline the correct words.

1. This apartment is ... **very** / **too** small for two people. We can't live here.
2. My town is ... **such a** / **so** crowded place.
3. This holiday was ... **too** / **very** expensive, but I'm enjoying it.
4. This village is ... **such a** / **so** boring.

2. Complete the text with the words in the box.

Any	enough	few	lots	many	much	much
-----	--------	-----	------	------	------	------

1. I'm studying English in a town in the south of England this summer.
2. But I don't really like it here.
3. There's too ... traffic and it's crowded and noisy.
4. Another thing is that there are too ... old people in the town.
5. There's nothing for young people to do.
6. There are ... of expensive restaurants, but only a ... fast-food restaurants in the town.
7. There aren't ... places for young people to go – for example there aren't ... nightclubs at all, not one!
8. I'm not having very ... fun. It's a bit boring!

3. Write questions in the past simple.

1. When / meet / your best friend? _____?
2. Richard / go to school / with you? _____?
3. Where / your parents / get married? _____?
4. Be / you / very busy / yesterday? _____?

4. Complete the text with the past simple or past continuous form of the verbs in brackets.

1. Angie ... (meet) Tony in London while she ... (work) as a doctor at the hospital.
2. Tony ... (be) originally from the USA, but he ... (teach) at the hospital for a few weeks during the summer.
3. At first Angie ... (not like) Tony at all.
4. She ... (not look) for a boyfriend and she ... (think) Tony was too loud and confident.
5. But during that summer they ... (fall) in love.

5. Write the numbers.

0.45 _____
2 ½ _____
6.3 % _____
0.175 _____
£2,965,000 _____
34.89 km _____

Test 3

1. Write the comparative and superlative forms of the adjectives.

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
Hot	_____	_____
Funny	_____	_____
Bad	_____	_____
Exciting	_____	_____
Valuable	_____	_____
Far	_____	_____

2. Complete the sentences with the correct form of *have to* or *doesn't have to* and the verbs in brackets. Write questions with *have to*.

1. James is a farmer so he ... (get up) early every morning.
2. You ... (not wear) a uniform at work.
3. Gardeners ... (work) outside in the rain sometimes.
4. I'm lucky because I ... (not work) at weekends.
5. You / wear a crash helmet / on a motorbike?
6. Phil / travel / for his job?
7. I / sit here / all morning?

3. Underline the correct words.

1. I ... work at home so I **can** / **have to** wear what I like.
2. I'm sorry, you ... **don't have to** / **can't** come in. We're closed today.
3. You ... **can** / **have to** be 21 to drink alcohol in the USA.
4. A model ... **can't** / **has to** eat lots of cakes and sweets.
5. My sister is a lawyer, so she ... **can** / **has to** wear smart clothes at work.

4. Complete the text using Present Perfect or Past Simple form of the verbs in brackets.

1. My friend is an actor. She lives in Los Angeles, and she ... (to have) a lot of interesting jobs.

2. She ... (travel) all over the world, and ... (to appear) in a couple of Hollywood movies.

3. Last year, she ... (to go) to Africa to be in a movie starring Matt Damon.

4. She ... (not see) him, though!

5. I ... (not be) so lucky with my work.

6. I ... (never travel) anywhere for my job, but I ... (to visit) my friend in Los Angeles for my holiday earlier this year.

5. Choose the correct word or phrase to complete each sentence.

1. I've decided that _____ eating chocolate.

- a) I'm going to stop b) I'm stopping c) I'll stop

2. I really _____ try to finish this today as Alice is waiting for it.

- a) can b) needn't c) must

3. There was only a _____ time left.

- a) few b) little c) several

4. I'm planning on going to Crete _____ the summer.

- a) at b) in c) on

5. _____ Helen at ten tomorrow morning.

- a) I'm going to meet b) I'm meeting c) I'll meet

Test 4

1. Underline the correct form of the verb.

1. I ... **think** / 'm **thinking** of buying a new car.

2. What ... **do you look** / **are you looking** at?

3. ... **Do you think** / **Are you thinking** climate change is a problem?

4. I ... **like** / 'm **liking** him very much.

5. I can't go out now – I ... **have** / 'm **having** lunch.

6. Alison ... **doesn't look** / **isn't looking** like her sister at all.

2. Complete the sentences with (be) going to and the verb.

1. I ... (to cook) pasta tonight.

2. We ... (not / go) on holiday this year.

3. Bella ... (to ride) her bicycle to work.

4. They ... (not / pay) very much for these goods.

5. My parents ... (to sell) their car.

3. Write questions with (be) going to.

1. You / go out / tonight? _____.

2. He / change his job / next year? _____.

3. Your friends / take you out / on your birthday? _____.

4. This book / take a long time to finish? _____.

4. Complete with *could / couldn't, have / had to or didn't have to*.

1. At school we didn't have a uniform and we ... wear whatever we liked.
2. I ... leave the lesson early yesterday. I went to the dentist.
3. I ... work late again tonight.
4. They ... go on holiday because their daughter was very ill.
5. Ben ... take his mother to the airport. She wanted to get the bus.
6. ... you stay out after midnight when you were a teenager?

5. Write questions for the answers.

1. Yes, I have to go to school on Saturdays. _____?
2. No, I can't wear red shoes. _____?
3. Yes, they had to get married. _____?
4. No, we couldn't eat in class. _____?
5. Yes, Mia had to take her mother to the hospital. _____?

Test 5

1. Complete the sentences with *should / shouldn't or must / mustn't*.

1. Darren! That's very naughty. You ... hit your sister!
2. My doctor said I ... probably lose a bit of weight.
3. All passengers ... fasten their seatbelts before take off.
4. I think you ... take this job. It's very badly paid.
5. Do you think I ... call Brian? He's very late.
6. There's been an accident. We ... call the police.

2. Complete the sentences with the *ing* or *(to)* infinitive form of the verb.

1. Are you looking forward to ... (go) on holiday?
2. I've decided ... (learn) to swim this year.
3. Pam doesn't need ... (buy) a new bicycle.
4. He should stop ... (smoke). It's an awful habit.
5. Brian really enjoys ... (cook).
6. Do you want ... (have) dinner outside tonight?

3. Write sentences in Present Perfect with *for* or *since*.

1. I / know / Paula / 2004.
2. We / be / in this house / ten years.
3. Rafael / work / with us / March.
4. They / not / see / their son / five days.
5. We / be / best friends / we were children.

4. Complete with Present Perfect or Continuous form of the verbs.

1. Lisa Connor is bored with her life. She ... (live) in the same town since she was born, and she ... (work) at the post office since she left school.

2. But now Lisa ... (decide) that it's time for a change.

3. She said, 'I ... (do) this job for a long time, and I ... (make) a lot of friends, but I ... (think) of leaving my job for a while.

4. For the past few weeks I ... (look) for a new job.

5. I ... (always / want) to be rich and famous, so I'm thinking of becoming an actor.' Good luck, Lisa.

5. Write questions with *will*.

1. You / phone me / later?

2. They / be / here on Friday ?

3. Magda / cook dinner / for us tonight?

4. I / have time / to finish my work?

Test 6

1. Choose the correct word to complete the sentences.

1. When Ben ... , we'll leave.

a) will arrive b) is arrived c) arrives

2. I'll go to bed as soon as this programme

a) finishes b) finish c) will finish

3. If I miss my train, I ... you from the station.

a) call b) will call c) am calling

4. As soon as I finish this work, I ... home.

a) will go b) go c) going

5. We'll open the wine when they ... here.

a) get b) are getting c) will get

2. Write sentences with *used to* / *didn't use to* + *infinitive*.

1. I / watch this programme / when I was young.

2. Nell / not like / mushrooms.

3. My friends / have / an old yellow Fiat.

4. Derek / not go / to the same school as me.

3. Complete the questions with the words in the box.

How long	What's	When	Where	Who
----------	--------	------	-------	-----

1. ... your best friend's name?

2. ... does he live?

3. ... have you been learning English?
4. ... would you like to meet the most?
5. ... did you start learning English?

4. Correct the mistakes in these questions.

1. Who do is your favorite actor?
2. What were you do yesterday?
3. Who you meet yesterday?
4. How long you knew each other?
5. What kind of things you like?

5. Put the word or phrase in brackets in the correct place in each sentence.

1. Do you go out with your friends on Friday night? (usually) ...
2. I have a glass of wine. (now and again) ...
3. Jack goes clubbing. (regularly) ...
4. My sister is on the phone to her friends. (always) ...
5. Samantha doesn't go to parties. (often) ...

Test 7

1. Complete the sentences with the correct form of the words in brackets.

1. Lucy is much ... (good) than me at most sports.
2. This is by far ... (hard) thing I've ever done.
3. Football is probably ... (popular) sport in the world.
4. Scuba diving is one of ... (dangerous) sports.
5. Cycling is much ... (fast) than running.

2. Complete the sentences with the words in the box. There are two extra words.

Ages	already	before	ever	lately	many	never
------	---------	--------	------	--------	------	-------

1. Have you ... been in a dangerous situation?
2. I've ... climbed a mountain, but I'd like to.
3. I've been horse-riding ... times. It's great fun.
4. Juliet hasn't been bungee jumping This is her first time.
5. This is great! I haven't had a chance to do this for

3. Underline the correct verb forms.

1. Jason ... **walked** / **was walking** the dog when he ... **fell** / **was falling** over and hurt himself.

2. What music ... **did you listen / were you listening** to when I ... **phoned / was phoning** you last night?

3. My brother ... **watched / was watching** a football match on TV when I ... **arrived / was arriving**.

4. **I think / I'm thinking** of splitting up with my boyfriend. He's so inconsiderate.

5. That girl **reminds / is reminding** me of my first girlfriend.

6. This isn't the best photo of you because you **don't smile / aren't smiling**.

4. Write questions for the answers.

1. Jim supports local shops and businesses. What ... ?

2. Lilian runs the environmental group. Who ... ?

3. The protestors are marching to the White House. Where ... ?

4. The President spoke to the crowd. Who ... ?

5. Andy borrowed my car. Whose ... ?

5. Choose the correct item.

1. Sarah is the prettiest girl ... our school.

a) then

b) in

c) of

2. Paul's car is ... than Tom's.

a) fast

b) fastest

c) faster

3. This dress is the ... in the shop.

a) more expensive

b) most expensive

c) expensive

4. Bob ... the car at the moment.

a) washes

b) is washing

c) wash

5. The sun ... in the west.

a) is setting

b) set

c) sets

6. It's ... colder today than yesterday.

a) much

b) most

c) very

7. Peter has lived here ... 1998.

a) for

b) since

c) ago

8. Mother ... dinner at the moment.

a) cooks

b) cook

c) is cooking

Test 8

1. Complete the sentences with the words and phrases in the box. There are three extra words and phrases.

Anything	didn't use to	enough	need to	nothing	shouldn't	some	used to
----------	---------------	--------	---------	---------	-----------	------	---------

1. You really ... worry! It's not your fault.

2. Sam ... go out much, but recently he's been going out almost every evening.

3. I didn't say

4. We really don't have ... time to finish this.

5. Did you know that Rachel ... sing in a choir?

2. Write a question for each answer.

1. I've got two brothers and one sister.

2. I go out quite regularly with my friends.

3. I talk to my best friend, Jenny, when I have a problem.

4. No, I've never ridden an elephant, but I have ridden a camel.

5. I was trying to climb a cliff when I fell off and broke my leg.

6. I've been married for three years.

3. Choose the correct item.

1. She works in a bank, ... ?

a) does she

b) isn't she

c) doesn't she

2. He fixed his bicycle all by

a) him

b) his

c) himself

3. You ... feed the animals at the zoo.

a) needn't

b) mustn't

c) can't

4. You ... tidy your room. It's a mess!

a) can

b) must

c) needn't

5. Tina ... to take the dog for a walk every morning.

a) should

b) must

c) has

6. That's the woman ... son is a doctor.

a) who

b) which

c) whose

7. I don't think he's French. He ... be Spanish.

a) can't

b) should

c) must

4. Choose the correct item.

1. This _____ my friend. _____ name's Richard.

a) are / His

b) is / My

c) is / His

d) his / His

2. They _____ Lisa and Max. They _____ from the USA.

a) is / is

b) are / is

c) are / are

d) is / is

3. "What is _____ name?" – "My name's Carlos."

a) his

b) her

c) your

d) my

4. This is my sister. _____ name is Laura.

a) His

b) My

c) Her

d) Its

TEXTS FOR READING

Text “Recruiting the Best”

Recruiting an adequate pool of applicants is an extremely important facet of the police hiring process. August Vollmer, the renowned Berkeley, California, police innovator and administrator, said that law enforcement candidates should have the wisdom of Solomon, the courage of David, the patience of Job and leadership of Moses, the kindness of the Good Samaritan, the diplomacy of Lincoln, the tolerance of the Carpenter of Nazareth, and, finally, an intimate knowledge of every branch of the natural, biological and social sciences.

Police officers are solitary workers, spending most of their time on the job unsupervised. At all times they must be able to make sound decisions and adjust quickly to changing situations during periods that are unstable, chaotic, or high-stress. For these reasons, police agencies must attempt to attract the best individuals possible. Obviously the goal is to bring the most qualified and capable people into the field.

Police recruits are taught a wide variety of subjects in academy training. They are taught to nurture a “sixth sense” in policing: the notion that an officer can “sense” or feel when something is not right. The officer should be able to visually recognize when something is wrong or out of the ordinary.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you`ve read.

1. The main idea of the text is...
2. The article considers...
3. The article focuses attention on various types of...
4. Much attention is paid to...
5. I can make a conclusion that...

Text “Sentence”

Sentence is any order made by a court when dealing with an offender in respect of his offence, including imprisonment, a fine, a community order, or an absolute or conditional discharge. Criminal sentencing is now governed by the Criminal Justice Act 2003, which requires courts to take into account the following purposes of sentencing: punishing offenders, reduction of crime, the reform and rehabilitation of offenders, the protection

of the public and the making of 102 reparations by offenders to persons affected by their offences.

This provision, however, does not apply where the penalty for the offence is fixed in law (such as the life sentence required upon conviction for murder). Sentences may be increased if the offence was racially or religiously aggravated, or was based on hostility towards the victim on the basis of his actual or presumed sexual orientation or disability. Before the sentence is imposed, the prosecution must present the judge with the accused's antecedents and the defense may then make a plea in mitigation of the sentence.

The sentencing court will normally obtain a pre-sentence report prior to imposing a custodial sentence or a community order with requirements upon a defendant. Sentence must be pronounced in open court by the presiding judge and almost always in the presence of the accused. The sentence may be altered within 28 days by the trial court, and there is a power to postpone sentence for up to six months. There is usually a right of appeal against sentence to the Court of Appeal. The Attorney General may refer cases to the Court of Appeal (with its permission) when Crown Court sentences appear unduly lenient.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It is devoted to the description of...
3. The article goes on to say that...
4. The author focuses attention on...
5. To make a conclusion I can say...

Text “Why Do We Need Laws?”

Laws are rules made by government that prohibit certain actions and are enforced by the courts. Laws apply to everyone equally. If you break a law, you may have to pay a fine, pay for the damage you have done, or go to jail.

The law provides a way to resolve disputes peacefully. Imagine the chaos – and the danger – if there were no laws. The strongest people would be in control and people would live in fear. Drivers could choose which side of the street to drive on and no one could stop them or trying to hold to keep yourself safe if there were no laws against robbery or assault. Laws also recognize and protect basic individual rights and freedoms, such as liberty and equality. Even in a well-ordered society, people disagree, and conflicts arise. The law provides a way to resolve disputes peacefully.

If two people claim the same piece of property, rather than fight they turn to the law. The courts can decide who the real owner is and how to protect the owner's rights.

Laws help to ensure a safe and peaceful society. The legal system applies the same law to everybody. This includes the police, governments and public officials. All of them must carry out their duties according to the law. What other goals do laws achieve? Laws also carry out social policies. Laws let governments provide benefits when workers are injured on the job; insurance when workers are unemployed; health care; loans to students.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It is devoted to the definition of...
3. The article describes the main role of the...
4. The author focuses attention on the characteristics of...
5. To make a conclusion I can say...

Text "Miranda Rights"

Miranda Rights were created in 1966 as a result of the United States Supreme Court case of *Miranda v. Arizona*. The Miranda warning is intended to protect the suspect's Fifth Amendment right to refuse to answer self-incriminating questions.

It is important to note that Miranda rights do not go into effect until after an arrest is made. The officer is free to ask questions before an arrest, but must inform the suspect that the questioning is voluntary and that he or she is free to leave at any time. The answers to these questions are admissible in court.

If the suspect is placed under arrest and not read Miranda rights, spontaneous or voluntary statements may be used in evidence in court. For example, if the suspect starts using excuses justifying why he or she committed a crime these statements can be used at trial.

Silence can be used against the suspect if it occurs before he or she is read the Miranda rights. For example, an innocent person would proclaim his or her evidence or try to give an alibi rather than staying quiet. The prosecution will try to use the suspect's silence against him or her in court.

If you are being investigated for a crime and wish to remain silent before being Mirandized, you can inform the officer that your attorney told you to never speak to law enforcement without talking to him or her first.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It describes the rights...
3. These rights are ensured by the...
4. The US Supreme court ruled that...
5. The author focuses attention on the fact, that...
6. To make a conclusion I can say...

Text “Criminal Cases”

Criminal cases differ from civil cases. At the beginning of a federal criminal case, the principal actors are the U. S. Attorney (the prosecutor) and the grand jury. The U. S. Attorney represents the United States in most court proceedings, including all criminal prosecutions. The grand jury reviews evidence presented by the U. S. Attorney and decides whether it is sufficient to require a defendant to stand trial.

In a criminal trial, the burden of proof is on the government. Defendants do not have to prove their innocence. Instead, the government must provide evidence to convince the jury of the defendant's guilt. The standard of proof in a criminal trial gives the prosecutor a much greater burden than the plaintiff in a civil trial. The defendant must be found guilty “beyond a reasonable doubt,” which means the evidence must be so strong that there is no reasonable doubt that the defendant committed the crime.

At an initial appearance, a judge who has reviewed arrest and post-arrest investigation reports, advises the defendant of the charges filed, considers whether the defendant should be held in jail until trial, and determines whether there is probable cause to believe that an offense has been committed and that the defendant has committed it. Defendants who are unable to afford counsel are advised of their right to a court-appointed attorney. Defendants released into the community before trial may be subject to electronic monitoring or drug testing, and required to make periodic reports to a pretrial services officer to ensure appearance at trial.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. The main idea of the text is...
3. The article considers various types of...
4. The article is interesting because it shows...
5. To make a conclusion I can say it's really important to...

Text “Difference Between Criminology and Criminalistics”

Criminology is the study of crime and its prevention, as well as the exploration of criminals and their treatment. Criminology students study the criminal justice system and develop new theories for dealing with crime and its causes. Typical course topics in a criminology program include deviance, juvenile delinquency, punishment, criminological theory and social research.

Criminology graduates are qualified for positions in government agencies, juvenile courts and police services. On-the-job training may be required for positions in the field. Many careers only require a bachelor's degree, while others require an advanced degree. Career options include: drug enforcement agent, litigation manager, probation officer, victim services specialist, CIA agent, and criminologist. Criminalistics, also known as forensic science, is the application of scientific principles to provide evidence in criminal cases.

Students in forensic science programs learn how to collect crime scene evidence, prove the causes of accidents and test crime scene evidence in labs. General course topics include crime scene investigation, drug analysis, genetics, physics and organic chemistry. Forensic science positions are available in medical examiners' offices, police departments, crime labs and hospitals. There are several job options in forensic science depending on each person's education and experience. Job titles may include: crime lab analyst, crime scene examiner, forensic scientist.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It is devoted to the description of...
3. The author focuses attention on...
4. The article also considers...
5. To make a conclusion I can say...

Text “Police Officers and Detectives”

The role of police officers and detectives is guided by several goals, including protection of life and property, crime prevention and detection, and maintenance of public order. Job duties of police officers and detectives vary, depending on location, specialty, department approach, and the like. However, typical functions include street patrol, crime investigation, apprehension and arrest, traffic duty, victim assistance, community relations, case preparation, court appearance and testimony, report writing, and

105 emergency services. Various specialties within a law enforcement agency may include vice, homicide, drug enforcement, child abuse and domestic violence, gangs, and so on.

There are no national standards for becoming a police officer at the local level, as job qualifications vary from state to state. Typically, police officer candidates must meet the following generally accepted minimum criteria: U. S. citizenship, no felony convictions, good driving record, and a high school diploma. A college education is important when being considered for promotion. The average annual salary of police officers and detectives varies, depending on factors such as locale, department unit, seniority, rank, and assignment. Salaries tend to be higher in urban areas with larger police departments.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It describes...
3. The author considers the primary...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text “Criminal Profiling”

Criminal profiling is synonymous with offender profiling both of which are useful investigative tools used in policing. Profiling's purpose is to identify likely suspects that are correlated with criminal characteristics and patterns. A psychological profiler relies heavily upon perpetrators methods of operation or evidence left at a crime scene to identify a person's personality or state of mind. The process is not new and dates back to the Jack the Ripper murder campaign in 1888 and has evolved to applications including but not limited to predictive profiling, sexual assault offender profiling, and behaviors recognizable and related to criminal conduct.

Criminal profiling is the process of using available information about a crime and crime scene to compose a psychological portrait of the unknown perpetrator of the crime. The information from a crime scene of an unsolved homicide may offer legitimate information for the investigator; however not all offenses are appropriate for criminal profiling.

Criminal profiling is a six-stage process: profiling inputs and concerns, collection of all information; decision process model in which the information is analyzed; crime assessment; constructing the profile, consisting of age, characteristics of the offender, race general appearance of

offender, relationship to victim and any other notable features; investigation. There are two other forms of profiling: investigative psychology and diagnostic evaluation.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. It is interesting to note, that...
5. To make a conclusion I can say...

Text “Understanding Criminal Psychology”

Criminal psychology does more than provide a glimpse into a criminal's psyche. It also plays a role in how the law is applied. In the courtroom, legal practitioners require a grasp of defendants' motivations and actions in order to render fair judgment. Forensic psychologists, as well as other mental health professionals, are often called upon to help clinically evaluate the mental states of people who break the law.

Psychology plays a role in police work as well. Criminal profilers – who aim to determine likely suspects through a mix of crime-scene analysis, investigative psychology, and other behavioral sciences – are often forensic psychologists or criminal anthropologists. Law enforcement agencies often rely on these experts to get inside the head of a potential culprit by identifying the perpetrator's likely personality type, lifestyle habits, and quirks.

What does a criminal psychologist do? Criminal psychologists study the behaviors and motivations of criminals. As such, they may conduct research to determine why crimes occur, consult with police departments to identify suspects, or provide expert testimony in court cases. Criminal psychologists may also engage in criminal profiling.

Task 1. Read the text and translate it into Russian.

Task 2. Finish the sentences based on the content of the text you've read.

1. The headline of the article is...
2. It describes...
3. Much attention is given to...
4. It is interesting to note, that...
5. To make a conclusion I can say...

SPEAKING ACTIVITY

Task 1. Prepare to talk about how things have changed where you live.

1. Think about changes to your town, region or country since you have known it.
2. Write two or three important events that have taken place, such as:
 - changes of government;
 - new technology;
 - new buildings or transport systems;
 - new trends or fashions.
3. Make a list of how the changes have affected people's attitudes or lifestyles.
4. How are things different now?

Task 2. Talk about a country you could imagine living in, or have lived in. What things are important for our life?

Values and beliefs	Food and eating habits	Making friends
Language and culture	Family life and relationships	Climate
Leisure time and going out	The way society is organized	Safety

Task 3. What images of childhood does the photo bring to mind? Which moments can you most easily recall from your childhood?

Holidays	journeys	moving house	your grandparents
a new school	your best friend	a particular day	place

Task 4. Talk about a childhood memory.

1. Think of a significant childhood event, from which you learned something,
2. Tell your story, listen to each other's memories and talk about what personal significance they still have.

Task 5. Think of a book or an author you loved when you were younger. Is it true that the books that changed you when you were young are always going to be a disappointment when you are an adult?

Task 6. Do you think these statements are true? Why / Why not?

1. Learning a new can lead you to adopt a different identity.
2. It's difficult to translate directly from one language to another.
3. It's important to find your own voice in a foreign language and express your own personality.

4. It's important to master a language completely and sound like a native speaker.

Task 7. What is the status of English in your country?

1. Is it something that moves you up the social ladder?
2. Is it part of almost every university degree programme?
3. Is it considered essential for working in certain sectors?
4. Is it mainly a school subject?
5. Is it seen as a necessary evil?
6. Is it only popular with young people?
7. Is it viewed as a way of enriching your life?
8. Is it regarded as culturally threatening?

Task 8. Imagine a map showing the world's wealth in 2050. What do you think it would look like? Sketch out possible ideas, and if you like, draw a rough "map".

1. Which countries produce the most greenhouse gases?
2. Which countries use the Internet most?
3. Which countries have the most and least violent crime?
4. Which countries or regions would be biggest and smallest?

Task 9. Talk together.

1. Where can you find surveillance cameras in your town? What do you think about their main purpose?
2. Do you think they have helped to reduce crimes? If so, how?
3. Do you think law-breakers could or should be controlled by surveillance cameras?
4. Are any particular problems where you live?

Task 10. How important is privacy to you? Discuss these questions.

1. Do you work better with people around?
2. If you went to a park or beach, would you try to find a place away from other people?
3. If you had a day completely on your own, would you enjoy it, or would you prefer to be with other people?
4. Would it bother you to share a hotel room with a friend?

Task 11. Discuss these questions.

1. How strictly is copyright enforced in your country?
2. What are the dangers of, for example, illegal downloading in your country?
3. Are you likely to be caught if you download something illegally?

Task 12. Talk about your future aims.

4. Think of things that you aim to do in the future (work, studies, family and leisure).

5. Discuss your aims.

Task 13. Discuss these questions.

1. Which of health problems are common in your country? Which health problems in your country are in the public eye?

2. Which are less common? What about the forms of treatment?

3. How does the population find out about them? Is there enough information?

4. What kind of campaigns are established to make the population aware of these health issues? Do you think they are effective?

ОСНОВЫ РЕФЕРИРОВАНИЯ И АННОТИРОВАНИЯ АУТЕНТИЧНЫХ ТЕКСТОВ ПО СПЕЦИАЛЬНОСТИ

1. Реферирование текста

Реферирование является одним из важных видов переработки научной информации в виде реферата.

Требования к реферату определяются спецификой реферирования как научно-информационного процесса. В общем виде они таковы:

- адресность;
- точность;
- объективность изложения информации;
- полнота;
- доступность для восприятия;
- лаконизм.

В методических руководствах по реферированию подчеркивается, что *подмена точки зрения автора первоисточника мнением составителя реферата не допускается*.

Реферирующему литературу на иностранном языке необходимо знать историю, географию, государственный строй и экономику соответствующей страны, а также состояние международных отношений.

Работу по составлению реферата можно разделить на три этапа:

- 1) анализ первоисточника для осмысления в целом и определения тематической направленности;
- 2) синтезирование свернутой информации;
- 3) оформление текста реферата (аннотации).

На первом этапе происходит общее ознакомление с информацией первоисточника.

К аналитическим операциям относятся:

- разбивка по фрагментам;
- опущение неинформативных сведений;
- определение способов свертывания в соответствии с целевым назначением первоисточника.

Осмысление базируется на лексическом вокабуляре референта, в том числе на словах-интернационализмах (ср. *criminal* – ‘криминальный, преступный, уголовный’), именах, географических названиях, и на понимании словообразования, морфемном анализе (ср.: *act* – *active* – *action* – *actor* – *enact* – *enactment*).

Полезно обратить внимание на некоторые ориентиры текста.

Микроориентиры

1. Слова, показывающие отношение автора

So, thus, in this way – итак, таким образом.

Consequently, as a result, therefore – следовательно.

In conclusion – в заключение.

Finally – наконец.

Hence, then, therefore, that's why, for that reason, on that account – отсюда.

2. Слова, показывающие поворот мысли автора

But, and, still, yet – но.

However, why, whereas, though, although, instead of, on the contrary, on other hand – напротив, хотя, а.

Rather... than... – а... не...

Despite, in spite of, regardless of, irrespective of – несмотря на.

3. Авторские определения и замечания

In fact, as a matter of fact, actually – фактически, на самом деле.

Really, in reality, in truth, indeed, of course, certainly – действительно, на самом деле.

4. Слова, уточняющие и обосновывающие высказанную мысль

Namely – а именно.

Secondly – во-вторых.

Next – далее.

As, because, for, since, in as much as – так как.

Considering that, seeing that, in view of – ввиду того, что...

Due to, owing to, thanks to, because of, on account of, as a result, in consequence of – вследствие, из-за.

5. Слова, поясняющие детали

As for, as to, as regards – что касается.

With (in) reference to, with (in) respect to, in respect that, in connection with, in this (that) connection – относительно, учитывая, принимая во внимание.

Concerning, regarding, respecting – в отношении, относительно.

Also, too, as well (as), similarly, likewise, in addition (to), along with, together with (a) – также.

And, again, besides, further, moreover – далее, кроме того, более того.

Микроориентиры

6. Шрифтовые выделения

Курсив.

Разрядка.

Полужирный шрифт.

7. Неповествовательные предложения
(в них обычно сформулирована проблема)

Вопросительные.

Побудительные (с восклицательным знаком).

8. Библиография

Макроориентиры

1. Титульные элементы

Название издания.

Наименование издательства.

Год издания.

2. Сведения об авторе

Фамилия, имя автора.

Его должность.

3. Заглавие.

4. Введение.

5. Подзаголовки.

6. Начальные и конечные абзацы статьи.

7. Заключение

На втором этапе в тексте определяются *существенные и несущественные компоненты содержания*, то есть слова и словосочетания, позволяющие проследить развитие главных тем текста в рамках абзаца или абзацев (ссылки на историю развития проблемы, как правило, опускаются).

Главные темы текста и его *логический план* являются основой для оформления реферата.

Не все ключевые фрагменты войдут в реферат. Их следует сгруппировать по тематическому принципу вокруг нескольких больших *подтем*, развивающих главную тему текста. И здесь на первый план выдвигаются умения, связанные со смысловым свертыванием текста.

Под *смысловым свертыванием* (или *семантической компрессией*) понимается операция, приводящая к сокращению текста без потери важной, актуальной информации.

Семантическая компрессия текста первоисточника предусматривает прежде всего устранение избыточности в тексте.

Конечным этапом работы над текстом является оформление текста первоисточника. Как синтаксис, так и содержательная сторона реферата должны быть предельно насыщены, но просты.

Для описания реферируемого текста рекомендуется использовать клише, представленные в таблице ниже.

План реферата	Outline of the abstract	Некоторые выражения для передачи содержания	Some expressions for rendering the text
1. Название (Название журналов, книг, газет дается на языке оригинала.)	The title of the article	Статья озаглавлена Название статьи, которую я прочел, это...	The title of the article is... The article is head-lined (entitled)... The head-line of the article I have read is...
Автор, где и когда опубликована	The author of the article, where and when the article was published	Автор статьи – это... Статья написана... (таким-то автором) Статья опубликована в... Она напечатана в...	The author of the article is... The article is written by... It is (was) published in... It is (was) printed in...
Главная мысль	The main idea of the article	Главная мысль статьи – это... Статья посвящена... Статья о... Статья рассматривает... Статья касается...	The main idea of the article is... The article is devoted to... The article is about... The article deals with... The article touches upon...
Содержание. Некоторые факты, имена, цифры	Contents. Names, figures	В статье говорится, что... Имеется ряд интересных деталей...	It is told that... There are some interesting details of...
Заключение автора статьи	The conclusion of the author	В заключение... Автор приходит к выводу, что...	In conclusion... The author comes to the conclusion that...
Мнение о статье	Your opinion of the article	Я нашел статью интересной (важной)	I found the article interesting (important)

2. Аннотирование текста

Аннотация (*abstract, summary*) представляет собой источник информации о тексте конкретной тематики, а также о целесообразности его изучения.

Аннотация в лаконичной форме отражает содержание и композицию работы, то есть называет темы и проблемы, которым посвящены отдельные главы, разделы источника, указывает, о чем говорится в его начале, в основной части и заключении.

Аннотацию характеризуют **следующие особенности**.

1. *Лаконичность*. Текст аннотации на английском языке должен быть представлен с помощью простых предложений и простых временных форм глагола в действительном и страдательном залогах. Не рекомендуется включение сложных синтаксических структур, а также модальных глаголов и их эквивалентов.

2. *Логичность, структурированность*. Текст аннотации должен делиться на две или три составные части.

3. *Соответствие форме аннотации*. Для текста аннотации характерно использование безличных конструкций и отдельных слов, которые служат введению и описанию первичного (базового) научного текста.

4. *Точность при переводе* заглавия, отдельных формулировок и определений первичного научного текста.

5. *Использование только общепринятых сокращений*.

6. *Единство системы терминов и обозначений*.

В зависимости от содержания и целевого назначения **аннотации делятся**:

- 1) на справочные;
- 2) описательные;
- 3) реферативные;
- 4) рекомендательные;
- 5) критические.

Справочная аннотация структурно делится на две части.

1. Вводная часть. Включает название научной работы на английском языке, перевод названия, выходные данные, количество страниц, таблиц, рисунков, библиографию.

2. Описательная часть. Представляет сведения о теме исследования, новизне и целевом назначении первичного текста.

Описательная аннотация структурно делится на три части.

1. Вводная часть (аналогична вводной части справочной аннотации).

2. Описательная часть. Включает перечень наиболее важных положений по содержанию работы.

3. Заключительная часть. Содержит один основной вывод, сделанный на основе выводов автора, или указание на один какой-то вопрос, которому в работе уделяется особое внимание.

Описательная аннотация называет главные моменты аннотируемого источника и представляет собой презентацию материала средствами назывных предложений. Содержание научного текста при этом не раскрывается.

Реферативная аннотация также предполагает три части.

1. Вводная часть. Содержит название области или раздела знания, к которому относится аннотируемый источник, обозначает проблему научного исследования.

2. Описательная часть. Представляет предельно сжатое и обобщенное содержание научного текста.

3. Заключительная часть. Предлагает общий вывод относительно эффективности результатов исследования или содержания текста, может также указывать сферу их применения и целевое назначение.

Реферативная аннотация представляет собой очень краткую передачу связного содержания текста оригинала, в котором присутствуют выводы по каждому из рассматриваемых вопросов или по всему материалу в целом.

Этапы составления аннотации аналогичны описанным выше этапам работы над рефератом.

В итоге в описательной и реферативной аннотациях должны быть отражены:

1) *предметная рубрика*. Включает область и раздел знаний, к которым относится аннотируемый источник. Например: *Jurisprudence, Criminal Law, Property Crimes*;

2) *тема*. Если заглавие не определяет основное содержание источника, референт самостоятельно формулирует тему. Например, заголовок статьи – “Sources of Law” («Источники права»), однако в самой публикации речь идет в большей степени о формах права, которыми регулируется современная правовая система США, – тема может быть сформулирована как “The United States Modern Law System: Statutes, Constitutions, Administrative Law, Case Law” («Современная правовая система Соединенных Штатов Америки: законодательные акты, конституции штатов, административное право, прецедентное право»);

3) *выходные данные* источника;

4) *сжатая характеристика материала*. Представляет собой последовательное перечисление всех исследуемых в аннотируемом источнике явлений, а также глав, разделов, параграфов, если таковые имеются. В реферативной аннотации также, как отмечено выше, излагается основной вывод автора первоисточника по всей теме и по основным вопросам.

3. Лексические, грамматические и стилистические особенности текстов аннотаций и рефератов на английском языке

Для того чтобы изложить текст на английском языке, нужно хорошо представлять себе лексико-синтаксическую структуру языка английского научного текста.

Структура и лексика научного текста при переводе сохраняются в основных чертах неизменными, независимо от его типа и размера, будь то аннотация (*abstract*), реферат (*summary, synopsis*), тезисы доклада (*abstracts of communication*), рецензия (*review, book-review*) или научная статья (*paper*). Они характерны для любой специальности из области естественно-научных знаний.

При написании аннотации или реферата **прежде всего формулируется тема работы**, то есть тот предмет, который изучается, описывается, обсуждается, исследуется и т. д.

Наиболее характерными для русского языка являются предложения со сказуемым в страдательном залоге настоящего и прошедшего времени, причем при этом используется обратный порядок слов, а для английского языка – предложения со сказуемым в страдательном залоге, но с прямым порядком слов (в таких предложениях подлежащее стоит перед сказуемым).

Например:

New methods of dactylography were studied. – Исследовались (исследованы, были исследованы) современные методы дактилоскопии.

Сообщая о теме или предмете исследования, следует пользоваться в первую очередь *формами настоящего времени Present Indefinite*, а в тех случаях, когда необходимо подчеркнуть законченный характер действия, – Present Perfect.

Форма прошедшего времени Past Indefinite используется при описании проделанной работы (эксперимента, исследования, вычисления), если работа послужила основой для каких-либо заключений.

Например:

The list of the least corrupted countries was made and the information was used at the conference. – Был составлен список наименее коррумпированных стран, и информация была использована на конференции.

Рассмотрим слова разных частей речи, часто используемые в аннотациях и рефератах.

Глаголы с общим значением исследования

Study – изучать, исследовать.

Употребляется наиболее широко.

Например: *A new problem is studied.* – Изучается новая проблема.

Investigate – изучать, исследовать + расследовать.

Подчеркивает тщательность и всесторонность исследования.

The cause of the explosion has been investigated. – Была исследована причина взрыва.

Examine – изучать, исследовать + рассматривать, внимательно осматривать, проверять.

All materials on the theme were examined. – Изучались все материалы по данной теме.

Over 100 eyewitnesses were examined. – Было освидетельствовано более 100 очевидцев.

Analyze – исследовать, изучать (включая момент анализа).

Several DNA examples were analyzed. – Исследовали несколько проб ДНК.

Consider – изучать, рассматривать (принимая во внимание разные параметры).

The cause and effect of misjudgement have been considered. – Были рассмотрены причина и следствие неправильного судебного решения.

Глаголы с общим значением описания

Describe – описывать, давать описание.

The case of congressional impeachment was described. – Было дано описание случая импичмента в конгрессе.

Discuss – обсуждать, описывать (иногда с элементами полемики), излагать.

Criminal and civil penalties are discussed. – Обсуждаются наказания за уголовные и гражданские правонарушения.

Outline – кратко описывать, описывать (в общих чертах), очерчивать.

The structure of the English court system is outlined. – Кратко описываются структура английской судебной системы.

Consider – рассматривать, обсуждать (принимая во внимание разные параметры).

Diverse forms of transnational crime are considered. – Рассматриваются разные формы транснациональной преступности.

Глаголы с общим значением получения

Obtain – получать.

Имеет наиболее широкое значение (способ получения безразличен).

Preliminary data have been obtained. – Получены предварительные данные.

Determine – определять, получать, находить (любым способом); определять путем вычисления (вычислять).

The amount of compensation has been determined by the court. – Размер компенсации был определен судом.

Find – находить, открывать, обнаруживать; считать, убеждаться, приходить к заключению.

Rare documents are found. – Обнаружены редкие документы.

Establish – устанавливать (точно), определять, показывать (убедительно).

A putative father's paternity was established by the genetic test results. – Предполагаемое отцовство было установлено в результате генетической экспертизы.

Глаголы и конструкции с общим значением сообщения о результатах работы, выводах

Show – показывать.

It was shown that an estimated 1,770 children were killed as a result of maltreatment in 2009. – Было показано, что в общей сложности 1 770 детей погибло в 2009 году в результате жестокого обращения.

Conclude – приходить к заключению, делать вывод.

It is concluded that the research provides a very good fit to the experimental data. – Делается вывод (приходят к заключению), что исследование вполне соответствует всем экспериментальным данным.

Make, draw, reach a conclusion, lead to a conclusion, come to a conclusion that... – делать заключение (вывод), что... приходить к заключению.

A general conclusion is made concerning (as to)... – Делается общий вывод относительно...

Make it possible to conclude that... – давать возможность заключить, что...

It may be noted that... – Можно отметить, что...

It may be stated that... – Можно утверждать, что...

Thus, therefore, consequently, as a result – таким образом, следовательно, в результате.

**Прилагательные, наречия и глагольные сочетания
для логического выделения**

Pay (give) attention to... – обращать внимание на...

Emphasize, give emphasis to, place emphasis on... – подчеркивать.

Particular, Special, Specific – особый.

Great – большой.

Primary – первостепенный.

Especially, particularly, specially, specifically – особенно (исключительно).

With particular emphasis on... (with special attention to) – причем особое внимание уделяется (обращается на... особо подчеркивается).

US courts were described with particular attention to the organization of the Federal Courts. – Рассматривалась система судопроизводства США, причем особое внимание было обращено на структуру федеральных судов.

В английском языке по сравнению с русским шире **круг существительных, выступающих в роли деятеля**. Это приводит к синтаксическим расхождениям: *русские обстоятельства в английском языке оказываются подлежащими*.

Например:

The paper describes (discusses) new technologies. – В этой статье описаны новые технологии.

4. Abstracts for Translating

Task. Translate the abstracts into Russian from the Cambridge Law Journal.

Ensuring Consumers “Get What They Want”: The Role of Trademark Law

Abstract. This Article considers how trademark law should interpret the commitment in legislative history to the 1946 (US) Lanham Act that one of the principal purposes of trademark law is “to protect the public so that it may be confident that, in purchasing a product bearing a particular trademark which it favorably knows, it will get the product which it asks for and which it wants to get”. It looks back to highlight the often underappreciated role of the consumer protection rationale in recent expansions in trademark protection, and then considers the different ways by which

that basic objective might now be pursued by trademark law. It concludes that, without disregarding the core consumer protection purpose of trademark law, we need to start viewing the question of ensuring consumers get what they want with both a broader view of consumer interests and more explicit attention to a wider array of values.

Keywords: consumers, trademark, confusion, unfair competition.

Espionage Law in the UK and Australia: Balancing Effectiveness and Appropriateness

Abstract. This article engages in a comparative analysis of espionage law in the UK and Australia to determine whether the laws in each country are effective and appropriate. It finds that, while the espionage laws in both countries are largely capable of effectively addressing modern espionage, this has come at the expense of appropriateness – specifically, aspects of the laws in both jurisdictions are complex, uncertain and overly broad, and defenses and other safeguards for legitimate conduct have limitations. The article argues that, while the effectiveness of espionage (and other national security) laws is an important consideration, this must be balanced with appropriateness to ensure that core rule of law values and legal principles are not undermined.

Keywords: spying, intelligence, cyber espionage, foreign interference, national security, comparative law, law reform, rule of law.

Regulating Use by Law Enforcement Authorities of Live Facial Recognition Technology in Public Spaces: An Incremental Approach

Abstract. Amid the growing calls for the complete prohibition of the use by law enforcement authorities of live facial recognition (LFR) technology in public spaces, this article advocates for an incremental approach to regulating the use of the technology. By analyzing legislative instruments, judicial decisions, deployment practices of UK law enforcement authorities, various procedural and policy documents, as well as available safeguards, the article suggests incremental adjustments to the existing legal framework instead of sweeping regulatory change. The proposed approach calls for adopting national legal rules governing watch lists and introducing spatial, temporal and contextual limitations on the deployment of technology based on the assessment of proportionality and necessity. To enhance the effectiveness of overt surveillance using LFR, the article recommends adopting a transparency procedure that promotes accountability without undermining the objectives of law enforcement. Alternatively, the overt use of the technology should be limited to deterring the commission of crimes and safeguarding public safety, where transparency does not undermine its effectiveness. Limiting the scope of overt use of LFR tech-

nology entails that law enforcement agencies primarily utilize covert surveillance, with prior judicial approval, except in urgent cases, as this would improve effective criminal investigation and public safety. The legal adjustments proposed in this article can be implemented through flexible secondary legislation or local policies, rather than rigid statutory rules.

Keywords: live facial recognition, artificial intelligence, law enforcement, sensitive processing, privacy, overt surveillance, covert surveillance.

Recycled Malice

Abstract. The criminal law doctrine of “transferred malice” has been much discussed. What has gone comparatively unnoticed is the phenomenon of “recycled malice”. For example, those who endorse transferred malice would hold that, if D tries to shoot V, and the shot misses and hits T, D’s intention to hit V is “transferred” to T, and a completed offence against T is constructed. But many legal systems that endorse transferred malice also allow D to be convicted of an attempted offence against V. In other words, D’s intention to hit V can apparently be used multiple times. Once this phenomenon is noticed, a question arises over its justification and limits. This article argues that no convincing justification for recycling mens rea exists.

Keywords: criminal law, mens rea, punishment.

Ownership Beneath: Transparency of Land Ownership in Times of Economic Crime

Abstract. This article considers ‘ownership beneath’ in light of the Economic Crime (Transparency and Enforcement) Act 2022, which has introduced a new Schedule 4A into the Land Registration Act 2002. The legislation, with notable exceptions, requires overseas entities to publicly reveal their beneficial owners, with criminal and land law consequences if transparency requirements are not met. The article explores how ownership beneath operates and can be made more transparent, noting the three different forms of beneficial ownership employed: as control, behind a trust and as a consequence. Emphasizing the distinctive nature of beneficial ownership of land, the analysis recommends amending ECTEA 2022 to focus on land ownership, not merely landowning overseas entities, facilitating greater transparency by expanding the definition of registrable beneficial owners, closing the loophole where information is not available and requiring public disclosure of most trust information.

Discrimination, Reproductive Rights and Anachronistic Abortion Law

Abstract. This article takes as its starting point the recent case of Crowter, which challenged the law permitting provision of abortion on the

grounds of fetal anomaly. It begins by briefly locating the case within a longer ‘biography’ of the Abortion Act 1967, casting important light on the issue raised within it. It then focuses in detail on the claims made in Crowter, exploring how important moral, social and political concerns with disability discrimination were refracted through an anti-abortion lens as they were translated into legal argument. As a result, the legal remedies sought were simultaneously disproportionate and insufficient to address the harms described. Whilst agreeing that the Abortion Act reflects anachronistic and discriminatory understandings of disability and is overdue reform, the article argues that a response that fully reflects modern ethical values will require more radical change than envisaged in Crowter, and that this must refuse an opposition between the rights of pregnant and disabled people.

How Reasons Make Law

Abstract. According to legal anti-positivism, legal duties are just a subset of our moral duties. Not every moral duty, though, is legal. So what else is needed? This article develops a theory of how moral duties come to be law, which I call the constitutive reasons account. Among our moral reasons are legal reasons—and those reasons make moral duties into legal duties. So the law consists of moral duties which have, as one of their underlying reasons, a legal reason. Such legal reasons arise from a relationship with the body for which it is the law of. The legal reasons in America, then, are the moral reasons flowing from a relationship with the United States. These reasons include consent, democracy, association and fair play. They are law’s constitutive reasons. By looking for them, we can better explain why some moral duties form part of the law, while others do not.

The Making of Corporate Legal Concession Theory

Abstract. Professor Watson’s *The Making of the Modern Company* traces the development of the modern corporate form back to the East India Company, disproving a common notion that company law originated solely with small, private companies. This review article argues three key implications of this excellent book. First, Watson focuses on the duality of the modern company – with state-provided and private features. This cuts through, and goes a long way to resolving, the ongoing historic debate as to the nature of the company. Second, the primary unit of study chosen – the modern company – reminds corporate lawyers of our role in studying this duality in a very crowded field. Third, despite eschewing ‘concession theories’ of company law (which hold that the company is merely a concession from the state), Watson demonstrates a role for the state in the modern company that is often overlooked.

EXTRA READING

Text “What Are Crime Signals?”

Crime signals are perceptible signs disclosing that someone has broken, or is about to break, the law. Like behavioral red flags, crime signals show that something bad is about to happen, or already has. Criminals seldom verbalize their evil intentions beforehand. To the victim, treachery is more likely to be revealed in body movements and demeanor than in vocal comments. In the criminal world, nonverbal signs, signals, and clues speak louder than words.

Murderers, sexual predators, terrorists, and thieves all emit telling cues before their misdeeds. A terrorist’s intent can show in his eyes. When U. S. Transportation Security Administration analyst Carl Maccario reviewed videotapes of the September 11, 2001, hijackers going through security at Dulles International Airport, he noticed that all three men withheld their gaze from the security guards: “They all looked away and had their heads down,” he said.

For police officers, gaze avoidance can be a divulging cue. When occupants of a vehicle avoid looking at the patrol car cruising beside them, they could have something to hide. As an officer explained, looking away makes them think, in their own minds, that they somehow “disappear”. For police on patrol, gaze aversion counts as one of the top five street signs of suspicion.

Avoiding eye contact with authorities is a normal human response. Called “cutoff” by anthropologist Adam Kendon, visual avoidance is rooted in primate biology. Subordinate gorillas, for instance, typically avert their eyes from a dominant silverback’s threatening stare. They look away to avoid contact.

Among human beings, gaze avoidance begins early in childhood. Facing away from a stranger’s eyes reduces a baby’s blood pressure and slows its heartbeat rate. Babies handle the stress of visual encounters with potentially threatening adults by turning their eyes downward or away to the side. Older children playfully cover their eyes with their hands to disappear from view, as if to say, “You can’t see me now!”

In effect, the drilled and disciplined September 11 terrorists behaved like children. All three on the video bent their heads down and looked away. Without practice or rehearsal beforehand, the trio simultaneously displayed the identical crime signal. Had security guards recognized cutoff as a cue, as the TSA’s Maccario did months after the hijacking; they might have stopped the men to ask probing questions. September 11, 2001, might have remained just an ordinary day.

(From “Crime Signals” by David Givens, Ph. D., St. Martin’s Press, New York, 2008)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text “Deadly Umbrella Attack”

During the Cold War years, many dissidents from the Soviet Eastern European satellites found an apparently safe refuge in London. Some lived a quite life in the West, but there were others who took a much more active role against their former masters. One of these was Georgi Markov, a Bulgarian who worked for the BBC World Service, broadcasting to his former homeland.

On the afternoon of Thursday September 7, 1978, Markov was waiting at a bus stop on Waterloo Bridge on the first stage of the routine journey back to his flat. He felt a sudden stabbing pain in his right leg, and turned round to see that he had jabbed by the end of a furred umbrella carried by a passer-by. The man mumbled an apology, and rushed on to wave down a taxi.

When Markov reached his flat, he took a closer look at the site of the pain and found a small red puncture mark in the skin of his leg. Thinking it would soon disappear, he went to bed unconcerned by the mark. But by the following day, he was violently sick and his temperature had risen sharply. He was taken to hospital, where his now inflamed wound was X-rayed, and he was kept under observation.

The X-ray plates showed no signs of anything to account for his illness, but his condition rapidly deteriorated. His pulse was racing as his blood pressure plummeted. His temperature fell, but his white blood-cell count rose far above normal levels, and the doctors concluded he might be suffering from blood poisoning. He was given antibiotics, but before they could have any effect, he suffered severe convulsions. He sank into delirium and within three days he was dead.

Markov's body was given a detailed post-mortem examination, which revealed a tiny spherical pellet, only a millimeter or so across, buried beneath the skin. It had two very small holes drilled in it, but no sign remained of what it might have contained. The pellet was then sent to Metropolitan Police forensic laboratory where it was analyzed and found to consist of an extremely tough alloy of platinum and iridium which would not show up under X-rays. It was probable that the holes in the pel-

let had held a very small amount of poison, but no trace remained. On the other hand, to produce such a violent and lethal reaction suggested this must have been something like a nerve agent, and that the pellet itself had been fired into the victim's leg by a gas gun hidden within the furred umbrella.

(From "The Little Book of Forensics" by David Owen, HarperCollins Publishers, New York, 2007)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. The main idea of the text is...
3. The article considers...
4. I can make a conclusion that...

Text "Fallen Tycoon"

The flamboyant Robert Maxwell had come to dominate the British and US media industries, having built up huge and lucrative holdings in newspapers and publishing. Born Jan Ludvik Hoch in Czechoslovakia in 1923, his shadowy past ensured he was followed by every kind of rumor, from a heroic wartime career to involvement in the murky world of espionage through links with Israeli intelligence service Mossad, and he had made a host of enemies during the course of his life. He had served in the British Army and later become a Labor MP for six years, though his publishing empire appeared to stand on ever shakier foundations.

In November 1991, he was cruising south-west of Spain aboard his huge motor-yacht the Lady Ghislaine. He was last seen on deck before retiring at the end of the evening of the 5th. The next morning, the crew of the vessel could find no sign of him, and a widespread search was begun. His body was finally found 12 hours later, floating in the sea off the Canary Islands, and immediately the speculation began: had he fallen, or was he pushed?

Maxwell had vanished overboard while the vessel was in Spanish Territorial waters, so the investigation fell to the Spanish authorities. The distinction should have been relatively simple: if he had been assassinated, it seemed highly likely he would have been dead on entering the water. If he had fallen into the sea, he would have been alive on hitting the water, and there should have been clear evidence of drowning. In fact, the distinction was blurred entirely in accord with Maxwell's often mysterious life and history.

There is a simple test: when a person drowns, microscopic organisms called diatoms, which exist in both salt and fresh water, are absorbed into

the body tissues along with the water. When tissue samples are dissolved in acid, the skeletons of diatoms can clearly be seen under a microscope.

Maxwell's blood and body tissues showed the presence of diatoms, and this at least was evidence he had been alive when he hit the water, and had drowned soon afterward. Moreover, the post-mortem showed no other signs of injuries to suggest he had been attacked and pushed over the rail while still alive. However, his lungs were not full of seawater, as they normally would be in a drowning victim. Instead, the investigators concluded he had been a victim of a condition called "dry drowning" – a spasm of the larynx caused by the shock of hitting the water, bringing about a huge increase in blood pressure and causing the heart to stop.

(From "The Little Book of Forensics" by David Owen, HarperCollins Publishers, New York, 2007)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text "The Hitler Diaries"

For years after the end of World War II, historians speculated about the lack of any form of personal diary kept by Adolph Hitler, which could throw new light on the events of the war and the rise of the Nazis. The likely explanation was that any such diaries had been destroyed as the Third Reich tottered to defeat in 1945. However, in February 1981, Gerd Heide-
mann, a journalist of the West German current affairs magazine *Stern*, was shown a pile of 27 bound volumes of handwritten text produced by a document collector who had lived in Communist East Germany. These, he claimed, were the missing diaries, written in Hitler's own hand, hidden since the plane flying them out of Berlin had crashed in the east of the country. He was now offering them, along with an unsuspected third volume of Hitler's book *Mein Kampf*, to the publishers of the magazine, Gruner and Jahr, for the equivalent of \$2 million.

The publishers put up the money and took delivery of the documents, which were then tested for authenticity. To their relief, when the handwriting was compared with a sample of Hitler's, the text was confirmed by three independent experts as definitely having been penned in the Fuehrer's own hand. Rights to publish the diaries in other countries were sold to

overseas newspapers and a lucrative bandwagon began to roll. When the Sunday Times group bought the English language rights, the prominent historian Hugh Trevor-Roper, author of *The Last Days of Hitler*, was asked to vet the diaries from a historical point of view. At first, he too was convinced they were genuine, but he later became suspicious and in April 1983, he tried unsuccessfully to delay publication.

By then the German police had taken their own look at the diaries and had already decided they were forgeries. Instead of checking handwriting, they carried out a close forensic analysis of the materials used in the diaries – the ink, the paper, and the official seal attached to documents. They found that when seen under ultraviolet light, the paper showed a whitening agent which had not been used before 1954. The threads attaching the seal to the documents contained polyester and viscose, which had not been available during the war, and none of the four types of ink used in the documents had existed during the war years. Most decisively, the evaporation of chloride from the ink as it dried showed that the diaries had been written at most a year prior to the tests.

(From “The Little Book of Forensics” by David Owen, HarperCollins Publishers, New York, 2007)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text “Employment”

The employment relationship between employer and employee is a contract relationship. That is, if Mary offers you a job with her company and you accept that offer, then you have entered into a contract. All of these elements of a contract have been satisfied – there has been an offer made and acceptance of the offer by you, with the consideration being the wages that you will be paid in return for your services. Sometimes people enter into written contracts of employment. If there is a written contract of employment, it should be reviewed and analyzed the same as any other contract. If there is a breach of that contract by either party then there may be a resulting claim or lawsuit made for that breach of contract.

More often than not, contracts of employment are purely oral. An advertisement for the position may contain some of the terms of the

contract for employment (and be written evidence of what the terms of the contract are) but the other terms of the contract, especially everything said in an interview, may be oral. That oral contract of employment is every bit as valid as a written contract of employment.

One caveat or restriction on that would be any limitation that may be imposed by the statute of frauds that may exist in that state where the employment is based. The statute of frauds is statutory law that can vary from state to state that may require that certain types of contracts be in writing to be enforceable. Contracts that cannot be performed within one year are frequently governed by the statute of frauds. If you are offered employment for five years, and that offer and your acceptance were purely oral, that contract may not be enforceable for that five year period because obviously a five-year employment contract cannot be performed in one year. It would therefore not be enforceable for its full term in light of the statute of frauds.

Even though a contract of employment may be in writing, there may be other evidence as to what the terms of that contract of employment are aside from any advertisements for employment and any oral agreements that may have been entered into. If the employer has an employee manual, the manual may set forth basic terms of employment that could be evidence of what the actual contract terms are. Likewise, such evidence could exist in any subsequent written statements relating to the employment status made by the employer or statements in writing agreed to by both the employer and the employee. An employer is required to provide a safe work environment. If an employer fails to do that, the employer may be liable for any injuries that result. Typically, those injuries would be covered by worker's compensation insurance.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers different types of...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text "Errors in Procedure"

O.J. Simpson was famous as both a football star and a film actor. In 1985, he married a glamorous second wife, Nicole Brown-Simpson and the couple had two children. But cracks in the relationship began to appear, and eventually his violent behavior led to a divorce in 1992. Then, on the

misty Sunday evening of June 12, 1994, neighbors living close to Nicole's home at 875 South Bundy Drive in the Los Angeles suburb of Brentwood, were disturbed by the agitated barking of her dog. When they tried to calm it down they saw its paws were soaked in blood. Approaching the house they could clearly see a body lying inside the gate, and immediately called police to the scene.

The body was that of Nicole, and close by was the body of her friend Ronald Goldman. Both had bled to death after horrific throat wounds. Police tried to contact Simpson, who lived five minutes' drive away, but he had left earlier that evening on a trip to Chicago. On his return he was at first questioned informally by the police, but as more and more evidence started to point to him as the killer, police issued an arrest warrant on June 17. Simpson and his lawyer failed to report as ordered, but Simpson was spotted driving his Ford Bronco, accompanied by close friend Al Cowling, who warned police that their suspect was suicidal. A bizarre chase ensued, shown on TV, with police pursuing the runaway vehicle at 40 mph (65 kph), followed by helicopters, until the fugitive finally drove back to his home and submitted to arrest.

On the face of it, the evidence against Simpson was damning. Numerous people had heard him threaten his ex-wife, and he had broken into her previous home and attacked her. DNA profiling of the blood at the crime scene showed the presence of a third person's blood, later matched to that of Simpson. There were also bloodstained footprints from a size 12 Bruno Magli shoe, a design known to have been worn by him. At his initial interview, police noticed that his left hand was cut – a bloody left-hand glove was found beside the bodies, the right-hand glove was outside Simpson's home. Finally drops of the victims' blood were found in Simpson's Ford Bronco, and at his home.

It was difficult to find a more watertight mass of evidence, yet in the end Simpson was acquitted. His energetic 11-lawyer defense team attacked every conclusion of the forensic team, and insisted the actions of the investigators were governed by racism and personal malice. For example, Simpson said he had never owned a pair of Bruno Magli shoes, even though press photographs clearly showed him wearing them, and when he was asked to try on the gloves in court, his lawyer insisted he try them on over a pair of latex gloves, so unsurprisingly they were too small. The trial lasted for nine months, but in the end the jury was divided along racial lines and the crime remains unsolved, a powerful example to underline that even first-class forensic evidence can be rendered useless by small errors in procedures and collecting samples.

Significantly, the victims' families later brought a civil prosecution against Simpson, in which he was found guilty and ordered to pay punitive damages.

(From "The Little Book of Forensics" by David Owen, HarperCollins Publishers, New York, 2007)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to the description of...
3. The author focuses attention on...
4. He identifies...
5. To make a conclusion I can say...

**Text “Federal Courts: The US Supreme Court
and the US Courts of Appeals”**

The federal court system is somewhat more integrated than the state courts because the federal courts do not necessarily recognize state boundaries in terms of their authority. The federal courts consist of the Supreme Court, circuit, and district courts.

The U. S. Supreme Court is the most important federal court. It sits in Washington, D. C., and is composed of nine judges or justices, who are nominated by the president and then approved by the Senate. The sitting justices are all attorneys, and in fact, most of them are former judges from lower courts who have been elevated to the U. S. Supreme Court. However, there is no requirement that a U. S. Supreme Court justice be an attorney.

The United States Supreme Court is a court of discretionary appeal. That means it exercises its discretion in deciding which cases it will hear. As a court of appeal, it does not actually try cases, but rather, it simply reviews legal briefs as submitted by attorneys or litigants. It hears oral arguments that are limited to an hour or two and thereafter renders a written decision. The U. S. Supreme Court does not actually hear from witnesses, hear evidence, or resolve factual disputes as might be done by a jury. Rather, it simply reviews the record presented from the trial that occurred in the lower court, and then determines whether or not there was a procedural, evidentiary, or constitutional error committed at the trial court level.

In order to have a case presented to the U. S. Supreme Court, the party who is requesting the hearing must first file a petition. If the petition is denied, the case will not be heard by the U. S. Supreme Court. If the petition is granted, the nine justices will hear the appeal and render a decision. Thousands of cases are appealed to the U. S. Supreme Court every year, but only a very small percentage of them are actually heard.

The federal court system is essentially shaped like a pyramid. At the top of the pyramid is the U. S. Supreme Court. The U. S. Supreme Court is, as its name suggests, supreme and is final in the sense that it is the court of last resort. There is no higher court. Below the U. S. Supreme Court are eleven U. S. Circuit Courts of Appeals. The United States is divided into

eleven numbered federal circuits, plus two additional circuits designated the D. C. Circuit and the Federal Circuit. Within each of those circuits is a U. S. Circuit Court of Appeals. These courts hear appeals from either the trial court below or from certain federal agencies that have a right of direct appeal to the U. S. Circuit Courts.

These U. S. Circuit Courts are somewhat similar to the U. S. Supreme Court in that they are simply courts of appeal. The U. S. Circuit Courts do not actually try cases – they do not hear evidence, the litigants do not testify in front of them, and they do not typically resolve factual questions as would be done by a jury. The U. S. Courts of Appeals simply review briefs submitted to them by attorneys, then hear oral arguments from the attorneys, and thereafter render a written decision or issue an order either affirming, modifying, or overruling the decision from the trial court.

(From “Law 101” by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to the description of...
3. The article also considers...
4. To make a conclusion I can say...

Text “Federal Courts: The US District Courts”

The U. S. District Courts are the trial courts within the federal system. The United States is divided into ninety-four federal districts. For instance, in the state of Virginia there are two federal districts: the Eastern District of Virginia and the Western District of Virginia. In the United States District Court for the Eastern District of Virginia, there are several different divisions that are part of that federal district. A division simply means that there is a courthouse located in that locality to serve the counties or cities within proximity of that courthouse.

The United States District Courts are presided over by United States District judges, who are nominated by the President to their position and then approved by the Senate. There may also be *magistrates* within the United States District Court, who are judicial officers with the authority to hear certain types of cases assigned to them by the United States District judge.

The United States District Court as a trial court is a court of limited jurisdiction, meaning that it has only limited authority to hear certain types of cases. In the criminal area, the United States District Courts can

only hear cases that involve any federal crime (i. e., a violation of federal law).

United States District Courts, as courts of limited jurisdiction, can only hear cases that involve either a question of federal law (federal question) or that involve disputes between citizens of different states. This latter requirement, dealing with citizens of different states, is known as diversity jurisdiction in the federal courts. For example, a citizen of the state of Connecticut may sue a citizen of the state of Mississippi in the United States District Court of Mississippi relating to an automobile accident that occurred in Ohio.

Federal law not only requires that there be diversity of citizenship, but also that the amount sued for (the amount in controversy) be at least \$75,000. As such, if you were involved in an automobile accident in the state of Texas while you were a citizen of Texas and the other party likewise was a citizen of Texas, you could not bring that suit in federal court because there is no diversity of citizenship. If, on the other hand, the other party to the automobile accident was driving a United States postal truck, the case would be brought in the United States District court, since it is a claim against the U. S. Government based on a federal statute.

In the federal system, a decision rendered by a United States District Court judge is typically only binding upon the litigants in that case. However, if that case is appealed from the United States District Court to the United States Court of Appeals for that circuit, then the decision rendered by that United States Court of Appeals becomes binding upon all of the persons within that federal circuit.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The author focuses attention on...
4. He identifies...
5. To make a conclusion I can say...

Text "Digital Data"

Information has become a digital asset, translated into machines and networks and guarded by software systems, passwords, and database access. The cyber world connects to the real world via a vast and complicated network of simulations. Thanks to the relentless development of computer technology, forensic science and investigation have become more sophisti-

cated. Crime scene processing is now information-heavy, and that has amplified the demand for high-speed organization.

Forensic computer specialists know how to access a computer to track whatever a user has done on it. They can recover deleted data, decode encrypted files, and restore corrupted files, as well as determine which Websites a person has visited to acquire information or make contacts.

To become a forensic computer investigator, someone must know both computer operating systems and the law. In terms of evidence gathering, the role of the computer as a repository and organizer of information is both valuable and tricky. The major dangers include loss of information during an investigation and its potential alteration. Computer data must be well-handled to be admissible in court, with the gathering method invulnerable to challenge.

Courts have set forth a clear protocol: The tools used cannot affect the data during collection, they must be able to collect everything necessary, they must be accepted by the forensic informatics community, and they must be capable of producing replicable results. With chain of custody issues, the investigator will have to prove that the evidence is an accurate representation of what was on the computer – which is not necessarily easy to do, as we see shortly.

Criminals were quick to figure out ways to use computer technology to commit their crimes. During the early 1970s, people gained unauthorized access to computers. At first, they mostly stole online time that others had paid for, which alerted lawmakers to the need for laws to cover a whole new arena. Intrusions and frauds were the most common type of crime in those early days, and in 1978, Florida enacted the Florida Computer Crimes Act to deal with unauthorized access. Other states followed, as did other countries.

But criminals didn't stop there, and their diverse activities have challenged law enforcement to follow them into the digital maze, not only to track them but also to anticipate what they will do next. That means police officers must have at least some basic technical knowledge about computers and the World Wide Web. Courses are offered for law enforcement training, teaching officers how criminals keep and erase records, communicate with their networks or cells, and engage in illicit acts such as child pornography. The Internet has become an accessible arena to traffic in illegal items, and to hack into the records of corporations and governments, sometimes to screw up their files and sometimes to change or steal important records.

By the 1990s, when millions of people around the world had access to the Internet, computer crimes extended to infringement of copyrights, the proliferation of illegal child pornography, identity theft, and violations of privacy. Law enforcement had to scramble to learn how to detect these crimes and punish offenders, and for a while, the criminals were way ahead. There are now regional centers for digital evidence processing,

as well as local ones for those areas with greater demand, such as large cities. Investigators are more adept, with some acquiring expertise in collecting digital evidence, some processing it, and some analyzing it for its relevance to a case. The handling of digital data requires specific protocols that are often not in place because people don't understand their importance.

(From "The C.S.I. Effect" by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The author focuses attention on ...
4. The article also considers...
5. To make a conclusion I can say...

Text "Juvenile Court"

Lawyers and law enforcement officers sometimes refer to Juvenile Court as *Kiddie Court*. The Juvenile Court in some jurisdictions, however, can be more than simply what the name may imply. In some jurisdictions, it may actually be a type of Family Court wherein all different types of family disputes may be resolved.

The logic behind the juvenile court system in the United States is that because juveniles are underage, they should be dealt with a different fashion than adults. In many jurisdictions, juvenile offences are not even referred to as criminal offences. Juvenile records in most jurisdictions are strictly confidential and are not subject to public access either by means of subpoena or other inquiry. As such, a juvenile arrested and processed through the Juvenile Court does not have to report that offense on a job application or other type of inquiry unless directly asked about it since the inquiry itself is not going to be subject to any public confirmation.

Proceedings in Juvenile Court are all conducted by a judge with no jury present. For certain types of offenses, however, a juvenile may be transferred to the adult system and may be tried as an adult with all the consequences that might apply to an adult. (That type of treatment is generally reserved for more serious offenses.)

An offense in Juvenile Court is generally handled in a somewhat informal fashion. There may be a prosecutor present in Juvenile Court. That prosecutor represents the interest of the government or the victim. The prosecutor may present evidence in front of the judge who then hears from the defense and renders a decision. That decision normally consists of a finding of whether the juvenile is involved and if so there may be some

punishment imposed. That punishment may consist simply of a monetary fine, performing some community service, or for more extreme circumstances, confinement to a juvenile home for a period of time.

The thrust of the juvenile court system is to be instructive and rehabilitative – to instruct the juvenile as to the error of his or her ways and to assist him or her with rehabilitation. That is dramatically different from the thrust of the adult court system, which may have an element of rehabilitation about it, but is more oriented toward a finding of guilt or innocence and then punishing the guilty.

(From “Law 101” by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers ...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text “Landlord/Tenant Rights”

The relationship between a landlord and a tenant is governed by a contract. That contract is referred to as the lease. A lease is an agreement between the landlord and the tenant in which the landlord agrees to allow the tenant to occupy a building or a piece of property owned by the landlord generally in return for the payment of periodic rent. Any issues relating to landlord/tenant law must initially be looked at in terms of what the lease calls for as to the respective rights and obligations of the two parties.

The specific terms of the lease may be superseded by local, state, or federal law. Federal law only comes into play regarding discrimination. The federal housing laws are designed to provide housing to all people without regard to classification. Many local and state governments have enacted landlord/tenant legislation. (Landlord/tenant laws normally only apply to residential leases.)

A residential lease is a lease between a landlord and an individual who intends to occupy that space as his or her residence. A commercial lease, on the other hand, is a lease between a landlord and a tenant who occupies the space for business or commercial reasons.

Landlord/tenant laws may come in a variety of different forms involving things such as rent control, the obligation of the landlord in dealing with security deposits, the obligations of the landlord to maintain the prem-

ises in a habitable condition, and a multitude of other such issues. A frequent source of controversy between landlord and tenant is the return of the security deposit at the end of the lease. Either state or local law or the lease itself governs how the security deposit is handled.

In order to fully ascertain the respective rights and obligations of the parties at lease, you must first look at the lease itself and then determine whether there are any local or state statutory provisions within the lease. For instance, if a landlord, in renewing a residential lease, chooses to increase in rent, but the pertinent rent control law precludes such an increase in rent, that law will supersede the terms of the lease. The landlord can obtain no more than what the law allows as far as rent, even if agreed to by the tenant.

Likewise, if the lease provides that the landlord is not responsible for maintenance of the premises, that too may be superseded by the landlord/tenant law that applies in that jurisdiction. It may expressly impose the obligation upon the landlord to maintain the entire premises in a reasonably habitable condition. Indeed many such landlord/tenant laws not only impose that obligation on the landlord, but also give the tenant the right to abate or reduce the rent if the tenant has to incur expenses in order to make the premises reasonably habitable.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The article goes on to say that...
4. The author focuses attention on...
5. To make a conclusion I can say...

Text "Poisoned Painkillers"

On the morning of June 11, 1986 Seattle bank employee Susan Snow had a persistent headache. Before leaving for work, she took two Excedrin extra-strength painkiller tablets. Soon afterwards, she collapsed and paramedics took her to hospital, where she died later that morning. At her post-mortem, an assistant noticed a smell of bitter almonds, which raised suspicions of cyanide poisoning, and tests confirmed this. The logical explanation was that the painkillers had been contaminated with this deadliest of poisons, and when checked, cyanide traces were found in the remaining tablets.

This seemed like a case of product tampering. The US Food and Drug Administration (FDA) and manufacturers Bristol-Myers issued recall notices

for that batch of tablets. In the meantime, Seattle police checked local stores in the immediate area, and two more contaminated packs were found – one in the suburb where Susan Snow had lived, and the other a few miles away. The very next day, they were contacted by Stella Nickell, a recently widowed 42-year-old, whose husband Bruce had taken the same tablets 12 days earlier, and collapsed and died soon afterwards. Could there be any connection?

Checks showed two packs of Excedrin Painkillers in Stella Nickell's home both contained cyanide traces. By then, searches over the north-western USA had turned up only five contaminated packages, yet she insisted the two packets had been bought on different days from different stores. The odds against this defied any rational explanation, and Stella Nickell moved from victim to a potential suspect. Could she have contaminated the bottles to kill her husband? And were the pills that killed Susan Snow part of a plot to suggest a case of tampering, so she could sue the manufacturers in her role as a victim? She and her husband had been considered a close and devoted couple and she had seemed grief-stricken by his death, but closer checks revealed worrying flaws.

The FBI forensic laboratory checked the contaminated capsules more closely. Every one contained microscopic traces of a specialized chemical used to kill algae in tropical fish tanks. They finally identified a particular product called Algae Destroyer, and concluded the only reason for its presence was cross contamination, caused by the perpetrator of the crime preparing the cyanide in a container previously used to crush Algae Destroyer capsules.

There was still no positive link with Stella Nickell, but on August 25, detectives checking local pet supply stores found an assistant who identified Stella Nickell as a customer who had bought Algae Destroyer some weeks earlier. Police already knew the Nickells kept tropical fish, but at this stage the evidence was not conclusive enough to bring a case. Even when they discovered that the couple had been deeply in debt, and that Bruce had been heavily insured (though most of the benefit would only have been paid if he had died as the result of an accident, or a deliberate crime, like the contamination of medicines), Stella maintained her angry denials of any responsibility for his death.

Finally, one of the couple's daughters revealed she had heard her mother talk of killing her husband, and saying that cyanide might do the job very well, even researching the poison in books from local libraries. Agents found she had failed to return a book on poisons from the Auburn library and had been sent an overdue notice for another book on poisonous plants. The book was traced and found to have been issued to her twice, shortly before her husband's death. Fingerprint checks revealed 84 of her prints, most on the pages dealing with cyanide. Stella Nickell was charged with murder and product tampering, and on May 9, 1988 was sentenced to a total of 90 years in prison.

(From "The Little Book of Forensics" by David Owen, HarperCollins Publishers, New York, 2007)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The main idea of the article is...
2. It is devoted to...
3. The author tells us about...
4. The article also considers...
5. To make a conclusion I can say...

Text “The Bill of Rights” (I)

The first ten amendments to the U. S. Constitution are referred as the *Bill of Rights*. They contain many of the most fundamental rights enjoyed by the American people.

The First Amendment states that Congress has no authority to make any law “respecting an establishment of religion or prohibiting the free exercise of religion.” It further states that Congress can do nothing to restrict freedom of speech or freedom of press, or the right of people to peaceably assemble and to petition the government.

The Second Amendment deals with the right to bear arms, but is written in the context of bearing arms as part of a regulated militia.

The Third Amendment states that the government cannot, in time of peace, quarter soldiers in a private home without the consent of the owner. In time of war, the government may only do so in a manner prescribed by law.

The Fourth Amendment deals with unreasonable searches. It expressly states that people shall be secure in their persons, houses, and papers from unreasonable searches and seizures by government authorities. It further states that search warrants may be issued only upon a finding of probable cause. That means there must be a determination made, based upon substantial, believable evidence, that the person to be searched has committed a crime or the place to be searched contains evidence of a crime.

The Fifth Amendment defines the concept known as double jeopardy, which means that a person cannot be tried twice for the same crime. That same Amendment further sets forth the right against self-incrimination – that a person cannot be made to testify against him – or herself. This Amendment also contains the foundation of the *Due Process Clause*, which states that a person cannot be deprived of life, liberty, or property without due process of law.

Due process is a critical concept to our entire legal system. It requires two things:

- 1) a person must be given notice of the charge of claims made against him or her; and;
- 2) a person must be given an opportunity to answer those charges or claims before he or she can be deprived of life, liberty, or property.

The Sixth Amendment provides for the right to a speedy trial and the right to a jury trial in a criminal proceeding. This Amendment sets forth the right to confrontation in a criminal case, meaning that a person accused of a crime has the right:

- to confront the witness who is making the claim against him or her;
- to compel witnesses in his or her favor to appear in court and give testimony; and;
- to be represented by a competent lawyer in the defense of that criminal charge.

(From “Law 101” by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. It is interesting to note, that...
5. To make a conclusion I can say...

Text “The Bill of Rights” (II)

The seventh Amendment preserves the right to have a jury trial in certain civil cases.

The Eighth Amendment prohibits excessive bail and further disallows punishment that is deemed to be cruel and unusual. This Amendment has been used to argue against capital punishment and other forms of punishment over the years.

The Ninth Amendment states that just because certain rights are set forth in the Constitution it does not mean they are the only rights people have. That is to say, whatever other rights the people have, they still retain.

The Tenth Amendment limits the power of the federal government by stating that powers not delegated to United States Government by the Constitution and not prohibited by the Constitution to the states are expressly reserved to the states or to the people. The initial framers of the Constitution viewed the U. S. Government as a government of limited authority. Whatever authority was not placed in the United States Government rested with the states.

There are numerous other amendments passed over the years that are significant. Perhaps the most important of those is the Fourteenth Amendment – one of the post-Civil War amendments ratified in 1868. This Amendment contains several clauses, the most important of which is the so-called *Due Process Clause*, which expressly indicates that no state

shall deprive any person of life, liberty, or property without due process of law.

You may recall that within the Fifth Amendment there is a due process clause. That due process clause, as is true of the first ten amendments, was deemed to be a restriction of federal power and not state power. This meant that the federal government could not deprive any person of life, liberty, or property without due process of law. That restriction, however, did not apply to the states until the enactment of the Fourteenth Amendment. Through the eventual interpretation of the *Due Process Clause* contained within the Fourteenth Amendment, most of the rights contained within the Bill of Rights were deemed to be no longer simply a restriction on federal power but also on state power. This means that those rights contained within the Bill of Rights apply to citizens not only when dealing with the federal government, but now also when dealing with state and local governments.

The Fourteenth Amendment also contains what is known as the *Equal Protection Clause*. It states that governmental authority may not be used to deny any person equal protection of the laws. Over time, that equal protection clause was interpreted to preclude governmental authority from denying black citizens the same protection of the laws as were accorded to white people.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

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5. To make a conclusion I can say...

Text "The Computer and the Sculptor"

There is no doubt that identification of an unknown victim is paramount to solving a crime that involved that person. Even without a crime, a person's identity is important for bringing closure to an ambiguous case. Forensically, to know about them is potentially to discover how they crossed paths with whoever may have been involved in their deaths. Often there's no means of identification on a discovered body, and it might be decomposed to the point where identification procedures must involve sophisticated artwork. This is usually done after all other methods of identification have been exhausted fingerprint, DNA, odontology, and even radi-

ology. If no other approach produces results, forensic art may come into play.

The various types of forensic art include composite images; drawn or computer-generated portraits; image modification, such as age progression; and postmortem reconstruction from remains, often just a skull. This latter may involve clay sculpture, 3-D computer imaging, or some other type of artwork that uses the skull as a basis for facial replication.

To reproduce the replication, artists study various parts of the skull, such as the teeth or cheek structure, to determine how a person looked before death. The point is to get an accurate rendering of the arrangement of the features and their relationship to one another. Some parts of a face are more difficult to guess about than others. Thus, measurements of the skull and its various angles are an important first step. Repairs may also have to be made if the skull has damage or significant deterioration. That is where a computer can be quite helpful.

The critical task, say many artists, is to maintain the “look” of the person, particularly in the area of the eyes. In addition, most people tend to maintain a certain recognizable manner of expression throughout their lives. The squint of former President John F. Kennedy is a good example. One advantage of using computer-generated alterations from photographs is that the baseline expression remains the same throughout the alteration process.

Before computers, the facial reconstruction process was originally done in painstaking manner. Eventually computerized imaging systems were introduced, which involved image processing and image editing units to compose facial components. In other words, once the approximation is done in one medium, it can be projected onto a computer via scanning or photography and refined.

(From “The C.S.I. Effect” by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

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Text “Product Liability”

A product liability claim is one in which a person contends that a particular product is defective in some way and that defect has caused injury. You may recall a famous product liability claim that was brought against Ford Motor Company many years ago relating to its Pinto automo-

biles. Ford made an engineering decision to place the gas tank on the Pinto in the rear of the vehicle, even though it knew that placing the gas tank in this location could result in serious injury to the occupants if the vehicle was involved in a rear end collision.

Documentation was produced during litigation that Ford knew or should have known of that risk, yet made a conscious decision to continue to keep those vehicles on the road because it felt overall financial benefit would weigh in its favor, even if it had to pay several million dollars in claims as a result of injuries.

The jury in one of those cases returned a very substantial award against Ford Motor Company for compensatory damages for the injuries suffered by the plaintiff. The jury also awarded substantial punitive damages to punish Ford for its wrongful conduct in not taking the vehicle off the road or warning the public of the dangers associated with that vehicle.

Another fairly well known product liability case involved a *McDonald's* restaurant. In that case, an elderly woman purchased a cup of coffee from a drive-in window at McDonald's. She apparently placed that cup of coffee between her legs and subsequently spilled the coffee. The case received a good deal of attention because it was touted by the insurance industry as an example of a runaway jury verdict. In fact, the insurance industry failed to disclose to the public that in that particular case the plaintiff had made an attempt to settle the case simply for her medical bills, which were substantial because she was hospitalized for over a week. McDonald's, however, refused to entertain any reasonable settlement offers.

The evidence that was presented at trial was that McDonald's had been warned on many occasions that their coffee was approximately twenty degrees hotter than what was recommended by the local health department and was so hot that it could cause third degree burns. McDonald's admitted that its coffee was hotter than is fit for human consumption and knew that more than seven hundred people, including babies, had been burned by its coffee. McDonald's, however, refused to reduce the temperature of its coffee because it felt it sold more coffee at that level than it would at a lesser temperature.

The plaintiff in this case was an elderly woman who suffered third degree burns over six percent of her body. The jury, having found the plaintiff partially negligent because of how she carried the coffee, reduced her verdict by a proportion that was due to her own negligence.

In addition to awarding a compensatory damage amount, the jury also awarded punitive damages against *McDonald's* equal to its gross receipts of two days of coffee sales in order to teach it a lesson. The actual verdict in that case was \$200,000 for compensatory damages and \$2.7 million dollars in punitive damages. The punitive damage award was reduced by the court on a post-trial motion to \$480,000. Because of that verdict, McDonald's reduced the temperature of its coffee.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

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3. The article considers...
4. I can make a conclusion that...

Text “Property Crimes”

There are also several crimes that are classified as crimes against property. Larceny is a property crime that involves the taking and carrying away of the valuable personal property of another with the intent to permanently deprive the person of that property. Larceny differs from robbery in that the property is not under the immediate control of the victim.

Example:

If Barbara walks into a department store, picks up a coat off the rack, and walks out the door with the intent of not paying for the coat, then she has committed larceny. If, on the other hand, she snatches the coat out of Sally's hands on the street and runs off with it, she has committed a robbery.

Embezzlement is a property crime that is defined as the fraudulent conversion of the property of another by a person who has lawful possession of the property. If an employee removes money from the cash drawer and converts that money to his or her own personal use, then that person has committed embezzlement. Embezzlement normally involves someone who is in a position of trust and has access to the money or property of another.

False pretenses is also a property crime. False pretenses is defined as obtaining title to property by knowingly or recklessly making a false representation of a presently existing fact of monetary significance that is intended to and does defraud the victim. False pretenses is very much like the civil claim of fraud.

Forgery is another property crime. The most common instruments involved in forgery are checks. If you have insufficient funds in your banking account and write a check on that bank account, it is not forgery. The check is genuine. Forgery is the false making or altering of a legally significant instrument (for instance, a check) with the intent to defraud.

Uttering is related to forgery. Uttering consists of negotiating or attempting to negotiate an instrument that is known to be false. This is very similar to simply passing a bad check. If you write a check on your own account when you know that there are not sufficient funds in the account, that, however, is not uttering but simply passing a bad check. The term uttering comes from the fact that words are uttered in presenting that document for negotiation.

Receiving stolen goods is another property crime. To be guilty of receiving stolen goods, the receiver must know or believe the goods were stolen.

Extortion is a property crime that involves making threats for the purpose of obtaining money or property. If someone threatens to expose you as a philanderer unless you give him or her a thousand dollars, that may be extortion.

Burglary is another property crime. Burglary is breaking and entering the structure of another with the intent of committing a crime. Normally the crime that is intended to be committed is theft or larceny – removing something from the premises.

There is a multitude of other property crimes.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It deals with...
3. The article describes the...
4. The author focuses attention on the fact, that...
5. To make a conclusion I can say...

Text "Peel's Principles of Policing"

The most significant law enforcement event of the early 1800s was the establishment of the Metropolitan police of London in 1829 by Sir Robert Peel*, the British Home Secretary. This organization was formed in an era of police reform. Many English people and other politicians objected to the idea, fearing possible restraint of their liberty. They also feared a strong police organization because the criminal law was already quite harsh (by the early nineteenth century there were 223 crimes in England for which a person could be hanged).

Peel succeeded in establishing the first official law enforcement organization in England through the Metropolitan Police Act of 1829. He also drafted several guidelines for the force, many of which focused on improving the relationship between the police and the public. They have become known as "Peel's Principles" of policing, most if not all of which are still relevant to today's police community:

1. The basic mission for which the police exist is to prevent crime and disorder as an alternative to the repression of crime and disorder by military force and severity of legal punishment.

2. The ability of the police to perform their duties is dependent upon public approval of police actions and behavior.

3. The police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and to maintain public respect.

4. The degree of cooperation of the public diminishes the necessity for the use of physical force and compulsion in achieving police objectives.

5. The police seek and preserve public favor by constantly demonstrating absolutely impartial service to the law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws; by ready offering of individual service and friendship to all members of the society without regard to their race or social standing; and by ready offering individual sacrifice in protecting and preserving life.

6. The police should use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice, and warning is found to be insufficient to achieve police objectives; and the police should use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.

7. The police at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and that the public are the police; the police are the only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interest of the community welfare.

8. The police should always direct their actions toward their functions and never usurp the powers of the judiciary by avenging individuals or the state, or authoritatively judging guilt or punishing the guilty.

9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with them.

(From "Community Policing and Problem Solving" by K. J. Peek and R. W. Glensor)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text "Statutory Law. Codes"

Statutory law falls into three categories – federal statutory Law, state statutory law, and local statutory law. The federal statutory laws are found in the United States Code. The copy of the Code that most lawyers are fa-

miliar with is the United States Code Annotated. The term annotated means there are notations following the code section from court cases that have interpreted or applied that particular statutory section. The annotations are frequently helpful in interpreting what the true meaning is of that statutory code section.

Most state codes are annotated and contain court decisions from both state and federal courts interpreting the various code sections. Local codes tend not to be annotated simply because the local governments that publish the local codes do not have financial resources to annotate their local codes. Also, there tends not to be a great volume of case law interpreting local codes.

There is a shorthand abbreviation that is used for references to the United States Code. For instance, 28 USC §1392 is a reference to Title 28 of the United States Code Section 1392. The United States Code contains many volumes, like a set of encyclopedias. All of the titles are numbered sequentially on the binding of each volume. 28 USC §1392 would be found in one of the volumes marked Title 28. Within those volumes, §1392 would be found sequentially.

The state codes may have their own distinct numbering system. For instance, in regard to the Virginia Code, references to a code section would be to a specific numbered section such as Virginia Code Section 8.01-234. That is a reference to Title 8.01. Within that title, you would look for the code section designated as 234. Local codes may be designated in a similar fashion.

The volume of legislation that has been passed by the United States Congress is, in many respects, mind-boggling. There is federal legislation on virtually every issue. It is important to keep in mind, however, that the federal government, even though it seems to be involved in every aspect of our lives, is still a government of limited jurisdiction. You may recall from the section dealing with constitutional law that our founding fathers established the federal government as a government of limited authority with the understanding that whatever authority was not bestowed upon the federal government remained with the state governments. You would never guess that by looking at the volume of federal legislation.

The most significant limitation upon the authority of the federal government is to enact legislation in the criminal sphere. For instance, the federal government has no authority to pass a statute that prohibits homicide in your private home on private property. The federal government does have the authority, however, to pass a law prohibiting homicide on federal land, in a federal building, or against a federal officer. As such, most criminal prosecutions are initiated in the state courts under state law, because the authority of the federal government to enact criminal law truly is limited.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The main idea of the text is...
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Text “Teen Rights”

Teenagers who are under age 18 are citizens, and therefore – at least theoretically – have many of the same rights as adult citizens. However, in most states, minors are considered to be legally incompetent, which means they cannot enter into contractual relationships and, in large measure, are subject to the control of parents. However, that does not mean their rights can be trampled on. For instance, in regard to school related activities, juveniles do have certain rights in terms of being informed of any charges that are made against them and having a right to confront these charges through some sort of hearing process. The U. S. Supreme Court has stated that the schools do have a great deal of latitude in terms of maintaining proper discipline and decorum on school property. Therefore, privacy rights that may apply to people in their own home do not necessarily apply in a public school.

Example:

If a student is hoarding drugs in his locker, he probably does not have a privacy right to that locker. The locker is not his property – it is public property, and he is violating the law by storing drugs in that locker. Therefore, if the school officials decide to go into that locker without his consent, they can do so.

Following up on that same example, suppose that a teacher accuses a student of hoarding drugs in his locker but there is no direct proof of that. Is it appropriate to put a memorandum in the student’s file stating that accusation? It probably would not be appropriate to do so and at the very least the student would have the right to certain procedural due process rights consisting of the right to know what the charge is that is being made against him and then the right to be heard on that charge. In this particular example, the student would have a right to know what the content is of that accusation from the teacher and then would have a right to make a presentation in front of the principal or other appropriate school official as to why that allegation is not true.

Drivers’ License. Teenagers are all interested in acquiring a drivers’ license. Many of them operate under the misperception that they have a right to a driver’s license. The possession of a driver’s license is a privilege. It can be taken away from any holder by the state based upon infractions. In the case of juveniles, most states impose more stringent require-

ments in terms of taking a driver education course and operating under the supervision of an adult driver for a period before that person can actually get a driver's license. Once the driver's license is issued, there is typically a probationary-type period in which the license can be taken away from that juvenile for any serious infraction. In that regard, juveniles are treated somewhat differently than adults.

(From "Law 101" by Brien A. Roche, Sphinx Publishing, Naperville, Illinois, 2010)

Task 1. Read and translate the text.

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Text "Early Beginnings of Policing in America"

Americans were observing Peel's generally successful experiment with the establishment of the official law enforcement organization in England. Industrialization and social upheaval had not reached the proportions that they had in England, so there was not the urgency for full-time policing that had been experienced in England. Yet by the 1840s, when industrialization began in earnest in America, U. S. officials were watching the police reform movement in England closely.

To comprehend the blundering, inefficiency, and the confusion that surrounded nineteenth-century police, we must remember that this was an age when the best forensic techniques could not clearly distinguish the blood of a pig from that of a human, and the art of criminal detection was little more than divination. Steamboats blew up, trains regularly mutilated and killed pedestrians, children got run over by wagons, injury very often meant death, and doctors resisted the germ theory of disease. In the midst of all this, the police would eventually be patrolling – men who at best had been trained by reading pathetic little rule books that provided them little or no guidance in the face of human distress and disorder.

The movement to initiate policing in America began in New York City. In 1844, the New York state legislature passed a law establishing a full-time, preventive police force for New York City. This new body was very different from that adopted in Europe, deliberately placed under the control of the city government and city politicians. The mayor chose the recruits from a list of names submitted by the aldermen and tax assessors of

each ward; the mayor then submitted his choices to the city council for approval. Politicians were seldom concerned about selecting the best people for the job; instead, the system allowed and even encouraged political patronage and rewards for friends.

The police link to neighborhoods and politicians was so tight that the police of this era have been considered virtual adjuncts to political machines. The relationship was often reciprocal: Political machines recruited and maintained police in office and on the beat, while police helped ward leaders maintain their political offices by encouraging citizens to vote for certain candidates.

Partly because of their closeness to politicians, police during this era provided a wide array of services to citizens. Many police departments were involved in crime prevention and order maintenance as well as a variety of social services. In some cities they operated soup lines, helped find lost children, and found jobs and temporary lodging in station houses for newly arrived immigrants. Police organizations were typically quite decentralized, with cities being divided into precincts and run like small-scale departments – hiring, firing, managing and assigning personnel as necessary.

(From “Community Policing and Problem Solving” by K. J. Peek and R. W. Glensor)

Task 1. Read and translate the text.

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Text “Why Study Community Policing?”

Community policing should be studied in order to (1) compare and contrast traditional policing procedures with contemporary methods; (2) understand the role of community policing as a method of crime control and prevention; (3) obtain a view of modern policing to better understand current police practices; (4) determine the political, legal, and social factors that have an impact on policing; and (5) understand implications of community policing for citizens.

A comparison of traditional policing methods with more contemporary methods emphasizing community policing enables to highlight the deficiencies of traditional policing. Although traditional policing methods are not entirely bad, the community policing emphasis has provided numerous strengths, including reducing neighborhood fear of crime and improving a sense of personal security.

Community policing key priorities are crime control and prevention. Involving neighborhood residents in collaborative efforts to solve or control community crime furnishes police with indirect community support for their law enforcement activities.

Modern policing is clearly directed toward the development of closer relations between the public and police. Information-sharing activities alert citizens to new crime-fighting methods used by police in different jurisdictions.

Several political, legal, and social factors inhibit the acceptance of community policing programs in certain jurisdictions. Understanding these factors may enable police to work with different agencies in the community to facilitate changes in policing activities that will have long-term community benefits.

Community policing implies several things for neighborhood residents. It implies a more understanding and caring law enforcement component dedicated to working in collaborative ways to resolve community crime problems. It may result in fewer citizen complaints leveled at police officers, if the public comes to appreciate the benefits of community policing programs. It implies more integrated communities, as citizens band together in productive ways with the police to make their neighborhoods safer for themselves and their families.

(From "Policing in the community" by Dean J. Champion and George E. Rush)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

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Text "DNA: A Legal Blockbuster"

DNA analysis, one of law enforcement's greatest technological advances, has solved "hopeless" cold cases and supported many convictions. It also has embarrassed the legal system. DNA testing has exposed an unacceptably high number of wrongful convictions, often confirmed by faulty eyewitness testimony. After the first success with DNA typing in two related rape-murder cases in England, a company called Lifecodes developed the technology in the United States. In 1987, Florida's Assistant State's Attorney, Tim Berry, contacted forensic director Michael Baird about a serial rape case that was going to court. He wondered about the possibility of

bringing in DNA identification as evidence. This was to be the first U. S. case to admit DNA testimony into the trial.

Nevertheless, DNA testing had not yet been accepted into court and before it could be used, it had to go through a pretrial hearing. Any time new scientific technology is introduced as testimony, it must pass certain tests of acceptability in the scientific community. That way, the courts can avoid admitting evidence based on whim or junk science. DNA analysis had to be proven scientifically sound in method, theory, and interpretation, and positively reviewed by peers.

When first introduced, DNA faced only a few challenges from attorneys or the courts. But then a decision in a New York case put on the brakes. This 1989 decision by the New York Supreme Court was based on a pretrial hearing that lasted three months. Joseph Gastro was accused of murdering his neighbor and her two-year-old daughter, and a bloodstain on his watch was analyzed for DNA codes. The court looked closely at both the DNA theory and the identification procedures, and held that they were generally accepted by the relevant scientific community. In essence, the testing could be used to show that the blood on the watch was not Castro's, but could not be used to claim that the blood was from one of the victims. The prosecutor indicated that it was not Castro's and offered astronomical odds to support his statement. The defense expert challenged these odds and the match criteria used. The trial court then excluded the DNA evidence, although Castro later pled guilty and got a lesser sentence.

By this time there had been press reports around the world about the miracle tool for crime-solving. As eager as prosecutors were to use it, defense attorneys matched their zeal with spirited resistance. There followed several years of hearing that finally culminated in acceptance of the original protocols.

(From "The C. S. I. Effect" by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

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Text "The History of Criminology: The 18th Century"

Although discussions about crime can be traced far into the past, the origins of criminology as a coherent body of thought are usually assigned

to the eighteenth century. In a number of European countries during the 1700s, the harsh and oppressive system of justice was subjected to the rational analysis of the philosophical movement known as the Enlightenment. The common use of the death penalty for trivial offenses began to be questioned; and, for the first time, the nature of the criminal law, the causes of crime, and the treatment of the criminals were examined systematically and at length.

One of the Enlightenment thinkers was Cesare Beccaria. His brief essay, *On Crimes and Punishments*, published in 1764, aroused immediate excitement, acclaim, and controversy. To understand this high-pitched reception, we must look into the condition of the criminal law at that time.

In the 18th century, the criminal law reflected an archaic social order and was repressive, uncertain, and barbaric. Its administration permitted and encouraged incredibly arbitrary and abusive practices. The agents of the criminal law – prosecutors and judges – were allowed tremendous latitude in dealing with persons accused and convicted of crime, and corruption was rampant throughout the continental Europe. Torture to extract confessions was commonplace, sentences were inconsistent, and equality before the law existed neither in principle nor in practice.

In the eyes of Beccaria, the system was savage, stupid, and ineffective. He expressed some ideas that form the core of what is called the classical school in criminology:

- the criminal law should be clear, so that all could know and understand it;
- torture to obtain confessions should be abolished;
- judges should be impartial, and the sovereign who makes the law should not determine guilt or innocence;
- the accused should be allotted the time and resources necessary for his defense;
- the death penalty should be abolished.

The classical school had, and continues to have, a marked influence on the criminal law. The ideal of humane, just, and effective legal system that controls crime with the aid of reason still beckons us along the path of legal reform.

(From "Theoretical Criminology" by George B. Vold and Thomas J. Bernard)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The article goes on to say that...
4. The author focuses attention on...
5. To make a conclusion I can say...

Text “Competency” (I)

Whether a defendant is mentally competent is a frequent issue in a trial and can occur at different stages. There are many types of competencies. In the criminal arena, there is the competency to waive the right to silence and legal counsel, agree to search and seizure, confess, stand trial, testify, plead guilty, conduct one’s own defense, refuse the insanity defense, be criminally responsible, serve a sentence, and be executed. In the civil arena, the issues involve competency to consent to treatment, be a guardian, and take care of a child.

Those that require formal evaluation most often involve standing trial, waiving rights, and criminal responsibility. At any time the defendant is thought to be unable to perceive the situation realistically or participate in the process, he or she may be tested for competence.

On July 31, 2001, a Houston grand jury indicted Andrea Yates for the murder of three of her children. On August 8, Yates’s attorneys entered an insanity defense. A rudimentary psychological report done for the court indicated that she was competent to stand trial, but her attorneys wanted a jury to say so, since their own psychiatrists had concluded that she could not participate in her own defense. The judge granted their request.

Dr. Gerald Harris, a clinical psychologist, had interviewed Yates in prison, where she had shown signs of severe psychosis. Dr. Lauren Marangell, an expert on depression, testified about changes in the brain during different psychological states. She concluded that Yates would be competent in the foreseeable future, with continued treatment.

The prosecutors took their witnesses – mostly prison staff – over the thirteen points involved in assessing competency. Then they questioned Dr. Steve Rubenzer, who had spent over ten hours with the defendant and who had administered a competency examination on several successive occasions – the assessments in dispute because they were done without a defense attorney present. It was his opinion that the defendant’s comprehension had improved over time and that she passed the state’s competency stipulations. However, he believed that Yates had a serious mental illness and he thought her psychotic features were only in partial remission.

(From “The C.S.I. Effect” by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The main idea of the article is...
2. It is devoted to...
3. The author tells us about...
4. The article also considers...
5. To make a conclusion I can say...

Text “Competency” (II)

The legal doctrine of competence originated in English common law at a time centuries ago when defendants argued their own cases. People are declared competent when they have voluntarily waived their rights and currently have no mental disease or defect prohibiting them from understanding the proceedings, the parties involved, and the consequences. Being judged competent is about having a “good understanding.” It does not imply normal mental functioning. Yet given the increased sophistication of the legal process since the time when competency was first made an issue, it would seem that allowing people to defend themselves based on mere comprehension rather than on a higher level of knowledge or ability may at times be against the defendant’s best interest.

But a federal ruling declared that “the Sixth Amendment as made applicable to the States by the Fourteenth Amendment guarantees that a defendant in a state criminal trial has an independent constitutional right of self-representation and that he may proceed to defend himself without counsel when he voluntarily and intelligently elects to do so.”

This conclusion was reached after an in-depth analysis of the history of self representation in America and England. The Bill of Rights was based not only on rights provided in English common law but also on several apparently unjust events in England, one of which was the 1603 trial of Sir Walter Raleigh.

On trial for treason against King James, Raleigh received no advance knowledge of the charges. Indeed, they were read to him on the morning of his trial. He was not allowed to question any witnesses, including a key witness against him, Lord Cobham, with whom he was accused of planning to overthrow the king. The authors of the U. S. Constitution noted all of this with deep concern, and carefully outlined a way to preserve the rights of anyone accused of a crime.

He or she will be asked questions to determine their level of education, understanding of and ability to speak English, and understanding of how a trial works. The judge cannot determine at this point just how well someone may perform in court, only that he or she understands the proceedings and consequences.

In addition, *State v. Crisafi* in 1992 spelled out the appropriate areas of inquiry, including the disadvantages of self-representation, knowledge about the charges and punishment for them, the risk of an unsuccessful defense, and knowledge of the rules of evidence procedures.

(From “The C.S.I. Effect” by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The main idea of the article is...
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3. The author tells us about...
4. The article also considers...
5. To make a conclusion I can say...

Text “What Are the Hearsay Exceptions?”

“Hearsay” is any statement made outside the court that is offered in court to prove that the information in the statement is true. It covers both oral testimony and written exhibits like documents. The exceptions to the hearsay rule generally fall into three categories: exceptions that apply whether the original maker of the statement (known as the “declarant”) can testify or not; exceptions that only apply if the declarant can’t testify; and exclusions.

1. Even if the person who made the out of court statement is available to testify, a hearsay statement can be admitted through the testimony of another person in the following circumstances:

Excited utterances. A statement made under stress is generally admissible even though it is hearsay, if it’s offered by someone who only heard the other person speak. The statement does not have to be made in “the heat of the moment,” as long as the speaker was still under stress when it occurred. Statements like “that man stole my purse!” or “you hit me!” or “help, I’m dying!” generally fall under this exception.

Present sense impressions. A statement about what a person is experiencing at the moment he makes the statement is generally admissible even if it’s hearsay. For instance, suppose that Maria takes the stand to testify that she heard Sue say “I’m so cold!” This statement could be used in court to prove that, at that moment, Sue felt cold, even though it’s hearsay.

Statements made in order to get medical treatment. Most statements made for medical treatment, like “I can’t feel my legs” or “I’m allergic to penicillin” are admissible, on the theory that most people will tell the truth about their symptoms when their lives or health are at stake. However, statements to health care professionals that discuss fault or causation, like “that guy hit me and broke my leg” or “I wouldn’t be in so much pain if she had been paying attention to the traffic light” are generally not admissible.

Business and public records. A record made in the “ordinary course of business,” or the lack of a record where one normally would have been made in the ordinary course of business, is generally admissible even if it’s hearsay. Police reports are generally not admissible in criminal cases to prove a defendant committed a crime, but they may be admissible in personal injury or other torts cases.

Prior inconsistent statements. Some states allow the use of statements a declarant made before trial that conflict with statements the declar-

ant is making while testifying. Depending on the rules of procedure used in the state, these statements may be admissible generally, or they may only be admissible if made under oath or in writing.

Admission of guilt or liability. Usually made by the plaintiff or defendant in a civil case, these are statements like “the accident was totally my fault!” or “yes, our product is dangerously defective; in fact, we’ve had 22,000 burn complaints this week alone!” Sometimes, the difference between an admission of guilt or liability and a “statement against interest” (see below) is very fine.

2. Some hearsay statements may still be admitted in court, but only if the person who made the original statement cannot testify for some reason. If that person can testify, he must do so, or the statement cannot be used in court. These exceptions include:

Dying declarations. Statements made as a person is dying or believes he is dying may be admissible, if the person who made them is unavailable – for instance, if he actually dies. Many courts will not accept these statements in criminal cases, but may still allow them in civil cases.

Declaration against interest. A statement that could potentially hurt the person who made it is often admissible despite being hearsay, because courts assume that a person would not make such a statement – like “our product is defective” or “I was so busy texting I didn’t even see you in the crosswalk!” – unless it were true.

Prior testimony. If the person who made the statement made it under oath, and the parties had the chance to cross-examine the person at that time, the statement may be admitted even though it’s hearsay. This rule is often used to introduce deposition testimony at trial.

Forfeiture by wrongdoing. The reason the declarant can’t testify at trial is because the opposing party purposely made the declarant unavailable – say, by intimidation. If the opposing party’s wrongdoing is discovered, the declarant’s words may be admitted even though they’re hearsay. This rule is intended to keep wrongdoers from benefiting from coercing, intimidating, or injuring witnesses to keep them from showing up to court.

(From www.rotlaw.com)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. It is interesting to note, that...
5. To make a conclusion I can say...

Text “Early Settlements” (I)

The early 1600s saw the beginning of a great tide of emigration from Europe to North America. Spanning more than three centuries, this movement grew from a trickle of a few hundred English colonists to a flood of millions of newcomers. Impelled by powerful and diverse motivations, they built a new civilization on the northern part of the continent.

The first English immigrants to what is now the United States crossed the Atlantic long after thriving Spanish colonies had been established in Mexico, the West Indies and South America. Like all early travelers to the New World, they came in small, overcrowded ships. During their six- to 12-week voyages, they lived on meager rations. Many died of disease; ships were often battered by storms and some were lost at sea.

Most European emigrants left their homelands to escape political oppression, to seek the freedom to practice their religion, or for adventure and opportunities denied them at home. Between 1620 and 1635, economic difficulties swept England. Many people could not find work. Even skilled artisans could earn little more than a bare living. Poor crop yields added to the distress. In addition, the industrial Revolution had created a burgeoning textile industry, which demanded an ever-increasing supply of wool to keep the looms running. Landlords enclosed farmlands and evicted the peasants in favor of sheep cultivation. Colonial expansion became an outlet for this displaced peasant population.

The colonists' first glimpse of the new land was a vista of dense woods. The settlers might not have survived had it not been for the help of friendly Indians, who taught them how to grow native plants – pumpkin, squash, beans and corn. In addition, the vast, virgin forests, extending nearly 2,100 kilometers along the Eastern seaboard, proved a rich source of game and firewood. They also provided abundant raw materials used to build houses, furniture, ships and profitable cargoes for export.

Although the new continent was remarkably endowed by nature, trade with Europe was vital for articles the settlers could not produce. The coast served the immigrants well. The whole length of shore provided innumerable inlets and harbors. Only two areas – North Carolina and southern New Jersey – lacked harbors for ocean-going vessels.

Majestic rivers – the Kennebec, Hudson, Delaware, Susquehanna, Potomac and numerous others – linked lands between the coast and the Appalachian Mountains with the sea. Only one river, however, the St. Lawrence – dominated by the French in Canada – offered a water passage to the Great Lakes and into the heart of the continent. Dense forests, the resistance of some Indian tribes and the formidable barrier of the Appalachian Mountains discouraged settlement beyond the coastal plain. Only trappers and traders ventured into the wilderness. For the first hun-

dred years, the colonists built their settlements compactly along the coast.

(From “American History”, chapter I: Early America. United States Information Agency, 1994)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The article describes...
4. The author focuses attention on...
5. To make a conclusion I can say...

Text “Early Settlements” (II)

Political considerations influenced many people to move to America. In the 1630s, arbitrary rule by England’s Charles I gave impetus to the migration to the New World. The subsequent revolt and triumph of Charles’ opponents under Oliver Cromwell in the 1640s led many cavaliers – “king’s men” – to cast their lot in Virginia. In German-speaking regions of Europe, the oppressive policies of various petty princes – particularly with regard to religion – and the devastation caused by a long series of wars helped swell the movement to America in the late 17th and 18th centuries.

The coming of colonists in the 17th century entailed careful planning and management, as well as considerable expense and risk. Settlers had to be transported nearly 5,000 kilometers across the sea. They needed utensils, clothing, seed, tools, building materials, livestock, arms and ammunition.

In contrast to the colonization policies of other countries and other periods, the government did not directly sponsor the emigration from England but by private groups of individuals, whose chief motive was profit.

The first of the British colonies to take hold in North America was Jamestown. Because of a charter which King James I granted to the Virginia (or London) Company, a group of about 100 men set out for the Chesapeake Bay in 1607. Seeking to avoid conflict with the Spanish, they chose a site about 60 kilometers up the James River from the bay.

Made up of townsmen and adventurers more interested in finding gold than farming, the group was unequipped by temperament or ability to embark upon a completely new life in the wilderness. Among them, Captain John Smith emerged as the dominant figure. Despite quarrels, starvation and Indian attacks, his ability to enforce discipline held the little colony together through its first year.

In 1609, Smith returned to England, and in his absence, the colony descended into anarchy. During the winter of 1609–1610, the majority of

the colonists succumbed to disease. Only 60 of the original 300 settlers were still alive by May 1610. That same year, the town of Henrico (now Richmond) was established farther up the James River.

It was not long, however, before a development occurred that revolutionized Virginia's economy. In 1612, John Rolfe began crossbreeding imported tobacco seed from the West Indies with native plants and produced a new variety that was pleasing to European taste. The first shipment of this tobacco reached London in 1614. Within a decade, it had become Virginia's chief source of revenue.

Prosperity did not come quickly, however, and the death rate from disease and Indian attacks remained extraordinarily high. Between 1607 and 1624, approximately 14,000 people migrated to the colony, yet only 1,132 were living there in 1624. On recommendation of a royal commission, the king dissolved the Virginia Company, and made it a royal colony that year.

(From "American History", chapter I: Early America. United States Information Agency, 1994)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes the rights...
3. The author focuses attention on the fact, that...
4. To make a conclusion I can say...

Text "The History of Criminology: The 20th Century"

The period immediately before and after World War I saw a flurry of interest in the relationship between intelligence and crime. The idea, in a way, was a residue from the age of Enlightenment, for it was argued that the dull-witted could comprehend neither the punishments attached to illegal behavior nor the rewards linked to conformity. With the development of scales to measure intelligence, it was possible to put the idea to some sort of test. An I. Q. of 75 had been set as the dividing line between normal intelligence and feeble-mindedness, and a number of studies indicated that by this standard a substantial proportion of imprisoned criminals were mentally deficient. However, extensive intelligence testing by the Army Psychological Corps revealed that by this standard almost one-third of the recruits of the draft were feeble-minded, a finding that made many people understandably suspicious of the definitions and procedures of the intelligence testers. In addition, more careful comparison between prisoners and nonprisoners showed little difference between two populations.

During the 1920s and 1930s, modern criminology began to emerge, showing two main currents. One explanation of criminal behavior was based, to a large extent, on the influential theories of Sigmund Freud, with crime generally interpreted as the symbolic expression of tensions and conflicts existing within the psyche of the individual. The other explanation stemmed from the work of sociologists who saw crime mainly as the result of social environment in which the individual lived.

These two viewpoints still dominate the field today. As an academic discipline, however, American criminology has developed primarily within the domain of sociologists in most colleges and universities, and a sociological perspective has tended to crowd out other explanatory schemes. At the same time, a substantial amount of therapy and rehabilitative work in the community and in correctional institutions has remained in the hands of those with a psychiatric orientation.

The sociological and psychological views of crime contradict each other at a number of crucial points. For the moment, however, the important point is that after World War II the bulk of research and theoretical writing in criminology was carried out by sociologists who continued to ascribe the causes of crime to the social milieu, either the one in which the individual was socialized or the one in which he or she was currently functioning.

(From "Theoretical Criminology" by George B. Vold and Thomas J. Bernard)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. Much attention is given to...
5. It is interesting to note, that...
6. To make a conclusion I can say...

Text "Eyewitness Issues" (I)

The accuracy of eyewitness reports relies on the quality of three different perceptual processes: encoding (converting information for storage), storage (retaining information for short-term use or long-term recall), and retrieval (finding and providing the stored information for use). The quality of each of these processes depends on how many interfering factors are present.

There are many different types of interference factors. Sometimes simply trying to memorize something can interfere with what one already

knows, while at other times, what one already knows hinders the ability to memorize a new item.

Being exposed to new information between storage and retrieval can also effect what is recalled, even if that information contains errors about the original experience. In an experiment, subjects were exposed to a film of a murder in a crowd. They then received written information about it, but half were misled about certain details, such as describing a critical blue car as white. Those who had been exposed to the wrong information tended to report that rather than offering what they had actually seen, with error rates as high as 40 percent. In similar studies, people have reported nonexistent broken glass, a clean-shaven man having a mustache, straight hair as curly, and a barn in a pastoral scene that contained no buildings at all.

Exposure to misinformation after an event can lead people to *erroneous* reports of said information. It's called the Misinformation Effect. A person sees the theft of a hammer, but another witness tells him she saw the thief take a screwdriver, so when he responds to questioning, he says that a screwdriver was taken. The errors result from the means of acquiring, retaining, and retrieving the information. The acceptance of suggested information affects how new memories get formed. In other words, misleading or new information can interfere with how we may remember an event and can supplant our own memory with information that is not our memory at all. This effect was strongest when the original memory had eroded with the passage of time. It was weak in the face of a strong original memory.

This has been confirmed by numerous experiments in several countries. Subjects who reported erroneous information from the Misinformation Effect retrieved the "memory" as quickly as they did an actual memory and felt confident that they had had the experience that they "remembered."

(From "The C. S. I. Effect" by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The main idea of the text is...
2. The article considers...
3. The article focuses attention on...
4. Much attention is paid to...
5. I can make a conclusion that...

Text "Eyewitness Issues" (II)

When we encode an event or information, we tend to select some aspects and ignore others. We accept those things that fit our schemas or make

sense to us. We also reconstruct memory to work for us. Leading or suggestive comments tend to influence this process and reform the memory, especially if we find them acceptable. So do preexisting expectations.

Then there are memory schemas, or mental shortcuts by means of which memory is organized via a cluster of related facts and experiences that guide how things are encoded. What we expect to occur influences how we remember something. We all have mental “scripts,” which are widely held beliefs about sequences of actions that typically occur in situations. In a struggle between a man and woman, for example, we expect the man to be more violent because we hold social ideas about males and females, and we have seen more stories about male violence in domestic situations – to the point where it’s familiar and we develop expectations about the sequences of events. We are trained by our exposure to expect a certain situation and we rely on scripts to fill in gaps in our memory. In other words, we create material to make a story work. Memories can be distorted to be made consistent with our schemas and we may ignore memories that contradict them.

Confidence in one’s memory, contrary to what juries have long believed, is unrelated to the accuracy of a memory, in part because confidence levels can be manipulated with encouragement. Research indicates that memory is malleable, and many influences can cause memories to change.

In an experiment in 1992 by Victoria Holst and Kathy Pezlek on juries and scripts, they questioned subjects to determine popular beliefs about common scenarios, such as a convenience store robbery. The “scripts,” or common beliefs, proved to be widely shared among the subjects about how a criminal cases a store, acts inside the store, uses a gun to demand money, and drives away in a getaway vehicle. The second stage of the research was to expose the same subjects to a mock trial of such a robbery. Most of the aspects of a typical script were played out, but some key elements were missing. The robber did not case the store, use a gun, or take money. Nevertheless, when asked to describe the trial afterward, the subjects “remembered” these very elements. The implication is that prior ideas and beliefs do get mixed into actual events when a person is making sense of familiar situations for recall.

(From “The C. S. I. Effect” by Katherine Ramsland, Berkley Boulevard Books, New York, 2006)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The article goes on to say that...
4. The author focuses attention on...
5. To make a conclusion I can say...

Text “Who Is a Lay Witness?”

A lay witness, also known simply as a “witness,” is any person who gives testimony in a case, but who is not an expert. In a personal injury case, a lay witness may be the plaintiff, the defendant, or someone who saw the accident in which the plaintiff was injured. A lay witness may also be someone whose input is necessary for the judge or jury to determine the appropriate amount of damages, such as the spouse of the injured plaintiff testifying about loss of consortium issues in the household that are caused by the plaintiff’s injury. Most witnesses in torts cases are lay witnesses.

Potential witnesses in a personal injury case are usually identified during discovery. For instance, both the plaintiff and the defendant may be asked to list in their interrogatories people who are likely to know something about the case. The attorneys for each party will often speak to these individuals to determine how much they know. If they can provide useful information about the case, they may be asked to give a deposition. In most personal injury cases, the plaintiff and defendant, at least, will be asked to give depositions.

In both a deposition and at trial, questioning typically begins with the attorney who “called” the witness, or introduced her to the case. This questioning is known as direct examination. Many rules apply to direct examination, but one of the most well-known is that the attorney or party cannot ask any leading questions, or questions that imply the answer the asker is looking for. For instance, “You were at John’s house last Wednesday night, weren’t you?” is a leading question, while “Where were you last Wednesday night?” is not.

The no-leading-questions rule for direct examination exists because the witness, who is being questioned by the party that put his or her on the stand, is generally expected to cooperate with that party. If the witness does not want to cooperate with anyone, however, the party may ask the judge if he can treat the witness as a “hostile witness.” This does not mean being hostile back; it merely means being allowed to ask leading questions on direct examination.

Once the direct examination is finished, the opposing party or his attorney are allowed to ask questions of the witness. This part of the testimony is known as cross-examination or simply “cross.” Unlike direct examination, cross-examination can be done using leading questions, and it frequently does use leading questions. Cross-examination is allowed to cover only the same ground that the direct examination covered.

After cross-examination, the first attorney may be granted a chance to do a re-direct examination, which usually consists of only a few questions. Likewise, the opposing attorney may participate in re-cross, which will also only consist of a few questions. Re-direct and re-cross give the parties the chance to ask any questions they hadn’t thought of the first time

around. Often, however, attorneys will skip these and move on to the next witness.

Unlike expert witnesses, lay witnesses are generally barred from giving personal opinions as a part of their testimony in a deposition or at trial. An attorney who asks a lay witness, “In your opinion, did the defendant act negligently when he failed to slow down before the crosswalk?” is likely to face an objection from the opposing party. However, the rules of evidence in most states allow lay witnesses to give opinions if they are based on the witness’s perceptions and help give a clear determination of the facts in the case. Age, speed, sobriety, and handwriting are common subjects for lay witness opinions that may or may not be prohibited by the trial court.

(From www.rotlaw.com)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The main idea of the article is...
2. It is devoted to...
3. The author tells us about...
4. The article also considers...
5. To make a conclusion I can say...

Text “The History of Criminology: The 19th Century”

The classical school of criminology had been too concerned with laws, too beguiled by the idea of free will, too absorbed in armchair speculations. And as the Enlightenment’s rather uncomplicated view of Rational Man began to fade, the nineteenth century’s search for an explanation of crime took a variety of forms. Some of these efforts were little more than bizarre fads. Phrenology, for example, tried to detect the shape of the personality in the shape of the skull. The strong development of the particular portions of the brain would be indicated by the cranial configuration, and an expert could thus diagnose character. Other studies, standing on the threshold of modern psychology, started on the long task of analyzing the relationship between mind and behavior.

Evolutionary interpretations of human behavior rocketed into prominence and in 1876 the first edition of *Delinquent Man*, by Cesare Lombroso, appeared. The criminal, he argued, was a throwback to a more primitive form of human being – a spectre from the evolutionary past, marked by atavistic characteristics such as a large jaw, facial asymmetry, and the ears of unusual size. These were the stigmata that branded the born criminal. Lombroso founded the positive school of criminology, so named because of its alleged empirical rather than speculative method; and textbooks have traditionally accorded Lombroso the title of father of criminology.

His contemporaries in other countries, however, quickly set about making a harsh of his ideas and evidence. Lombroso had failed to examine noncriminals for the purpose of comparison, they said; and he had no evidence of primitive people's supposed characteristics.

Because the theories of Lombroso have been completely discredited, it is something of a mystery that he is so often portrayed as the dominant figure in nineteenth-century criminology and that so little attention is paid to the valuable work done by others just before him who stressed the social environment as a causal factor.

But still, Lombroso did establish a worldwide reputation during his lifetime in his attempts to place the explanation of crime on a scientific footing – even though his theories later proved to be in error. In any event, by the early years of the twentieth century the idea of physical degeneracy as a cause of crime had generally fallen from favor. The stage was set for further developments in psychology and sociology.

(From "Theoretical Criminology" by George B. Vold and Thomas J. Bernard)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It describes...
3. The author considers...
4. It is interesting to note, that...
5. To make a conclusion I can say...

Text "Policing Styles"

A number of studies have tried to identify and classify various police styles in formal role categories. These classification schemes attempt to generate categories that represent particular approaches to policing. The purpose of such classification schemes has been to provide political leaders, the public, and police administrators with information on the perceptions and priorities of police officers. Until recently, the literature on policing styles has identified four primary categories:

The Crime Fighter. Officers who fall into this category see their role primarily as serious crime investigators. In terms of priorities, this type of officer sees crimes against person as the most serious and property crimes much less so. Mundane misdemeanors are viewed as trivial and better suited for social service agents than the police. Crime fighters are interested in dealing with actual crime, rather than paper work or social service calls. Although they are often first on the scene of a serious assault, murder, or burglary, they may ignore radio calls in their area concerning traffic accidents or other minor incidents.

The Social Agent. As a virtual opposite of the crime fighter stands the social agent type of officer. Supporters of the social agent style of policing argue that police officers should recognize that a major function of them involves answering a variety of social service calls. The social agent may even point out that historically policing included health, sanitation, and fire protection. Hence, social agents conceive the notion of community security in a broad, generalized context that includes crime prevention and criminal apprehension as mere elements among others.

The Law Enforcer. In a manner similar to the crime fighter, law enforcers have a tendency to emphasize investigation, interception of crimes, and apprehension of criminals. In contrast to the crime fighters, however, law enforcers do not make the distinction between serious and trivial crimes. They see the necessity of enforcing all statutes and ordinances – no matter how minor. The law is the law!

The Watchman. While both the crime fighter and the law enforcer stress enforcement of the law, watchman-style policing emphasizes order maintenance. If this means enforcing the laws, so be it. On the other hand, if maintaining public order means ignoring minor infractions or brushing off requests for social service assistance, then watchmen will do this as well. The priority among watchmen is preservation of the social and political order of society.

(From “Law Enforcement” by Bruce L. Berg)

Task 1. Read and translate the text.

Task 2. Complete the sentences.

1. The headline of the article is...
2. It is devoted to...
3. The article describes...
4. The author focuses attention on...
5. To make a conclusion I can say...

Text “State Constitutions”

The success of the Revolution gave Americans the opportunity to give legal form to their ideas as expressed in the Declaration of Independence, and to remedy some of their grievances through state constitutions. As early as May 10, 1776, Congress had passed a resolution advising the colonies to form new governments “such as shall best conduce to the happiness and safety of their constituents.” Some of them had already done so, and within a year after the Declaration of Independence, all but three had drawn up constitutions.

The new constitutions showed the impact of democratic ideas. None made any drastic break with the past, since all were built on the solid foun-

dation of colonial experience and English practice. However, the spirit of republicanism, an ideal that had long been praised by Enlightenment philosophers, also animated each.

Naturally, the first objective of the framers of the state constitutions was to secure those “unalienable rights” whose violation had caused the former colonies to repudiate their connection with Britain. Thus, each constitution began with a declaration or bill of rights. Virginia’s, which served as a model for all others, included a declaration of principles, such as popular sovereignty, rotation in office, freedom of elections and an enumeration of fundamental liberties: moderate bail and humane punishment, speedy trial by jury, freedom of the press and of conscience, and the right of the majority to reform or alter the government.

Other states enlarged the list of liberties to guarantee freedom of speech, of assembly and of petition, and frequently included such provisions as the right to bear arms, to a writ of habeas corpus, to inviolability of domicile and to equal protection under the law. Moreover, all the constitutions paid allegiance to the three-branch structure of government – executive, legislative and judiciary – each checked and balanced by the others.

Pennsylvania’s constitution was the most radical. In that state, Philadelphia artisans, Scots-Irish frontiersmen and German-speaking farmers had taken control. The provincial congress adopted a constitution that permitted every male taxpayer and his sons to vote, required rotation in office (no one could serve as a representative more than four years out of every seven) and set up a single-chamber legislature.

The state constitutions had some glaring limitations, particularly by more recent standards. Constitutions established to guarantee people their natural rights did not secure for everyone the most fundamental natural right – equality. The colonies south of Pennsylvania excluded their slave populations from their inalienable rights as human beings. Women had no political rights.

*(From “American History”, chapter IV: The Formation of a National Government.
United States Information Agency, 1994)*

GRAMMAR GUIDE

List of Irregular Verbs

Infinitive	Past Simple	Participle II	Infinitive	Past Simple	Participle II
be	was / were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bet	bet	bet	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
broadcast	broadcast	broadcast	rise	rose	risen
build	built	built	run	ran	run
burst	burst	burst	say	said	said
buy	bought	bought	see	saw	seen
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn / sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown / showed
draw	drew	drawn	shrink	shrank	shrunk
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feel	felt	felt	slide	slid	slid
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
flee	fled	fled	spit	spat	spat
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread

Infinitive	Past Simple	Participle II	Infinitive	Past Simple	Participle II
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got / gotten	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung	hung	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hidden	hide	hid	swing	swung	swung
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt	knelt	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	weep	wept	wept
let	let	let	win	won	won
lie	lay	lain	write	wrote	written

Numerals. Dates

Cardinal numerals

Symbol	Word	Symbol	Word
0	Nought	17	Seventeen
1	One	18	Eighteen
2	Two	19	Nineteen
3	Three	20	Twenty
4	Four	21	Twenty-one
5	Five	30	Thirty
6	Six	40	Forty
7	Seven	50	Fifty
8	Eight	60	Sixty
9	Nine	70	Seventy
10	Ten	80	Eighty
11	Eleven	90	Ninety
12	Twelve	100	One hundred
13	Thirteen	101	One hundred and one
14	Fourteen	1.000	One thousand
15	Fifteen	1.000.000	One million
16	Sixteen	1.000.000.000	One billion

Ordinal numbers

In figures	In words	In figures	In words
1th	The first	20th	The twentieth
2nd	The second	21st	The twenty-first
3rd	The third	22nd	The twenty-second
4th	The fourth	23rd	The twenty-third
5th	The fifth	24th	The twenty-fourth
6th	The sixth	25th	The twenty-fifth
7th	The seventh	26th	The twenty-sixth
8th	The eighth	27th	The twenty-seventh
9th	The ninth	28th	The twenty-eighth
10th	The tenth	29th	The twenty-ninth
11th	The eleventh	30th	The thirtieth
12th	The twelfth	40th	The fortieth
13th	The thirteenth	50th	The fiftieth
14th	The fourteenth	60th	The sixtieth
15th	The fifteenth	70th	The seventieth
16th	The sixteenth	80th	The eightieth
17th	The seventeenth	90th	The ninetieth
18th	The eighteenth	100th	The hundredth
19th	The nineteenth	101st	The hundred and first

Numbers

2 625 310 – two million six hundred and twenty-five thousand three hundred and ten.
123 – one hundred and twenty three.
407 – four hundred and seven.
3 538 – three thousand five hundred and thirty eight.
73 005 – seventy-three thousand and five.
5 300 050 – five million three hundred thousand and fifty.
110th – one hundred and tenth..
3005th – three thousand and fifth.
186th – one hundred eighty-sixth.
340th – three hundred fortieth.
503rd – five hundred third.
812th – eight hundred twelfth.
200th – two hundredth.
3 000th – three thousandth.
5 000 000th – five millionth.

Fractions

$\frac{1}{2}$ – one-half / a half – одна вторая / половина.
 $\frac{1}{3}$ – one-third – одна третья.
 $\frac{1}{4}$ – one-fourth / a quarter – одна четвертая / четверть.
 $\frac{1}{5}$ – one-fifth – одна пятая.
 $\frac{1}{8}$ – one-eighth – одна восьмая.
 $\frac{1}{9}$ – one-ninth – одна девятая.
 $\frac{1}{10}$ – one-tenth – одна десятая.
 $\frac{1}{12}$ – one-twelfth – одна двенадцатая.
 $\frac{1}{20}$ – one twentieth – одна двадцатая.
 $\frac{1}{32}$ – one thirty-second – одна тридцать вторая.
 $\frac{1}{100}$ – one-hundredth – одна сотая.
 $\frac{1}{1000}$ – one-thousandth – одна тысячная.
 $\frac{2}{3}$ – two-thirds – две третьих.
 $\frac{3}{4}$ – three-fourths / three-quarters – три четвертых / три четверти.
 $\frac{4}{5}$ – four-fifths – четыре пятых.
 $\frac{5}{8}$ – five-eighths – пять восьмых.
 $\frac{7}{36}$ – seven thirty-sixths – семь тридцать шестых.
 $\frac{9}{10}$ – nine-tenths – девять десятых.
 $\frac{33}{100}$ – thirty-three hundredths – тридцать три сотых.
 $\frac{65}{1000}$ – sixty-five thousandths – шестьдесят пять тысячных.
1 $\frac{1}{2}$ – one and a half – одна целая (и) одна вторая.
1 $\frac{1}{4}$ – one and a quarter – одна целая одна четвертая.
3 $\frac{2}{5}$ – three and two-fifths – три целых две пятых.

Using numbers to write the date

Month/day/year

10/31/41 = October 31, 1941

4/15/ 92 = April 15, 1992

Today is **the 7th** September.

The grand opening is **on 1st June / on June 1st**.

My birthday is the **28th** of January.

The museum was opened on **25th** June 2008.

What are you doing on the **2nd** of May?

I was born on the **twelfth** of December, **nineteen seventy-three** (12.12.1973).

Days

Monday (Mon.)

Tuesday (Tues.)

Wednesday (Wed.)

Thursday (Thurs.)

Friday (Fri.)

Saturday (Sat.)

Sunday (Sun.)

Months

January (Jan.)

February (Feb.)

March (Mar.)

April (Apr.)

May (May)

June (June)

July (July)

August (Aug.)

September (Sept.)

October (Oct.)

November (Nov.)

December (Dec.)

Pronouns

Personal pronouns

	Subject	Object
Singular: first person	I	me
second person	You	you
third person	He / she / it	him / her / it
Plural: first person	We	us
second person	You	you
third person	They	them

I see it. He knows you. They live here. It is I. Tom likes them. "Who is it?" – "It's me." I made it for her. I send them to him. I left it on my table. "What time is it?" – "It is six."

Possessive adjectives → Possessive pronouns

My	→	mine
Your	→	yours
His / her / it	→	his / hers / its
Our	→	ours
Your	→	yours
Their	→	theirs

Note: no apostrophes are used here. You should guard against the common mistake of writing the possessive **its** with an apostrophe.

It's (with an apostrophe) means 'it is'.

*These are **my** keys. Where are **yours**?* (After yours there is no noun.)

*This is **their** car. That is **hers**.* (After hers there is no noun.)

Reflexive pronouns

Singular: myself yourself (one person) himself / herself / itself

Plural: ourselves yourselves (more than one person) themselves

Note: The indefinite reflexive pronoun is **oneself**. We do not use **myself** etc. after **feel** / **relax** / **concentrate** / **meet**:

I feel nervous.

*I cut myself. He can't shave **himself**.*

*It is not always easy to amuse **oneself** on holiday.*

*Tom and Ann blamed **themselves** for the accident.*

*This refrigerator defrosts **itself**.*

The change of meaning if we replace the reflexive pronoun by the reciprocal pronoun each other:

Tom and Ann blamed each other.

Myself, yourself etc. are used similarly after a verb + preposition:

*He spoke to **himself**. Did she pay for **herself**?*

*Look after **yourself**. Take care of **yourselves**.*

*I'm annoyed with **myself**. He sat by **himself**. (Alone.)*

*She addressed the envelope to **herself**.*

If the preposition indicates locality, we use the ordinary, not reflexive pronouns:

*Did you take your dog with **you**?*

*They put the child between **them**.*

*Had he / Did he have any money on **him**?*

Demonstrative adjectives and pronouns:
“this” / “these”, “that” / “those”

This beach was quite empty last year.
This exhibition will be open until the end of May.
These people come from that hotel over there.
What does that notice say?
That exhibition closed a month ago.
He was dismissed on the 13th. That night the factory went on fire.
Do you see those birds at the top of the tree?

Note: this, these, that, those used as pronouns:

This is my umbrella. That's yours.
These are the old classrooms. Those are the new ones.
“Who's that (man over there)?” – “That's Tom Jones.”

This, these, that, those used with **one, ones**. When there is some idea of comparison or selection, the pronoun **one, ones** is often placed after these demonstratives, but it is not essential except when this etc. is followed by an adjective:

This chair is too low. I'll sit in that (one).
I like this (one) best.
I like this blue one / these blue ones.

Interrogative adjectives and pronouns

For persons:	subject	who	(pronoun)
	object	whom, who	(pronoun)
	possessive	whose	(pronoun and adjective)
For things:	subject / object	what	(pronoun and adjective)

For persons or things when the choice is restricted:

subject / object	which	(pronoun and adjective)
	what	can also be used for persons

Note: Who, whose, which, what are used when used as subjects:

Who pays the bills?
Whose / Which horse won?
What happened? What went wrong?
Who are you? Whose is this? What is that noise?
Who did you see?
Whose books are these?
Which of these dates would you prefer?
Which students are you talking about?
What is he? (How tall is he? / How heavy is it?)

Note: What as object of a verb:

What paper do you read? What did they eat?

Who, whom, which and **what** as objects of prepositions:

With whom did you go? / Whom did you go with?

To whom were you speaking? / Whom were you speaking to?

Which, what preposition + which / what:

To which address did you send it? /

Which address did you send it to?

On what do you base your theory? /

What do you base your theory on?

What is a general interrogative used for things:

What bird is that?

What makes that noise?

What country do you come from?

What did he say?

What... for? means ‘why?’:

What did you do that for? = Why did you do that?

What + be ... like (as conjunction)? is a request for a description and can be used for things or people:

“What was the exam like?” – “It was very difficult.”

“What was the weather like?” – “It was very windy.”

“What's the food like in your hostel?” – “It's quite good.”

What does he / she / it look like? (appearance or character)

What size / weight / height?

What is the weight of the parcel?

What size do you take in shoes?

What is his height?

What age are you? / What is your age? (How old are you?)

“To have” / “to have got”

When we are talking about **possession, relationships, illnesses and characteristics** of people or things we can use either **have** or **have got**.

The **have got** forms are more common in an informal style. **Have got** has the same meaning as **have** and both are used as **present tenses**.

Note: that **have got** is NOT the present perfect of **get**. To make **questions and negative sentences** with **have** we normally use the auxiliary verb **do**. To make **questions and negative sentences** with **have got** we use the auxiliary verb **have**:

How many subsidiaries has your company got?
or *“How many subsidiaries does your company have?” – ‘It has two.’*

“How many sisters do you have?” – “I’ve got three (sisters).”
“Do you all have your own bedrooms?” – “Sue’s got her own bedroom, but neither Debbie nor I have. We have to share.”

Future forms of have: we normally use the **have got** form of **have** only in the present tense. For future reference different forms of **have** used.

Compare the following:

“Have you got tickets for the match on Saturday” &
“No, I haven’t. Not yet.” – “Will you have them by tomorrow?” –
“I hope so.”

Past tenses with have: Similarly, for past tenses we use different forms of **have**, not **have got**.

Compare the following:

“Have you still got a bad headache?” – “Yes, I have.” – “How long have you had it?” – “I’ve had it on and off since yesterday.”

Interrogative Adverbs: “why”, “when”, “where”, “how”

Why? means ‘**for what reason?**’:

Why was he late?

When? means ‘**at what time?**’:

When do you get up?

Where? means ‘**in what place?**’:

Where do you live?

How? means ‘**in what way?**’:

How did you come?

How strong are you?

How important is this letter?

***How much** (money) do you want?*

***How many** (pictures) did you buy?*

***How fast** does he drive?*

***How often** do you go abroad?*

***How soon** can you come?*

Sentence Structure

Overview of sentence structure

Subject <i>Laws</i>	Verb <i>differ</i>	Adverbial <i>significantly.</i>	
Subject <i>Laws</i>	Verb <i>are not</i>	Complement <i>static.</i>	
Subject <i>We must</i>	Verb <i>book</i>	Object <i>the tickets</i>	Adverbial <i>next week.</i>
Subject <i>Criminal law</i>	Verb <i>defines</i>	Object <i>the rights and obligations.</i>	

A sentence must consist of **a subject and predicate** that combine to form an independent clause.

The subject of a sentence names **who** or **what** the sentence is about and refers to the person or thing doing or performing an action.

The simple subject of a sentence is always a noun or pronoun used without single-word modifiers, phrases, and subordinate clauses; the complete subject includes the simple subject and any modifying words or word groups.

A predicate is the part of a sentence that contains the verb and its modifiers and that makes a comment or assertion about the subject.

Guidelines for sentence structure

A simple sentence is an independent clause with no subordinate clauses:

My sister is a talented musician.

A compound sentence is composed of two or more independent clauses with no subordinate clauses usually joined by a comma and a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon:

My sister is a talented musician, but she doesn't like to practice.

A complex sentence contains an independent clause and one or more dependent or subordinate clauses, which may come before or after the independent clause:

If we are not going to the restaurant, we need to cancel our reservation.

A compound-complex sentence contains two or more independent clauses and at least one dependent or subordinate clause:

When the package finally arrived, after a delay of more than two weeks, she was anxious to open it, but she decided to wait until we could share the experience with her.

Sentence purposes

There are four types of sentences: **declarative**, **imperative**, **interrogative**, or **exclamatory**.

A declarative sentence makes a statement or provides information:

The results of the exam were posted on the department's website.

An imperative sentence gives a command or issues a request:

Do not answer me in that tone of voice.

An interrogative sentence asks a question:

When do you expect to graduate?

An exclamatory sentence expresses surprise or a similar emotional response:

I just can't believe it!

Common sentence patterns

Common sentence patterns range from a basic subject-verb pattern to a variety of patterns with different types of predicates or inverted word order, as follows.

Subject + [Verb]: a simple subject is followed by a verb:

The performance ended.

In this example, “performance” is the simple subject and “ended” is the verb.

The sentence can be expanded in various ways by adding **words**, **clauses**, **and or phrases**, but the position of the subject and verb will remain consistent:

As the dancer left the stage and the light disappeared into darkness, the superb performance ended with tremendous applause and a standing ovation from the audience.

Subject + [Verb + Direct Object]: the direct object completes the meaning of the verb:

The doctor prescribed medication.

In this example, “doctor” is the simple subject, “prescribed” is the verb, and “medication” is the direct object telling what the doctor prescribed.

Note: that a sentence can also have a **compound subject**: two or more simple subjects joined with a coordinating conjunction:

Both the dean and the provost made speeches at the orientation.

In this example, the *dean* and *provost* are compound subjects, *made* is the verb, and *speeches* is the direct object.

Subject + [Verb + Subject Complement]: a linking verb is followed by a **subject complement, a noun or pronoun** that refers to and names or describes the subject:

The speaker seemed nervous.

In this example, “speaker” is the simple subject, “seemed” is the linking verb, and “nervous” is the subject complement, describing the subject.

Subject + [Verb + Indirect Object + Direct Object]: the verb is followed by **an indirect object**, referring to the person or thing doing or performing the action, and by a direct object:

The chairman of the department offered the new candidate a full-time position.

In this example, “chairman” is the simple subject, “offered” is the verb, “the new candidate” is the indirect object, and “a full-time position” is the direct object.

Subject + [Verb + Direct Object + Object Complement]: the object complement refers to and renames or describes the direct object:

The committee awarded the annual prize for fiction to a first-time novelist.

In this example, “committee” is the simple subject, “awarded” is the verb, “the annual prize for fiction” is the direct object, and “a first-time novelist” is the object complement.

[Implied Subject] + Verb:

[You] Answer me!

In this example, the sentence functions as a command: the subject “You” is implied rather than stated, “answer” is the verb, and “me” is the direct object.

[Verb] + Subject: in specific contexts, the verb precedes the subject (inverted word order):

There were many more applicants for the position than we expected.

In this example, “applicants” is the simple subject and “were” is the verb.

Nouns

Kinds

Common nouns:

dog, man, table.

Proper nouns:

France, Madrid, Mrs Smith, Tom.

Abstract nouns:

beauty, courage, fear, joy.

Collective nouns:

crowd, flock, group, swarm, team.

Functions

The subject of a verb:

Tom arrived.

The complement of the verbs be, become, seem:

Tom is an actor.

The object of a verb:

I saw Tom.

The object of a preposition:

spoke to Tom.

Noun can also be in the possessive case:

Tom's books.

Plurals

1. The plural of a noun is usually made by adding **s** to the singular: **s** is pronounced /s/ after **a p, k, f** sound. Otherwise it is pronounced /z/:

car – cars house – houses book – books pencil – pencils.

2. When the noun ends in **s, sh, ch, x, z** we add **es** to the noun:

kiss – kisses wish – wishes match – matches fox – foxes.

Note: with words that end in **z** sometimes we add an extra **z** to the plural form of the word:

quiz – quizzes.

3. Nouns ending in **o, ch, sh, ss, x** form their plural by adding **-es**:

*tomato – tomatoes brush – brushes volcano – volcanoes
box – boxes church – churches.*

Note: words of foreign origin or abbreviated words ending in **o** add **s** only:

*Dynamo – Dynamos kimono – kimonos piano – pianos
kilo – kilos photo – photos soprano – sopranos.*

4. Nouns ending in **y** following a consonant form their plural by adding **-ies**:

baby – babies country – countries fly – flies lady – ladies.

5. Nouns ending in **y** following **a** vowel form their plural by adding **-s**:

boy – boys day – days donkey – donkeys guy – guys.

6. Nouns ending in **f, fe** → **ves**:

*calf – calves half – halves knife – knives leaf – leaves
life – lives loaf – loaves self – selves shelf – shelves
thief – thieves wife – wives wolf – wolves.*

Note: *hoofs or hooves scarfs or scarves wharfs or wharves.*

7. Other words ending in **f, fe** add **s** in the ordinary way:

cliff – cliffs handkerchief – handkerchiefs safe – safes.

8. There are a number of irregular nouns that don't normally have an s on the end:
foot – feet louse – lice mouse – mice tooth – teeth
goose – geese man – men woman – women child – children
foot – feet person – people.

9. Names of certain creatures do not change in the plural:
fish, carp, pike, salmon, trout, cod, plaice, squid, turbot, mackerel.

Note: if used in a plural sense they would take a plural verb. Others add s:
crabs, herrings, sardines, eels, lobsters, sharks, deer.
And *sheep* do not change:
one sheep, two sheep.

10. Collective nouns: *crew, family, team* can take a singular or plural verb.
Singular if we consider the word to mean a single group or unit:
Our team is the best.

Or plural if we take it to mean a number of individuals:
Our team are wearing their new jerseys.

When a possessive adjective is necessary, a plural verb with *their* is more usual than a singular verb with **its**, though sometimes both are possible:
The Jury is considering its verdict.

11. Certain words are always plural and take a plural verb:
clothes police.

Garments consisting of two parts:
breeches pants, pyjama trousers, etc.

Tools and instruments consisting of two parts:
binoculars, pliers, scissors, spectacles, glasses, scales, shears, etc.

Also certain other words including:
arms (weapons), particulars, damages (compensation), premises / quarters, earnings, riches, goods / wares, savings, greens (vegetables), spirits (alcohol), grounds, stairs, outskirts, surroundings, pains (trouble / effort), valuables.

12. A number words ending in **ics**:
acoustics, athletics, ethics, hysterics, mathematics, physics, politics, etc.

Which are plural in form, normally take a plural verb:
His mathematics are weak.

But names of sciences can sometimes be considered singular:
Mathematics is an exact science.

13. Words plural in form but singular in meaning include news:
The news is good.

Certain diseases:

mumps rickets shingles.

And certain games:

billiards darts draughts bowls dominoes.

14. Some words which retain their original Greek or Latin forms make their plurals according to the rules of Greek and Latin:

crisis – crises phenomenon – phenomena erratum – errata
radius – radii memorandum – memoranda terminus – termini.

But some follow the English rules:

dogma – dogmas gymnasium – gymnasiums formula – formulas.

Sometimes there are two plural forms with different meanings:

appendix – appendixes or appendices (medical terms),
appendix – appendices (addition / s to a book),
index – indexes (in books), indices (in mathematics).

Musicians usually prefer Italian plural forms for Italian musical terms:

Libretto libretti tempo tempi.

But s is also possible:

librettos, tempos.

Uncountable nouns

Names of substances considered generally:

bread, cream, gold, paper, tea, beer, dust, ice, sand, wafer, cloth, gin, jam, soap, wine, coffee, glass, oil, stone, wood.

Abstract nouns:

advice, experience, horror, pity, beauty, fear, information, relief, courage, help, knowledge, suspicion, death, hope, mercy, work.

Also considered uncountable in English:

baggage, damage, luggage, shopping, camping, furniture, parking, weather, hair, information, knowledge, news, rubbish.

Here is a list of common uncountable nouns, some of the words in front of them:

a glass of milk / water,
a slice / a piece of bread / cake / toast / cheese,
a cup of tea / coffee,
a spoonful of sugar / coffee,
a piece of information / luggage / news / advice / homework,
some money / petrol / snow.

The form of the possessive case

A 's is used with singular nouns and plural nouns not ending in s:

a man's job, the people's choice, men's work, the crew's quarters, a woman's intuition, the horse's mouth, the butcher's (shop), the bull's horns, a child's voice, women's clothes, the children's room, Russia's exports.

A simple apostrophe (') is used with plural nouns ending in s:

a girls' school, the students' hostel, the eagles' nest, the Smiths' car.

Classical names ending in s usually add only the apostrophe:

Pythagoras' Theorem, Archimedes' Law, Sophocles' plays.

Other names ending in s **can take 's or the apostrophe alone**:

Mr Jones's house, Yeats's (or Yeats') poems.

With compounds, the last word takes the 's:

my brother-in-law's guitar.

Names consisting of several words are treated similarly:

Henry the Eighth's wives, the Prince of Wales's helicopters, the PM's secretary, the MP's briefcase, the VIP's escort.

Compound nouns

Noun + noun:

London Transport, Fleet Street, Tower bridge, hall door, traffic warden, petrol tank, hitch-hiker, sky-jacket, river bank, kitchen table, winter clothes.

Noun + gerund:

fruit picking, lorry driving, coal-mining, weight-lifting, bird-watching, surf-riding.

Gerund + noun:

waiting list, diving-board, driving license, landing card, dining-room, swimming pool.

Normally the last word is made plural:

boy-friends, break-ins, travel agents.

But where man and woman is prefixed both parts are made plural:

men drivers, women drivers.

The first word is made plural with compounds formed of **verb + er nouns + adverbs**:

hangers-on, lookers-on, runners-up.

And with compounds composed of **noun + preposition + noun**:

ladies-in-waiting, sisters-in-law, wards of court.

Initials can be made plural:

*MPs (Members of Parliament), VIPs (very important persons),
OAPs (old age pensioners), UFOs (unidentified flying objects).*

“Much” / “many”

Many (adjective) is used before **countable nouns**:

He didn't make many mistakes.

Much (adjective) is used before **uncountable nouns**:

We haven't much coffee.

“Few” / “a few” / “little” / “a little”

Little = not much, few = not many:

He has little time for other things (= not much time, less time than he would like).

She has few friends there (= not many, not as many as she would like).

You can say very **little** and very **few**:

Gary has very Little time for other things.

Vicky has very few friends in London.

A little = some, a small amount:

We have a little time before the train leaves.

A few = some, a small number:

I have a few friends and we meet quite often.

Little / a little, few / a few:

He spoke Little English, so it was difficult to communicate with him.

He spoke a Little English, so we were able to communicate with him.

She's lucky. She has few problems (= not many problems).

Things are not going so well for her. She has a few problems (= some problems).

Articles

The indefinite article “a” / “an”

The article “a” is used before a word beginning with a consonant, or a vowel with a consonant sound:

a man, a European, a one-way street.

The article “an” is used before words beginning with a vowel (**a, e, i, o, u**) or words beginning with a mute **h**:

an apple, an island, an uncle, an egg, an onion, an hour, an L-plate, an MP, an SOS, an ‘x’.

“A” / “an” is used before a singular noun which is countable:

I need a visa.

They live in a flat.

He bought an ice-cream.

“A” / “an” is used before a singular countable noun which is used as an example of a class of things:

A car must be insured.

All cars must be insured.

A child needs love.

All children need needs love.

“A” / “an” is used with a noun complement, this includes names of professions:

It was an earthquake.

She’ll be a dancer.

He is an actor.

“A” / “an” is used in certain expressions of quantity:

a lot of a couple, a great many a dozen / one dozen, a great deal of.

“A” / “an” is used with certain numbers:

a hundred a thousand.

“A” / “an” is used before “half” when “half” follows a whole number:

½ kilos = one and a half kilos or a kilo and a half,

½ kg = half a kilo (no a before “half”),

a half-holiday, a half-portion, a half-share,

1/3, 1/4, 1/5 etc.: a third, a quarter etc.

“A” / “an” is used in expressions of price, speed, ratio, etc.:

5p a kilo £1 a metre, sixty kilometres, an hour,

10 p a dozen four times a day. (Here a/an = per.)

“A” / “an” is used in exclamations before singular, countable nouns:

Such a long queue! What a pretty girl!

But: *Such long queues! What pretty girls!* (Plural nouns, so no article.)

The article “a” can be placed before “Mr” / “Mrs” / “Miss” + surname:

a Mr Smith, a Mrs Smith, a Miss Smith, a Mr Smith.

“A” / “an” is omitted before plural nouns, uncountable nouns, names of meals:

We have breakfast at eight.

He gave us a good breakfast.

The definite article “the”

“The” is the same for singular and plural and for all genders and is used when the object or group of objects is unique or considered to be unique:

the earth, the sea, the sky, the equator, the stars, etc.

“The” is used before a noun which has become definite as a result of being mentioned a second time:

His car struck a tree; you can still see the mark on the tree.

“The” is used before a noun made definite by the addition of a phrase or clause:

the girl in blue, the man with the banner, the boy that I met, the place where I met him.

“The” is used before a noun which by reason of locality can represent only one particular thing:

Ann is in the garden (the garden of this house).

Please pass the wine (the wine on the table).

Before superlatives and first, second etc. used as adjectives or pronouns:

the first (week), the best day, the only way.

“The” + singular noun can represent a class of animals or things:

The whale is in danger of becoming extinct.

The deep-freeze has made life easier for housewives.

“The” is used before certain proper names of seas, rivers, groups of islands, chains of mountains, plural names of countries, deserts, regions and before certain other names:

the Atlantic the Netherlands, the Thames the Sahara, the Azores the Crimea, the Alps the Riviera, the City the Mall the Sudan, the Hague the Strand the Yemen.

“The” is also used before names consisting of noun + of + noun:

the Bay of Biscay the Gulf of Mexico, the Cape of Good Hope the United States of America.

“The” is used before names consisting of adjective + noun:

the Arabian Gulf the New Forest the High Street.

“The” is used before the adjectives “east” / “west” etc. + noun in certain names:

the East / West End the East / West Indies, the North / South Pole.

But no before: *South Africa, North America, West Germany.*

“The” is used before “east” / “west” / “south” / east”, when these are nouns:

the north of Spain the West (geographical) – the Middle East the West (political). Go North (adverb: in a northerly direction). – He lives in the North (noun: an area in the north).

“The” is used before other proper names consisting of adjective + noun or noun + of + noun:

the National Gallery the Tower of London.

“The” is used before names of choirs, orchestras, pop groups etc.:

the Bach Choir the Philadelphia Orchestra the Beatles.

“The” is used before names of newspapers (*The Times*) and ships (*the Great Britain*).

“The” is used with names of people, the + plural surname in the meaning “the ... family”:

the Smiths = Mr and Mrs Smith (and children).

“The” + singular name + clause / phrase can be used to distinguish one person from another of the same name:

“We have two Mr Smiths. Which do you want?” – “I want the Mr Smith who signed this letter.”

“The” is used before titles:

the Duke of York.

But it is not used before other titles or ranks:

Lord Olivier, Captain Cook.

Omission of the article “the”

The definite article *the* is not used before names of places or before names of people.

Before abstract nouns except when they are used in a particular sense:

Men fear death.

But: *The death of the Prime Minister left his party without a leader.*

After a noun in the possessive case, or a possessive adjective:

the boy's uncle = the uncle of the boy. It is my book = The book is mine.

Before names of meals:

The Scots have porridge / breakfast.

Before names of games:

He plays golf.

Before parts of the body and articles of clothing:

Raise your right hand. She took off his coat.

We usually use no article with

Continents, countries, states, counties, departments, etc.:

Africa, Brazil, Lebanon, Gambia, Sudan, Texas, Berkshire, Westphalia.

Towns:

Oxford.

Streets:

New Street, Willow Road.

Lakes:

Lake Michigan.

Universities, schools, etc.:

Oxford University, Hull Station, Salisbury Cathedral, Manchester City, Council Birmingham, Airport Cheltenham, Football Club, East Oxford Community Centre, Newbury School of English.

Names of single mountains:

Everest, Kilimanjaro, Showdown.

Newspaper headlines:

MAN KILLED ON MOUNTAIN.

Headings :

Introduction. Chapter 2.

Notices, posters, etc.:

SUPER CINEMA.

Instructions:

Open packet at other end.

Numbering and labeling:

Go through door A.

Control to Car 27.

Turn to page 26.

Prepositions

We use “at” for the time of day:

at five o'clock, at 11.45, at midnight, at lunchtime, at sunset.

We use “at” in these expressions:

at night, at the weekend, at Christmas, at the moment, at present, at the same time.

We use “on” for days and dates:

on Friday I, on Fridays, on 16 May 2009;

on Christmas Day, on my birthday.

We use “in” for longer periods (for example: months”, “years”, “seasons”):

in October in 1998, in the 18th century;

in the past, in (the) future, in (the) winter;

in the 1990s, in the Middle Ages;

*in the morning, in the afternoon, in the evening;
on Friday morning, on Sunday afternoon, on Monday evening.*

We use “in” with “a few minutes” / “in six months”:

The train will be leaving in a few minutes.

He'll be back in a week.

They'll be here in a moment.

You can also say: “in six months’ time”, “in a week's time”:

They're getting married in six months' time (or ...in six months).

We also use “in” to say how long it takes to do something:

I learnt to drive in four weeks.

We do not use “at”, “on”, “in” before “last” / “next”, “this” / “every”:

I'll see you next Friday. (Not “on next Friday.”)

They got married last March.

So you can say:

I'll see you on Friday.

I don't work on Monday mornings.

“On time” and “in time”:

“on time” = punctual, not late. If something happens on time, it happens at the time that was planned:

The 11.45 train left on time (= it left at 11.45).

I'll meet you at 7.30. Ok, but please be on time;

“in time” = soon enough:

Will you be home in time for dinner? (= soon enough for dinner).

“At the end” and “in the end”:

“at the end” (of something) = at the time when something ends:

at the end of the month, at the end of the film, at the end of January,

at the end of the course, at the end of the game, at the end of the con-

cert;

“in the end” = finally:

We sold it in the end (= finally we sold it).

In the expressions we use:

in the room

in the building

in the garden

in Italy

in Venice

in a small village

in the mountains

in the pool

in the sea

in the river

in the middle of

in a line

in a row

in a queue

in a letter

in bed

in the sky

in the world

in the country

in the countryside

in an office

in a department

in a picture

in a photo

in a photograph

in a paper (= newspaper)

in a book

in a magazine

in the front row

in the corner of a room

in hospital

in prison

in jail

in a village

in the south of France

in a car / in a taxi

<i>at the bus stop</i>	<i>at the door</i>	<i>at the window</i>
<i>at the traffic Lights</i>	<i>at the church</i>	<i>at the round</i>
<i>at the junction</i>	<i>at the next stop</i>	<i>at the door</i>
<i>at reception</i>	<i>at the entrance to</i>	<i>at the top (of)</i>
<i>at the bottom (of)</i>	<i>at the end (of)</i>	<i>at the top of the page</i>
<i>at work</i>	<i>at school</i>	<i>at university</i>
<i>at college</i>	<i>at university</i>	<i>at home</i>
<i>at a concert</i>	<i>at a party</i>	<i>at the wedding</i>
<i>at a conference</i>	<i>in/at a restaurant</i>	<i>at Oxford</i>
<i>at the age of 16</i>	<i>at 120 miles</i>	<i>at 100 degrees</i>
<i>in / at a supermarket</i>	<i>at the station</i>	<i>at somebody's house</i>
<i>at the hairdresser's</i>	<i>at the airport</i>	
<i>at the National Concert Hall</i>	<i>at the company's head office</i>	
<i>at the other end of the street</i>	<i>at the top (of the age)</i>	
<i>in the back (of the car)</i>	<i>at the front I at the back of a building</i>	
<i>at the back of the house</i>	<i>at the front (of the cinema)</i>	
<i>on the back of the photo</i>	<i>at /on the corner of the street</i>	
<i>on the floor</i>	<i>on the ground</i>	<i>on the grass</i>
<i>on the beach</i>	<i>on a chair</i>	<i>on the wall</i>
<i>on the ceiling</i>	<i>on your nose</i>	<i>on your shirt</i>
<i>on the notice board</i>	<i>on the door</i>	<i>on page seven</i>
<i>on the left</i>	<i>on the right</i>	<i>on the left-hand side</i>
<i>on the right-hand side</i>	<i>on the ground floor</i>	<i>on the first floor</i>
<i>on the second floor etc.</i>	<i>on a map</i>	<i>on a menu</i>
<i>on a list</i>	<i>on a farm</i>	<i>on a farm</i>
<i>on a river</i>	<i>on a road</i>	<i>on the coast</i>
<i>on the way</i>	<i>on the way home</i>	<i>on page</i>
<i>on a bus</i>	<i>on a train</i>	<i>on a plane</i>
<i>on a ship</i>	<i>on a bike/bicycle</i>	<i>on a motorbike</i>
<i>on a horse</i>	<i>on holiday</i>	<i>on a diet</i>
<i>on TV I on television</i>	<i>on the radio</i>	<i>on the whole</i>
<i>on the phone</i>	<i>on strike</i>	<i>on purpose</i>
<i>on fire</i>	<i>on a trip</i>	<i>on business trip</i>
<i>on a cruise</i>	<i>on a world tour</i>	
<i>water in the bottle</i>	<i>label on the bottle</i>	<i>a notice on the door</i>
<i>to go to China</i>	<i>to go to bed</i>	<i>to go back to Italy</i>
<i>to go to the bank</i>	<i>to return to London</i>	<i>go to a concert</i>
<i>to come to my house</i>	<i>to be taken to hospital</i>	<i>to be sent to prison</i>
<i>to drive to the airport</i>	<i>welcome somebody to a place</i>	
<i>to get on / off a bus, a train, a plane</i>		
<i>in the rain, in the sun, in the shade, in the dark, in bad weather</i>		
<i>to write in ink I in pen I in pencil</i>		
<i>to be / fall in Love (with somebody)</i>		

<i>by post</i>	<i>by phone</i>	<i>by email</i>
<i>by hand</i>	<i>pay by credit card</i>	<i>pay in cash</i>
<i>by cheque</i>	<i>by email</i>	
<i>by mistake</i>	<i>by accident</i>	<i>by chance</i>

to travel by car, by train, by plane, by boat, by ship, by bus, by bike, by road, by rail, by air, by sea

<i>on foot</i>	<i>bitten by a dog?</i>
<i>watched by millions of people</i>	<i>opened with a key</i>
<i>done by somebody / something</i>	<i>written by Tolstoy</i>
<i>sit by me = next to me.</i>	

Comparison “as... as...”

We use “as... as...” to say that people or things are equal in some way:

She's as tall as her brother.
Is it as good as you expected?
I'll spend as much as necessary.
You're as beautiful as ever.
We need as many people as possible.

Comparative and Superlative Adjectives

One-syllable adjectives: regular comparison

One-syllable adjectives normally have comparatives and superlatives ending in **-er**, **-est**:

Adjective	Comparative	Superlative
<i>old</i>	<i>older</i>	<i>oldest</i>
<i>tall</i>	<i>taller</i>	<i>tallest</i>
<i>cheap</i>	<i>cheaper</i>	<i>cheapest</i>

Adjectives ending in **-e**: + **-r**, **-st**:

<i>nice</i>	<i>nicer</i>	<i>nicest</i>
<i>late</i>	<i>later</i>	<i>latest</i>

One vowel + one consonant: **double consonant**:

<i>fat</i>	<i>fatter</i>	<i>fattest</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>thin</i>	<i>thinner</i>	<i>thinnest</i>

One-syllable adjectives: irregular comparison

Adjective	Comparative	Superlative
<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>

<i>far</i>	<i>farther / further</i>	<i>farthest / furthest</i>
<i>old</i>	<i>older / elder</i>	<i>oldest / eldest</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much / many</i>	<i>more</i>	<i>most</i>

Two-syllable adjectives

Some two-syllable adjectives are similar; others have “more” and “most”.

Adjectives ending in -y have **-ier** and **-iest**:

<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>easy</i>	<i>easier</i>	<i>easiest</i>

Some other two-syllable adjectives can have **-er** and **-est**:

<i>narrow</i>	<i>narrower</i>	<i>narrowest</i>
<i>simple</i>	<i>simpler</i>	<i>simplest</i>
<i>clever</i>	<i>cleverer</i>	<i>cleverest</i>
<i>quiet</i>	<i>quieter</i>	<i>quietest</i>

Longer adjectives

Longer adjectives of three or more syllables have “**more**” and “**most**”:

<i>intelligent</i>	<i>more intelligent</i>	<i>most intelligent</i>
<i>practical</i>	<i>more practical</i>	<i>most practical</i>
<i>beautiful</i>	<i>more beautiful</i>	<i>most beautiful</i>

Words like “unhappy” (the opposites of two-syllable adjectives ending in **-y**) are an exception: they can have forms in **-er** and **-est**:

<i>unhappy</i>	<i>unhappier / more unhappy</i>	<i>unhappiest / most unhappy</i>
<i>untidy</i>	<i>untidier / more untidy</i>	<i>untidiest / most untidy</i>

Some compound adjectives like “good-looking” or “well-known” have two possible comparatives and superlatives:

<i>good-looking</i>	<i>better-looking</i>	<i>best-looking</i>
or	<i>more good-looking</i>	<i>most good-looking</i>
<i>well-known</i>	<i>better-known</i>	<i>best-known</i>
or	<i>more well-known</i>	<i>most well-known</i>

“There is” / “there are”

We use “there is ” / “there are”

We use “there is ” / “there are” talking about the existence of people, things, etc. These constructions have the meaning «есть», «имеется», «находится», «существует».

Question Tags

*He will be a doctor, **won't he?***
*This engineer knows two foreign languages, **doesn't he?***
*The young specialist can manage work properly, **can't he?***
*You weren't at the conference last night, **were you?***
*You didn't like the report, **did you?***
*The students mustn't be late for the lessons, **must they?***
*I'm right, **aren't I?***
*I'm not right, **am I?***
*Switch on the light, **will you?***
*Help me with these bags, **could you?***
*Don't forget to post my letter, **will you?***
*Let's listen to some music, **shall we?***
*Let me buy some sweets, **will you / won't you?***
*Somebody told you, **didn't they?***
*Everybody is present, **aren't they?***
*Nothing is wrong, **is it?***
*There won't be any problems, **will there?***
*He has got a large house, **hasn't he?***
*I have dinner at 2 o'clock, **don't I?***

The Present Simple Active / Passive

The Present Simple Active

We use the Present Simple to talk about things in general. We use it to say that something happens all the time or repeatedly or that something is true in general:

They have eggs for breakfast.

He needs a new coat.

We use the Present Simple to talk about habits or things that happen on a regular basis:

I leave work at 5.30 most days.

Each July we go to Turkey for a holiday.

In the third person (**He, She, It**) singular it has the suffix **-s / -es** which is pronounced [z] after vowels and voiced consonants (e. g. *plays, opens*), [s] after voiceless consonants (e. g. *looks, puts*), and [ɪz] after sibilants (e. g. *closes, places, teaches, wishes, judges*).

Verbs ending in **-s, -ss, -sh, -ch, -tch, -x, -z** take the suffix **-es** (e. g. *passes, pushes, watches*). The suffix **-es** is also added to verbs ending in o preceded by a consonant (e. g. *goes*).

Verbs ending in **-y** with a preceding consonant change the **-y** into **-ies** (e. g. *study – studies, try – tries, fly – flies*). But if the **y** is preceded by a vowel, the suffix **-s** is added (e. g. *play – plays, stay – stays*).

She does the housework.
He needs more money.
It often rains.
Tom says that she may not be in time.
I (we, you, they) travel a lot (no ending -s).

Affirmative	Negative	Interrogative
I work.	I do not work.	Do I work?
You work.	You do not work.	Do you work?
He/she/it does.	He/she/it works.	Does he/she/it work?
We work.	We do not work.	Do we work?
They work.	They do not work.	Do they work?

Other common state verbs include *agree, assume, believe, belong to, contain, cost, disagree, feel, hate, have, hope, know, like, look, love, own, prefer, realize, regret, resemble, smell, taste.*

The Present Simple Active is often associated with such **adverbial modifiers of frequency** as *often, seldom, sometimes, occasionally, always, never, ever, every year (week, month, day), usually, once, twice, three times, a year, daily, on Sundays, Mondays, etc.):*

*He **doesn't** usually **ring** up early in the morning.*
***Do** you often **come** to these parties?*

It is used in **conditional sentences, type I:**

*If I **see** Ann I'll ask her.*
*Unless you **take** the brake off the car won't move.*

It is used in time clauses, when there is **an idea of routine:**

*As soon as he **earns** any money he **spends** it.*
*She **takes** the boy to school before she **goes** to work.*

When **the main verb is in a future form:**

*When it **stops** raining we 'll go out.*

It can be used for **dramatic narrative**. This is particularly useful when describing the action of a play, opera etc., and is often used by radio commentators at sports events, public functions etc.:

When the curtain rises, Juliet is writing at her desk. Suddenly the window opens and a masked man enters.

The Present Simple Passive

Present Simple Passive is used to talk about some actions that are performed in the present or repeatedly (habits), simple statements of fact or universal truth:

I am + verb (-ed) or the Past Participle form of the verb.

You, We, They + are + verb (-ed) or the Past Participle form of the verb.

He, She, It + is + verb (-ed) or the Past Participle form of the verb.

*This work **is performed** by a new company.*

*The beach **is cleaned** every morning.*

*Oranges **are imported** from Paraguay.*

*I **am visited**.*

*You **are visited**.*

*He, she, it **is visited**.*

Making a negative Present Simple Passive form is easy: **insert "not"** between "am", "is" or "are" and Past Participle (the contracted forms are "isn't" and "aren't"):

*Spanish **is not spoken** in China.*

*His words **aren't relied on**.*

To make a question in Present Simple Passive, **swap the subject and "am", "is" or "are"**.

The structure for asking questions in Present Simple Passive is:

am / is / are + [subject] + Past Participle:

***Are** US dollars **accepted** at Dubai airport?*

***Is** coffee **served** here?*

*What **is** this pie **made of**?*

*When **are** these items usually **brought** here?*

The Past Simple Active / Passive

The Past Simple Active

When we want to indicate that something happened at a specific time in the past, **we use the past simple**. We can either say when it happened, using a time adverb, or assume that the hearer already knows when it happened or can understand this from the context:

*She **arrived** at Kennedy Airport at 2 o'clock this morning.*

*Jane **left** just a few minutes ago.*

*Jim **decided** to continue the course.*

We use the past simple for situations that existed for a period of time in the past, but not now:

*When I **was** younger I **played** badminton for my local team.*

*The Pharaohs **ruled** Egypt for thousands of years.*

Regular verbs: form: the simple past tense in regular verbs is formed by adding **-ed** to the infinitive:

*to work – **worked**.*

The same form is used for all persons, etc.:

*I (you, we, they, he, she, it) **worked** last year.*

The negative of regular and irregular verbs is formed with “**did not**” (“**didn't**”) and the infinitive:

*I (you, we, they, he, she, it) **did not (didn't)** work two years ago.*

The interrogative of regular and irregular verbs is formed with “**did**” + **subject + infinitive**:

Did I work last week? Did you work yesterday?

Negative interrogative: “did you not” (*Didn't you work?*).

Spelling notes: adding **-ed**:

*admit – **admitted** stop – **stopped** travel – **travelled**.*

Verbs ending in y following a consonant change the y into i before adding **-ed**:

*carry – **carried** try – **tried**.*

But y following a vowel does not change:

*obey – **obeyed**.*

Irregular verbs: form. These vary considerably in their simple past form:

Infinitive	Simple past
<i>to eat</i>	<i>ate</i>
<i>to leave</i>	<i>left</i>
<i>speak</i>	<i>spoke</i>
<i>I met him yesterday.</i>	<i>When did you meet him?</i>

The Past Simple Passive

The passive is used when the person or thing that did the action is unknown, unimportant or not the focus of our interest.

We use “**by**” with the passive if we want to identify who or what did the action.

The Past Simple Passive is formed by using “**was**” or “**were**” + **the past participle**:

*'Harry Potter' **was written** in English. – When **was it written?** – It **wasn't written** in English.*

*My camera **was stolen** while I was on holiday. – Why **was it stolen?** – Whom **was it stolen by?** – By whom **was it stolen?***

*These houses **were built** during the 19th Century. – Where **were they built?** – They **weren't built** there.*

The Future Simple Active / Passive

Active form: Subject + “will” / “shall” + first form of the verb + object:

*I **will write** a letter.*

*I **will not (won't)** write a letter.*

*Who **will write** a letter?*

***Will** you **write** a letter?*

Passive form: Object of the active sentence + “will” / “shall” + “be” + past participle:

A letter will be written by me.

A letter will not be written by me.

Will a letter be written by you?

First person (**I, we**) + **will** or **shall**:

formerly **will** is kept for intention:

I will wait for you (= I intend to wait for you);

and **shall** is used when there is no intention (for actions where the subject's wishes are not involved):

I shall be 25 next week (we shall know the result next week).

To express the speaker's opinions, assumptions, speculations about the future, these may be introduced by verbs such as *assume, be afraid, be/feel sure, believe, daresay, doubt, expect, hope, know, suppose, think, wonder* or accompanied by adverbs such as *perhaps, possibly, probably, surely*, but can be used without them:

(I'm sure) he 'll come back.

(I suppose) they 'll sell the house.

(Perhaps) we 'll find him at the hotel.

They'll (probably) wait for us.

The Present Continuous Active / Passive

The Present Continuous Active

The Present Continuous Active tense is formed by the past tense of the verb “to be” + the present participle:

Affirmative

I am working.

You are working.

He / she / it is working.

We are working.

They are working.

Negative

I am not working.

You are not working.

He / she / it is not working.

We are not working.

They are not working.

Interrogative

Am I working?

Are you working?

Is he / she / it working?

Are we working?

Are they working?

We use the continuous for things happening at or around the time of speaking. The action is not complete:

*The water **is boiling**.*

*The population of the world **is increasing** very fast.*

We use the continuous for temporary situations:

*I'm **living** with some friends until I find a place of my own.*

*You're **working** hard today.*

We use continuous forms for actions and happenings that have started but not finished.

The following verbs are not normally used in the present continuous: *want, need, prefer, know, realize, suppose, mean, understand, believe, belong, fit, contain, consist, seem:*

I'm hungry. I want something to eat. (Not: I'm wanting.)

When “think” means “believe” or “have an opinion”, we do not use the continuous:

I think Mary is Canadian, but I'm not sure. (Not: I'm thinking.)

What do you think of my plan? (= What is your opinion?)

When “think” means “consider”, the continuous is possible:

I'm thinking about what happened.

Nicky is thinking of giving up her job. (= She is considering it.)

To see, to hear, to smell, to taste: we normally use the present simple (not continuous) with these verbs:

Do you see that man over there? (Not: Are you seeing.)

This room smells.

We often use **can + see/hear/smell/taste:**

I can hear a strange noise. Can you hear it?

To look, to feel: you can use the present simple or continuous to say how somebody looks or feels now:

You look well today.

or

You're looking well today.

He's being = He's behaving (being selfish = behaving selfishly at the moment):

He never thinks about other people. He is very selfish.

(Not He is being.) (= He is selfish generally, not only at the moment.)

The “be going to form” used for prediction: the present continuous tense of the verb “to go” + **the full infinitive**. This form is used for intention and for prediction:

I'm going to buy a bicycle.

She is not going to be there.

Is he going to lecture in English?

The Present Continuous Passive

The present progressive passive is used, like the present progressive active, to talk about things that are going on at the time of speaking.

*The papers **are being** prepared now.*

*The secretary **is preparing** the papers now.*

The Past Continuous Active / Passive

The Past Continuous Active

Past Continuous Active expresses (a) an action that was going on when another action happened and (b) an action that was going on at a specific point of time in the past:

I was reading a book when the telephone rang.

While he was walking in the park, he saw an unusual red bird.

He was working at two o'clock yesterday.

The Present Continuous Active tense is formed by the past tense of the verb “to be” + the present participle:

Affirmative

I was working.

You were working.

We were working.

They were working.

*He / she / it was
working.*

Negative

I was not working.

You were not working.

We were not working.

They were not working.

He / she / it was not working.

Interrogative

Was I working?

Were you working?

Were we working?

Were they working?

*Was he / she / it
working?*

The Past Continuous Passive

Past Continuous Passive expresses (a) an action that was going on when another action happened and (b) an action that was going on at a specific point of time in the past:

Affirmative

I was being taken to school.

You were being taken to school.

He was being taken to school.

She was being taken to school.

It was being taken to school.

We were being taken to school.

They were being taken to school.

Interrogative

Was I being taken to school?

Were you being taken to school?

Was he being taken to school?

Was she being taken to school?

Was it being taken to school?

Were we being taken to school?

Were they being taken to school?

Negative

I wasn't being taken to school.

You weren't taken to school.

He wasn't being taken to school.

She wasn't being taken to school.

It wasn't being taken to school.

We weren't being taken to school.

They weren't being taken to school.

The Present Perfect Active / Passive

The Present Perfect Active

Present Perfect is a very useful tense. **It expresses** (a) an action that has just ended and (b) reports how things have developed by now.

*I (you, we, they) **have done / translated** (Participle II or verb + -ed.)*

*He, she, it **has done / translated.***

Have I (you, we, they) done / translated?

Has he, she, it done / translated?

*I (you, we, they) **have not done / translated.***

*He, she, it **has not done / translated.***

He has just left.

I have already done it.

He has been to Rome many times.

So far, he has fired ten workers.

Present perfect replaces the present perfect continuous for stative verbs, which are generally not used in the continuous tenses.

I have known him for years.

She has loved him all her life.

In the meaning "the action has lasted for some time by now", the present perfect may be used instead of the present perfect continuous with certain verbs (for example, work, live).

She has been working in this bank for two years.

She has worked in this bank for two years.

Present Perfect is typically used to describe:

- unfinished past;
- past actions or events that have an effect in the present;
- experience;
- other actions when the emphasis is on the result, not the process.

We use the Present Perfect to talk about actions or events in the past that still have an effect on the present moment. These actions have started in the past but continue up to the present moment.

We can use “just” or “already” to talk about something that happened a short time ago (*never, ever, already, yet, lately, recently, so far*):

I have just come from school.

They have just cooked dinner.

The Present Perfect Passive

Present Perfect Passive **is used** for all the same reasons we use it in the active form – to talk about (1) experiences and achievements, (2) changes over time, (3) incomplete actions with expected ends, (4) continuous actions started in the past, (5) past actions with results in present, and (6) multiple actions at different times.

For example:

All the sandwiches have been eaten.
Maths has been studied for many years.
The light has been turned on already.
All the patients have been treated by Dr. Philips.

In general, we use Passive voice:

1. When the subject is unknown. We don't know who or what is the subject:

An amazing surprise has been prepared for you.

2. When we want to emphasize the subject.

Only 'she' has been known to be always in time.

3. When we are unclear or vague about the subject or the subject is irrelevant.

The results of the degree examination have been announced.

4. When to talk about general truths.

These lands have been cultivated for as long as we know it.

5. When in formal writing (such as scientific reports) when the emphasis is on process and results, rather than on who did the action.

Water has been poured into the flask in order to acquire the desired mixture.

The structure of the Present Perfect in the passive voice is very similar to the Present Perfect in the active voice. The only difference is **adding "been" after the helping verb "have" / "has"**. Thus, in Present Perfect Passive, we always use **"have been" / "has been" + the Past Participle form**:

This house has been sold to some foreigners.
The children have been given their medicine.

"Have been" / "has been" + the Past Participle form of the verb:

Singular

I have been seen.

You have been seen.

He /she / it have been seen.

Plural

We have been seen.

You have been seen.

They have been seen.

To make a negative form of Present Perfect Passive, insert "not" between "have been" / "has been" (you can also use "hasn't" or "haven't").

This long test has not been translated yet.
This old violin hasn't been played for ages.

The structure for asking questions in Present Perfect Passive is: "have" / "has" + [subject] + "been" + Past Participle:

Haven't the documents been submitted yet?
Has the patient's temperature been taken?

The Present Perfect Continuous

Present Perfect Continuous (“have” / “has” + “been” + **participle I** (*I have been doing*)) **expresses** an action that has been going on for some time by now and is still going on:

We have been waiting for hours.

She has been working for a year.

It has been raining since morning.

Present perfect continuous also expresses an action that has been going on lately:

I have been thinking about starting my own business.

It has been raining hard, and the ground is still wet.

The precise time limits of the action (i. e. its beginning and its end) are not specified.

This use of the Present Perfect Continuous seems to be prevailing over its use described under I. Besides, in this meaning the Present Perfect Continuous is not parallel to Present Perfect II:

“Your shoes are wet.” – “I’ve been walking in the rain.”

She said: “I’ve been talking to your boy-friend, Adeline, and I like him.”

She’s been washing her hair, but it may be dry now.

The Infinitive

Properties and functions of the infinitive

The infinitive is a verbal form (a non-finite verb form) which **consists of the base form of the verb with the particle “to”**:

To do, to go, to play, to take, to break, to find.

The English infinitive and the Russian non-finite verb form have similar features. At the same time, the infinitive in English has **a number of peculiarities** which make using the infinitive difficult for language learners.

The full infinitive consists of two words, “to” + verb, but **after certain verbs and expressions we use the form without “to”**, i. e.: “the bare infinitive”:

You had better say nothing.

Examples of infinitive forms:

Present infinitive	<i>to work, to do</i>
Present continuous infinitive	<i>to be working, to be doing</i>
Perfect infinitive	<i>to have worked, to have done</i>
Perfect continuous infinitive	<i>to have been working, to have been doing</i>
Present infinitive passive	<i>to be done</i>
Perfect infinitive passive	<i>to have been done</i>

The infinitive has **some properties of the verb**.

The infinitive names an action (*to drive a car*) or state (*to be sick*), but cannot show person, number, or mood.

The infinitive has active and passive forms (*to take, to be taken*) and can express voice and time, though in a rather limited way.

The infinitive **can have a direct object**:

*He plans **to visit** a museum.*

Or a prepositional object:

*He wants **to know** about it.*

or can be modified by an adverb

*He tried **to walk** slowly.*

The infinitive **can be part of the compound verbal predicate**:

She can drive.

We must go.

Or part of the compound nominal predicate:

*His aim is **to help** you.*

The infinitive alone, without another verb, **is generally not used as the predicate**. The infinitive has some properties of the noun and can be in the function of the subject:

***To quit** now would be a mistake.*

Or of an object:

*He likes **to sing** or He likes singing.*

*She asked me **to wait**.*

The infinitive can be in the function of **an attribute**:

*He has no desire **to see** them.*

The infinitive can function as **an adverbial modifier of purpose**:

*He came here **to study**.*

Or as an adverbial modifier of consequence:

*He was too tired **to go** to the cinema.*

Use of particle “to”

As a rule, the infinitive is preceded by the particle “to”.

The particle “to” is omitted after modal verbs:

You can go. You must take it.

After the verbs “make”, “let”:

Make him eat. Let her play.

After the verb “help” in American English (Help me find my book), and in constructions like:

She saw him leave. He heard her sing.

The infinitive without the particle “to” is called bare infinitive.

Forms of the infinitive

The infinitive has the following active and passive forms: simple (*to write*), continuous (*to be writing*), perfect (*to have written*), perfect continuous (*to have been writing*), simple passive (*to be written*), perfect passive (*to have been written*):

I asked him to write a report.

He is supposed to be writing a report now.

He appears to have written a report already.

He seems to have been writing a report for two hours already.

I expect his report to be written tomorrow.

I expect his report to have been written by now.

More examples with perfect and passive forms:

He is said to have sold all his houses.

She was sorry to have said it.

He is known to have been working in this field for many years.

He wants to be informed about any problems immediately.

He asked to be informed of their arrival.

She is lucky to have been given such an opportunity.

Modal verbs

All of the infinitive forms are used with modal verbs in order to express certain meanings of modal verbs:

He can write reports.

He must be writing a report now.

He should have written a report yesterday.

This report might have been written by one of our freelance workers.

Typical constructions with infinitives

Verb + infinitive. In this construction **the infinitive stands immediately after the verb, usually after the following verbs:** *afford, agree, appear, ask, beg, begin, continue, decide, deserve, expect, fail, forget, hate, hesitate, hope, intend, learn, like, love, manage, mean, need, offer, plan, prefer, prepare, pretend, promise, refuse, regret, remember, seem, start, threaten, try, want, would like:*

His daughter is learning to drive.

I need to talk to him.

She forgot to lock the door.

He refused to help them.

I want to go home.

He appears to be tired.

The continuous infinitive (emphasizing duration of the action) and **the perfect infinitive** (indicating the preceding action) **are rather often used after the verbs “seem”, “appear”, “pretend”:**

He pretended to be reading.
He seems to have lost weight.
He appears to have forgotten about it.

Note the use of the passive infinitive in those cases where the person indicated in the subject undergoes the action of the infinitive (i. e., that person does not perform the action himself / herself):

She doesn't like to be disturbed during her work.
I would like to be invited to the party.

The Gerund

Use of gerund

Some verbs are followed by a **“to-infinitive”** but not **-ing**:

agree, aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish.

Some verbs are followed by **-ing** but not a **“to-infinitive”**:

admit, avoid, consider, delay, deny, detest, dread, envisage, feel like, finish, imagine, miss, recall, resent, risk, suggest.

The verbs *begin, cease, start, continue* can be followed by either a “to-infinitive” or an -ing form with little difference in meaning:

Even though it was raining, they continued to play / playing.

Forms of gerund

Gerunds are formed from verbs by adding **-ing**:

be – being, go – going, play – playing, talk – talking, write – writing.

Gerunds can be formed from most verbs (except modal verbs).

The gerund **has the following forms**: simple active (*asking, writing*); perfect (*having asked, having written*); passive (*being asked, being written*); perfect passive (*having been asked, having been written*). These forms are also called “simple gerund (or simple ing-form), perfect gerund, passive gerund, perfect passive gerund”:

I completely forgot having asked him to wait for me there. (Having asked – perfect form.)

She doesn't like being asked such questions. (Being asked – passive form.)

He could not remember ever having been asked to do such a thing. (Having been asked – perfect passive form.)

Perfect forms:

I remember asking her about it.

I don't remember being asked about it.

He mentioned reading it in a magazine.

*He thanked them for inviting him.
He apologized for losing my book.*

Passive forms:

*The house needs painting.
This lock needs repairing.
His car requires painting. (Infinitive: His car needs to be painted /
to be repaired / to be cleaned.)
Your coat wants cleaning.
This book is worth reading.*

Negative forms:

*He did not apologize for losing my book.
She doesn't like having to work on Saturdays.
He was fined for not paying his debt.
He apologized for not having written his report on time.
I'm surprised at not being asked about it.
She is disappointed at not having been invited.*

Gerunds and present participles. The gerund and the present participle have the same forms but are used differently.

The gerund functions as a noun. For example:

*Growing tomatoes at home is a difficult task.
I need a book on growing tomatoes at home.*

The present participle is used in the formation of the continuous tenses and is also used as an adjective. For example:

*She is growing tomatoes this year.
Growing tomatoes need a lot of sun.*

Gerund as subject:

*Smoking is not allowed here.
Playing guitar is his favorite occupation.*

Gerund as direct object. Gerunds in the function of direct objects are used after many verbs, for example, after *admit, advise, allow, avoid, begin, can't help, continue, deny, discuss, enjoy, finish, forbid, give up, go on, imagine, involve, keep, like, mention, mind, postpone, practice, prefer, quit, recommend, risk, stop, suggest*. Examples:

*She suggested visiting Venice.
Stop talking.
Begin writing.
Go on reading.
Keep working.*

Gerund as prepositional object after phrasal verbs. Gerunds as prepositional objects are used after many phrasal verbs, for example, after *accuse of, agree on, apologize for, approve of, believe in, blame for, care about, complain about, complain of, confess to, consent to, consist in, consist of, count on,*

depend on, disapprove of, dream of, feel like, feel up to, forget about, forgive for, insist on, keep from, lead to, long for, look forward to, mean by, object to, pay for, persist in, prevent from, remind of, result in, return to, save from, succeed in, suspect of, take to, talk into, talk out of, thank for, think about, think of, work on, worry about. Examples:

They accused him of stealing their money.

She blames him for losing her suitcase.

Excuse me for interrupting you.

Gerund as prepositional object after adjectives. Gerunds as prepositional objects are used after many adjectives and participles, for example, after *accused of, accustomed to, afraid of, angry at, annoyed at, ashamed of, aware of, capable of, careful about, concerned about, confident of, disappointed at, engaged in, excited about, experienced in, frightened of, fond of, furious at, good at, grateful for, interested in, proud of, responsible for, scared of, sorry for, successful in, sure of, surprised at, thankful for, tired of, be used to, worried about.*

I'm tired of arguing.

He is afraid of going there.

She is fond of listening to fairy tales.

He was accused of stealing.

He is proud of being a member of the team.

She is interested in buying an apartment in this neighborhood.

She was angry at being left alone at home.

He was sorry for giving them so much trouble.

Gerunds without prepositions after adjectives. Note the use of gerunds without a preposition after the adjectives *worth, busy*:

This dress is worth buying.

This story is worth reading.

Is this film worth watching? No, this film is not worth watching.

She is busy typing letters. He is busy repairing his car.

To sum up. The Simple Gerund refers to the present or future:

We consider moving abroad.

The Perfect Gerund shows that the action of the -ing happened before the action of the verb:

He denied having lied to his parents.

The syntactic function of the gerund subject

1. Subject:

It's no use arguing with her.

There's no point in arguing.

It's worth trying.

His being so slow is very annoying.

2. Predicative:

What annoys me is his being careless.

3. Direct object:

I don't mind your including this book in the list.

He suggests getting in touch with her as soon as possible.

4. Prepositional:

He insists on doing the job himself.

5. Object:

I am thinking of writing to him.

5. Attribute:

I don't see the reason for his complaining about it.

The importance of addressing problems early has been demonstrated.

6. Adverbial modifier: after / before / without / by / on / in / in spite of / instead of etc. + gerund.

The Participle I / II

Forms of participles

The gerund is a non-finite form of the verb. The other non-finite verb forms are the infinitive and the participle.

English verbs have two participles: the present participle I (*typing, writing*) **and the past participle II** (*typed, written*).

Formation of participles

The **Present participle is formed by adding -ing** to the base form of the verb: *flying, playing, running, sleeping, working*.

The present participle expresses active meaning: *doing, flying, playing, reading, running, sleeping, taking, typing, working, writing*.

The **Past participle is formed by adding -ed** to the base form of the verb: *moved, played, stopped, typed*.

The boy is reading a book.

The reading boy didn't pay any attention to the teacher's words.

The boy reading a book didn't pay any attention to the teacher's words.

Having read ten pages of the book, he decided to have a break.

The books read by him last week included several fairy tales.

The story being read by him now is called "The Wonderful Wizard of Oz".

Published in 1900, the story was adapted into a film in 1939.

Having been translated into several languages, this story is well known in many countries.

Absolute participle construction:

The weather being nice and warm, we went for a walk.

Nobody knowing what to do, we decided to do nothing.

Two of them headed toward the director's office, the other three staying in the hall.

Present participle in constructions with complex object:

*I saw him locking the door. I saw him watching me. I see her smiling.
I heard them laughing. I hear the telephone ringing.
She felt him looking at her. She noticed him smiling at something.*

Past participle in constructions with complex object: constructions after *see, hear, want, consider*:

*He saw his bags put into the trunk of a large car.
She saw several participants arrested during the demonstration.
We heard her name mentioned during the discussion.
He wants it done as soon as possible.
We want him elected.
I consider this matter closed.*

Construction “have something done”

*I had my car washed.
He had his hair cut yesterday.
She got her TV repaired.
She had her purse stolen yesterday.
He had his nose broken in a fight.*

Complex Object

Complex object in the English language **is used with verbs**: expresses the physical perception and feeling: *to see – to see, to watch – look, to notice – notice, to observe – to observe, to feel – to feel, to hear – to hear* and others. **When we put these verbs the infinitive without the particle to:**

*We noticed the woman enter the house through the back door. –
We noticed a woman entered through the back door.
I saw them walk along the road. – I saw them walking down the road.
I did not hear her say this because she spoke in a soft voice. – I did not hear how she said it because she said quietly.*

Modals

“Can”, “could” and “(be) able to”

We use “can” to say something is possible or that somebody has the ability to do something. We use *can + infinitive (can do, can see etc.)*:

*Can you speak any foreign language?
A person can only be detained beyond 36 hours if a warrant is obtained from a magistrate' court.*

The negative is **“can't”** (= “cannot”).

(Be) able to... is possible instead of “can”, but “can” is more usual:

Are you able to speak any foreign languages?

But “can” has only two forms, **can** (present) and **could** (past). So sometime it is necessary to use “be able to”:

I haven't been able to drive recently.

“Must” and “have to”

We use “**must**” and “**have to**” say that it is necessary to do something.

Sometimes there is no difference which to use:

I have a lot to do. I must go or I have to go.

But there is difference between “must” and “have to” which is very important:

Must is personal. We use must when we give our personal feelings.

He is high professional. You must meet and consult him.

I haven't phoned him for ages. I must phone him tonight.

When we talk about the present or future we use “**must**”. Not for the past:

We must go now (or tomorrow).

We can use **have to** in all forms:

Have you ever had to go to the hospital? – I might have to go to hospital? – What do I have to do to get a driving license?

“Have to” is impersonal. We use have to for facts, not for personal feelings, because of a rule or the situation:

You can't turn right here. You have to turn left (because of the traffic system).

I have to get up very early to be in time for job.

“May” and “might”

We use “**may**” or “**might**” to say that something is a possibility:

It may be true, or it might be true (= perhaps it is true).

He may know. Or he might know.

The negative forms are “**may not**” or “**might not**”:

I may not have enough money to lend you, sorry.

“Should”

“**You should do something**” means it is a good thing to do or the right thing to do. We use “**should**” to give advice or to give an opinion:

The government should do more to help homeless people.

You should wear a helmet riding a bike.

We often use “should” with “I think” / “I don't think” / “Do you think?”:

Do you think I should apply for the job? Yes, I think you should.

“You shouldn’t do something” means it is not a good thing to do:
You shouldn’t believe everything you read in the newspapers.

“Should” is not as strong as “must”:
You should apologize. (It would be a good thing to apologise.)

We use should when something is not right or what we expect:
*Those children **shouldn’t** be playing on the road.*

“Ought to”

We use **“ought to”** instead of **“should”** in the sentences on this page.
Note that we say “ought to do…” with “to”:

*Do you think I **ought to** apply for this job? (Do you think I **should** apply?)*
*She’s been studying hard for the exam, so she **ought** to pass.*

Conditional Sentences

Types of conditional sentence

A conditional sentence is a complex sentence with a subordinate clause of condition that usually begins with the conjunction IF. The clause of condition (the if-clause) indicates the conditions under which the action in the main clause may be realized.

For the purposes of studying, **conditional sentences are usually divided into three main types**:

- 1) structures with real condition (first type of conditional sentences, or first conditional);
- 2) structures with unreal condition referring to the present or future (second type of conditional sentences, or second conditional);
- 3) structures with unreal condition referring to the past (third type of conditional sentences, or third conditional).

Real condition. Type I

Conditional sentences with real condition express real, true to fact / factual conditions under which the action in the main clause can be realized. The tenses of the indicative mood are used. In most cases, conditions in the future are expressed, but other situations and tenses are also possible. **Note that the future tense with the verb “will” is not allowed after “if” in clauses of condition.** The future idea is usually expressed by the **Simple Present in the if-clause of condition**:

*She **will** talk to him if she **sees** him.*

*If I **have** enough time tonight, I **will** help you.*

*They **will** bring his book if they **find** it.*

*If he **doesn’t do** his home assignment, he **will not watch** TV.*

Unreal condition. Type II

Supposition in English is expressed with the help of the past tense, **usually by the verbs “would”, “should”, “could”, and “might” + Past Simple / Past Continuous.**

There are various types of supposition, for example, hypothesis, assumption, possibility, probability.

Also, suggestions, offers, and polite requests are often made in suppositional form:

*I **would** call him now if I **knew** his telephone number. (I don't know his telephone number.)*

*If she **had** friends, she **would not** feel so lonely. (But she doesn't have friends.)*

*If I **had** enough time tonight, I **would** help you. (If I had enough time tonight, I would help you.)*

*If he **repaired** his car tomorrow, he go to the summer house on Friday.*

If I were rich, I would take a trip around the world. (But I'm not rich.)

If she were at home, she would pick up the phone.

If I were you, I'd do it. (If I were you, I would do it.)

Unreal condition in the past III

The situation refers to the past, the time is gone, and there is no possibility of realizing the indicated condition and the action that depends on this condition because they are already in the past. Thus, the condition indicated in the if-clause is unrealizable, unreal, and contrary to fact.

To show unreal condition in the past, the verb in the subordinate clause (i.e., in the part where the condition is stated) is used in the **Past Perfect Subjunctive**, which is the same in form as **the Past Perfect** (e. g., had known, had wanted). **The construction “would” + perfect infinitive** (i. e., “would” + “have” + past participle) is used in the main clause.

If I had known his telephone number then, I would have called him. (But I didn't know his telephone number then, and I didn't call him.)

If she had wanted to visit us yesterday, she would have found the time for it.

If you had told me about it at that time, I would not have believed you.

Reported Speech

Direct and indirect (reported) speech

When we want to describe what someone said, one option is **to use direct speech**. We use direct speech when we simply repeat what someone says, putting the phrase between speech marks:

Paul came in and said, “I'm really hungry.”

It is very common to see direct speech used in books or in a newspaper article:

The local MP said, “We plan to make this city a safer place for everyone.”

As you can see, **with direct speech it is common to use** the verb “to say” (“said” in the past). But you can also find other verbs used to indicate direct speech such as “ask”, “reply” and “shout”. For example:

When Mrs Diaz opened the door, I asked, “Have you seen Lee?”

She replied, “No, I haven’t seen him since lunchtime.”

The boss was angry and shouted, “Why isn’t he here? He hasn’t finished that report yet!”

When we want to report what someone said without speech marks and without necessarily using exactly the same words, **we can use indirect speech** (also called “**reported speech**”). For example:

Direct speech: *“We’re quite cold in here.”*

Indirect speech: *They say (that) they’re cold.*

When we report what someone says in the present simple, as in the above sentence, we normally don’t change the tense, we simply change the subject. **However, when we report things in the past, we usually change the tense by moving it one step back.** For example, in the following sentence the present simple becomes the past simple in indirect speech:

Direct speech: *“I have a new car.”*

Indirect speech: *He said he had a new car.*

All the other tenses follow a similar change in indirect speech

Direct speech	Indirect speech
He said, “I live in the city center”. (Present Simple)	He said he <i>lived</i> in the city center. (Past Simple)
He said, “I’m going out”. (Present Continuous)	He said he <i>was going</i> out. (Past Continuous)
He said, “I’ve finished”. (Present Perfect)	He said he <i>had finished</i> . (Past Perfect)
He said, “I’ve been studying a lot”. (Present Perfect Continuous)	He said he <i>had been studying</i> a lot. (Past Perfect Continuous)
He said, “I had arrived before you”. (Past Perfect)	He said he <i>had</i> already left. (Past Perfect)
He said, “I’ll be there at 2 pm”. (Future Simple)	He said he <i>would be</i> there at 2 pm.
She said, “I can swim”.	She said she <i>could</i> swim.
She said, “I must go”.	She said she <i>had to</i> go.
She said, “I may drive there”.	She said she <i>might</i> drive there.
She said, “Shall we start?”	She asked if we <i>should</i> start.
She said, “I’ll call you”.	She said she <i>would</i> call me.

Using “say” or “tell”

As an alternative to using “say” we can also use ‘tell’ (‘told’ in the past) in reported speech, but in this case you need to add the object pronoun. For example:

*He **told me** he was going to call Alan.*

*They **told her** they would arrive a little late.*

*You **told us** you’d already finished the order.*

Changing time expressions

Sometimes it’s necessary to change the time expressions when you report speech, especially when you are speaking about the past and the time reference no longer applies. For example:

Direct speech: *“I’m seeing my brother **tomorrow**.”*

Indirect speech: *She said she was seeing her brother **the following day**.*

Here are some other examples:

Direct speech: *“I had a headache **yesterday**.”*

Indirect speech: *You said you’d had a headache **the day before yesterday**.*

Direct speech: *“It’s been raining since **this afternoon**.”*

Indirect speech: *He said it’d been raining since **that afternoon**.*

Direct speech: *“I haven’t seen them since **last week**.”*

Indirect speech: *She said she hadn’t seen them since **the previous week**.*

Time indicators:

now: *then / at that time;*

today; yesterday / *that day / Tuesday / the 27th of June;*

yesterday: *the day before yesterday / the day before / Wednesday / the 5th of December;*

last night: *the night before, Thursday night;*

last week: *the week before / the previous week;*

tomorrow: *today / the next day / the following day / Friday.*

Reporting Questions

When you report a question **you need to change the interrogative form into an affirmative sentence, putting the verb tense one step back**, as with normal reported speech.

There are **two types of questions** that we can report – questions that have a “yes” / “no” response, and questions that begin with a question word like “what”, “where”, “who” etc.

When we report a “yes” / “no” question, we use “if”. For example:

Direct speech: *“Do they live here?”*

Indirect speech: You asked me **if they lived** here.

As you can see, in the reported version of the question, “do” is eliminated because it is no longer a question, and the verb “live” becomes “lived”.

For questions starting with question words like “what”, “where”, “when”, “who”, etc., we report the question using the question word but change the interrogative form to the affirmative form. For example:

Direct speech: *“Where do they live?”*

Indirect speech: *You asked me **where they lived**.*

Direct speech: *“When are you leaving?”*

Indirect speech: He asked us **when we were leaving**.

Direct speech: *“How will they get here?”*

Indirect speech: *She asked me **how they would get here**.*

When we report a question we normally use the verb “ask”. As with the verb “to tell”, the verb “to ask” is normally followed by an object pronoun, though it is possible to omit it.

Reporting Orders and Requests

When you give someone an order, **you use the imperative form, which means using just the verb without a subject.** For example:

*“**Call** me back later.”*

*“**Have** a seat.”*

*“**Don’t do** that!”*

To report an order we use “tell” and the infinitive of the verb. For example:

*You told me **to call** you back later.*

*He told me **to have** a seat.*

*She told us **not to do** that.*

When you make a request, you normally use words like “can”, “could”, or “will”. For example:

*“**Could** you call me back later?”*

*“**Will** you have a seat?”*

*“**Can** you not do that please?”*

To report a request, we use the verb “to ask” and the infinitive form of the verb. For example:

*You asked me **to call** you back later.*

*He asked me **to have** a seat.*

*She asked us **not to do** that.*

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